

## Microfinance as an Opportunity for Authentic Learning in the EFL Classroom

**Authors :** Michael Johnson

**Abstract :** This small pilot study examined the use of Kiva, an online non-profit microfinance institution (MFI), as a means through which to teach both microfinance and English to Japanese university students. The study aims to describe student attitudes towards and engagement with authentic online materials and classroom-based tasks related to extending loans through Kiva to borrowers in developing countries throughout the world. Data were collected using a questionnaire comprised of two parts. Part 1 consisted of Keller's Instructional Materials Motivational Survey (Keller, 2009), a questionnaire comprised of four scales examining the cognitive appeal of instructional materials in terms of attention, relevance, confidence and satisfaction variables. Part 2 included a number of open-ended items aimed at gathering descriptive data related to student attitudes and impressions of the materials and tasks used in the study. Results revealed positive endorsement of all four scales of the IMMS, with attention, relevance and satisfaction scales being particularly strongly endorsed. Responses to the open-ended items indicated that learners had positive attitudes towards the task of extending loans through KIVA as they could help people in need while learning about the world and improving their English skills.

**Keywords :** authentic learning, English as a foreign language, task-based learning, instructional design

**Conference Title :** ICPP 2025 : International Conference on Pedagogy and Psychology

**Conference Location :** Vancouver, Canada

**Conference Dates :** September 23-24, 2025