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THE IMPACT OF THE USE OF AUTHENTIC MATERIALS IN THE MOTIVATION AND INCREASED ACQUISITION OF BUSINESS ENGLISH SKILLS AND VOCABULARY BY ENGLISH FOR BUSINESS STUDENTS AT "UNIVERSIDAD SAN IGNACIO DE LOYOLA"

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CHRISTIAN BRYAN BJORK OLIVARES

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APPROVAL

The thesis titled “The Impact of the Use of Authentic Materials in the Motivation and Increased Acquisition of Business English Skills and Vocabulary by English for Business Students at “Universidad San Ignacio de Loyola”, presented by Christian Bryan Bjork Olivares in accordance with the requirements of being awarded the Degree of Master in Education with Mention in Teaching English as a Foreign Language, was approved by the Thesis Director, Ms. Maria Luisa Mu, and defended on before a Jury with the following members:

President

Secretary

Informant

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INTRODUCTION

Experience in teaching highlights the need to address difficulties faced by students in their learning process. It is a fact that teachers of English as a Second Language, ESL, use certain resources in their pedagogical practice in order to motivate their students in the language classes, as well as to help them improve their cognitive learning process, consolidation and long term storage of the language. In order for the students to feel encouraged to learn a foreign language, it is recommended that the topics presented in class be related to their particular interests. Specifically, we believe these subjects should be presented by means of books or articles and/or any type of materials which relate to the socio-cultural status of the students and using, when required, technical or specialized language which they can apply in their daily professional activities in a dynamic and accessible fashion.

The subject matter which is being presented in this research study revolves around the issue of using authentic English teaching materials as a tool to motivate the students in the context of learning English as a Second Language, particularly –in our case- medium level English for Business students of Universidad San Ignacio de Loyola, USIL.

In this work, we will be discussing the advantage of using authentic materials as compared to using more classic materials which have been traditionally written and prepared for the purpose of language learning, such as textbook-based materials.

When we were planning our study, we decided to organize our class following not only the traditional foreign language teaching method used by USIL, with the course textbook and the typical exercises and drills, but also to encourage our students to learn the new language by actually using it as a real means of communication by including authentic materials. As mentioned above, the authentic materials used in this study were online articles from the business publication *The Economist*. A sample of an article is included as Annex 14.

In order to implement the use of authentic materials, however, teachers must be prepared to spend a considerable amount of time locating suitable sources and developing learning tasks that accompany the materials, in order to scaffold the student's learning process.

Before we decided to use the articles of *The Economist* for this study, which we felt would be in line with the CBI and CLT approaches for teaching a foreign language, we started by asking our students what materials they thought would be helpful to improve their educational needs, as business students. The reason we involved our students in the decision process was our belief that, by doing this, we would help motivate them since they would see how their opinion was being taken into account when programming their classes.

It must be pointed out that, because of time restrictions, considering we obviously had to give priority to the syllabus material, we thought it would be best not to include more than one authentic material in our study; i.e., the online articles of *The Economist*.

Once we had decided on the use of these authentic materials, an alternative syllabus was prepared in order to include their use; twenty minutes of each class were dedicated to reading, examining, and/or discussing the *The Economist* articles or parts of them, as well as learning some of the new vocabulary found in them.

Chapter I focuses on the formulation of the problem, hypotheses, objectives, justification of the investigation as well as limitations and antecedents of the investigation. In chapter II we can find the theoretical framework of items covered in our study. Chapter III sets forth the methodology of our investigation, including the type of investigation,

design, variables, population and data collection. Chapter IV includes an analysis of the data as well as a discussion of the results obtained.

Finally, we have the conclusions reached as a result of our research, as well as our recommendations and references.

CHAPTER 1

INVESTIGATION OUTLINE

As mentioned earlier, we consider that, in order to help the students in their learning process, regardless of the subject that is being taught, the activities to be developed by the teacher should be focused on motivating them, i.e., creating a situation that may be interesting to the students, or that contains information that is significant to them, in order that they may develop a positive attitude towards the learning of a specific subject.

We believe that this learning-enhancing situation can be created by introducing materials that are directly related to the students' particular activities or interests. In order to achieve this, we as teachers must look into all of the tools and resources that may be available. Among these, authentic materials can be considered substantially sufficient to promote intentionality and interest so that the student may not just feel compelled to memorize, but rather engaged to participate in class and to carry out activities and homework presented in class. This, we believe, will undoubtedly contribute to the students' development of abilities to learn the English language (Akbari, 2015)¹.

¹ AKBARI, O (2015). *Using authentic materials in the foreign language classrooms: Teachers' perspectives in EFL classes*. Retrieved January 6, 2016, from www.consortiacademia.org/index.php/ijrse/article/download/1189/538

We thought the authentic materials to be used in our study, the online business articles of The Economist, would contribute to improve our students' business language skills and to acquire new vocabulary found in the "real business world" in order to face diverse situations in their professional life. We thought that a teaching strategy that included the use of authentic materials, in addition to the regular textbooks, would provide the students the adequate motivation, information and guidance that would enhance their learning and development of communication competencies (Gilmore, 2007)².

Beltran (1988), referred by Rodriguez (2009)³, acknowledges the importance of generating, on the student, self-motivation for studying, for professional performance and for interacting with his/her peers. When a student is self-motivated, it will be more likely that he/she will develop auto-regulated learning and will become autonomous and independent in his/her learning process.

It is our belief that, once the students realize how helpful the business English classes are in their everyday life, particularly in their labor or professional activities, they will be encouraged to continue making an effort to participate and take the most advantage from the classroom sessions.

During the first week of classes, as we were carrying out the observation of the two groups of students chosen for this research, it was evident that many of the students showed a lack of identification with the topics covered in their English for Business classes. Although the topics included in the regular syllabus are in general well structured, we felt some of them had little to do with the real life activities the students might be facing in their professional studies and/or work environment. As a consequence, we did not sense a real motivation on the part of the

² GILMORE, A (2007). *Authentic materials and authenticity in foreign language learning*. Retrieved October 20, 2015, from http://www.researchgate.net/publication/231910134_Authentic_materials_and_authenticity_in_foreign_language_learning

³ RODRIGUEZ, G. (2009) *Motivación, estrategias de aprendizaje y rendimiento académico en estudiantes de E.S.O.* Tesis Doctoral. Universidad de la Coruña. Retrieved December 3, 2015 from [http://ruc.udc.es/bitstream/2183/5669/1/RodriguezFuentes Gustavo.TESIS GRF_210109.pdf](http://ruc.udc.es/bitstream/2183/5669/1/RodriguezFuentes%20Gustavo.TESIS%20GRF_210109.pdf)

students who were making an effort to learn a second language and to find time to include these classes in their already busy schedules.

In order to measure the motivation of the students at the beginning of the term we prepared a chart that registered the attendance and submission of assignments by the students of the two groups, i.e., the experimental and the control groups. We believed this log would reflect the relative level of motivation from the start to the end of the semester. The chart, which according to our hypothesis would show an increased motivation and improved performance of the students who were exposed to the authentic materials, towards the end of the term, is attached to the study.

As mentioned in our secondary hypothesis, we believed there would be a positive correlation between motivation of the students and their increased acquisition of new business vocabulary and language skills.

1.1. Formulation of the problem

If we are interested in understanding, predicting or influencing individual behavior, we must start with a basic understanding of human motivation. Why do people behave as they do? The attribution theory has been designed to explain how people attempt to explain motivation of others, because individuals are always trying to figure out the motives behind their behavior or the behavior of others. When we teach, we observe some of the students attend classes and turn in their homework regularly and, in general, work hard; while others barely make an effort, and we wonder what motivates the more dedicated students and why those who exhibit a minimum performance are not as motivated.

We asked ourselves: Will the use of authentic materials (The Economist online articles) improve the motivation of our students of the business English class at Universidad San Ignacio de Loyola and thus help increase their acquisition of business English skills and vocabulary?

After doing some research, we came to the conclusion that The Economist online articles would prove to be positive as our students would benefit from being exposed to real language in a real context. We

expected this material would be highly motivating and would give them a sense of achievement. As we know, anything can be used as authentic material but we thought that resources found in the Internet, such as these online articles, would be very appropriate as they were so easily accessible. A main reason for using these authentic materials in the classroom was that we were aware that, once outside the “safe”, controlled language learning environment, our students would not encounter the artificial language of the classroom but the real world and language the way it is used in the real world. It is our belief that our role as teachers is not to delude the language student but to prepare him, by providing the necessary skills so he may understand how the language is actually used.

All of the above gave birth to the hypotheses that follow.

1.2. Hypotheses

1.2.1. General hypothesis

The development of a program that includes online articles of The Economist publication (authentic materials) when teaching English will have a positive impact on the increased motivation of the students of the intermediate level English for Business course of USIL.

1.2.2. Secondary hypothesis

There will be a positive correlation between the motivation of the intermediate English for Business students at “Universidad San Ignacio de Loyola” in the period of March to July of 2015 and their increased acquisition of new business vocabulary, reading comprehension and overall language skills.

1.3. Delimitation of objectives

Once the topic of our investigation had been chosen, after having done research on the subject to be studied, we proceeded to establish or delimit our objectives, both general and specific.

1.3.1. General objectives

Increase the motivation of the English for Business students by using authentic materials, i.e. online articles of the business publication The Economist.

Find out if the use of authentic materials actually increased the motivation of the students and whether, as a result, their business English skills, particularly vocabulary and reading comprehension, improved.

1.3.2. Specific objectives

To reach our goal of having the students become motivated and engaged in their learning process and in the use the authentic materials in their English for Business class.

That our students improve their business English reading comprehension skills and increase their vocabulary and general language skills.

1.4. Justification of the investigation

We believe that this study is important for several reasons. First of all, there is an interest of us teachers to keep our students motivated and participative in class so that they may learn in an effective and assertive manner. For this purpose we developed this study wherein we proposed to implement a program that included authentic materials (online articles of The Economist publication) to motivate the students of English for Business at “Universidad San Ignacio de Loyola” to become more engaged in their language learning process.

Educational practices developed with two groups studying English for Business at “Universidad San Ignacio de Loyola” in Lima, in the period of March to July of 2015, were analyzed in order to determine motivational factors that might have enhanced the students’ engagement in academic tasks and general learning process.

As Heitler (2005)⁴ mentions, students who acquire new business vocabulary will come into direct contact with the reality-level of English; that is, English as it is used by “business people” to communicate with other “business people”. Since our students were also enrolled in other business courses, we believed this further exposure to authentic materials would only prove to be beneficial to them.

It is our hope that our research may in some manner be a contribution for future teachers, both at USIL as well as other teaching institutions, when preparing their teaching plans in the future. We know the results obtained in our study cannot be considered categoric, as there may have been other elements that may have contributed to the improved motivation of the students, but they may offer some light as to the use of tools that are available which may likely have had a positive effect on the students’ overall performance in the English for Business classes.

1.5. Limitations of the investigation

Over the course of this research, we encountered specific limitations regarding time and resources. With regards to time, we were restricted to the last 20 minutes of each class, because the students’ main requirement was to cover the pre-established curriculum content which is quite extensive.

Another limitation, which has to do with the one mentioned above, was that, because we were not able to dedicate more time to working the new authentic material with the students, it was not possible for us to address some of the students’ queries about the articles. Considering the articles in *The Economist* are specialized, and their vocabulary not so easy to grasp, it would also have been very convenient to dedicate more time to help the students become acquainted with the wording prior to being exposed to the materials, by reviewing new vocabulary and fostering dialogues among them and with the teacher, encouraging them to ask questions, etc. The little time we had available for this purpose

⁴ HEITLER, D (2005). *Teaching with Authentic Materials, Intelligent Business*. Retrieved December 5, 2015 from http://www.pearsonlongman.com/intelligent_business/images/teachers_resource/pdf4.pdf

was definitely one obstacle we faced which at the end did not help achieve our objective.

Concerning resources, our main limitation consisted in finding adequate material that the majority of students could relate to and be motivated by. Once it had been agreed that articles of *The Economist* would be used, we made sure we would be able to find a sufficient supply of business articles online.

One other issue to be taken into consideration is that, while for some people the challenge of being able to understand authentic text can boost their motivation, for others the struggle of having to acquire the new vocabulary may prove to be a difficult goal to reach and they may become convinced that learning the new language will never be worth the effort. One way to overcome this problem, again, would be to help the students with their general comprehension in order to give them a sense of achievement, but here again we run into the time limitation.

On the other hand, it must be mentioned that, at a national level, it was difficult to find previous research where a program had been designed to motivate students using authentic materials in the ESP field.

We would also like to note that we haven't been able to present any midterm or final exam samples as we hadn't realized this would later be required in our thesis. As this was the first time we did this type of research, we did not consider it would be required to save these documents. By the time we changed tutors, we did not have them anymore as these exams were handed back to the students, and unfortunately, no samples were kept.

1.6. Antecedents of the investigation

Once we had decided to do this research, we looked into studies which had been carried out previously using authentic materials. We would like to list some of these studies below:

The first study we would like to include is "A Study on the Impact of Authentic Materials on EFL Students' Achievement, Retention and Opinions Regarding Two Grammar Units at High School Level". The

name of Investigator is Hacer Demircan and it took place in Ankara, Turkey, 2004.

Students involved in this study were 54 students English grammar of high school in Ankara, Turkey. Although they were not university students, it is mentioned by the investigator that their level of English was advanced as they had already studied this language for nine years. The students themselves had mentioned that they were all “competent” and did not need to learn any more grammar.

As mentioned in my work, this investigator used authentic materials to improve his students’ learning and to improve their acquisition of English grammar in order for them to help them pass the FCE exam. He also thought the authentic material used, which in this case was written English grammar material which had been chosen especially for this study, would prove useful to achieve this purpose. The results showed “the experimental group had a higher level of achievement compared to the control group that only used the textbook materials in learning these grammar subjects.” (Demircan, 2004)⁵

The second study we are including is “Learners’ Perspective on Authenticity”. The name of the Investigator is Monika M. Chavez, and it took place in Germany in 1998.

Students involved in this study were 190 university-level German language individuals. In this case the language being taught was German; however, I believe teaching any foreign language can be analyzed in a similar manner. I chose this research work because I thought it had connection with my study in that Chavez established the importance of using authentic materials and the fact that they were a motivating factor as his students perceived authentic materials as a key factor in making the language learning more enjoyable. The students further mentioned to him that the use of these materials provided a great advantage in their learning of the German language. (Chavez, 1998)⁶

⁵ DEMIRCAN, H. (2004). *A study on the impact of authentic materials on EFL students’ achievement, retention and opinions regarding two grammar units at high school level*. Retrieved December 18, 2015, from <https://etd.lib.metu.edu.tr/upload/12605501/index.pdf>.

⁶ CHAVEZ, M. (1998). *Learner’s Perspectives on Authenticity*. IRAL: International Review of Applied Linguistics in Language Teaching.

The third study we included is “Using authentic materials to motivate second year during speaking lessons”. The name of the Investigator is Do Thi Thanh Tra, and it took place in Viet Nam between 2008 and 2009.

Forty English Major students in class K47C of the Tay Bac University were involved in this study. In this case, the author’s aim was to prove authentic materials could enhance motivation of his students at the English Faculty. His research confirmed his hypothesis to be correct, as the results suggested that using authentic materials is one way to effectively increase students’ motivation to learn speaking in particular and English in general. In our study, our general hypothesis also mentioned that the use of authentic materials would have a positive impact on the increased motivation of the students chosen for the investigation. The ages of this investigator’s study (between 19 and 22 years) were also similar to the ages of our students. (Than, D. 2008)⁷

The fourth study we’re including is “Motivation Level: A Study on the Effect of an Authentic Context”. The name of the Investigator is Zahra Zohoorian and it took place in 2014, at the Islamic Azad University of Mashhad Branch in Iran

The sample used for this investigation included two groups of 30 university students each; they were EAP students majoring in engineering so the investigator used authentic texts extracted from different websites, all related to their field of study (engineering). As we know, the major focus of English for Academic Purposes is on helping students improve not only their English language skills but mainly to develop academic literacy on their particular field of study. It was our case as well as, in our study, the major of all of our students was related to business so a business publication was chosen as authentic material. (Zohoorian, 2014)⁸

⁷ THAN, D. (2008). *Using authentic materials to motivate second year during speaking lessons*. Retrieved June 23, 2017 from <https://www2.gsid.nagoya-u.ac.jp/blog/anda/files/2011/08/55-do-thanh-tra-viet-nam.pdf>

⁸ ZOHOORIAN, Z. (2014). *Motivation Level: A Study on the Effect of an Authentic Context*. Retrieved June 22, 2017 from http://ac.els-cdn.com/S1877042815034746/1-s2.0-S1877042815034746-main.pdf?_tid=f62193d8-5862-11e7-acad00000aacb35f&acdnat=1498256951_e76ec5c5f1bac8b6ec45a0e3cd0ddda9

The final investigation we include is entitled “Getting Real in the Language Classroom: Developing Japanese Students’ Communicative Competence with Authentic Materials”. The name of the Investigator is Alexander Gilmore, and it took place from April 2004 to January 2005, at Kansai Gaidai University (Kansai Institute of Foreign Languages) in Hirakata, Japan

The number of participants registered for this study was originally 92 (46 students in the experimental group and 46 students in the control group); however, because a significant number of them left on a scholarship, the total number which finally completed it was 62 (31 students in each group). Average age of the students was 19.2 years. Authentic materials used in the research was taken from films, documentaries, reality shows, TV comedies, web-based sources, home-produced videos of native speakers, songs, novels and newspaper articles. The specific objective in this study was to see if, by using the authentic materials, the students’ skills improved, mainly their listening and speaking skills. Although the objective in our study was broader, i.e. to improve the overall English language skills and not only their listening and speaking skills as is the case in this study, the fact that the objective also was to improve English skills of the participating students, the fact that they were of a similar age as our students, and the fact that they used newspaper articles as authentic materials for their study, motivated us to include it in this work. (Gilmore, 2004)⁹

Needless to say that reviewing this material strengthened our resolve to carry out our research using authentic materials, as all of the cited authors had arrived at the conclusion that using authentic materials had definitely been helpful to increase the enjoyment and motivation of their students and to improve their overall achievement in the English language skills.

The results obtained from our research work were not as satisfactorily conclusive, as those in the five studies mentioned above, nor as significant as we would have expected; even if the experimental group showed a slight improvement in certain motivation indicators, such

⁹ GILMORE, A. (2004). *Getting Real in the Language Classroom: Developing Japanese Students’ Communicative Competence with Authentic Materials*. Retrieved June 24, 2017 from <http://eprints.nottingham.ac.uk/11928/1/478936.pdf>

as attendance, class participation and task submission, and their grade improved slightly in the post-test, their overall performance was lower than that of the control group.

As mentioned earlier, we found it very difficult to find specific information for this kind of research and that is the reason why we have considered this drawback when referring to Limitations of the investigation.

CHAPTER 2

THEORETICAL FRAMEWORK

The theoretical framework considered in chapter II includes the following definitions, which we consider are very important for the purpose of our research work: Authentic material, motivation, business English language skills, English for business vocabulary and teaching English for business.

2.1. Conceptual references

2.1.1. Authentic material

In general, “authentic materials” refer to oral or written texts, created by native speakers and published in contexts designed specifically for native-speaker consumption, with no thought given to non-native accessibility. (Ellis & Johnson (2002) referred by Sampath, D. (2010)¹⁰.

¹⁰ SAMPATH, D. (2010). *Effective Teaching Strategies for Learners of Business Communication: A Case Study from INTI University College*, Malaysia Retrieved February 18, 2016, from <http://www.uri.edu/iaics/content/2010v19n3/20DilaniSampathArezouZalipour.pdf>

The reappearance of the concept of “authenticity” -when related to language teaching or learning- according to Gilmore (2007)¹¹ dates back to the discussions raised by Chomsky (1965) and Hymes (1972), referred by Zohoorin (2011)¹², who remarked that communicative competence does not only comprise the knowledge of the language but the need for contextualized communication.

Both Content-based instruction (CBI) and Communicative language teaching (CLT) promote the use of authentic materials. Content-based foreign language instruction encourages students to learn a new language by playing real pieces, actually using the language -from the very first class- as a real means of communication (Stryker, 1997)¹³. CLT also promotes the extensive integration of authentic materials in the curriculum of language courses.

These language teaching approaches refer to different resources that can be considered authentic materials which can be used in class, such as websites, reference books, magazines, audio or video of lectures or any other teaching resources that may have not been especially prepared for pedagogical purposes. All of these were options considered during the brainstorming session with our students prior to deciding for a particular type of authentic materials to be used in class.

Although the use of authentic materials has sometimes been a matter of controversy, this thesis aims at reviewing the implementation of this type of materials in learning contexts, particularly in ESP contexts. Several authors have referred favorably to the use of authentic materials; for example, in

11 GILMORE, A (2007). *Authentic materials and authenticity in foreignlanguage learning*. Retrieved October 20, 2015, from http://www.researchgate.net/publication/231910134_Authentic_materials_and_authenticity_in_foreign_language_learning

12 ZOHOORIN, Z (2011) *A Review on the Effectiveness of Using Authentic Materials in ESP Courses English for Specific Purposes World*, Issue 31 Volume 10, Retrieved January 8, 2016, from http://www.espworld.info/Articles_31/Authenticity_Effectiveness.pdf

13 STRYKER, S., LEAVER, B. (1997). *Content-Based Instruction in Foreign Language Education*. Georgetown University Press.

Heitler's essay entitled *Teaching with Authentic Materials* (2005), regarding the use of authentic materials, this author says, "with the use of authentic materials our students not only practice their English skills, but the language being taught is more up-to-date and appropriate". Heitler goes as far as stating that the use of authentic materials, when teaching English for Business classes, motivates the students to use this particular specialized vocabulary (Heitler, 2005)¹⁴.

The English for Business course textbook used by USIL is *Business Advantage Intermediate*, Cambridge University Press, Koester, A., 2012.¹⁵ While the business materials offered in this course seem relevant to the students' business aspirations, it was our hope that, by including the authentic materials, the students would become more engaged.

Communicative Language Teaching implies a focus on communication; however, there is also the implication that spoken exchanges should be authentic and meaningful. (Andrewes, 2005)¹⁶

In the following paragraphs we have included some texts we read regarding the use of authentic materials in teaching which we found interesting and which motivated us to use them in our research.

Our research was based on the various theoretical approaches that provide the support needed to determine that authentic materials can actually be applied in business English classes and that they constitute a useful and effective work tool.

¹⁴ HEITLER, D (2005). *Teaching with Authentic Materials*, Intelligent Business. Retrieved December 5, 2015. http://www.pearsonlongman.com/intelligent_business/images/teachers_resource/pdf4.pdf

¹⁵ KOESTER, A. & PITT, A. & HANDFORD, M. & LISBOA, M (2012) *Business Advantage Intermediate. (First Edition)*. United Kingdom, Cambridge University Press.

¹⁶ ANDREWES, S. (2005). *The CLT Police: Questioning the communicative approach*. Modern English Teacher Vol 14. No 2. Retrieved November 4, 2015, from <http://iteslj.org/Articles/Belchamber-CLT.html>

As mentioned above, Heitler is one of the authors that is in favor of using authentic materials to teach business English. In his article *Teaching with Authentic Materials, Intelligent Business*, Heitler, D (2005)¹⁷ states that (for the teaching of English for Business) “authentic materials can be obtained from real-life sources, such as the magazine *The Economist*, written by native English speakers for native English speakers”. He believes the use of this authentic material is an excellent motivator for the business student because it connects him with up-to-date and real-world vocabulary, which is regularly used by businessmen to communicate with their peers. According to this author, “this helps students become familiar with English material of their specialty.”

Cook, V. (1981)¹⁸ in the article *Using Authentic Materials in the Classroom*, refers to authentic materials as those which are produced by native speakers to solve everyday situations, such as newspaper articles, comics, songs with no didactic preparation, which motivate the student because of their cultural and situational references and content. This author estimates that the use of authentic materials motivates the learning of a language, especially for communicating directly with the native speaker, to interact socially and to get to know his culture. She recommends that up-to-date and real life topics be used that are in accordance with the textbook exercises.

In his article *Authentic Material in the Classroom: The Advantages*, Landsford, L. (2014)¹⁹ defines authentic materials as “texts written by native speakers, published in contexts to be used by native speakers, without considering accessibility by non-native speakers”. He considers authentic materials are a source of motivation for the students.

¹⁷ HEITLER, D. (2005). *Teaching with Authentic Materials, Intelligent Business*. Retrieved December 5, 2015 from http://www.pearsonlongman.com/intelligent_business/images/teachers_resource/pdf4.pdf

¹⁸ COOK, V. (1981). *Using Authentic Materials in the Classroom* by Vivian Cook. Retrieved December 4, 2015 from <http://homepage.ntlworld.com/vivian.c/Writings/Papers/AuthMat81.htm>

¹⁹ LANDSFORD, L. *Authentic Materials in the Classroom: The Advantages* by Lewis Lansford. Retrieved January 6, 2016 from <http://www.cambridge.org/elt/blog/2014/05/authentic-materials-classroom-advantages>

After reading these authors and their favorable opinions regarding the use of authentic materials, we were even more motivated to use them in our study.

Many of the students who participated in the brainstorming session carried out before starting our study mentioned that they thought The Economist has up-to-date online business articles that are of interest to them; the fact that the articles are published periodically was considered very convenient.

As we were looking into the possibility of using this business magazine, we ran into the articles which The Economist publishes online, mainly to help business students prepare for the GMAT. The GMAT (Graduate Management Admission Test) is a 3½-hour standardized exam designed to predict how test takers will perform academically in MBA (Masters in Business Administration) programs. GMAT scores are used by graduate business schools to make admission decisions. We thought this would really appeal to our business students in this study, most of who expressed a willingness to follow an MBA.

GMAT does not measure business knowledge or skills, nor intelligence. By reading these articles in class, and analyzing their content, we believed the students' vocabulary, as well as their reading and analytical skills, would improve. During the 20 minutes dedicated to these articles, we asked the students to read The Economist articles actively, looking for the main ideas, trying to think what the topic in the articles could be related to, what they knew previously about it, etc.

We thought that, by having the students of the experimental group practice with these articles, and explaining to them how improving their language skills would increase their chances to be admitted to an MBA or a similar graduate management program of their preference in the future, we would be motivating them, given the fact that the major of most of our students is business.

Before starting our work, over the past few semesters of classes at USIL, we had noticed that, whenever any type of authentic material was introduced into the classroom, in addition to the standard curriculum material, such as a documentary or an article on a specific subject related to business, there seemed to be an increased student participation and production. It was out of this experience and because of all of the reasons mentioned above that the idea to incorporate authentic materials (in this case online articles from The Economist) into our English for Business class was born.

2.1.2. Motivation

Stoner, Freeman, Edward, Gilbert, Daniel, (1995)²⁰ define motivation as the drive and desire to satisfy a goal, conditioned by a personal need. Gardner, R. (1985), referred by Espi, M. and Azurmendi, M. (1996)²¹, define motivation to learn a second language as the desire to learn to communicate with one group and to be incorporated to said language, involving factors such as effort and favorable attitudes to acquire the language.

In line with this, Adora Svitak, in her article *Five Ways to Empower Students* from the Edutopia site, refers to complaints from students who feel that what they are learning in class does not seem to apply in the real world and this results in their consequent lack of motivation. “By allowing the students to be involved in their learning process”, she states, “they will be more motivated to learn, as they can see the impact it can make in their personal and professional lives”. (Svitak, 2012)²².

²⁰ STONER, J., FREEMAN, R., GILBERT, D. (1995). *Management*, 6th Edition. Prentice Hall.

²¹ ESPI, M. AZURMEDI, M. (1996) *Motivación, Actitudes y Aprendizaje del Español como Lengua Extranjera*. Resla, 11, 66,76. Retrieved February 8, 2016, from <http://dialnet.unirioja.es/descarga/articulo/106214.pdf>

²² SVITAK, A (2012). *Five Ways to Empower Students*. Retrieved December 14, 2015, from <http://www.edutopia.org/blog/empower-students-adora-svitak>

Blustein D. (1988)²³ describes two types of motivation, extrinsic and intrinsic. Extrinsic motivation responds to obtaining a material or social reward; attention is focused on obtaining good results. People with extrinsic motivation have fear of criticism and try to look competent. Intrinsic motivation, on the other hand, is observed among people who are not interested in the results (reward or punishment), but in the satisfaction resulting from having achieved a specific task. People with intrinsic motivation have a curiosity or desire to learn, the urge to know more. They look for challenging activities, and challenge is motivating.

Motivation, in our particular case, refers to engaging one group of students of the English for Business course in the learning process, by introducing authentic materials (online articles of the business publication *The Economist*) into the regular course syllabus. It was important to demonstrate to our students how the material, which included business jargon used by everyday “real people”, related to them and could be useful in their everyday communications.

Our hope was that the business articles would trigger our students’ intrinsic motivation and that they would get involved in these extracurricular activities as a challenge to become more proficient in their knowledge of business English. At the same time, we believed they would also be “extrinsically motivated” by the better grades they most likely would obtain, as well as the better future work possibilities and the possibility to perform better in graduate business schools.

The philosophy of content-based instruction (CBI) has become in recent years increasingly popular as a means of developing linguistic ability. When developing our study, we chose this approach because we considered that it would help make business English learning more interesting for our students and would most probably enhance their motivation as this method

²³ BLUSTEIN, D. (1988) *The relationship between motivational processes and career exploration*. *Journal of Vocational Behavior*. Volume 32, Issue 3, Pages 345-357. Retrieved February 8, 2016 from <http://www.sciencedirect.com/science/article/pii/0001879188900255>

would make it possible for them to use the English language to fulfill the purpose of becoming more proficient in business English.

We believe there was actually a motivation to attend our classes among our students of the experimental group. As can be seen in Data Analysis, Chapter IV, the attendance of the experimental group students was significantly higher than that of the control group although their classes started much earlier; however, and, probably as because of this, many of them arrived somewhat late. It may be that it was not that the authentic materials used were not correctly chosen, but that possibly other factors may have contributed to the results obtained. It may have been that the time dedicated to working with the authentic materials was not long enough, that the early starting time of the classes attended by the students in the experimental group influenced on their learning of the language, etc.

As a result of the introduction of this new material, which was directly related to our students' main field of study (business), an increased participation by the majority of students was observed. We then inferred that this tool had been effective to achieve an increased motivation, and expected that this would result in an improvement in the students' acquisition of business language skills and vocabulary

However, because of the results obtained in this study, which obviously did not confirm our hypotheses, further research was carried out in order to find out which other activities could have been used in addition to those chosen in our research, in order to actually increase the motivation of the students and contribute to their improvement in acquisition of business language skills and vocabulary. This will be explained throughout this work.

2.1.3. Business english language skills

When assessing English language proficiency, there are four main skills that must be taken into consideration (reading, speaking, writing and listening). Usually we tend to measure a person's speaking ability only, but this is just one of the four skills.

Just as important are the abilities to read, write and listen in the English language. The four skills are strongly correlated but distinct enough and need to be measured separately.

Business language skills are critical needs in this modern era of globalization. Communicating fluently and professionally is a huge plus for most careers, in particular for international business. An employee that has competency in business language skills will probably be able to climb up the career ladder more easily. Individuals who can read business-related articles, essays or any type of publications that are written in English will be able to keep up-to-date in current business trends and news. It is imperative that anyone who wants to succeed in business focuses on improving his/her business language skills.

Bruner, J. (1963)²⁴ reports that, when the acquired knowledge is applied to the solution of tasks in real life, the ability to understand improves, and this is linked to language skills. This means that, by using the imagination, memory and mental processes, the language skills of listening, reading, speaking and writing are connected.

Business English language skills, as referred to in our particular research, refers to being able to understand or communicate basic information both in virtual or in-person meetings, read or write emails and other written communication using business English terms, or deal with complexity and rapid change in a global business environment.

2.1.4. English for business vocabulary

Improving vocabulary is key to mastering the specialized words used in business language. Reading business-related material can significantly enhance a person's vocabulary. It will not only make it possible for this person to remain abreast with the latest changes in the business environment but also to keep up with any changes in business terminology. Written authentic material such

²⁴ BRUNER, J. (1963). El proceso de la educación. Mexico: Hispano Americana.

as articles of *The Economist*, can, consequently, be very helpful for students who want to improve their business vocabulary.

When we refer to Business English Vocabulary, in this study, we are focusing on the most common words and phrases used in different areas of business.

2.1.5. Teaching english for business

This concept refers to the development of communication skills in the field of business, aimed specifically at commercial areas such as Marketing, Finance, Accounting or Business Administration.

Traditionally, coma the aim of linguistics had been to describe the rules of English usage, while new studies have shifted their attention to discovering ways in which language is actually used in real communication (Widdowson, H. 1978)²⁵. Business is an area of ESP, or English for Specific Purposes. According to Hutchinson and Waters (1987)²⁶, ESP emerged as a result of two key historical periods: firstly, the World War II "... age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale; mainly because of the economic power of the United States in the post-war world, the role of international language fell to English". Secondly, the oil crisis of the early 1970s resulted in Western money and knowledge flowing into the oil-rich countries. The language of this knowledge became English.

The effect of this development was to exert pressure on the language teaching profession which became subject of the wishes, needs and demands of people other than language teachers (Hutchinson & Waters, 1987)²⁶. Revolutionary pioneers in linguistics began to focus on the ways in which language is used in

²⁵ WIDDOWSON, H. (1978). *Teaching language as communication*. Oxford: Oxford University Press.

²⁶ HUTCHINSON, T., & WATERS, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge [Cambridgeshire: Cambridge University Press.

real communication. Hutchinson and Waters (1987)²⁷ pointed out that, given a particular context in which English is used, the variant of English will change, so tailoring language instruction to meet the needs of learners in specific context is also possible.

Hutchinson & Waters further noted that, rather than simply focusing on the method of language delivery, ESP gives more attention to the ways in which learners acquire language and the differences in the ways language is acquired. Learners are seen to employ different learning strategies, use different skills, enter with different learning schemata, and be motivated by different needs and interests.

2.2. Differences between teaching English as a Second Language (ESL) and English for Specific Purposes (ESP)

As mentioned earlier, ESL stresses on teaching the four language skills (listening, speaking, reading and writing) and the four of them are stressed equally. In ESP we can choose the language skills that are most beneficial to our students; the syllabus, then, is designed in accordance with the students' particular interests and requirements. We believe that the most important difference between ESL and ESP lies in the learners and the specific purposes for learning English.

The focus of a CBI lesson is on the topic or subject matter, which could be anything that may be of interest to the students. The students get to know about this topic using the language they are trying to learn, as opposed to using their native language, as a tool for developing knowledge, and in this way they develop their linguistic ability in the target language. This is thought to be a more natural way of developing language ability and one that corresponds more with the way we learn our first language early in life.

²⁷ HUTCHINSON, T., & WATERS, A. (1987).

2.2.1. English as a second language

When we refer to ESL, we are specifically talking about teaching English to students whose mother tongue is not English and this can take place both in the student's home country or in a foreign country. We can speak of ESL as being a general umbrella of English teaching, wherein all of the different English-teaching subsections belong.

2.2.2. English for specific purposes

When we refer to ESP, we are talking about the specific English-education targeted to areas that the students have a particular interest in, usually because of their employment or profession, such as technical English, scientific English and business English, among others. Our aim as ESP teachers is that our students may be able to use whatever they learn in the ESP classroom within their specific work or professional environments.

We should note that, even though we are working within the ESL environment as a whole, our English for Business classes belong to the ESP field, since we are focused on the business aspects of the English language.

On the other hand, the questions of the pre and post-tests were more content-based questions and did not specifically measure the vocabulary and reading comprehension of the students. The fact that the students did not retain the contents and, therefore, failed to respond correctly, does not necessarily mean that their vocabulary or reading comprehension had not improved as a result of having been exposed to the authentic materials.

As mentioned above, the questions of the pre and post tests were based on the contents of the textbook, and included topics that were closely related to the material covered in the syllabus, in order to evaluate their knowledge of the different subjects that would be covered in the modules to be taught during the semester. In hindsight, we realize we should have put more emphasis on assessing the students' acquisition of new vocabulary, related to

their field (business) as well as reading comprehension. We believe this would have allowed us to achieve the objective of our study, namely, to evaluate if there had actually been an overall improvement of English skills, mainly business vocabulary and reading comprehension, by our students in the experimental group.

We have included some discussion on the possible causes for the results obtained in the last part of this study, under the sections dedicated to Conclusions and Recommendations. We hope that, with this study, we may have, to some extent, made a contribution to future research regarding the use of the best available tools to help students get the most out of their English learning experience.

CHAPTER 3

METHODOLOGY OF THE INVESTIGATION

3.1. Type of investigation

The nature of this research study is quasi-experimental in its approach, where the students are not assigned randomly to the groups under study. Hernandez, R. (2005)²⁸. The objective of the quasi-experimental research is to prove a hypothesis by manipulating at least an independent variable where the research units are not randomly assigned. Fernandez, P. (2014)²⁹.

As we know, the two groups of students in our study had already been established prior to the initiation of our work. For this reason, it cannot be said that they were chosen randomly and therefore our study cannot be considered experimental but quasi-experimental.

Quasi-experimental research uses an array of analysis techniques including the t-test, but also extending to correlation and others. In our

²⁸ HERNANDEZ, R. (2005) *Metodología de la Investigación*. México: McGraw Hill

²⁹ ¿FERNANDEZ, P. (2014) *Validez Estructurada para una investigación cuasi-experimental de calidad*. Se cumplen 50 años de la presentación en sociedad de los diseños cuasi-experimentales, *anales de psicología*, vol. 30, nº 2 (mayo), 756-771 Servicio de Publicaciones de la Universidad de Murcia. Murcia (España) ISSN edición impresa: 0212-9728. Retrieved January 16, 2016, from <http://scielo.isciii.es/pdf/ap/v30n2/metodologia.pdf>

research, as the general goal in quasi-experimental research, we are attempting to answer questions such as: “Does a treatment or intervention have an impact?” and “What is the relationship between program practices and outcomes?” (Dimsdale and Kutner, 2004 as referenced by Bradley, K. (2009)³⁰.

The main objective of our study was to find out whether a teaching program that included the use of authentic materials with one group of students of the English for Business course (experimental group), positively impacted these students’ motivation which could then be observed by an improvement in their academic achievement in Business English skills, particularly reading comprehension and vocabulary; and compare the outcome with the motivation and academic achievement obtained by a second group of students of English for Business that did not receive these authentic materials (control or comparison group).

3.1.1. Validity and reliability

In order for a research to be of value and useful, its data must be both valid and reliable. Validity refers to the accuracy of the inferences or interpretations made from test scores, as well as to the credibility or believability of the research. Reliability, on the other hand, refers to the consistency or stability of test scores and to the repeatability of findings. A reliable study, if repeated, would most probably yield the same results.

In our research with a quasi-experiment, we had a comparison or control group comprised of students who were not subject to the treatment. The students in this control group were studying English for Business at the same university as the experimental group; both groups were demographically similar and shared similar backgrounds. The ages of the students ranged between 18 and 24 and they were studying different professions related to business. As shown in Annex 13, each group was composed of 20 students. Thus, we used cohort control in our study, as we thought this would allow us to determine whether the

³⁰ BRADLEY, K. (2009). *Quasi-experimental Research*. Retrieved January 20, 2016, from <http://www.education.com/reference/article/quasiexperimental-research/>

increase of motivation and academic achievement for students who were part of the program (experimental group) would differ substantially when compared to students from the control group.

As additional information to be taken into account, the starting time of the experimental group classes was 7 a.m. while the control group's classes started at 11 a.m. We consider starting classes early in the morning may be a possible variable which affected our indicators due to the fact that some students were not able to arrive on time and, from personal experience, most students suffer from an often-overloaded schedule that causes them to be drowsy and distracted in class, especially when their classes take place early in the morning.

The approach followed in the research was deductive, since it was designed by means of the formulation of a hypothesis (that there was a positive correlation between the inclusion of authentic material –online articles of The Economist- and the students' motivation and consequent improvement in their business English comprehension, vocabulary and general skills) that needed to be tested. Then, through implementation of relevant methodology, we expected the study would prove whether the formulated hypothesis was right or wrong.

Theory → Hypothesis → Observation → Confirmation / Rejection

We chose a quasi-experimental research because of the nature of the language phenomena to be evaluated and due to the impossibility to meet all of the requirements of an experimental research as we had to carry out the study under the normal class environment and within a limited time of 14 weeks.

The groups compared were selected in a non-random fashion, a pre-test was applied to the students of Group 1 and Group 2, to assess their business skills at the beginning of the term, in order to compare these results with the results of the post-test at the end of the term. Both groups were students of the English for Business course, intermediate level, and thus were taught with the same textbook, in accordance with the corresponding syllabus.

Only the students of the experimental group (G1) received additional material, i.e., articles from The Economist obtained online. The last twenty minutes of each session were dedicated to working this material with them. Since the time was very limited, we only used one article each week; after the third session of each week, we had completed the whole article. The students were instructed to take some time to review the article at home, during the 3-hour “independent learning” period established in the syllabus, each week, and to respond to the questions of the corresponding reading comprehension questions.

3.2. Design of the study

The design of the study was that of pre-test – post-test, with an experimental group and a control group. Hernandez (2005)³¹.

The pre-test was given to both groups at the beginning of the study in accordance with this design. The experimental group then received a specific treatment which the control group did not receive (The Economist articles were included in the classes with the experimental group). The post-test was given to both groups at the completion of the term in order to compare the results and to find out if the experimental treatment had in fact had an effect on the dependent variable (increased motivation and acquisition of business English comprehension, vocabulary and general skills by English for Business students at “Universidad San Ignacio de Loyola”).

3.2.1. Research questions

- What is the impact of the use of authentic materials in the motivation of English for Business students (experimental group) at “Universidad San Ignacio de Loyola” in the period of March to July of 2015?
- Was there an increased acquisition of business English comprehension, vocabulary and general skills by English for

³¹ HERNANDEZ, R. (2005). *Metodología de la Investigación*. Mexico: McGraw Hill.

Business students (experimental group) at “Universidad San Ignacio de Loyola” in the period of March to July of 2015?

Diagram of the design:

G1	X	O1,	where G1 is the experimental group, x is “authentic materials used” (independent variable) and O1 is the resulting motivation and acquisition of business English skills by this first group (dependent variables)
G2	--	O2,	where G2 is the control group and O2 is the resulting motivation and acquisition of English skills (dependent variables) by this second group without the presence of the independent variable.

Our goal was not limited to the collection of data, but rather to the prediction and identification of the relationships that existed between the variables considered, i.e. the use of authentic materials (independent variable) and motivation and acquisition of business English skills and vocabulary (dependent variable), in an effort to arrive at significant generalizations that would contribute to future research.

3.3. Population and study sample

The institution, Universidad San Ignacio de Loyola (USIL), is a private university located in Lima, Peru, which was founded on December 7, 1995 by former Peruvian Vice-President Raul Diez Canseco. USIL has a strong focus on entrepreneurship, consistent with its mission statement, which is “to shape competent entrepreneurial professionals who are socially responsible and capable of performing

successfully, both domestically and internationally.³² Its motto is “entrepreneurs forming entrepreneurs”.

The Business School of USIL has ten majors:

- Business
- Entrepreneurship and Business Development
- Law
- Economics
- Economics and Finance
- Economics and International Business
- Corporate Environmental Management
- International Business
- International Relations

All of the students that participated in this research came from one of these majors, mainly from International Business, and on average were on their sixth semester of classes. English for Business is an elective course, taken from the pool of bilingual courses offered at USIL in order to fulfill the students’ English requirements, as well as to improve their English language mastery.

USIL’s course “English for Business” was created in order to help students improve their oral and written communication skills in an almost entirely business context. One of its main objectives is to have the students develop the four basic language skills, as well as to understand and write texts of a business nature, interact in business situations and identify main and secondary ideas from oral and written business texts. There is a special emphasis given to the different ESP areas, such as business-related vocabulary and grammar as well as language functions that can assist the students in facing different types of business situations.

This research was designed to be carried out in regular classroom settings of two groups of students of English for Business at Universidad San Ignacio de Loyola in La Molina, Lima Peru.

³² UNIVERSIDAD SAN IGNACIO DE LOYOLA. Retrieved November 15, 2015, from <http://www.usil.edu.pe/>

Population: the participants in this small-scale and descriptive study were students of the intermediate level, and came from different business majors of the university, such as Administration, Economy, International Business and Law. All of the students are Peruvian and their mother tongue is Spanish. Their age ranged from 18 to 24. During the semester March – July 2015, there were 90 students enrolled in the English for business courses, which would correspond to our population.

Sample: 40 students divided into two groups of 20 students each, Experimental Group (G1) and Control Group (G2). The sampling used was intentional, because it corresponded to the research objectives.

Experimental Group (G1): Students included in this group were provided authentic materials (online articles of The Economist) in addition to the regular syllabus textbook.

Control Group (G2): Students included in this group used the regular syllabus textbook only.

3.3.1. Development of the program

As mentioned above, the program was applied to the students of two different groups of English for Business at USIL, during nine weeks of a total of fourteen weeks of classes corresponding to the period of March – July 2015.

The class sessions, which lasted two hours, took place three days a week, Mondays, Wednesdays, and Fridays. The syllabus included a fourth 2-hour period of “independent learning” at home the students agreed to use part of it to review and respond to the questions received in class every Friday for each of the articles read during the week. Information on the revised syllabus can be found in Annex 1.

Although we consider the students’ response to this program was overall positive, as most of those who were part of the experimental group seemed enthusiastic with the use of the innovative materials they received, the results of their mid-term exam, final exam and final evaluation (post-test) were not

significantly different from those of the control group, nor was their improvement very significant.

3.4. Variables

As we know, when it comes to experiments and data analysis there are two main types of variables that we work with: dependent and independent. The dependent variable is the output variable we are interested in monitoring or measuring in order to see if it is affected or not by the introduction of the independent variable. In our case, the dependent variable is the motivation and increased acquisition of business English skills and vocabulary by the students. The independent variable is manipulated in order to see its effect on the dependent variable. In our case, we believed introducing authentic materials would have an effect on the dependent variable; thus, in our case, the independent variable is the use of authentic materials which we introduced expecting that they would have a positive effect on the motivation and increased acquisition of business English skills and vocabulary by the students in our study.

X (independent) = Use of a teaching program that includes authentic materials (online articles of The Economist publication), in addition to the regular syllabus material, to motivate students of the English for Business course at Universidad San Ignacio de Loyola” in the period of March to July of 2015.

Y (dependent) = Increased motivation and the resulting acquisition of increased business vocabulary and language skills by English for Business students at “Universidad San Ignacio de Loyola” in the period of March to July of 2015.

Hypothesis Scheme:

Authentic Materials → Motivation → Increased Acquisition

3.5. Data collection instruments

Taking into consideration the research design, as well as the nature of the data required for this study, the selection of instruments was carried out. The instruments used were the entry or pre-test and the post-test, as well as the written mid-term and final exams. The students' participation in class, and "independent learning" work once a week were also taken into consideration to assess the students' business English language skills, vocabulary and their progress from the start to the end of the period (March – July 2015).

In order to measure the motivation of the students, the three main tools or indicators used were the students' attendance, their participation in class, and their submission of homework or written assignments. We can attribute their motivation to learning as previously mentioned in the introduction, based on Svitak's analysis³³.

On the other hand, with regard to the measurement of acquisition of vocabulary and improvement of reading comprehension, the pre and post-tests used for this purpose were not specific enough. In an effort to meet all of the study objectives without increasing the number of tests, these were more directed at measuring comprehension of the course contents. This means that, comparing the pre and post tests we were not able to establish the effect of the work developed with the authentic materials.

3.5.1. Pre-Test

The topic of the pre-test was closely connected to the topic of the semester in the syllabus textbook as well as material which was considered relevant for intermediate business students, in order to evaluate their knowledge of the different topics that would be covered in the modules to be taught during the semester. One or two questions related to topics covered in each of the modules were included. A sample of the pre-test is attached as Annex 3 and the grades are shown in Annex 4.

³³ SVITAK, A. (2012).

3.5.2. Post-Test

The purpose of this test, which included the same questions as the pretest and was applied at the end of the research period, in week 12 of the semester, was to verify if the use of the additional authentic materials (articles from *The Economist*) had been of benefit to the experimental group of students. This post-test was also applied to the control group of students in order to compare results. A sample of the post-test is attached as Annex 5 and the grades are shown in Annex 6.

3.5.3. Reading comprehension questions from “The Economist”

We thought that the *The Economist* material found i.e. business articles and reading comprehension questions, would be very helpful ~~help~~ for our business students to prepare for the GMAT. These questions were used by the students during their “independent learning” time at home.

3.5.4. Mid term and final exams

Mid term exams were administered between the 7th and 8th weeks of the term; final exams were administered following the 14th week. The scores obtained by the students of both groups in the regular mid term and final exams were also taken into consideration for this study. Samples of the Mid-term and Final Exams are found in Annexes 7 and 9, respectively. The grades obtained in these exams are shown in Annexes 8 and 10, respectively.

Since the mid term and final exams are drafted by the coordination team at USIL, the tasks included in them do not necessarily correspond with those of the authentic materials; they were aimed at evaluating the overall English abilities of the students, but mainly their reading comprehension and vocabulary acquisition related to the regular syllabus textbook.

The tasks developed with the authentic materials were more aimed at assessing if the students could remember or make inferences regarding the content of the articles read. After having obtained these results in our study, we now think it may have been a better idea to do a more intense work with the material found in the magazine articles, in addition to the midterm and final exams. Considering the short time, we had to work with the authentic materials, and taking into account that the level of students in these classes was not advanced, it would have perhaps been more effective to work with fewer articles. Instead of having the students read one article per week during the course of the term, with very little personal guidance, we could have probably chosen only four articles for the whole semester, in order to dedicate more time to work with them each of the language skills more intensely.

3.5.5. Class participation, attendance, and assignment submission

As mentioned earlier, a log of the students' participation in class, attendance, and assignment submissions was kept, and this was also taken into consideration in our research work. These are the indicators we took into account in order to measure the students' motivation.

We would like to take a moment to clarify that we are defining class participation here based not only on how often the students participated, but also on the quality of their participation. While more frequent participation on behalf of the students can demonstrate their motivation in class, we did not want to disregard the quality of these interventions.

The information gathered on the basis of the class materials used by students gave us an important source of knowledge to find out if the exercises done in class were sufficiently clear. This also made it possible for us to know if the class resources had been adequately used and whether the students were able to properly understand and utilize these resources.

3.6. Schedule (lesson plans)

As mentioned earlier, a program using authentic materials was designed for the USIL students of the intermediate level of one (experimental) group of the English for Business course, in an effort to find out if, by applying it in addition to the syllabus material, their motivation to study and engage with their learning process would be enhanced and, consequently, their business English skills, including vocabulary and reading comprehension, would also improve.

The number of participating students was 40, divided into two sections of 20 students each. Twenty students conformed the experimental group that received the treatment (authentic materials) and 20 students conformed the control group that did not receive the treatment. Annex 2 shows the action plan developed for our program.

3.7. Procedure

The study was carried out with students of English for Business during the 2015-1 Semester from March to July, 2015 at Universidad San Ignacio de Loyola. The material for this research was prepared before classes started. We reviewed different authentic materials, written, audio, etc. Since we found that The Economist business publication offers an online program to help prepare students interested in improving their business English skills, reading comprehension and vocabulary, articles from this magazine were one of our favorite options.

We considered that this material would be very helpful and appealing to our students and decided to use it for our project; therefore, we also used the corresponding questions which measured their reading comprehension of the articles. Our main criterion for favoring this option was the fact that we considered that the content of these articles would attune to students of the intermediate level of business English language proficiency.

On the first two weeks of the course, we did not use any additional materials with any of the two groups; we exclusively worked with the syllabus material and observed the performance of the students. On the last day of the second week, after a short brainstorming session with the

students of the experimental group, we confirmed that The Economist articles would be used.

As noted in the introduction, when it was decided that authentic materials would be used, we then modified the syllabus to include the use of The Economist articles during classtime. This revised syllabus is attached as Annex 1.

Once we had agreed on the material to be used, the pre-test was applied to both the experimental and the control groups and excel charts were prepared to show the results. These charts are included as Annex 4.

As mentioned earlier, in view of the short period of time we had to work with this additional material from The Economist, we decided to work on no more than one article per week. These activities included

Our work with The Economist articles started on the third week of classes and went on up to the sixth week; on the seventh week no articles were included as the students needed to get prepared for the mid term exam. We started again on the eighth week and worked with them up to the 12th week of classes, at which time our program was finished because weeks 13 and 14 were devoted to final review of the oral presentations of the regular syllabus, in preparation for the students' final exam, and we did not want the additional material to interfere.

The post-test was applied before completion of the whole course of English for Business, on week 12, in order not to interfere with the regular syllabus final reviews, final oral presentations and final exams. A chart was prepared with the results of the post-test, a copy of which is attached as Annex 6.

The mid-term exam was applied between weeks 7 and 8, and the final exam was applied after week 14; the results of these exams, which are part of the regular syllabus of the English for Business course, were entered into excel charts which are included in this study as Annexes 8 and 10, respectively.

The results of all of these evaluations were used for assessment of our program, and in order to confirm if the use of authentic materials had indeed contributed to increase the motivation of our students of the

experimental group and to improve their acquisition of business vocabulary, reading comprehension and general language skills.

CHAPTER 4

ANALYSIS

4.1. Data Analysis

The data collected during the research study was organized and analyzed using statistical charts for the qualitative and quantitative evaluation of the results.

The graphs we thought would be relevant for purposes of our study, and which are included in the following pages, consist of the comparison between both groups regarding class participation grades, amount of assignments submitted, class attendance percentages, as well as the pre-test and post-test scores.

It is our hope that the inclusion of these graphs will further illustrate our findings with regards to the use of the authentic materials. As we will discuss in more detail in the Conclusions section, we had expected better and more significant results from our experimental group; this, unfortunately, was not the case.

4.2. Descriptive analysis of the data

Due to the descriptive nature of this research project, the analysis of the data will be reported in terms of individual analysis of the

instruments used to develop it. The presentation will follow the following format: table/graph/analysis, for the reasons mentioned above.

4.2.1. Class participation

In the following table, we can observe the classwork and oral work grades for the first and second semesters, for both the experimental and control groups, from which the class participation averages were tabulated, the same which can be seen in Graph No.1, Class Participation Grades. We will then proceed with the graph's analysis. This information can be found in Annex 12.

a) Experimental group - First half of semester / Class participation

TEACHER: Christian Bjork													
COURSE: English for Business		CLASSWORK						ORAL WORK					
SECTION: FC-PREBLPIBS05A1M													
	STUDENTS' NAMES:	W1	W2	W3	W4	W5	W6	W1	W2	W3	W4	W5	W6
1	A., JOAQUIN	13.00	15.00	15.00	13.00	16.00	5.00	13.00	14.00	15.00	14.00	16.00	14.00
2	A. BRIGUITTE	15.00	14.00	15.00	16.00	17.00	16.00	14.00	15.00	14.00	17.00	19.00	18.00
3	A., ISRAEL	17.00	17.00	18.00	17.00	16.00	16.00	18.00	18.00	17.00	18.00	17.00	16.00
4	B., MELODY	16.00	16.00	17.00	17.00	16.00	14.00	17.00	17.00	15.00	17.00	16.00	12.00
5	C., CLAUDIA	15.00	14.00	15.00	11.00	11.00	16.00	16.00	15.00	15.00	10.00	12.00	11.00
6	C., CYNTIA	17.00	17.00	16.00	16.00	15.00	5.00	18.00	17.00	17.00	16.00	17.00	15.00
7	C., JUAN	16.00	17.00	17.00	13.00	14.00	5.00	17.00	16.00	16.00	12.00	14.00	11.00
8	C., KIARA	13.00	12.00	15.00	10.00	15.00	5.00	14.00	13.00	15.00	10.00	15.00	15.00
9	C., EVI	17.00	17.00	18.00	18.00	17.00	15.00	19.00	18.00	18.00	17.00	16.00	16.00
10	D., KIMBERLY	16.00	16.00	17.00	16.00	15.00	5.00	17.00	17.00	16.00	16.00	17.00	14.00
11	D., JORGE	12.00	13.00	13.00	17.00	17.00	5.00	14.00	14.00	13.00	17.00	18.00	14.00
12	F., FIORELLA	18.00	16.00	17.00	17.00	16.00	16.00	17.00	16.00	18.00	17.00	15.00	16.00
13	F., RENZO	17.00	18.00	17.00	14.00	16.00	15.00	15.00	18.00	17.00	14.00	14.00	13.00
14	F., LUIS	12.00	13.00	13.00	15.00	16.00	16.00	13.00	14.00	12.00	15.00	14.00	13.00
15	G., JOE	16.00	15.00	15.00	17.00	15.00	16.00	16.00	17.00	16.00	15.00	15.00	14.00
16	G., JOSE	18.00	17.00	17.00	18.00	17.00	16.00	17.00	19.00	18.00	17.00	18.00	17.00
17	N., STEPHANIE	18.00	17.00	18.00	17.00	16.00	14.00	19.00	18.00	18.00	17.00	17.00	16.00
18	N., ARSKI	17.00	16.00	16.00	18.00	17.00	15.00	16.00	15.00	17.00	18.00	16.00	14.00
19	O., PEDRO	12.00	14.00	13.00	17.00	16.00	14.00	12.00	14.00	12.00	16.00	15.00	12.00
20	R., CARLA	17.00	17.00	18.00	18.00	17.00	14.00	18.00	16.00	17.00	18.00	17.00	18.00

b) Experimental group - Second half of semester / Class participation

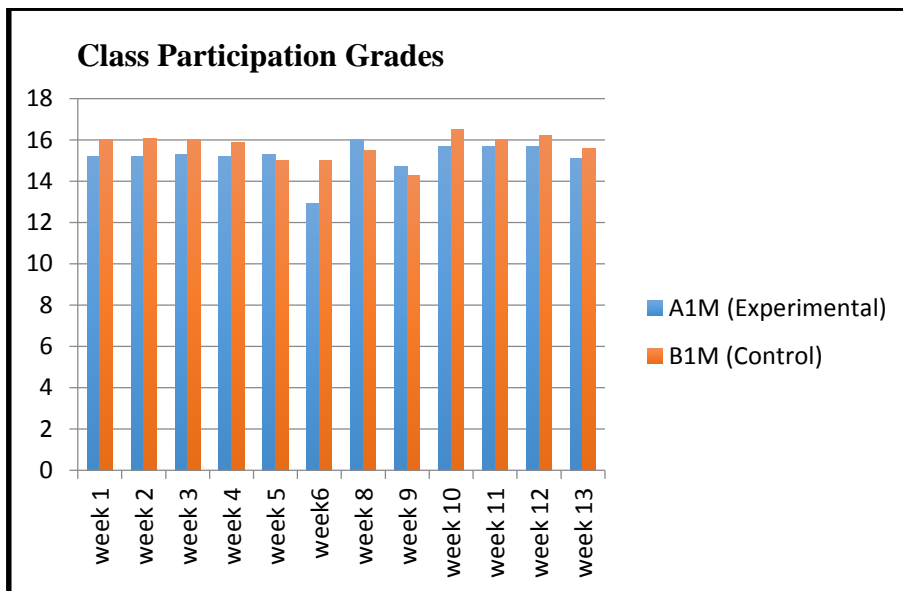
TEACHER: Christian Bjork COURSE: English for Business SECTION: FC-PREBLPIBS05A1M		CLASSWORK						ORAL WORK					
	STUDENTS' NAMES:	W8	W9	W10	W11	W12	W13	W8	W9	W10	W11	W12	W13
1	A., JOAQUIN	16.00	0.00	20.00	17.00	17.00	17.00	17.00	16.00	17.00	18.00	17.00	16.00
2	A. BRIGUITTE	18.00	17.00	20.00	19.00	18.00	18.00	18.00	17.00	18.00	19.00	19.00	18.00
3	A., ISRAEL	16.00	17.00	0.00	16.00	17.00	17.00	18.00	17.00	17.00	18.00	16.00	15.00
4	B., MELODY	16.00	20.00	20.00	16.00	17.00	17.00	16.00	15.00	17.00	16.00	17.00	16.00
5	C., CLAUDIA	15.00	15.00	0.00	0.00	0.00	0.00	14.00	14.00	15.00	0.00	0.00	0.00
6	C., CYNTIA	18.00	19.00	20.00	18.00	18.00	19.00	17.00	18.00	17.00	16.00	18.00	17.00
7	C., JUAN	16.00	0.00	20.00	17.00	17.00	16.00	16.00	16.00	17.00	18.00	18.00	17.00
8	C., KIARA	17.00	20.00	20.00	19.00	18.00	18.00	17.00	16.00	17.00	18.00	19.00	18.00
9	C., EVI	18.00	19.00	20.00	20.00	20.00	19.00	18.00	17.00	18.00	20.00	20.00	19.00
10	D., KIMBERLY	17.00	18.00	20.00	18.00	17.00	16.00	17.00	16.00	18.00	17.00	17.00	16.00
11	D., JORGE	17.00	0.00	20.00	17.00	17.00	16.00	17.00	17.00	17.00	17.00	18.00	17.00
12	F., FIORELLA	16.00	18.00	20.00	18.00	18.00	17.00	16.00	17.00	18.00	17.00	16.00	17.00
13	F., RENZO	17.00	20.00	20.00	16.00	16.00	15.00	16.00	17.00	16.00	15.00	17.00	15.00
14	F., LUIS	18.00	20.00	20.00	19.00	19.00	18.00	18.00	18.00	19.00	18.00	17.00	17.00
15	G., JOE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
16	G., JOSE	17.00	18.00	0.00	19.00	19.00	18.00	17.00	18.00	18.00	19.00	19.00	18.00
17	N., STEPHANIE	18.00	20.00	20.00	17.00	17.00	16.00	16.00	15.00	16.00	15.00	16.00	15.00
18	N., ARSKI	16.00	14.00	20.00	18.00	18.00	17.00	18.00	17.00	18.00	17.00	16.00	17.00
19	O., PEDRO	17.00	20.00	0.00	15.00	15.00	14.00	15.00	14.00	15.00	13.00	14.00	13.00
20	R., CARLA	17.00	0.00	20.00	19.00	17.00	18.00	18.00	16.00	18.00	18.00	18.00	17.00

c) Control Group – First half of semester / Class participation

TEACHER: Christian Bjork COURSE: English for Business SECTION: FC-PREBLPIBS05B1M		CLASSWORK						ORAL WORK					
	STUDENTS' NAMES:	W1	W2	W3	W4	W5	W6	W1	W2	W3	W4	W5	W6
1	A., ANGEL	13.00	13.00	12.00	11.00	0.00	0.00	14.00	13.00	14.00	11.00	0.00	0.00
2	B., MARIANO	14.00	13.00	13.00	14.00	14.00	12.00	14.00	14.00	14.00	14.00	12.00	13.00
3	C., MONIQUE	18.00	18.00	17.00	18.00	17.00	18.00	17.00	17.00	18.00	19.00	18.00	18.00
4	D., ALEXANDRA	18.00	17.00	17.00	17.00	16.00	16.00	17.00	18.00	18.00	17.00	16.00	15.00
5	D., FABIO	16.00	17.00	17.00	17.00	17.00	16.00	15.00	16.00	16.00	17.00	16.00	15.00
6	D., ANDREA	18.00	19.00	19.00	18.00	15.00	18.00	19.00	18.00	18.00	19.00	15.00	17.00
7	G., MARCELO	17.00	17.00	17.00	18.00	17.00	17.00	16.00	17.00	17.00	18.00	16.00	17.00
8	H., DARIN	15.00	16.00	15.00	16.00	17.00	17.00	15.00	16.00	16.00	16.00	17.00	16.00
9	L., SHEYLA	16.00	17.00	17.00	16.00	15.00	16.00	16.00	16.00	16.00	16.00	15.00	15.00
10	L., JOE	19.00	18.00	19.00	19.00	18.00	19.00	18.00	18.00	19.00	19.00	18.00	17.00
11	R., FARID	17.00	16.00	16.00	11.00	14.00	15.00	16.00	17.00	16.00	11.00	13.00	12.00
12	R., RODRIGO	17.00	17.00	15.00	16.00	17.00	16.00	16.00	17.00	16.00	16.00	16.00	15.00
13	R., BLANCA	18.00	17.00	19.00	18.00	17.00	17.00	18.00	18.00	17.00	18.00	17.00	16.00
14	R., ALEJANDRA	19.00	19.00	18.00	19.00	18.00	19.00	18.00	19.00	18.00	19.00	18.00	17.00
15	S., SALVATORE	16.00	16.00	17.00	15.00	14.00	14.00	17.00	16.00	16.00	16.00	14.00	13.00
16	S., ALESSANDRA	17.00	17.00	16.00	17.00	16.00	16.00	16.00	16.00	17.00	16.00	15.00	15.00
17	S., MIGUEL ANGEL	18.00	17.00	17.00	16.00	17.00	17.00	17.00	18.00	17.00	18.00	17.00	17.00
18	S., MIGUEL	17.00	16.00	18.00	16.00	17.00	17.00	17.00	16.00	17.00	17.00	17.00	18.00
19	S., ANNET	18.00	17.00	17.00	18.00	14.00	13.00	17.00	18.00	18.00	17.00	13.00	14.00
20	V., LUIS	17.00	16.00	17.00	18.00	13.00	14.00	17.00	16.00	16.00	17.00	14.00	13.00

d) Control group – Second half of semester / Class participation

TEACHER: Christian Bjork														
COURSE: English for Business		CLASSWORK						ORAL WORK						
SECTION: FC-PREBLPIBS05B1M														
	STUDENTS' NAMES:	W8	W9	W10	W11	W12	W13	W8	W9	W10	W11	W12	W13	
1	A., ANGEL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
2	B., MARIANO	17.00	16.00	20.00	16.00	17.00	16.00	17.00	18.00	14.00	15.00	17.00	16.00	
3	C., MONIQUE	17.00	18.00	20.00	19.00	19.00	20.00	19.00	19.00	19.00	20.00	19.00	19.00	
4	D., ALEXANDRA	18.00	0.00	20.00	17.00	18.00	17.00	18.00	17.00	19.00	17.00	18.00	17.00	
5	D., FABIO	16.00	16.00	0.00	18.00	17.00	16.00	17.00	17.00	16.00	17.00	16.00	16.00	
6	D., ANDREA	17.00	18.00	20.00	19.00	19.00	20.00	19.00	19.00	19.00	20.00	20.00	19.00	
7	G., MARCELO	18.00	0.00	20.00	18.00	18.00	18.00	18.00	18.00	19.00	18.00	18.00	17.00	
8	H., DARIN	16.00	17.00	20.00	19.00	19.00	18.00	17.00	18.00	17.00	18.00	18.00	17.00	
9	L., SHEYLA	16.00	18.00	20.00	16.00	17.00	16.00	16.00	17.00	15.00	16.00	16.00	15.00	
10	L., JOE	17.00	17.00	20.00	19.00	20.00	19.00	18.00	18.00	19.00	18.00	19.00	18.00	
11	R., FARID	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
12	R., RODRIGO	15.00	16.00	20.00	17.00	17.00	17.00	16.00	14.00	16.00	17.00	16.00	17.00	
13	R., BLANCA	17.00	13.00	20.00	18.00	18.00	18.00	18.00	19.00	18.00	18.00	19.00	18.00	
14	R., ALEJANDRA	18.00	19.00	20.00	20.00	19.00	20.00	19.00	19.00	19.00	20.00	20.00	19.00	
15	S., SALVATORE	16.00	0.00	20.00	17.00	17.00	15.00	17.00	16.00	15.00	14.00	15.00	15.00	
16	S., ALESSANDRA	15.00	14.00	20.00	18.00	17.00	16.00	16.00	16.00	17.00	16.00	17.00	16.00	
17	S., MIGUEL ANGEL	17.00	18.00	20.00	19.00	19.00	18.00	19.00	18.00	20.00	18.00	19.00	18.00	
18	S., MIGUEL	18.00	20.00	20.00	18.00	19.00	18.00	17.00	18.00	19.00	19.00	20.00	19.00	
19	S., ANNET	17.00	19.00	20.00	17.00	17.00	16.00	17.00	17.00	18.00	17.00	17.00	16.00	
20	V., LUIS	17.00	16.00	20.00	19.00	18.00	17.00	18.00	17.00	18.00	18.00	19.00	18.00	



Graph 1. Class participation grades

As can be observed in this graph No. 1, the class participation highest grades were close to 16 for the control group and around 15 for the experimental group. The only weeks when the grades of the experimental group were higher than those of the control group were the 8th and the 9th weeks. At the same time, we can see that there was not, in our view, a significant enough increase in the class participation grades as the semester progressed – neither in the experimental nor in the control group.

One reason we can attribute to the overall lower performance of the experimental group, as compared to the control group, is the fact that the experimental group's class started at 7 a.m., whereas the control group's class started at 11 a.m. One might expect the earlier class would have a lower attendance rate, due to the fact that students often stay up late for a variety of social reasons and fail to show up for their earlier classes; additionally, many of the students also have to work and have other activities which could affect their attendance. However, this was not the case in the study we carried out, because the attendance of the experimental group was overall higher than that of the control group, as can be seen in Graph No. 4.

Much research has been carried out in the United States on the topic of how the schedule of classes may affect or have an impact on student achievement. It has been demonstrated that beginning the school day early in the morning has a negative impact on academic performance. Those who, based on their research, propose later start times, argue that many students who have to wake up early for school do not get enough sleep. For example, studies made in Wake County, North Carolina, have determined that delaying school start times by one hour, from 7:30 a.m. to 8:30 a.m., increases test scores. Even though this study was carried out at a highschool level, our students' ages and schedules do not differ greatly from the students included in this study.

Item 4.2.4 of this chapter provides information regarding the attendance of the two groups, showing that the experimental group's attendance was overall higher

4.2.2. Assignment submission

In the following tables, we can observe both the task grades and their submission percentages, as well as the written assignment grades. The task submission grades will be displayed in Graph No.2, and in Section 4.2.3 we will display the written assignment grades in Graph No.3, Written Assignments. Each Graph will be followed by their respective analysis. This information can be found in Annex 14.

a) Experimental Group - First half of semester / Assignment submission

TEACHER: Christian Bjork											
COURSE: English for Business		INDEPENDENT LEARNING					WRITING ASSIGNMENTS (Trabajos)				
SECTION: FC-PREBLPIBS05A1M							T 1: 25%	T 2: 25%	T 3: 30%	T 4: 20%	
	STUDENTS' NAMES:	W1	W2	W3	W4	W5	Essay Structure	Draft: Thesis St. + 3 Central Parag	Final Essay: Portfolio	Oral Presentation	
1	A., JOAQUIN	0.00	4.00	0.00	0.00	0.00	14				
2	A. BRIGUITTE	18.00	9.00	19.00	0.00	19.00	15				
3	A., ISRAEL	17.00	0.00	0.00	10.00	0.00	15				
4	B., MELODY	18.00	0.00	19.00	8.00	0.00	16				
5	C., CLAUDIA	16.00	7.00	18.00	0.00	0.00	0				
6	C., CYNTIA	17.00	13.00	18.00	10.00	18.00	17				
7	C., JUAN	17.00	0.00	0.00	0.00	17.00	16				
8	C., KIARA	16.00	5.00	17.00	14.00	11.00	15				
9	C., EVI	20.00	17.00	0.00	13.00	14.00	17				
10	D., KIMBERLY	18.00	0.00	0.00	10.00	0.00	16				
11	D., JORGE	17.00	0.00	0.00	8.00	0.00	14				
12	F., FIORELLA	16.00	13.00	0.00	0.00	19.00	15				
13	F., RENZO	17.00	8.00	0.00	0.00	0.00	14				
14	F., LUIS	17.00	0.00	17.00	11.00	16.00	16				
15	G., JOE	16.00	6.00	0.00	0.00	17.00	16				
16	G., JOSE	18.00	16.00	19.00	8.00	17.00	16				
17	N., STEPHANIE	16.00	13.00	19.00	5.00	0.00	16				
18	N., ARSKI	16.00	0.00	18.00	9.00	11.00	14				
19	O., PEDRO	0.00	11.00	17.00	12.00	0.00	16				
20	R., CARLA	18.00	0.00	19.00	8.00	0.00	16				

b) Experimental group - Second half of semester / Assignment submission

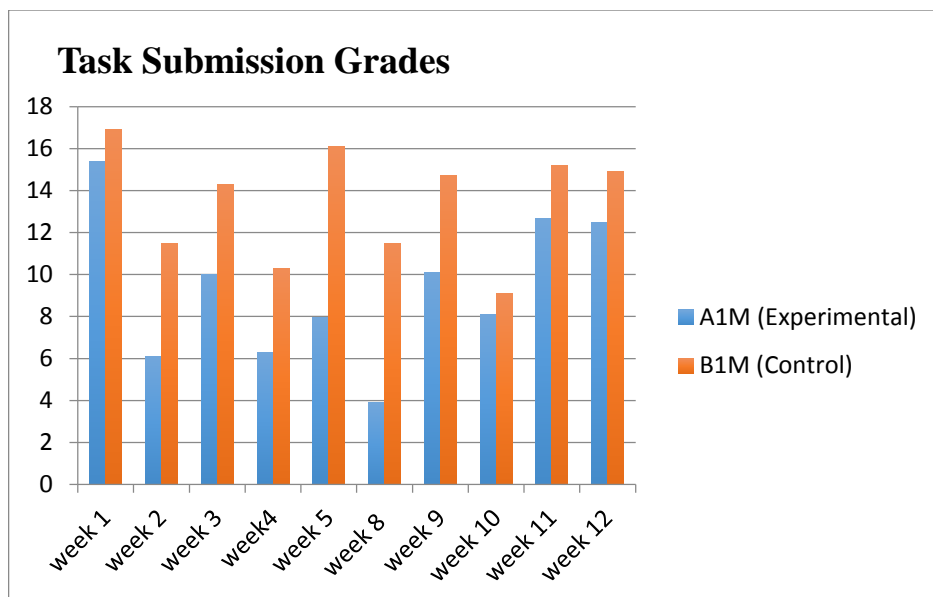
TEACHER: Christian Bjork										
COURSE: English for Business		INDEPENDENT LEARNING					WRITING ASSIGNMENTS (Trabajos)			
SECTION: FC-PREBLPIBS05A1M							T 1: 25%	T 2: 25%	T 3: 30%	T 4: 20%
	STUDENTS' NAMES:	W8	W9	W10	W11	W12	Intoduction	Draft	Final Essay: Portfolio	Oral Presentation
1	A., JOAQUIN	0.00	0.00	0.00	10.00	10.00	14	13	18	18
2	A. BRIGUITTE	20.00	19.00	0.00	15.00	19.00	15	17	18	18
3	A., ISRAEL	0.00	0.00	10.00	10.00	10.00	15	12	15	15
4	B., MELODY	0.00	15.00	8.00	15.00	15.00	16	12	18	14
5	C., CLAUDIA	0.00	0.00	0.00	0.00	0.00	0	17	0	0
6	C., CYNTHIA	0.00	17.00	18.00	18.00	18.00	17	15	16	14
7	C., JUAN	0.00	17.00	14.00	16.00	17.00	16	16	19	17
8	C., KIARA	0.00	0.00	12.00	12.00	12.00	15	12	15	14
9	C., EVI	20.00	20.00	16.00	18.00	19.00	17	17	16	14
10	D., KIMBERLY	0.00	15.00	0.00	15.00	15.00	16	15	12	14
11	D., JORGE	0.00	0.00	0.00	10.00	0.00	14	13	18	15
12	F., FIORELLA	18.00	19.00	16.00	17.00	18.00	15	17	18	16
13	F., RENZO	0.00	0.00	8.00	10.00	8.00	14	13	18	16
14	F., LUIS	0.00	17.00	12.00	15.00	17.00	16	16	19	18
15	G., JOE	0.00	0.00	0.00	0.00	0.00	16	0	0	0
16	G., JOSE	20.00	17.00	16.00	17.00	18.00	16	16	19	18
17	N., STEPHANIE	0.00	15.00	14.00	15.00	15.00	16	12	18	14
18	N., ARSKI	0.00	0.00	8.00	10.00	8.00	14	12	12	14
19	O., PEDRO	0.00	15.00	10.00	15.00	15.00	16	16	19	13
20	R., CARLA	0.00	15.00	0.00	15.00	15.00	16	15	12	14

c) Control group – First half of semester / Assignment submission

TEACHER: Christian Bjork														
COURSE: English for Business		INDEPENDENT LEARNING					WRITING ASSIGNMENTS (Trabajos)							
SECTION: FC-PREBLPIBS05B1M							T 1: 25%	T 2: 25%	T 3: 30%	T 4: 20%				
	STUDENTS' NAMES:	W1	W2	W3	W4	W5	Essay Structure	Draft: Thesis St. + 3 Central Parag	Final Essay: Portfolio	Oral Presentation				
1	A., ANGEL	16.00	0.00	0.00	0.00	0.00								
2	B., MARIANO	18.00	12.00	17.00	11.00	18.00	14							
3	C., MONIQUE	17.00	19.00	18.00	9.00	18.00	17							
4	D., ALEXANDRA	17.00	18.00	18.00	13.00	18.00	17							
5	D., FABIO	16.00	0.00	17.00	8.00	17.00	15							
6	D., ANDREA	19.00	13.00	18.00	16.00	16.00	17							
7	G., MARCELO	0.00	14.00	0.00	0.00	18.00	17							
8	H., DARIN	16.00	16.00	17.00	11.00	17.00	15							
9	L., SHEYLA	17.00	15.00	19.00	13.00	18.00	17							
10	L., JOE	18.00	13.00	18.00	11.00	16.00	16							
11	R., FARID	18.00	0.00	17.00	0.00	18.00	14							
12	R., RODRIGO	18.00	10.00	0.00	17.00	16.00	16							
13	R., BLANCA	17.00	11.00	19.00	10.00	18.00	17							
14	R., ALEJANDRA	19.00	16.00	18.00	18.00	16.00	17							
15	S., SALVATORE	18.00	0.00	17.00	8.00	18.00	14							
16	S., ALESSANDRA	18.00	15.00	18.00	12.00	16.00	16							
17	S., MIGUEL ANGEL	19.00	13.00	18.00	13.00	16.00	17							
18	S., MIGUEL	19.00	17.00	18.00	13.00	16.00	17							
19	S., ANNET	18.00	14.00	0.00	10.00	16.00	16							
20	V., LUIS	19.00	14.00	18.00	12.00	16.00	17							

d) Control group – Second half of semester / Assignment submission

TEACHER: Christian Bjork											
COURSE: English for Business		INDEPENDENT LEARNING					WRITING ASSIGNMENTS (Trabajos)				
SECTION: FC-PREBLPIBS05B1M							T 1: 25%	T 2: 25%	T 3: 30%	T 4: 20%	
	STUDENTS' NAMES:	W8	W9	W10	W11	W12	Intoduction	Draft	Final Essay: Portfolio	Oral Presentation	
1	A., ANGEL	0.00	0.00	0.00	0.00	0.00	0	0	0	0	
2	B., MARIANO	16.00	0.00	0.00	14.00	15.00	14	11	6	13	
3	C., MONIQUE	14.00	20.00	16.00	18.00	18.00	17	18	18	17	
4	D., ALEXANDRA	0.00	20.00	18.00	18.00	18.00	17	18	18	14	
5	D., FABIO	0.00	18.00	12.00	16.00	17.00	15	0	11	13	
6	D., ANDREA	16.00	18.00	18.00	18.00	17.00	17	17	19	17	
7	G., MARCELO	0.00	20.00	0.00	18.00	18.00	17	18	18	18	
8	H., DARIN	18.00	17.00	18.00	18.00	17.00	15	0	11	17	
9	L., SHEYLA	10.00	20.00	12.00	18.00	17.00	17	17	18	14	
10	L., JOE	16.00	17.00	8.00	18.00	16.00	16		16	19	
11	R., FARID	0.00	0.00	0.00	0.00	0.00	14	0	0	0	
12	R., RODRIGO	16.00	17.00	16.00	17.00	16.00	16	0	16	14	
13	R., BLANCA	20.00	20.00	14.00	17.00	17.00	17	17	18	15	
14	R., ALEJANDRA	20.00	18.00	18.00	18.00	18.00	17	17	19	17	
15	S., SALVATORE	0.00	0.00	0.00	10.00	10.00	14	11	6	11	
16	S., ALESSANDRA	10.00	17.00	0.00	16.00	16.00	16	0	16		
17	S., MIGUEL ANGEL	18.00	18.00	18.00	19.00	17.00	17	17	19	17	
18	S., MIGUEL	18.00	18.00	14.00	17.00	17.00	17	17	16	18	
19	S., ANNET	18.00	17.00	0.00	16.00	16.00	16	0	16	16	
20	V., LUIS	20.00	18.00	0.00	18.00	17.00	17	17	16	18	

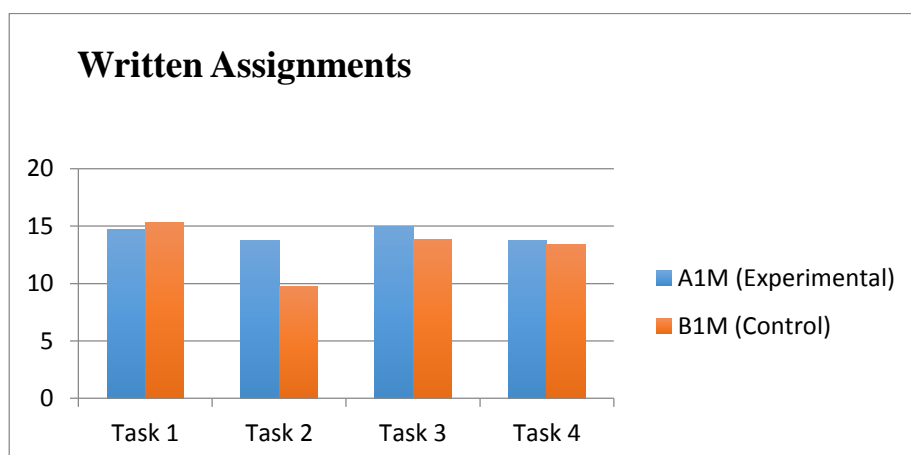


Graph 2. Task Submission Grades

Here again, we can observe how the control group's grades were overall higher than those of the experimental group; in this case the difference was more significant. As observed before, we would attribute these results to the fact that most students from the experimental group found it difficult to arrive on time to their 7 a.m. class which means they missed a few minutes of class each time. Also, even if they arrived on time, it was evident that many of the students were making an effort to stay awake and pay attention. This may very well have skewed our study data.

The grades shown in Graph No. 2 represent the work done by the students during class. This work ranged from the creation of mind maps, based on readings from the textbook, completing the gaps within a text with the appropriate vocabulary, group discussions, as well as listening comprehension. If we were to analyze the experimental group on a student-to-student basis, we would be able to find out that some of the students did in fact show a slight improvement in their class participation and task submission grades. However, the class average was lowered because of the significantly inferior performance of some of the other students.

4.2.3. Written assignments (for oral presentations at the end of the semester)



Graph 3. Written assignments

The number of assignments turned in was the main consideration taken into account in this research, as this was an indicator of the students' motivation. However, these graphs show not just the number of assignments turned in but the grades obtained as well. When more students turned in the assignments, the class average would be higher.

Graph No. 3, 'Written Assignments' shows the performance of both groups with regard to written assignments that the students turned in for oral presentations at the end of the semester. We did not consider written assignments as an indicator of the students' improvement in vocabulary and language acquisition. The reason that, as can be observed, in this particular area the experimental group outperformed the control group in three of the task grades, is most likely because the students in this group submitted a larger amount of written assignments. As mentioned earlier, written assignments were used as an indicator of an increased motivation on the part of our students.

The four grades shown in Graph No.3 above represent the four tasks of the writing program in the English for Business class. The first of these tasks consists in delivering the students statements and outlines of their essay. This is done after going

over the process of how to create these first, basic, tasks. After this has been completed in a satisfactory fashion, the students add to their thesis statement their three central paragraphs as well as six bibliographical sources. This counts as their second grade within the writing program.

The students can continue on to the third written task once they have gone through the first two steps of the writing program; that is to say, once they have provided the adequate thesis statement, the outline, and then expanded on the outline to include the three central paragraphs as well as the six bibliographical references. This third written assignment consists in handing in the full written assignment with the appropriate front page, rubrics page, the actual essay, as well as the first two assignments. These three first written assignments are then used toward their oral presentation, where they discuss the content of their work.

4.2.4. Class attendance

In this section, we will include the class attendance records for both groups, as the corresponding graph, and an analysis of this information. This information can be found in Annex 13.

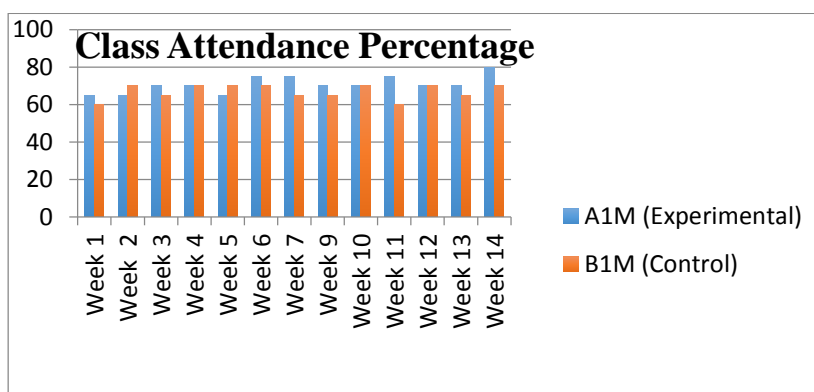
a) Experimental group

RELACIÓN DE ALUMNOS MATRICULADOS 2015-01 (FC-BLP ENGLBUSI)	
CURSO:	ENGLISH FOR BUSINESS
BLOQUE	FC-PREBLPIBS05A1M

Nº	Código	Alumno	Carrera	Nvez	% Faltas
1	1211546	A., JOAQUIN	INTER. BUSINESS	1	19.05
2	1211651	A. BRIGITTE	ECO. NEG. INTER	1	19.05
3	1211653	A., ISRAEL	INTER. BUSINESS	1	10.71
4	1120190	B., MELODY	RELAC. INTERNAC	1	14.29
5	1312189	C., CLAUDIA	INTER. BUSINESS	1	23.81
6	1020626	C., CYNTHIA	INTER. BUSINESS	1	17.86
7	1311121	C., JUAN	ADMINISTRACION	1	19.05
8	1220370	C., KIARA	INTER. BUSINESS	1	19.05
9	1320225	C., EVI	MARKETING	1	19.05
10	1311094	D., KIMBERLY	ECO. NEG. INTER	1	19.05
11	1220384	D., JORGE	MARKETING	1	19.05
12	1220658	F., FIORELLA	INTER. BUSINESS	1	19.05
13	1111515	F., RENZO	ECON. Y FINANZ.	1	15.48
14	1120449	F., LUIS	INTER. BUSINESS	1	19.05
15	1310250	G., JOE	ADMINISTRACION	1	22.62
16	1220009	G., JOSE	ADMINISTRACION	1	19.05
17	1220874	N., STEPHANIE	INTER. BUSINESS	1	9.52
18	1011054	N., ARSKI	ADMINISTRACION	1	4.76
19	1212058	O., PEDRO	MARKETING	1	45.24
20	1011087	R., CARLA	ADMINISTRACION	2	13.1

b) Control group

RELACIÓN DE ALUMNOS MATRICULADOS 2015-01 (FC-BLP ENGLBUSI)					
CURSO:	ENGLISH FOR BUSINESS				
BLOQUE	FC-PREBLPIBS05B1M				
Nº	Código	Alumno	Carrera	Nvez	% Faltas
1	1211224	A., ANGEL	ECO. NEG. INTER	1	40.48
2	1211669	B., MARIANO	MARKETING	1	19.05
3	1310396	C., MONIQUE	ECO. NEG. INTER	1	2.38
4	1312156	D., ALEXANDRA	ECO. NEG. INTER	1	17.86
5	1212218	D., FABIO	GEST. AMBIENTAL	1	14.29
6	1310917	D., ANDREA	ADM. Y EMPREND.	1	13.1
7	1310167	G., MARCELO	MARKETING	1	14.29
8	1212151	H., DARIN	ADMINISTRACION	1	11.9
9	1312129	L., SHEYLA	ADMINISTRACION	1	10.71
10	1220429	L., JOE	ADMINISTRACION	1	4.76
11	1412102	R., FARID	INTER. BUSINESS	1	15.48
12	1010716	R., RODRIGO	INTER. BUSINESS	1	16.67
13	1310890	R., BLANCA	DERECHO	1	23.81
14	1312093	R., ALEJANDRA	ADM. Y EMPREND.	1	2.38
15	1011727	S., SALVATORE	MARKETING	1	17.86
16	1312524	S., ALESSANDRA	INTER. BUSINESS	1	23.81
17	1312329	S., MIGUEL ANGEL	ECON. Y FINANZ.	1	5.95
18	1310057	S., MIGUEL	INTER. BUSINESS	1	15.48
19	1210117	S., ANNET	INTER. BUSINESS	1	19.05
20	1311663	V., LUIS	INTER. BUSINESS	1	17.86



Graph 4. Class attendance percentage

Graph No. 4 includes information on the third indicator we used to measure the motivation of the students, i.e., their attendance to class, week by week. Our intention was to compare the attendance of both the experimental and control groups, and to see if there was a significant difference between their attendance at the beginning of the term and at the end of the term. As can be seen,

the attendance of the experimental group was better than that of the control group. This proves that the students may have in fact been motivated to come to class; however, their performance was lower than expected. As mentioned earlier, this could have been due to the fact that the students may have had a harder time concentrating in class so early in the morning.

A possible explanation will be given in the following chapter.

4.2.5. Pre-test and Post-test scores

In this section, we will include the pre-test and post-test scores for both classes, their corresponding graphs, and the analysis of this information.

The pre-test that we created for this study, which was applied at the end of the second week of classes, included eight questions, each of which assessed the students' knowledge regarding the topics we would address throughout the course prior to starting the classes. Our aim was to see if the students were familiar with some of the topics that would be seen during the semester. Upon completion of our study with both groups, we proceeded to administer the post-test, in an attempt to compare the retention of these topics by the students, in hopes that the experimental group would outperform the control group.

In the following two graphs, we have included information regarding the grades obtained by the experimental and control groups both in the pre-test and in the post-test.

Pre-Test scores

a) Experimental group

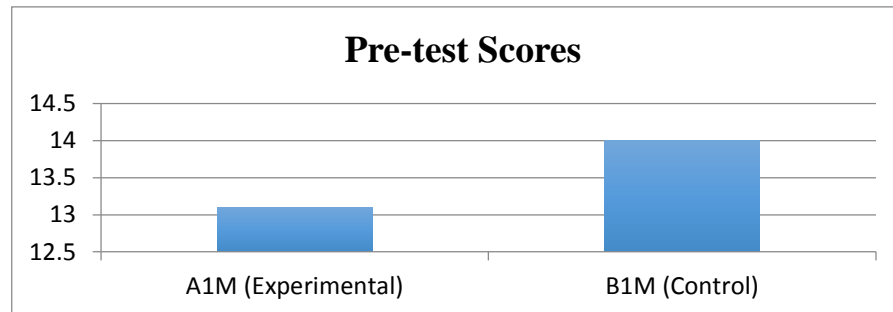
PRETEST SCORES				
CURSO:	ENGLISH FOR BUSINESS			
BLOQUE	FC-PREBLPIBS05A1M			
Nº	Código	Alumno	Carrera	Grade
1	1211546	A., JOAQUIN	INTER. BUSINESS	14
2	1211651	A. BRIGUITTE	ECO. NEG. INTER	16
3	1211653	A., ISRAEL	INTER. BUSINESS	14
4	1120190	B., MELODY	RELAC. INTERNAC	15
5	1312189	C., CLAUDIA	INTER. BUSINESS	13
6	1020626	C., CYNTIA	INTER. BUSINESS	8
7	1311121	C., JUAN	ADMINISTRACION	9
8	1220370	C., KIARA	INTER. BUSINESS	12
9	1320225	C., EVI	MARKETING	15
10	1311094	D., KIMBERLY	ECO. NEG. INTER	13
11	1220384	D., JORGE	MARKETING	16
12	1220658	F., FIORELLA	INTER. BUSINESS	14
13	1111515	F., RENZO	ECON. Y FINANZ.	16
14	1120449	F., LUIS	INTER. BUSINESS	13
15	1310250	G., JOE	ADMINISTRACION	7
16	1220009	G., JOSE	ADMINISTRACION	12
17	1220874	N., STEPHANIE	INTER. BUSINESS	17
18	1011054	N., ARSKI	ADMINISTRACION	16
19	1212058	O., PEDRO	MARKETING	5
20	1011087	R., CARLA	ADMINISTRACION	17

b) Control group

PRETEST SCORES

CURSO:	ENGLISH FOR BUSINESS
BLOQUE	FC-PREBLPIBS05B1M

Nº	Código	Alumno	Carrera	Grade
1	1211224	A., ANGEL	INTER. BUSINESS	13
2	1211669	B., MARIANO	ECO. NEG. INTER	15
3	1310396	C., MONIQUE	INTER. BUSINESS	14
4	1312156	D., ALEXANDRA	RELAC. INTERNAC	14
5	1212218	D., FABIO	INTER. BUSINESS	14
6	1310917	D., ANDREA	INTER. BUSINESS	11
7	1310167	G., MARCELO	ADMINISTRACION	8
8	1212151	H., DARIN	INTER. BUSINESS	14
9	1312129	L., SHEYLA	MARKETING	14
10	1220429	L., JOE	ECO. NEG. INTER	13
11	1412102	R., FARID	MARKETING	15
12	1010716	R., RODRIGO	INTER. BUSINESS	13
13	1310890	R., BLANCA	ECON. Y FINANZ.	16
14	1312093	R., ALEJANDRA	INTER. BUSINESS	17
15	1011727	S., SALVATORE	ADMINISTRACION	10
16	1312524	S., ALESSANDRA	ADMINISTRACION	14
17	1312329	S., MIGUEL ANGEL	INTER. BUSINESS	16
18	1310057	S., MIGUEL	ADMINISTRACION	15
19	1210117	S., ANNET	MARKETING	14
20	1311663	V., LUIS	ADMINISTRACION	13



Graph 5. Pre-test Scores

Post-test grades

a) Experimental group

POSTTEST SCORES

CURSO:	ENGLISH FOR BUSINESS
BLOQUE	FC-PREBLPIBS05A1M

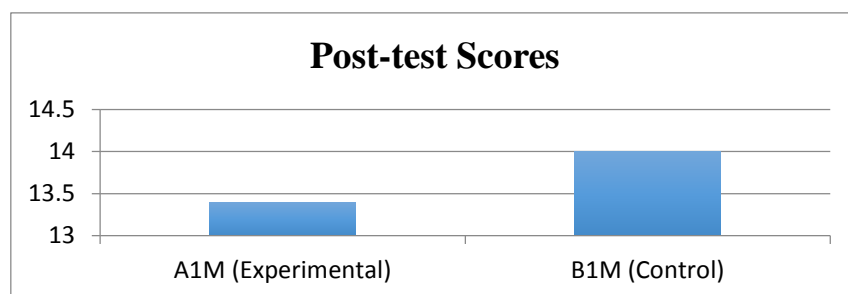
Nº	Código	Alumno	Carrera	Grade
1	1211546	A., JOAQUIN	INTER. BUSINESS	15
2	1211651	A. BRIGUITTE	ECO. NEG. INTER	17
3	1211653	A., ISRAEL	INTER. BUSINESS	15
4	1120190	B., MELODY	RELAC. INTERNAC	14
5	1312189	C., CLAUDIA	INTER. BUSINESS	13
6	1020626	C., CYNTHIA	INTER. BUSINESS	11
7	1311121	C., JUAN	ADMINISTRACION	12
8	1220370	C., KIARA	INTER. BUSINESS	11
9	1320225	C., EVI	MARKETING	16
10	1311094	D., KIMBERLY	ECO. NEG. INTER	12
11	1220384	D., JORGE	MARKETING	15
12	1220658	F., FIORELLA	INTER. BUSINESS	14
13	1111515	F., RENZO	ECON. Y FINANZ.	15
14	1120449	F., LUIS	INTER. BUSINESS	14
15	1310250	G., JOE	ADMINISTRACION	8
16	1220009	G., JOSE	ADMINISTRACION	13
17	1220874	N., STEPHANIE	INTER. BUSINESS	16
18	1011054	N., ARSKI	ADMINISTRACION	15
19	1212058	O., PEDRO	MARKETING	5
20	1011087	R., CARLA	ADMINISTRACION	17

b) Control group

POSTTEST SCORES

CURSO:	ENGLISH FOR BUSINESS
BLOQUE	FC-PREBLPIBS05B1M

Nº	Código	Alumno	Carrera	Grade
1	1211224	A., ANGEL	INTER. BUSINESS	12
2	1211669	B., MARIANO	ECO. NEG. INTER	15
3	1310396	C., MONIQUE	INTER. BUSINESS	15
4	1312156	D., ALEXANDRA	RELAC. INTERNAC	13
5	1212218	D., FABIO	INTER. BUSINESS	14
6	1310917	D., ANDREA	INTER. BUSINESS	14
7	1310167	G., MARCELO	ADMINISTRACION	9
8	1212151	H., DARIN	INTER. BUSINESS	13
9	1312129	L., SHEYLA	MARKETING	14
10	1220429	L., JOE	ECO. NEG. INTER	14
11	1412102	R., FARID	MARKETING	12
12	1010716	R., RODRIGO	INTER. BUSINESS	14
13	1310890	R., BLANCA	ECON. Y FINANZ.	17
14	1312093	R., ALEJANDRA	INTER. BUSINESS	18
15	1011727	S., SALVATORE	ADMINISTRACION	11
16	1312524	S., ALESSANDRA	ADMINISTRACION	15
17	1312329	S., MIGUEL ANGEL	INTER. BUSINESS	17
18	1310057	S., MIGUEL	ADMINISTRACION	15
19	1210117	S., ANNET	MARKETING	14
20	1311663	V., LUIS	ADMINISTRACION	14



Graph 6. Post-test Scores

As we can see in graph No. 5, the average scores of the pre-test, obtained by the experimental group students were somewhat lower than those obtained by the students in the control group, so it

appeared that the students who were in the control group had overall better business English language skills to start with.

Furthermore, as can be seen in graph No. 6, although the grade average of the experimental group did register a slight improvement in the post-test (it went from 13.1. to 13.4), the grade average of the control group, which remained the same (14), was still higher than that obtained by the experimental group

4.3. Discussion of results

4.3.1. Research findings

Upon completing the online studies of Master in Teaching English as a Foreign Language, we were faced with a challenge: to prepare a thesis regarding some topic that would contribute to increase the motivation of our students of the English for Business course. After doing a little research and looking into several alternatives, we finally decided to find out if the use of authentic materials would actually prove useful in our efforts to motivate our English for Business students in order that they would improve their general business English skills and vocabulary.

Our general hypothesis was: The development of a program that includes articles of The Economist publication (authentic materials) when teaching English to the intermediate level English for Business course of USIL will have a positive impact on the increased motivation of the students. The secondary hypothesis was: There will be a positive correlation between the motivation of the USIL intermediate English for Business students and their increased acquisition of new business vocabulary, and overall improved language skills.

Our hypotheses were based on the belief and hope that the students in the experimental group would be motivated to participate more significantly in the classes and, thus, improve their grades in the post-test which was taken upon completion of classes.

The indicators we used to measure the motivation of the students were participation in class, assignment submission and attendance to class.

With regard to class participation, as we can observe in the corresponding graph (No. 1), the control group obtained, on average, higher grades than the experimental group. At the same time, there was not, in our view, a significant enough increase in the class participation grades as the semester progressed – neither in the experimental nor in the control group.

If we were to analyze the experimental group on a student-to-student basis, we would be able to observe that many of the students in fact did show a slight improvement in their class participation and task submission grades. However, the class average was lowered as a result of the inferior performance of some of the other students.

In the case of assignment submission, we can observe how the control group's grades were overall considerably higher than those of the experimental group.

The students had to turn in written assignments for oral presentations at the end of the semester, and we included a graph showing the results of the grades obtained by the students of both groups. As can be observed, in this particular case the experimental group outperformed the control group in three of the written tasks. However, as mentioned earlier, the amount of assignments submitted was more indicative of the students' motivation than the grades obtained by them.

As we may observe in graph No. 4, which shows results of the third indicator, i.e. students' attendance, the experimental group did show a slight improvement when compared to the control group, but again we cannot say with absolute certainty that this slight increase could be attributed to the material introduced in our study. Our intention was to compare the attendance of both the experimental and control groups, and to see if –as we expected– there was actually a significant difference between their attendance at the beginning of the term and at the end of the term.

We had expected, and hoped, that the experimental group would outperform the control group with regards to grade improvement from pre-test to post-test. However, despite the fact that the experimental group did improve its class average grade in the post-test, this improvement was rather negligible.

The language used in the articles wasn't structured in the same way as the material from an English language coursebook. When we study literature, for example, the texts are written with an educational purpose. The Economist's articles do not have this educational intention but rather to analyze and discuss economic and business topics and this could make these articles more difficult to understand.

One other possibility for this unexpected outcome may be that the students in their majority were in the intermediate level of English, and some were in the lower level; probably the articles of The Economist may have been more adequate for students of a more advanced level. Also, the fact that we used 20 minutes of each class to work with the authentic materials meant the students of the experimental group had less actual time of syllabus classes. This may have influenced adversely in their acquisition of the material that was used in the pre and post tests.

4.3.2. Pedagogical implications

Although our study is rather small-scale, we consider we were able to draw some pedagogical implications that may be useful to teachers interested in finding out what tools may be most effective when trying to increase the motivation of their students.

The main implication of our research is that the use of online articles of The Economist, in the manner that we implemented it in our study, did not prove to be very useful for the purpose of improving the language skills of our students. However we still believe that the authentic materials may have contributed positively in the motivation of the students considering the results of their better record of attendance to class, despite the fact that their class started so early in the morning.

All of the pedagogical implications resulting from this study encouraged us to find out if our assumption, i.e., that The Economist articles would really prove useful to motivate a specific group of our students of the English for Business course and that, as a result, their business English skills and vocabulary would improve.

CONCLUSIONS

The reason for choosing The Economist articles as authentic material for our study was to help instill in our students the beneficial practice of reading business magazines that would help them advance in their professional lives.

This study helped us confirm that our students were not reluctant to try using authentic materials to improve their overall performance in business English. On the contrary, they showed much enthusiasm and interest in using material that was directly related to their main field of study/work, which is business. We can infer that, if the correct tools are used, whether they are authentic materials or some other type of materials, the students are eager to try them.

Even though case studies are already incorporated into the syllabus, we believe maybe we should put more emphasis on using them. Perhaps we could also try including online video interviews and business videos in general, as it is possible that this tool could help students who are more visual learners.

Another idea is the use of online business vocabulary, which The Economist sends everyday with “terms of the day”; these terms are words that are often found in business environments, in business books, magazines, etc. The daily email sent by The Economist upon registering to receive this material, contains not only the meaning of the term of the

day, but also an example of its use. This is something we will have to look into in a future study.

We believe our students had been looking forward to working with material that would really help them get acquainted with “real business” jargon. However, when we obtained the results of the post-test, it seemed like the use of authentic materials had not contributed significantly to reach our objective in its entirety as, even if the motivation did improve some, the grades they obtained in their general business English language skills and vocabulary did not show much improvement. We believe that, if we would have used an article of *The Economist* as a pretest, and then another article as the post-test, we may have been able to confirm our hypothesis.

We consider Maslow’s security and the self-actualization needs category describes accurately the motivation of students. Security needs have to do with the necessity to have a stable work environment and this is one of the goals of the students once they complete their professional education. The need to realize their full potential (self-actualization) is also a factor which the students have in mind when they decide to pursue a career. The same goes to say with Alderfer’s growth needs, which have to do with the need for continued self-development and competency, and Murray/McClelland’s need for achievement.

We cannot say the motivation of the students in the experimental group did not increase because they did show a willingness to include the new material to their syllabus. Also, their attendance did improve toward the end of the semester. Graph No. 4 indicates that the experimental group did, in fact, register a higher attendance to class. It is more likely that it was not the authentic materials used per se which were not adequate.

It cannot therefore be ruled out that students in the experimental group may, in the long term, benefit from the information obtained from the authentic materials and may decide to take an MBA course using the English language. It would be a topic of another research to follow up successful cases of professionals who may not have been outstanding in the English language classes but in the long term may have succeeded in the global business world.

While we were not able to confirm that our hypothesis was correct, it must be pointed out that we cannot state that the use of authentic materials is a disadvantage to the acquisition of vocabulary or improvement of reading comprehension and other language skills. It is possible that the way we introduced these materials was not the best considering the English level of the students who took part in our study.

We believe it was significant to find out, in our research, that it is important to be aware of the characteristics of the students participating in the study in order to adapt the conditions accordingly; in some cases, there are students who are not used to or prepared to do analysis or who are not willing or do not have the time to work on their own to obtain better results with certain authentic materials. It is probably important, when working with students of the intermediate or lower English levels, to help them acquire a key skill, such as dealing with unknown language, in particular vocabulary.

Also, we believe if we would have included, in the midterm and final exams, tasks which corresponded more with the tasks of the authentic materials; i.e., those related to reading comprehension and vocabulary related to the articles, we would have been able to assess more accurately if our students of the experimental group actually performed better after having been exposed to the magazine articles.

Although our general hypothesis did not completely prove to be wrong, in the sense that the motivation of the students in the experimental group did show a slight improvement, the secondary hypothesis did not prove to be very accurate as these students did not show an increased acquisition of new business vocabulary, reading comprehension and language skills as we had expected.

However, this does not necessarily mean that the use of authentic materials represents a disadvantage for the acquisition of vocabulary and increased reading comprehension. We rather tend to think that the results obtained may have been the consequence of not having used the adequate measuring instruments. We now understand that the tests should not only have been more specific, but also organized in clearly differentiated sections to measure: vocabulary reading comprehension, content retention, etc.

Analyzing the measuring instruments used, we could venture to offer the explanation that, when teaching students of the intermediate or lower English level, as was our case, the use of authentic materials in addition to the syllabus (didactic) material does not represent an advantage for the learning process. As we know, we used syllabus material 100% of the time with the control group, while the time allocated to this material, when working with the experimental group, was 80% in order to dedicate 20% of the time to working with the authentic materials. Furthermore, the fact that the classes of the students of the experimental group started early in the morning (7 a.m.) meant that often many of these students failed to arrive on time and, therefore, the period of time of actual classes was further reduced.

Also, we would introduce in future classes, in the hopes of obtaining better results, a survey to find out what the students' preferred subjects are. The readings and exams would then be based on the topics of their interest

The research also made evident that it was possible to include the additional authentic material in the regular course syllabus without interfering in the development of the course program. The students who received this material reacted positively and they seemed to be motivated to make an extra effort to work with The Economist articles. Not one of them ever complained about having to do additional work. We think this was a result of involving them in the selection of this material.

When we were designing the program to be implemented for our study, we were somewhat worried that the students in the experimental group would not be willing to participate because of the extra work demand it represented. We were, therefore, pleasantly surprised by the response of the majority of these students, first cooperating in the selection of The Economist articles and then by their enthusiasm to continue working with them along the term.

In view of the doubt we may have regarding the quality of the tests used, we could speculate that it is possible that the acquisition of vocabulary and reading comprehension might have improved but that the tests were simply not accurate enough to measure these improvements adequately.

As a final note, we cannot help but hypothesize how, had we allowed our students to choose the authentic material within the business parameters, and as long as the pre and post tests would have evaluated tasks such as making inferences and guessing meaning of words from context, as the authentic material did, we might have been able to achieve a more objective measurement with regard to the level of improvement, or lack of improvement, shown by the experimental group versus the control group.

RECOMMENDATIONS

It is possible that we could be disappointed with the results of our study; however, we feel it is important to keep in mind that we are now one step closer to having an accurate answer to our initial question. We do not feel we have failed; by confirming that the hypothesis is incorrect, we believe we have done our job of testing the hypothesis and that we are now in a position to make a contribution to future studies, by offering the recommendations indicated below.

We consider the results of this research might be an incentive for other scholars or students to carry out further studies in order to find out if there are other authentic materials that can prove more useful to promote motivation among students in order that they may improve their performance in the business English language.

In view that the results of our study were not the ones we had expected, it is our recommendation that, when a similar research is carried out in the future with the purpose of finding the best tools to reach the objective of motivating students and improving their English language performance, the following suggestions be taken into account:

- We believe that, before starting the research, a list should be prepared of skills, competences and activities that the students will be requiring during the course of their working life as well as those that will be evaluated in the business classes at the university. The selection of instruments would then be based on these final

curriculum and work objectives, as the aim should be not just to prepare the students to obtain good test grades but to give them tools that will make it possible for them to be able to have a better reading comprehension and vocabulary.

- We would also recommend determining whether the introduction of new material, be it authentic or not, should be done in a larger period of time, as we believe that 20 minutes spent working with the authentic materials in every class may have been a bit too short, although it has not been proven that lengthening the time spent in the classroom automatically translates into more time spent on learning. Results obtained in several studies indicate that the amount of instructional time is not as important as how the time is spent.
- The midterm and final exams had already been drafted for all of the students and they included questions of different nature. We feel, in hindsight, that it would have been preferable to isolate the specific sections that measure the reading comprehension and vocabulary so that the other sections of the exam would have not affected the results.
- Also, it would have been a good option to include, in the midterm and final exams, tasks which corresponded more with the tasks of the authentic materials; i.e., those related to reading comprehension and vocabulary. In this manner we would have been able to assess if our students of the experimental group actually performed better after having been exposed to the magazine articles.
- Furthermore, as mentioned earlier, it would have probably been advisable to use material of an article of The Economist as pretest and then of another article of the same magazine with both the experimental and control groups in order to observe the progress of the two groups more objectively.
- At the same time, we believe it would have been important, considering the level of our students, to “pre-teach” them key vocabulary and provide quick definitions of certain terms in order to help them better understand the business articles. We could have prepared handout sheets with new vocabulary found in The

Economist articles and practice these new words with the students in class.

- Also, taking into account our experiences while developing this research work, we could postulate that the results might have been more successful either if the type of authentic materials would have been less sophisticated or difficult, or if the authentic materials would have been used with students of a more advanced level of English. In order to confirm this idea, it would be necessary to carry out a new study using authentic materials that could correlate its use with the intermediate and advanced English learning levels.
- Finally, as mentioned above, we believe it would be convenient to determine whether students attending classes very early in the morning are in a disadvantageous position to learn languages as compared to those whose classes start somewhat later. In this regard, sleep researchers say adolescents' circadian rhythms, or "body clocks" are different from those of younger children and adults.

According to Terra Ziporyn Snider³⁴, a science writer and executive director of "Start School Later", a national U.S. organization devoted to promoting what it says are healthier school schedules, "teenagers do not usually get sleepy until about 11 p.m. and are not ready to wake up until nine hours later, about 8 a.m. As a result, high school and college / university students simply are not ready for class to begin early in the morning". Sarah Kopplin³⁵, who coaches high school girls in the Shorewood district, says "it's pretty apparent that my first hour is significantly different in terms of their energy level from my second hour; they just don't feel awake".

³⁴ ZIPORYN, T. (2016), *A Call to Start School Later*. Retrieved February 20, 2016, from http://www.huffingtonpost.com/terra-ziporyn-snider-phd/a-call-to-start-school-la_b_9204096.html

³⁵ KOPPLIN, S. (2016). *Early School Start Times in Question Due to Alarming Impact on Teens*. Retrieved January 28, 2016, from <http://www.jsonline.com/news/education/early-school-start-times-in-question-due-to-alarming-impact-on-teens-b99201024z1-245855461.html>

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ANNEXES

Annex 1: Revised syllabus for the period march – july 2015

(Implementing authentic materials into the course schedule –sample of week 2)

Week 2

Contents and Learning Activity Scheduling or Lesson Plan						
Ses	Week	(hrs)	Type	Contents	Learning Activities	Resources
Module 1: BUSINESS ENVIRONMENT						
Specific Competences: 1.1, 1.2, 1.3,1.4						
			P	THE LEARNING ORGANISATION Case study: Learning organisations	Become familiar with key terms in the case study. Develop reading skills. Inferring meaning from context. Summarize information using a mind map.	Case Study handout PPT
			P	THE LEARNING ORGANISATION Theory: The five disciplines of learning organizations. Listening: What are the characteristics of a learning organization? What are the five disciplines? Speaking: Supporting learning in an organization.	Discuss and identify prior knowledge using an image of the five learning disciplines. Evaluate statements in terms of usefulness and vote on the most and least useful. Identify general and specific information from an audio text. Discuss problems and find opportunities for organizational learning. Present it to the class.	PPT Web links Handout. The Economist Article
			P	Writing: Paragraph structure. Recognition of elements: topic sentences and bridge, supporting ideas and concluding sentence.	Writing: Analyze topic sentences and identify their role and location in a text. Write a topic sentence, bridge sentence, supporting ideas and concluding sentence. Last 30 minutes: Discussion with experimental group to decide on the best authentic materials to be included in addition to regular syllabus. Pre-test was given to both the experimental and control groups.	Web links and handout.
			A	Independent learning - week 2	Analyze a text. Identify general and specific information. Answer some comprehension questions.	Web links and handout.

Annex 2: Action plan

Action Plan to Introduce Authentic Materials in addition to Regular Syllabus	
Week 1	<i>Introduction to course following the contents and activities included in the regular syllabus. (no articles used yet)</i>
Week 2	<i>Classes developed following contents and activities included in the regular syllabus. (no articles used yet)</i>
Week 3	Activities with experimental group During the last 20 minutes of the classes, we worked with the authentic material. The article for this week was “The Debt to Pleasure“.
Week 4	Article “Unpaid Student Athletes” of <i>The Economist</i> business publication.
Week 5	Article “Meagre Airline Profits” of <i>The Economist</i> business publication.
Week 6	Article “Epigenetics of Fat” of <i>The Economist</i> business publication
Week 7	<i>Review for Midterm. No articles were used in order not to interfere with the students’ preparation for this exam.</i>
Midterm Exam	
Week 8	Article “Mass Extinctions” of <i>The Economist</i> business publication.
Week 9	Article “Athlete Drug Use” of <i>The Economist</i> business publication
Week 10	Article “Olfactory Communication” of <i>The Economist</i> business publication.
Week 11	Article “Cosmic Phenomena” of <i>The Economist</i> business publication.
Week 12	Article “Rise of the Robots” of <i>The Economist</i> business publication.
Week 13	<i>Oral Presentations. No articles were used in order not to interfere with the students’ preparation for their oral presentations.</i>
Week 14	<i>Final Exam Review. No articles were used in order not to interfere with the students’ preparation for this exam.</i>
Final Exam	

Annex 3: Pre-Test student samples

Name: Valeria Date: 16-03-15

Previous Knowledge Quiz
This Quiz doesn't affect your grade in this class; it's only to get an idea of what previous knowledge you may have before beginning our semester.

Please answer the following 8 questions to the best of your ability using 3 or 5 sentences for each question in the given space. If you don't know or don't remember, simply leave it blank.

1. What do you understand by Hofstede's dimensions of culture?
Describes how society think and the different thoughts of cultures.
2. What are the five disciplines of learning organizations?
Shared Vision, Mental Models, Personal Mastery, Team Learning and Systems Thinking.
3. What is Herzberg's Motivation-Hygiene Theory?
-
4. How can a company have a Sustainable Chain Management?
-
5. What are the 4Ps of marketing?
Product, Price, Place, Promotion
6. How do you define Customer Relationship Management?
-
7. Why are Financial Statements useful in a company?
because have a record of the financial activities of a business.
8. Can you briefly explain what SWOT Analysis is?
-

Name: Kiars

Date: 19/03/15

Previous Knowledge Quiz

This Quiz doesn't affect your grade in this class; it's only to get an idea of what previous knowledge you may have before beginning our semester.

Please answer the following 8 questions to the best of your ability using 3 or 5 sentences for each question in the given space. If you don't know or don't remember, simply leave it blank.

1. What do you understand by Hofstede's dimensions of culture?

Is a framework for cross-cultural communication, developed by Hofstede.

2. What are the five disciplines of learning organizations?

Tools and practices for building and sustaining learning leadership capability in organizations.
Shared vision, Mental models, Personal Mastery, Team Learning and Systems Thinking.

3. What is Herzberg's Motivation-Hygiene Theory?

Determine employee attitudes and motivation and which factors in a employee's work environment caused satisfaction and dissatisfaction.

4. How can a company have a Sustainable Chain Management?

Having all the chain management perfect and in time or logistics network in terms of innovation, risks and work cost.

5. What are the 4Ps of marketing?

Are 4 variables: Products, Place, Price and promotion

6. How do you define Customer Relationship Management?

Refers to the practices, strategies and technologies that companies use to manage plan and evaluated customer interactions to drive sales growth.

7. Why are Financial Statements useful in a company?

Because provide various financial information that investors and creditors use to evaluate a company's financial performance.

8. Can you briefly explain what SWOT Analysis is?

Is a tool that identifies the strengths, weaknesses, opportunities and threats of an organization

Name: Aoki

Date: 18-03-15

Previous Knowledge Quiz

This Quiz doesn't affect your grade in this class; it's only to get an idea of what previous knowledge you may have before beginning our semester.

Please answer the following 8 questions to the best of your ability using 3 or 5 sentences for each question in the given space. If you don't know or don't remember, simply leave it blank.

1. What do you understand by Hofstede's dimensions of culture?

not exactly but I ~~there~~ know how is my culture

2. What are the five disciplines of learning organizations?

3. What is Herzberg's Motivation-Hygiene Theory?

4. How can a company have a Sustainable Chain Management?

5. What are the 4Ps of marketing?

6. How do you define Customer Relationship Management?

7. Why are Financial Statements useful in a company?

8. Can you briefly explain what SWOT Analysis is?

Annex 4: Pre-test grades

a) Experimental group

PRETEST SCORES

CURSO:	ENGLISH FOR BUSINESS			
BLOQUE	FC-PREBLPIBS05A1M			
Nº	Código	Alumno	Carrera	Grade
1	1211546	A., JOAQUIN	INTER. BUSINESS	14
2	1211651	A. BRIGUITTE	ECO. NEG. INTER	16
3	1211653	A., ISRAEL	INTER. BUSINESS	14
4	1120190	B., MELODY	RELAC. INTERNAC	15
5	1312189	C., CLAUDIA	INTER. BUSINESS	13
6	1020626	C., CYNTHIA	INTER. BUSINESS	8
7	1311121	C., JUAN	ADMINISTRACION	9
8	1220370	C., KIARA	INTER. BUSINESS	12
9	1320225	C., EVI	MARKETING	15
10	1311094	D., KIMBERLY	ECO. NEG. INTER	13
11	1220384	D., JORGE	MARKETING	16
12	1220658	F., FIORELLA	INTER. BUSINESS	14
13	1111515	F., RENZO	ECON. Y FINANZ.	16
14	1120449	F., LUIS	INTER. BUSINESS	13
15	1310250	G., JOE	ADMINISTRACION	7
16	1220009	G., JOSE	ADMINISTRACION	12
17	1220874	N., STEPHANIE	INTER. BUSINESS	17
18	1011054	N., ARSKI	ADMINISTRACION	16
19	1212058	O., PEDRO	MARKETING	5
20	1011087	R., CARLA	ADMINISTRACION	17

b) Control group

PRETEST SCORES

CURSO:	ENGLISH FOR BUSINESS
BLOQUE	FC-PREBLPIBS05B1M

Nº	Código	Alumno	Carrera	Grade
1	1211224	A., ANGEL	INTER. BUSINESS	13
2	1211669	B., MARIANO	ECO. NEG. INTER	15
3	1310396	C., MONIQUE	INTER. BUSINESS	14
4	1312156	D., ALEXANDRA	RELAC. INTERNAC	14
5	1212218	D., FABIO	INTER. BUSINESS	14
6	1310917	D., ANDREA	INTER. BUSINESS	11
7	1310167	G., MARCELO	ADMINISTRACION	8
8	1212151	H., DARIN	INTER. BUSINESS	14
9	1312129	L., SHEYLA	MARKETING	14
10	1220429	L., JOE	ECO. NEG. INTER	13
11	1412102	R., FARID	MARKETING	15
12	1010716	R., RODRIGO	INTER. BUSINESS	13
13	1310890	R., BLANCA	ECON. Y FINANZ.	16
14	1312093	R., ALEJANDRA	INTER. BUSINESS	17
15	1011727	S., SALVATORE	ADMINISTRACION	10
16	1312524	S., ALESSANDRA	ADMINISTRACION	14
17	1312329	S., MIGUEL ANGEL	INTER. BUSINESS	16
18	1310057	S., MIGUEL	ADMINISTRACION	15
19	1210117	S., ANNET	MARKETING	14
20	1311663	V., LUIS	ADMINISTRACION	13

Annex 5: Post-Test student samples

Assessment after completion of semester

Name: Valeria Date: 24-06-15

This Quiz doesn't affect your grade in this class; it's only to get an idea of what information you retained over the course of this semester.

Please answer the following 8 questions to the best of your ability using 3 or 5 sentences for each question in the given space. If you don't know or don't remember, simply leave it blank.

1. What do you understand by Hofstede's dimensions of culture?
It describes how society thinks and the different thoughts of cultures
2. What are the five disciplines of learning organizations?
Personal Mastery, Team Learning, Mental Models, Shared Vision and systems Thinking.
3. What is Herzberg's Motivation-Hygiene Theory?
-
4. How can a company have a Sustainable Chain Management?
-
5. What are the 4Ps of marketing?
Product, Price, Place, Promotion
6. How do you define Customer Relationship Management?
-
7. Why are Financial Statements useful in a company?
Because they have a Record of the financial activities of a business.
8. Can you briefly explain what SWOT Analysis is?
Strength, weakness, opportunities, threats.

Assessment after completion of semester

Name: Arski Date: 24-06-15

This Quiz doesn't affect your grade in this class; it's only to get an idea of what information you retained over the course of this semester.

Please answer the following 8 questions to the best of your ability using 3 or 5 sentences for each question in the given space. If you don't know or don't remember, simply leave it blank.

1. What do you understand by Hofstede's dimensions of culture?

Theory that describes effects of culture in
values of society.

2. What are the five disciplines of learning organizations?

Mental models, team learning, vision, thinking

3. What is Herzberg's Motivation-Hygiene Theory?

4. How can a company have a Sustainable Chain Management?

5. What are the 4Ps of marketing?

Place, Promotion, Products, Price

6. How do you define Customer Relationship Management?

7. Why are Financial Statements useful in a company?

8. Can you briefly explain what SWOT Analysis is?

Strengths, weakness, opportunities, threats.

Assessment after completion of semester

Name: Klaus Date: 24/06/2015

This Quiz doesn't affect your grade in this class; it's only to get an idea of what information you retained over the course of this semester.

Please answer the following 8 questions to the best of your ability using 3 or 5 sentences for each question in the given space. If you don't know or don't remember, simply leave it blank.

1. What do you understand by Hofstede's dimensions of culture?
It's a framework for cross-cultural communication, developed by Hofstede.
2. What are the five disciplines of learning organizations?
tools and practices for building and sustaining learning leadership capability in organisations.
Shared vision, Mental models, Personal Mastery, Team Learning and systems thinking.
3. What is Herzberg's Motivation-Hygiene Theory?
Determine employee attitudes and motivation. What causes satisfaction and dissatisfaction.
4. How can a company have a Sustainable Chain Management?
By having all the chain management integrated: environmental, risk and waste cost.
5. What are the 4Ps of marketing?
Products, Place, Price, Promotion.
6. How do you define Customer Relationship Management?
Practices, strategies and technologies that companies use to manage and analyse customer interactions
7. Why are Financial Statements useful in a company?
They provide financial information that shows strength, performance and liquidity of the company.
8. Can you briefly explain what SWOT Analysis is?
Identifies the strengths, weaknesses, opportunities and threats of an organization.

Annex 6: Post-test grades

a) Experimental group

POSTTEST SCORES

CURSO:	ENGLISH FOR BUSINESS
BLOQUE	FC-PREBLPIBS05A1M

Nº	Código	Alumno	Carrera	Grade
1	1211546	A., JOAQUIN	INTER. BUSINESS	15
2	1211651	A. BRIGUITTE	ECO. NEG. INTER	17
3	1211653	A., ISRAEL	INTER. BUSINESS	15
4	1120190	B., MELODY	RELAC. INTERNAC	14
5	1312189	C., CLAUDIA	INTER. BUSINESS	13
6	1020626	C., CYNTIA	INTER. BUSINESS	11
7	1311121	C., JUAN	ADMINISTRACION	12
8	1220370	C., KIARA	INTER. BUSINESS	11
9	1320225	C., EVI	MARKETING	16
10	1311094	D., KIMBERLY	ECO. NEG. INTER	12
11	1220384	D., JORGE	MARKETING	15
12	1220658	F., FIORELLA	INTER. BUSINESS	14
13	1111515	F., RENZO	ECON. Y FINANZ.	15
14	1120449	F., LUIS	INTER. BUSINESS	14
15	1310250	G., JOE	ADMINISTRACION	8
16	1220009	G., JOSE	ADMINISTRACION	13
17	1220874	N., STEPHANIE	INTER. BUSINESS	16
18	1011054	N., ARSKI	ADMINISTRACION	15
19	1212058	O., PEDRO	MARKETING	5
20	1011087	R., CARLA	ADMINISTRACION	17

b) Control group

POSTTEST SCORES

CURSO:	ENGLISH FOR BUSINESS
BLOQUE	FC-PREBLPIBS05B1M

Nº	Código	Alumno	Carrera	Grade
1	1211224	A., ANGEL	INTER. BUSINESS	12
2	1211669	B., MARIANO	ECO. NEG. INTER	15
3	1310396	C., MONIQUE	INTER. BUSINESS	15
4	1312156	D., ALEXANDRA	RELAC. INTERNAC	13
5	1212218	D., FABIO	INTER. BUSINESS	14
6	1310917	D., ANDREA	INTER. BUSINESS	14
7	1310167	G., MARCELO	ADMINISTRACION	9
8	1212151	H., DARIN	INTER. BUSINESS	13
9	1312129	L., SHEYLA	MARKETING	14
10	1220429	L., JOE	ECO. NEG. INTER	14
11	1412102	R., FARID	MARKETING	12
12	1010716	R., RODRIGO	INTER. BUSINESS	14
13	1310890	R., BLANCA	ECON. Y FINANZ.	17
14	1312093	R., ALEJANDRA	INTER. BUSINESS	18
15	1011727	S., SALVATORE	ADMINISTRACION	11
16	1312524	S., ALESSANDRA	ADMINISTRACION	15
17	1312329	S., MIGUEL ANGEL	INTER. BUSINESS	17
18	1310057	S., MIGUEL	ADMINISTRACION	15
19	1210117	S., ANNET	MARKETING	14
20	1311663	V., LUIS	ADMINISTRACION	14

Annex 7: Mid-term exam sample
(including Reading Comprehension & Vocabulary questions)

I. READING COMPREHENSION (20PTS.)

Statements	T or F
1. The first part of the name of the company came from Albrecht family who started the business in 1913.	
2. The Albrecht sons used discounts to get people into their shops.	
3. The two companies ALDI Nord and ALDI Süd, are operated and run together.	
4. When ALDI expanded to the US, they offered 500 own-brand products.	
5. ALDI found a niche market in the USA with people looking for value for money.	
6. ALDI are one of the pioneers who offered the concept of self-service in Germany.	
7. The double-guarantee gives the buyer a refund and a replacement product.	
8. ALDI later introduced fresh foods, dairy products and electronic items.	
9. Today ALDI can offer very good discounts because they sell mostly brand-name items.	
10. ALDI spends a lot on advertising.	

Read the article “ALDI” at the end of this exam and do the tasks below:

A. What is the main idea? Circle the correct alternative. (1 pt.)

- Having a reliable assortment of goods can help shops to attract and keep customers.
- The ALDI concept is geared towards people who look for good value for money.
- ALDI has developed into a successful business and it has worked hard to increase their market share.

B. Read the statements about the article and decide if they are true (T) or false (F).
If the sentence is false, underline the wrong word / phrase and write the correct information on the lines provided. (14 pts.)

C. Find words and phrases in the text with these meanings. (5 pts.)

1. When an organization is established (parag. 1)
.....
2. Group of shops with the same name and owner (parag. 2)
.....
3. Places to open a shop (parag. 2)
.....
4. Dependable (parag. 3)
.....
5. Positioning of products in stores (parag.4) `(two words)`
.....

(Exam Reading)

ALDI

1. Over the last hundred years or so, ALDI has become a household name with over 8,000 stores worldwide. The foundation of the company began in 1913 when the Albrecht family opened a small food store in Germany; and the name is short for *Albrecht Discount*. It didn't take long for the little 'service store' to become popular. In 1946 the sons of the family Karl and Theo Albrecht took over the store and began to expand to other areas of Germany, using their discount philosophy to keep their market share. In 1954 they opened their 50th store in Germany and by 1961 their business had grown to a network of over 300 stores. The company then split into two independent companies. ALDI Süd, run by Karl to service the South, and ALDI Nord run by Theo for the North. Since that time the two companies have been run and operated separately, although they occasionally negotiate with suppliers together and carry some of the same own brands.
2. In 1967 Theo Albrecht began expanding by taking over a chain of stores in Austria. Nine years later Albrecht Süd took a larger step and bought a chain of 50 shops in the USA and implemented their select assortment concept, carrying only 500 select-brand products. Compared with other supermarkets, their stores seemed tiny. But ALDI found a niche with Americans looking for real value, and the chain grew rapidly. In 2000 ALDI Süd continued its expansions throughout Europe and also opened shops in Australia. Their philosophy of 'less-is-more' paid off in the USA and by 2011 they had more than 1,000 stores in 29 states serving 15 million customers a month. Their business concept covers all aspects of operations, from selecting suppliers to finding locations for stores – all of which is geared towards selling quality products at the lowest possible price.

3. What has been the secret of their success? 'Self-service' was still a relatively new retail structure in the 1960s and ALDI became the first company in Germany to adopt this concept. The stores operate a 'no frills' philosophy and shoppers bring their own carrier bags to keep prices down, a concept that was new for shoppers in some countries. In addition, streamlined processes, a select-brand strategy, a relatively small but reliable product assortment and their special double-guarantee offer of a replacement product plus a refund gave ALDI a competitive advantage. ALDI has also kept up with the times and in 1996 began selling electronic items. Today shoppers can buy standard canned and packaged goods as well as digital cameras, printers, clothing and dairy products, making ALDI a one-stop shopping experience. In addition they have extremely high quality standards and guarantee that their products are fresh.
4. With its consistent store layout, open carton displays and non-bulk packaging, the ALDI model appeals to shoppers who are interested in efficiency, quality and value. Through their purchasing power they are able to get the lowest prices from suppliers, and the business model of ALDI allows them to pass on savings of up to 50 percent below traditional supermarkets by selling mostly own brands, spending very little on advertising and promotion, and not offering non-essential services.

Annex 8: Mid-term exam grades

a. Experimental group

MIDTERM SCORES

CURSO:	ENGLISH FOR BUSINESS
BLOQUE	FC-PREBLPIBS05A1M

Nº	Código	Alumno	Carrera	Grade
1	1211546	A., JOAQUIN	INTER. BUSINESS	11
2	1211651	A. BRIGUITTE	ECO. NEG. INTER	14
3	1211653	A., ISRAEL	INTER. BUSINESS	13
4	1120190	B., MELODY	RELAC. INTERNAC	12
5	1312189	C., CLAUDIA	INTER. BUSINESS	15
6	1020626	C., CYNTIA	INTER. BUSINESS	12
7	1311121	C., JUAN	ADMINISTRACION	9
8	1220370	C., KIARA	INTER. BUSINESS	15
9	1320225	C., EVI	MARKETING	12
10	1311094	D., KIMBERLY	ECO. NEG. INTER	10
11	1220384	D., JORGE	MARKETING	10
12	1220658	F., FIORELLA	INTER. BUSINESS	11
13	1111515	F., RENZO	ECON. Y FINANZ.	13
14	1120449	F., LUIS	INTER. BUSINESS	14
15	1310250	G., JOE	ADMINISTRACION	14
16	1220009	G., JOSE	ADMINISTRACION	10
17	1220874	N., STEPHANIE	INTER. BUSINESS	10
18	1011054	N., ARSKI	ADMINISTRACION	11
19	1212058	O., PEDRO	MARKETING	11
20	1011087	R., CARLA	ADMINISTRACION	13

b. Control group

MIDTERM SCORES

CURSO:	ENGLISH FOR BUSINESS
BLOQUE	FC-PREBLPIBS05B1M

Nº	Código	Alumno	Carrera	Grade
1	1211224	A., ANGEL	INTER. BUSINESS	8
2	1211669	B., MARIANO	ECO. NEG. INTER	15
3	1310396	C., MONIQUE	INTER. BUSINESS	9
4	1312156	D., ALEXANDRA	RELAC. INTERNAC	13
5	1212218	D., FABIO	INTER. BUSINESS	15
6	1310917	D., ANDREA	INTER. BUSINESS	12
7	1310167	G., MARCELO	ADMINISTRACION	14
8	1212151	H., DARIN	INTER. BUSINESS	8
9	1312129	L., SHEYLA	MARKETING	12
10	1220429	L., JOE	ECO. NEG. INTER	11
11	1412102	R., FARID	MARKETING	15
12	1010716	R., RODRIGO	INTER. BUSINESS	16
13	1310890	R., BLANCA	ECON. Y FINANZ.	18
14	1312093	R., ALEJANDRA	INTER. BUSINESS	9
15	1011727	S., SALVATORE	ADMINISTRACION	16
16	1312524	S., ALESSANDRA	ADMINISTRACION	16
17	1312329	S., MIGUEL ANGEL	INTER. BUSINESS	10
18	1310057	S., MIGUEL	ADMINISTRACION	16
19	1210117	S., ANNET	MARKETING	16
20	1311663	V., LUIS	ADMINISTRACION	17

Annex 9: Final exam sample

I. READING COMPREHENSION (20 PTS.)

Read the text below and do the tasks indicated. **Neither a Borrower Nor a Lender Be**

Both borrowers and lenders in the sub-prime mortgage market are wishing they had listened to the old saying: neither a borrower nor a lender be.

Last year people with poor credit ratings borrowed \$605 billion in mortgages, a figure that is about 20% of the home-loan market. It includes people who cannot afford to meet the mortgage payments on expensive homes they have bought, and low-income buyers. In some cases, the latter could not even meet the first payment. Lenders include banks like HSBC, which may have lost almost \$7 billion.

Both sides can be blamed. Lenders, after the 2-3 percentage point premium they could charge, offered loans, known as 'liar loans', with no down payments and without any income verification to people with bad credit histories. They believed that rising house prices would cover them in the event of default. Borrowers ignored the fact that interest rates would rise after an initial period.

One result is that default rates on these sub-prime mortgages reached 14% last year- a record. The problems in this market also threaten to spread to the rest of the mortgage market, which would reduce the flow of credit available to the shrinking numbers of consumers still interested in buying property.

So, the housing market will remain weak; borrowers with weak credit histories will find the credit window closed; people with adjustable-rate mortgages will have to spend less so they can meet their increased payments; tighter lending standards and falling home prices will reduce consumers' ability to tap the equity in their homes.

But as long as the labour market remains strong, which it has done despite job losses in housing-related industries, and as long as real incomes continue to go up, consumers might complain, but they are unlikely to go on a buyers' strike on a scale that will make this slowdown become a recession. Therefore, we should not be too worried, but, at the same time, we should be a bit cautious and watch closely how things develop.

A. GETTING THE GIST: Circle the best alternative: a), b) or c). (2 pts.)

According to the text, which is the worst scenario?

- a) the one of the borrower. b) the one of the lender. c) both a) and b)

B. UNDERSTANDING THE MAIN IDEAS: Choose the best answer: a), b), or c). (12 pts.)

1. Sub-prime mortgage loans were offered ...
 - a) only to low income families.
 - b) to people who wanted to buy very expensive houses.
 - c) to people with poor credit histories.
2. Who believed that rising house prices would cover them in the event of a default?
 - a) borrowers.
 - b) lenders.
 - c) both.
3. Borrowers have been caught out because ...
 - a) they lied when applying for the loan.
 - b) house prices have risen.
 - c) interest rates rise after a while.
4. According to the text, people with adjustable rate mortgages ...
 - a) will not be able to get credit.
 - b) will have to economise.
 - c) have weak credit histories.
5. The housing market problems ...
 - a) could easily push the country into recession.
 - b) are unlikely to push the country into recession.
 - c) will cause a buyer's strike.
6. The writer is ...
 - a) a bit concerned about the housing market.
 - b) very worried about the housing market.
 - c) not worried about the housing market.

C. VOCABULARY FROM CONTEXT: What do the words refer to? Answer the questions below. (6 pts.)

1. "LATTER" in paragraph 2:
.....
2. The phrase that refers to "requirement of down payments, income verification or payment histories" is ... (Paragraph 3)
.....
3. "SHRINKING" in paragraph 4 refers to numbers that are ...
a) increasing b) decreasing c) neither of them

Annex 10: Final exam grades

a) Experimental group

FINAL SCORES

CURSO:	ENGLISH FOR BUSINESS
BLOQUE	FC-PREBLPIBS05A1M

Nº	Código	Alumno	Carrera	Grade
1	1211546	A., JOAQUIN	INTER. BUSINESS	12
2	1211651	A. BRIGUITTE	ECO. NEG. INTER	10
3	1211653	A., ISRAEL	INTER. BUSINESS	14
4	1120190	B., MELODY	RELAC. INTERNAC	5
5	1312189	C., CLAUDIA	INTER. BUSINESS	15
6	1020626	C., CYNTIA	INTER. BUSINESS	14
7	1311121	C., JUAN	ADMINISTRACION	10
8	1220370	C., KIARA	INTER. BUSINESS	16
9	1320225	C., EVI	MARKETING	14
10	1311094	D., KIMBERLY	ECO. NEG. INTER	10
11	1220384	D., JORGE	MARKETING	11
12	1220658	F., FIORELLA	INTER. BUSINESS	11
13	1111515	F., RENZO	ECON. Y FINANZ.	15
14	1120449	F., LUIS	INTER. BUSINESS	16
15	1310250	G., JOE	ADMINISTRACION	15
16	1220009	G., JOSE	ADMINISTRACION	12
17	1220874	N., STEPHANIE	INTER. BUSINESS	15
18	1011054	N., ARSKI	ADMINISTRACION	12
19	1212058	O., PEDRO	MARKETING	9
20	1011087	R., CARLA	ADMINISTRACION	13

b) Control group**FINAL SCORES**

CURSO:	ENGLISH FOR BUSINESS
BLOQUE	FC-PREBLPIBS05B1M

Nº	Código	Alumno	Carrera	Grade
1	1211224	A., ANGEL	INTER. BUSINESS	8
2	1211669	B., MARIANO	ECO. NEG. INTER	14
3	1310396	C., MONIQUE	INTER. BUSINESS	8
4	1312156	D., ALEXANDRA	RELAC. INTERNAC	12
5	1212218	D., FABIO	INTER. BUSINESS	12
6	1310917	D., ANDREA	INTER. BUSINESS	12
7	1310167	G., MARCELO	ADMINISTRACION	14
8	1212151	H., DARIN	INTER. BUSINESS	8
9	1312129	L., SHEYLA	MARKETING	12
10	1220429	L., JOE	ECO. NEG. INTER	8
11	1412102	R., FARID	MARKETING	15
12	1010716	R., RODRIGO	INTER. BUSINESS	15
13	1310890	R., BLANCA	ECON. Y FINANZ.	17
14	1312093	R., ALEJANDRA	INTER. BUSINESS	8
15	1011727	S., SALVATORE	ADMINISTRACION	16
16	1312524	S., ALESSANDRA	ADMINISTRACION	13
17	1312329	S., MIGUEL ANGEL	INTER. BUSINESS	6
18	1310057	S., MIGUEL	ADMINISTRACION	9
19	1210117	S., ANNET	MARKETING	15
20	1311663	V., LUIS	ADMINISTRACION	17

a) Experimental group - First half of semester

110

b) Experimental group - Second half of semester

TEACHER: Christian Bjork										
COURSE: English for Business		INDEPENDENT LEARNING					WRITING ASSIGNMENTS (Trabajos)			
SECTION: FC-PREBLPIBS05A1M							T 1: 25%	T 2: 25%	T 3: 30%	T 4: 20%
	STUDENTS' NAMES:	W8	W9	W10	W11	W12	Intoduction	Draft	Final Essay: Portfolio	Oral Presentation
1	A., JOAQUIN	0.00	0.00	0.00	10.00	10.00	14	13	18	18
2	A. BRIGUITTE	20.00	19.00	0.00	15.00	19.00	15	17	18	18
3	A., ISRAEL	0.00	0.00	10.00	10.00	10.00	15	12	15	15
4	B., MELODY	0.00	15.00	8.00	15.00	15.00	16	12	18	14
5	C., CLAUDIA	0.00	0.00	0.00	0.00	0.00	0	17	0	0
6	C., CYNTIA	0.00	17.00	18.00	18.00	18.00	17	15	16	14
7	C., JUAN	0.00	17.00	14.00	16.00	17.00	16	16	19	17
8	C., KIARA	0.00	0.00	12.00	12.00	12.00	15	12	15	14
9	C., EVI	20.00	20.00	16.00	18.00	19.00	17	17	16	14
10	D., KIMBERLY	0.00	15.00	0.00	15.00	15.00	16	15	12	14
11	D., JORGE	0.00	0.00	0.00	10.00	0.00	14	13	18	15
12	F., FIORELLA	18.00	19.00	16.00	17.00	18.00	15	17	18	16
13	F., RENZO	0.00	0.00	8.00	10.00	8.00	14	13	18	16
14	F., LUIS	0.00	17.00	12.00	15.00	17.00	16	16	19	18
15	G., JOE	0.00	0.00	0.00	0.00	0.00	16	0	0	0
16	G., JOSE	20.00	17.00	16.00	17.00	18.00	16	16	19	18
17	N., STEPHANIE	0.00	15.00	14.00	15.00	15.00	16	12	18	14
18	N., ARSKI	0.00	0.00	8.00	10.00	8.00	14	12	12	14
19	O., PEDRO	0.00	15.00	10.00	15.00	15.00	16	16	19	13
20	R., CARLA	0.00	15.00	0.00	15.00	15.00	16	15	12	14

c) Control group – First half of semester

TEACHER: Christian Bjork COURSE: English for Business SECTION: FC-PREBLPIBS05B1M										
		INDEPENDENT LEARNING					WRITING ASSIGNMENTS (Trabajos)			
							T 1: 25%	T 2: 25%	T 3: 30%	T 4: 20%
	STUDENTS' NAMES:	W1	W2	W3	W4	W5	Essay Structure	Draft: Thesis St. + 3 Central Parag	Final Essay: Portfolio	Oral Presentation
1	A., ANGEL	16.00	0.00	0.00	0.00	0.00				
2	B., MARIANO	18.00	12.00	17.00	11.00	18.00	14			
3	C., MONIQUE	17.00	19.00	18.00	9.00	18.00	17			
4	D., ALEXANDRA	17.00	18.00	18.00	13.00	18.00	17			
5	D., FABIO	16.00	0.00	17.00	8.00	17.00	15			
6	D., ANDREA	19.00	13.00	18.00	16.00	16.00	17			
7	G., MARCELO	0.00	14.00	0.00	0.00	18.00	17			
8	H., DARIN	16.00	16.00	17.00	11.00	17.00	15			
9	L., SHEYLA	17.00	15.00	19.00	13.00	18.00	17			
10	L., JOE	18.00	13.00	18.00	11.00	16.00	16			
11	R., FARID	18.00	0.00	17.00	0.00	18.00	14			
12	R., RODRIGO	18.00	10.00	0.00	17.00	16.00	16			
13	R., BLANCA	17.00	11.00	19.00	10.00	18.00	17			
14	R., ALEJANDRA	19.00	16.00	18.00	18.00	16.00	17			
15	S., SALVATORE	18.00	0.00	17.00	8.00	18.00	14			
16	S., ALESSANDRA	18.00	15.00	18.00	12.00	16.00	16			
17	S., MIGUEL ANGEL	19.00	13.00	18.00	13.00	16.00	17			
18	S., MIGUEL	19.00	17.00	18.00	13.00	16.00	17			
19	S., ANNET	18.00	14.00	0.00	10.00	16.00	16			
20	V., LUIS	19.00	14.00	18.00	12.00	16.00	17			

d) Control group – Second half of semester

TEACHER: Christian Bjork COURSE: English for Business SECTION: FC-PREBLPIBS05B1M		INDEPENDENT LEARNING					WRITING ASSIGNMENTS (Trabajos)			
STUDENTS' NAMES:		W8	W9	W10	W11	W12	T 1: 25%	T 2: 25%	T 3: 30%	T 4: 20%
							Intoduction	Draft	Final Essay: Portfolio	Oral Presentation
1	A., ANGEL	0.00	0.00	0.00	0.00	0.00	0	0	0	0
2	B., MARIANO	16.00	0.00	0.00	14.00	15.00	14	11	6	13
3	C., MONIQUE	14.00	20.00	16.00	18.00	18.00	17	18	18	17
4	D., ALEXANDRA	0.00	20.00	18.00	18.00	18.00	17	18	18	14
5	D., FABIO	0.00	18.00	12.00	16.00	17.00	15	0	11	13
6	D., ANDREA	16.00	18.00	18.00	18.00	17.00	17	17	19	17
7	G., MARCELO	0.00	20.00	0.00	18.00	18.00	17	18	18	18
8	H., DARIN	18.00	17.00	18.00	18.00	17.00	15	0	11	17
9	L., SHEYLA	10.00	20.00	12.00	18.00	17.00	17	17	18	14
10	L., JOE	16.00	17.00	8.00	18.00	16.00	16		16	19
11	R., FARID	0.00	0.00	0.00	0.00	0.00	14	0	0	0
12	R., RODRIGO	16.00	17.00	16.00	17.00	16.00	16	0	16	14
13	R., BLANCA	20.00	20.00	14.00	17.00	17.00	17	17	18	15
14	R., ALEJANDRA	20.00	18.00	18.00	18.00	18.00	17	17	19	17
15	S., SALVATORE	0.00	0.00	0.00	10.00	10.00	14	11	6	11
16	S., ALESSANDRA	10.00	17.00	0.00	16.00	16.00	16	0	16	
17	S., MIGUEL ANGEL	18.00	18.00	18.00	19.00	17.00	17	17	19	17
18	S., MIGUEL	18.00	18.00	14.00	17.00	17.00	17	17	16	18
19	S., ANNET	18.00	17.00	0.00	16.00	16.00	16	0	16	16
20	V., LUIS	20.00	18.00	0.00	18.00	17.00	17	17	16	18

Annex 12: Participation in class record

a) Experimental Group - First Half of Semester

TEACHER: Christian Bjork													
COURSE: English for Business		CLASSWORK						ORAL WORK					
SECTION: FC-PREBLPIBS05A1M													
	STUDENTS' NAMES:	W1	W2	W3	W4	W5	W6	W1	W2	W3	W4	W5	W6
1	A., JOAQUIN	13.00	15.00	15.00	13.00	16.00	5.00	13.00	14.00	15.00	14.00	16.00	14.00
2	A. BRIGUITTE	15.00	14.00	15.00	16.00	17.00	16.00	14.00	15.00	14.00	17.00	19.00	18.00
3	A., ISRAEL	17.00	17.00	18.00	17.00	16.00	16.00	18.00	18.00	17.00	18.00	17.00	16.00
4	B., MELODY	16.00	16.00	17.00	17.00	16.00	14.00	17.00	17.00	15.00	17.00	16.00	12.00
5	C., CLAUDIA	15.00	14.00	15.00	11.00	11.00	16.00	16.00	15.00	15.00	10.00	12.00	11.00
6	C., CYNTIA	17.00	17.00	16.00	16.00	15.00	5.00	18.00	17.00	17.00	16.00	17.00	15.00
7	C., JUAN	16.00	17.00	17.00	13.00	14.00	5.00	17.00	16.00	16.00	12.00	14.00	11.00
8	C., KIARA	13.00	12.00	15.00	10.00	15.00	5.00	14.00	13.00	15.00	10.00	15.00	15.00
9	C., EVI	17.00	17.00	18.00	18.00	17.00	15.00	19.00	18.00	18.00	17.00	16.00	16.00
10	D., KIMBERLY	16.00	16.00	17.00	16.00	15.00	5.00	17.00	17.00	16.00	16.00	17.00	14.00
11	D., JORGE	12.00	13.00	13.00	17.00	17.00	5.00	14.00	14.00	13.00	17.00	18.00	14.00
12	F., FIORELLA	18.00	16.00	17.00	17.00	16.00	16.00	17.00	16.00	18.00	17.00	15.00	16.00
13	F., RENZO	17.00	18.00	17.00	14.00	16.00	15.00	15.00	18.00	17.00	14.00	14.00	13.00
14	F., LUIS	12.00	13.00	13.00	15.00	16.00	16.00	13.00	14.00	12.00	15.00	14.00	13.00
15	G., JOE	16.00	15.00	15.00	17.00	15.00	16.00	16.00	17.00	16.00	15.00	15.00	14.00
16	G., JOSE	18.00	17.00	17.00	18.00	17.00	16.00	17.00	19.00	18.00	17.00	18.00	17.00
17	N., STEPHANIE	18.00	17.00	18.00	17.00	16.00	14.00	19.00	18.00	18.00	17.00	17.00	16.00
18	N., ARSKI	17.00	16.00	16.00	18.00	17.00	15.00	16.00	15.00	17.00	18.00	16.00	14.00
19	O., PEDRO	12.00	14.00	13.00	17.00	16.00	14.00	12.00	14.00	12.00	16.00	15.00	12.00
20	R., CARLA	17.00	17.00	18.00	18.00	17.00	14.00	18.00	16.00	17.00	18.00	17.00	18.00

b) Experimental group - Second half of semester

TEACHER: Christian Bjork													
COURSE: English for Business		CLASSWORK						ORAL WORK					
SECTION: FC-PREBLPIBS05A1M													
	STUDENTS' NAMES:	W8	W9	W10	W11	W12	W13	W8	W9	W10	W11	W12	W13
1	A., JOAQUIN	16.00	0.00	20.00	17.00	17.00	17.00	17.00	16.00	17.00	18.00	17.00	16.00
2	A. BRIGUITTE	18.00	17.00	20.00	19.00	18.00	18.00	18.00	17.00	18.00	19.00	19.00	18.00
3	A., ISRAEL	16.00	17.00	0.00	16.00	17.00	17.00	18.00	17.00	17.00	18.00	16.00	15.00
4	B., MELODY	16.00	20.00	20.00	16.00	17.00	17.00	16.00	15.00	17.00	16.00	17.00	16.00
5	C., CLAUDIA	15.00	15.00	0.00	0.00	0.00	0.00	14.00	14.00	15.00	0.00	0.00	0.00
6	C., CYNTIA	18.00	19.00	20.00	18.00	18.00	19.00	17.00	18.00	17.00	16.00	18.00	17.00
7	C., JUAN	16.00	0.00	20.00	17.00	17.00	16.00	16.00	16.00	17.00	18.00	18.00	17.00
8	C., KIARA	17.00	20.00	20.00	19.00	18.00	18.00	17.00	16.00	17.00	18.00	19.00	18.00
9	C., EVI	18.00	19.00	20.00	20.00	20.00	19.00	18.00	17.00	18.00	20.00	20.00	19.00
10	D., KIMBERLY	17.00	18.00	20.00	18.00	17.00	16.00	17.00	16.00	18.00	17.00	17.00	16.00
11	D., JORGE	17.00	0.00	20.00	17.00	17.00	16.00	17.00	17.00	17.00	17.00	18.00	17.00
12	F., FIORELLA	16.00	18.00	20.00	18.00	18.00	17.00	16.00	17.00	18.00	17.00	16.00	17.00
13	F., RENZO	17.00	20.00	20.00	16.00	16.00	15.00	16.00	17.00	16.00	15.00	17.00	15.00
14	F., LUIS	18.00	20.00	20.00	19.00	19.00	18.00	18.00	18.00	19.00	18.00	17.00	17.00
15	G., JOE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
16	G., JOSE	17.00	18.00	0.00	19.00	19.00	18.00	17.00	18.00	18.00	19.00	19.00	18.00
17	N., STEPHANIE	18.00	20.00	20.00	17.00	17.00	16.00	16.00	15.00	16.00	15.00	16.00	15.00
18	N., ARSKI	16.00	14.00	20.00	18.00	18.00	17.00	18.00	17.00	18.00	17.00	16.00	17.00
19	O., PEDRO	17.00	20.00	0.00	15.00	15.00	14.00	15.00	14.00	15.00	13.00	14.00	13.00
20	R., CARLA	17.00	0.00	20.00	19.00	17.00	18.00	18.00	16.00	18.00	18.00	18.00	17.00

c) Control group – First half of semester

TEACHER: Christian Bjork													
COURSE: English for Business		CLASSWORK						ORAL WORK					
SECTION: FC-PREBLPIBS05B1M													
	STUDENTS' NAMES:	W1	W2	W3	W4	W5	W6	W1	W2	W3	W4	W5	W6
1	A., ANGEL	13.00	13.00	12.00	11.00	0.00	0.00	14.00	13.00	14.00	11.00	0.00	0.00
2	B., MARIANO	14.00	13.00	13.00	14.00	14.00	12.00	14.00	14.00	14.00	14.00	12.00	13.00
3	C., MONIQUE	18.00	18.00	17.00	18.00	17.00	18.00	17.00	17.00	18.00	19.00	18.00	18.00
4	D., ALEXANDRA	18.00	17.00	17.00	17.00	16.00	16.00	17.00	18.00	18.00	17.00	16.00	15.00
5	D., FABIO	16.00	17.00	17.00	17.00	17.00	16.00	15.00	16.00	16.00	17.00	16.00	15.00
6	D., ANDREA	18.00	19.00	19.00	18.00	15.00	18.00	19.00	18.00	18.00	19.00	15.00	17.00
7	G., MARCELO	17.00	17.00	17.00	18.00	17.00	17.00	16.00	17.00	17.00	18.00	16.00	17.00
8	H., DARIN	15.00	16.00	15.00	16.00	17.00	17.00	15.00	16.00	16.00	16.00	17.00	16.00
9	L., SHEYLA	16.00	17.00	17.00	16.00	15.00	16.00	16.00	16.00	16.00	16.00	15.00	15.00
10	L., JOE	19.00	18.00	19.00	19.00	18.00	19.00	18.00	18.00	19.00	19.00	18.00	17.00
11	R., FARID	17.00	16.00	16.00	11.00	14.00	15.00	16.00	17.00	16.00	11.00	13.00	12.00
12	R., RODRIGO	17.00	17.00	15.00	16.00	17.00	16.00	16.00	17.00	16.00	16.00	16.00	15.00
13	R., BLANCA	18.00	17.00	19.00	18.00	17.00	17.00	18.00	18.00	17.00	18.00	17.00	16.00
14	R., ALEJANDRA	19.00	19.00	18.00	19.00	18.00	19.00	18.00	19.00	18.00	19.00	18.00	17.00
15	S., SALVATORE	16.00	16.00	17.00	15.00	14.00	14.00	17.00	16.00	16.00	16.00	14.00	13.00
16	S., ALESSANDRA	17.00	17.00	16.00	17.00	16.00	16.00	16.00	16.00	17.00	16.00	15.00	15.00
17	S., MIGUEL ANGEL	18.00	17.00	17.00	16.00	17.00	17.00	17.00	18.00	17.00	18.00	17.00	17.00
18	S., MIGUEL	17.00	16.00	18.00	16.00	17.00	17.00	17.00	16.00	17.00	17.00	17.00	18.00
19	S., ANNET	18.00	17.00	17.00	18.00	14.00	13.00	17.00	18.00	18.00	17.00	13.00	14.00
20	V., LUIS	17.00	16.00	17.00	18.00	13.00	14.00	17.00	16.00	16.00	17.00	14.00	13.00

d) Control group – Second half of semester

TEACHER: Christian Bjork													
COURSE: English for Business		CLASSWORK						ORAL WORK					
SECTION: FC-PREBLPIBS05B1M													
	STUDENTS' NAMES:	W8	W9	W10	W11	W12	W13	W8	W9	W10	W11	W12	W13
1	A., ANGEL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2	B., MARIANO	17.00	16.00	20.00	16.00	17.00	16.00	17.00	18.00	14.00	15.00	17.00	16.00
3	C., MONIQUE	17.00	18.00	20.00	19.00	19.00	20.00	19.00	19.00	19.00	20.00	19.00	19.00
4	D., ALEXANDRA	18.00	0.00	20.00	17.00	18.00	17.00	18.00	17.00	19.00	17.00	18.00	17.00
5	D., FABIO	16.00	16.00	0.00	18.00	17.00	16.00	17.00	17.00	16.00	17.00	16.00	16.00
6	D., ANDREA	17.00	18.00	20.00	19.00	19.00	20.00	19.00	19.00	19.00	20.00	20.00	19.00
7	G., MARCELO	18.00	0.00	20.00	18.00	18.00	18.00	18.00	18.00	19.00	18.00	18.00	17.00
8	H., DARIN	16.00	17.00	20.00	19.00	19.00	18.00	17.00	18.00	17.00	18.00	18.00	17.00
9	L., SHEYLA	16.00	18.00	20.00	16.00	17.00	16.00	16.00	17.00	15.00	16.00	16.00	15.00
10	L., JOE	17.00	17.00	20.00	19.00	20.00	19.00	18.00	18.00	19.00	18.00	19.00	18.00
11	R., FARID	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
12	R., RODRIGO	15.00	16.00	20.00	17.00	17.00	17.00	16.00	14.00	16.00	17.00	16.00	17.00
13	R., BLANCA	17.00	13.00	20.00	18.00	18.00	18.00	18.00	19.00	18.00	18.00	19.00	18.00
14	R., ALEJANDRA	18.00	19.00	20.00	20.00	19.00	20.00	19.00	19.00	19.00	20.00	20.00	19.00
15	S., SALVATORE	16.00	0.00	20.00	17.00	17.00	15.00	17.00	16.00	15.00	14.00	15.00	15.00
16	S., ALESSANDRA	15.00	14.00	20.00	18.00	17.00	16.00	16.00	16.00	17.00	16.00	17.00	16.00
17	S., MIGUEL ANGEL	17.00	18.00	20.00	19.00	19.00	18.00	19.00	18.00	20.00	18.00	19.00	18.00
18	S., MIGUEL	18.00	20.00	20.00	18.00	19.00	18.00	17.00	18.00	19.00	19.00	20.00	19.00
19	S., ANNET	17.00	19.00	20.00	17.00	17.00	16.00	17.00	17.00	18.00	17.00	17.00	16.00
20	V., LUIS	17.00	16.00	20.00	19.00	18.00	17.00	18.00	17.00	18.00	18.00	19.00	18.00

Annex 13: Class attendance record

a) Experimental group

RELACIÓN DE ALUMNOS MATRICULADOS 2015-01 (FC-BLP ENGLBUSI)

CURSO: ENGLISH FOR BUSINESS

BLOQUE FC-PREBLPIBS05A1M

Nº	Código	Alumno	Carrera	Nvez	% Faltas
1	1211546	A., JOAQUIN	INTER. BUSINESS	1	19.05
2	1211651	A. BRIGUITTE	ECO. NEG. INTER	1	19.05
3	1211653	A., ISRAEL	INTER. BUSINESS	1	10.71
4	1120190	B., MELODY	RELAC. INTERNAC	1	14.29
5	1312189	C., CLAUDIA	INTER. BUSINESS	1	23.81
6	1020626	C., CYNTIA	INTER. BUSINESS	1	17.86
7	1311121	C., JUAN	ADMINISTRACION	1	19.05
8	1220370	C., KIARA	INTER. BUSINESS	1	19.05
9	1320225	C., EVI	MARKETING	1	19.05
10	1311094	D., KIMBERLY	ECO. NEG. INTER	1	19.05
11	1220384	D., JORGE	MARKETING	1	19.05
12	1220658	F., FIORELLA	INTER. BUSINESS	1	19.05
13	1111515	F., RENZO	ECON. Y FINANZ.	1	15.48
14	1120449	F., LUIS	INTER. BUSINESS	1	19.05
15	1310250	G., JOE	ADMINISTRACION	1	22.62
16	1220009	G., JOSE	ADMINISTRACION	1	19.05
17	1220874	N., STEPHANIE	INTER. BUSINESS	1	9.52
18	1011054	N., ARSKI	ADMINISTRACION	1	4.76
19	1212058	O., PEDRO	MARKETING	1	45.24
20	1011087	R., CARLA	ADMINISTRACION	2	13.1

b) Control Group

RELACIÓN DE ALUMNOS MATRICULADOS 2015-01 (FC-BLP ENGLBUSI)					
CURSO:	ENGLISH FOR BUSINESS				
BLOQUE	FC-PREBLPIBS05B1M				
Nº	Código	Alumno	Carrera	Nvez	% Faltas
1	1211224	A., ANGEL	ECO. NEG. INTER	1	40.48
2	1211669	B., MARIANO	MARKETING	1	19.05
3	1310396	C., MONIQUE	ECO. NEG. INTER	1	2.38
4	1312156	D., ALEXANDRA	ECO. NEG. INTER	1	17.86
5	1212218	D., FABIO	GEST. AMBIENTAL	1	14.29
6	1310917	D., ANDREA	ADM. Y EMPREND.	1	13.1
7	1310167	G., MARCELO	MARKETING	1	14.29
8	1212151	H., DARIN	ADMINISTRACION	1	11.9
9	1312129	L., SHEYLA	ADMINISTRACION	1	10.71
10	1220429	L., JOE	ADMINISTRACION	1	4.76
11	1412102	R., FARID	INTER. BUSINESS	1	15.48
12	1010716	R., RODRIGO	INTER. BUSINESS	1	16.67
13	1310890	R., BLANCA	DERECHO	1	23.81
14	1312093	R., ALEJANDRA	ADM. Y EMPREND.	1	2.38
15	1011727	S., SALVATORE	MARKETING	1	17.86
16	1312524	S., ALESSANDRA	INTER. BUSINESS	1	23.81
17	1312329	S., MIGUEL ANGEL	ECON. Y FINANZ.	1	5.95
18	1310057	S., MIGUEL	INTER. BUSINESS	1	15.48
19	1210117	S., ANNET	INTER. BUSINESS	1	19.05
20	1311663	V., LUIS	INTER. BUSINESS	1	17.86

Annex 14: Economist article worksheet student samples

Article of *The Economist*, used on the third week of classes

"The debt to pleasure"

"SOVEREIGN in tastes, steely-eyed and point-on in perception of risk, and relentless in maximisation of happiness." This was Daniel McFadden's memorable summation, in 2006, of the idea of Everyman held by economists. That this description is unlike any real person was Mr. McFadden's point. The Nobel prizewinning economist at the University of California, Berkeley, wryly termed *homo economicus* "a rare species". In his latest paper* he outlines a "new science of pleasure", in which he argues that economics should draw much more heavily on fields such as psychology, neuroscience and anthropology. He wants economists to accept that evidence from other disciplines does not just explain those bits of behaviour that do not fit the standard models. Rather, what economists consider anomalous is the norm. *Homo economicus*, not his fallible counterpart, is the oddity.

To take one example, the "people" in economic models have fixed preferences, which are taken as given. Yet a large body of research from cognitive psychology shows that preferences are in fact rather fluid. People value mundane things much more highly when they think of them as somehow "their own": they insist on a much higher price for a coffee cup they think of as theirs, for instance, than for an identical one that isn't. This "endowment effect" means that people hold on to shares well past the point where it makes sense to sell them. Cognitive scientists have also found that people dislike losing something much more than they like gaining the same amount. Such "loss aversion" can explain why people often pick insurance policies with lower deductible charges even when they are more expensive. At the moment of an accident a deductible feels like a loss, whereas all those premium payments are part of the status quo.

Another area where orthodox economics finds itself at sea is the role of memory and experience in determining choices. Recollection of a painful or pleasurable experience is dominated by how people felt at the peak and the end of the episode. In a 1996 experiment Donald Redelmeier and Daniel Kahneman, two psychologists, showed that deliberately adding a burst of pain at the end of a colonoscopy that was of lower intensity than the peak made patients think back on the experience more favourably. Unlike *homo economicus*, real people are strongly influenced by such things as the order in which they see options and what happened right before they made a choice. Incorporating these findings into models of consumer behaviour should improve their power to predict everything from which loans people choose to which colleges they apply for.

Trust is something economists already incorporate into their models. But trust turns out to be not just a function of history and interactions, as dismal scientists tend to think, but also a product of brain chemistry. Pumping people with oxytocin, the so-called "love hormone", has been found to make them much more generous in games where they have to decide how much of their money to entrust to another person who has no real incentive to return any of it. Sovereign, indeed.

Much of this may be alien to modern-day economists, but it is in line with the conception that other disciplines have of human decision-making. Psychologists have long known

that people's choices and preferences are influenced by others. Biologists have a much clearer understanding of altruism and kindness, whether to kin or strangers, than economists, who typically emphasise the dogged pursuit of self-interest. This way of thinking would also have been recognisable to their intellectual forefathers. Adam Smith wrote extensively about the central role of altruism and regard for others as motivators of human behaviour. The idea of loss aversion would have made sense to Jeremy Bentham, the founder of utilitarianism: he spoke of increased pleasure and reduced pain as two distinct sources of happiness.

Mr McFadden believes that economists need to do things differently if they are truly to understand how people make decisions. Manipulating brain activity is one way of delving into where economic choices really come from. Analysing the information people get through social networks would help them understand the role of influence and identity in decision-making.

Such tools have implications for policy. Plenty of poor people in America are wary of programmes like the Earned Income Tax Credit (EITC) because the idea of getting a handout from the government reinforces a sense of helplessness. Dignity is not something mainstream economics has much truck with. But creating a sense of dignity turns out to be a powerful way of affecting decisions. One study by Crystal Hall, Jiaying Zhao and Eldar Shafir, a trio of psychologists, found that getting poor people in a soup kitchen to recall a time when they felt "successful and proud" made them almost twice as likely to accept leaflets that told them how to get an EITC refund than members of another group who were merely asked about the last meal they had eaten.

A nudge and a think

Taking the path Mr McFadden urges might also lead economists to reassess some articles of faith. Economists tend to think that more choice is good. Yet people with many options sometimes fail to make any choice at all: think of workers who prefer their employers to put them by "default" into pension plans at preset contribution rates. Explicitly modelling the process of making a choice might prompt economists to take a more ambiguous view of an abundance of choices. It might also make them more sceptical of "revealed preference", the idea that a person's valuation of different options can be deduced from his actions. This is undoubtedly messier than standard economics. So is real life.

A. Questions corresponding to first article:

- 1. In the experiment mentioned in the third paragraph it can be reasonably inferred that orthodox economics would have expected:**
- a) a pleasurable experience to create longer lasting and more vibrant memories
 - b) a more exaggerated response to painful experiences
 - c) the sequence of events to have less influence on the memory of the experience
 - d) most people to have preferred a longer but less painful procedure
 - ☒ e) most people to have preferred a shorter but more painful procedure

2. According to the passage it could be reasonably inferred that some economists:

- a) believe that a majority of people behave in ways that can be predicted by standard models
- b) believe that some exceptions to the standard models of economics can be explained by theories developed in fields outside of economics
- ☒ c) use only real people as the basis for their economic models
- d) incorrectly apply the standard economic models to predict the behavior of real people
- e) would benefit by drawing information from various competing fields of economics

3. According the passage, which of following is an example of the endowment effect?

- a) Buying a new car for more money than you had expected to spend because you felt emotionally attached to the brand name.
- b) Cancelling a vacation which has been planned for six months so that you can avoid missing a potentially lucrative business deal.
- c) Selling an old coffee mug that you no longer use for more than the market value only because you consider it yours.
- ☒ d) Putting a high value on your parents' furniture because you associate it with childhood memories.
- e) Placing a lower value on a baseball card that you plan to buy because you already own a card of comparable value.

4. Which of the following best expresses the main idea of the passage?

- a) To describe some flaws in traditional economic thinking and to recommend a course of action to improve economic models and the accuracy of their predictions.
- b) To provide a history of a certain type of economics along with a prediction for its future.
- c) To describe a flaw in standard economic theory and provide several examples of how the flaw manifests itself in practical applications.
- ☒ d) To describe several ways in which economists can benefit from the decision making theories of other fields and provide experimental evidence of these benefits.
- e) To propose an adjustment to standard economic theory incorporating new ideas from other scientific fields.

5. The author would most likely agree with which of the following statements?

- a) Other sciences outside of economics have developed decision making models which incorporate altruism, kindness, and loss aversion that can accurately predict human behavior.
- b) Decision making models created by some biologists are superior to models created by economists who adhere to the standard economic models.
- ☒ c) Some of the principles that are being incorporated into modern economics contradict the beliefs of some famous classic economists.
- d) Self-interest should not be considered as a major contributor to rational decision-making.
- e) Traditional economics has not considered increased pleasure and reduced pain as two distinct sources of happiness.

Joaquín

Article of *The Economist*, used on the third week of classes

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