

Authenticity in Language Learning: A Study of Language Materials in Public High Schools

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ABSTRACT

Instructional materials are paramount in effecting language instruction. However, there are contextual issues related to the use and selection of these materials. This study focused on authentic language instructional materials in public secondary schools in the Philippines. This study employed a mixed-methods research approach. This study concludes that internet-based authentic language instructional materials are inadequate in language instruction, showing limitations on the capacity of the school and the language teachers to provide adequate internet-based materials; there are concerns about using authentic language instructional materials that hinder learners' authentic response and comprehension to authentic language instructional materials, and there were measures to overcome the concerns which could develop authentic language instructional materials into the ideal learning materials. It is recommended that language teachers select resources according to the learners' unique requirements, proficiency levels, cultural contexts, and educational contexts. The participation of learners in the selection process and activity design is crucial to ensure the materials are engaging and culturally pertinent. To effectively address the challenges associated with using these resources, a collaborative approach is recommended, involving teachers, students, and other stakeholders in implementing the suggested solutions.

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1. INTRODUCTION

The incorporation of instructional materials has been empirically demonstrated to enhance the pedagogical process by actively engaging students and promoting peer interactions. Educators utilize these didactic resources to elucidate lesson content, thereby rendering them particularly salient in augmenting the efficacy of novice educators (Isma'il & Lukman, 2022). In a study, Tuimur and Chemwei (2015) posited that these educational apparatuses serve as pivotal tools for educators, aiding in the distillation and simplification of complex teaching concepts. These materials encompass both visual and audio-visual aids and may manifest in tangible or intangible forms.

In the realm of second language acquisition, instructional materials serve as pivotal tools in bolstering the learning process. A particularly effective approach is to immerse

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learners in genuine linguistic contexts via authentic materials. These authentic resources provide learners with an avenue to interface directly with the target language as it is naturally utilized. Such materials encapsulate real-world topics and proffer the language within its inherent context, thereby enriching the learning experience (Choppin, Roth McDuffie, Drake, & Davis, 2022).

In the context of language instruction, authentic materials have been identified as potent instruments for both cognitive and affective engagement of learners (Barlow et al., 2020; Dawson, Carless, & Lee, 2021). Their inherently enjoyable and motivational nature often creates an ambience where learners perceive their interactions less as formal linguistic exercises and more as casual yet enriching experiences. Within English pedagogy, a paramount objective remains the effective application of the language in real-life contexts. Given the imperative to enhance the proficiency of English among second language learners, the integration of authentic materials emerges as an apt strategy to amplify learners' intrinsic motivation and bolster their communicative prowess. Such genuine materials seamlessly bridge the divide between the structured environment of the classroom and the dynamic language landscape of everyday life (Inkova et al., 2021). By immersing learners in the real-world linguistic milieu within the confines of the classroom it equips them with the competencies required to adeptly navigate and communicate in English beyond its walls (Duncan, 2020).

Within the K–12 curriculum (Philippines K-12 Basic Education Curriculum), educators were initially provided with curriculum guides and teaching modules. They were directed to source online resources and explore other potential supplementary references. As Duncan (2020) highlighted, the duration of student exposure to the target language and culture is a predictive indicator of efficacious language instruction and acquisition, notwithstanding the predominant reliance on textbooks, especially in English pedagogy. This foregrounds Tety's (2016) assertion, underscoring the potential of alternative instructional materials beyond conventional textbooks to bolster student motivation.

Authenticity in language learning, in a general sense, refers to the use of language materials and practices that reflect genuine, real-world contexts rather than contrived or textbook-generated content. In the context of the Philippines, the notion of authenticity in language learning carries unique characteristics and implications due to the country's linguistic and cultural landscape. The Philippines is characterized by its multilingual society, with over 170 languages spoken across its islands. While Filipino and English are the official languages, regional languages like Cebuano, Ilocano, Waray, and others also hold significant importance. Authenticity in language learning here would mean sourcing materials from various native contexts – newspapers, radio broadcasts, folk songs, and community stories – that are reflective of these diverse linguistic cultures.

Given that the Philippines has a bilingual education policy, where subjects are taught both in Filipino and English, authentic materials for English language learning could include global sources. Still, it is essential also to consider local English-language newspapers, literature, and broadcasts to reflect the unique blend of Philippine English.

Authenticity is not just about language but also about cultural nuances. With a rich history influenced by Malay, Spanish, American, and Chinese cultures, language learning materials must resonate with these influences. For example, using Filipino legends, historical texts, and popular culture references can make language learning more authentic and relatable. The Philippines has a vibrant media scene, with a blend of traditional and modern platforms. Using clips from popular Filipino shows and movies or integrating local

online content (from platforms popular in the Philippines like Facebook and YouTube) can provide authentic language learning experiences.

The Philippines grapples with various social, economic, and political issues. Incorporating discussions, readings, or case studies on these topics in language learning can offer authentic avenues for language practice, ensuring learners not only grasp linguistic elements but also gain a deeper understanding of the societal context.

Given the economic disparities and challenges in the Philippines, it's essential that authentic materials are also accessible. This means considering both high-tech (like digital platforms) and low-tech (like printed materials or community-based storytelling) avenues for authentic language learning.

It is imperative to chart a systematic approach enabling educators to achieve milestones that might have eluded their predecessors. The selection and deployment of efficacious materials in the language classroom play an instrumental role in the overarching pedagogical paradigm. Leveraging such resources, educators orchestrate strategies and curate materials, ensuring the continual evolution of language instruction methodologies.

The contemporary epoch, marked by rapid technological advancements, has seen an expansion in the definition and scope of learning materials. As articulated by Tomlinson (2012) and later cited by Brown & Raza (2020), learning materials, with a particular emphasis on authentic ones, grant learners access to language instances that mirror real-world usage. In simpler terms, the incorporation of authentic materials serves as a conduit for learners to cultivate robust communicative competence in the target language. Thus, the onus lies on educators to empower students with the requisite skills and comprehension, facilitating the discernment of nuanced language applications.

In recent academic discourse, there has been a surge of empirical investigations centered on deploying authentic instructional materials within educational settings. A significant corpus of scholarly work has been dedicated to examining the implications of these materials on language acquisition and proficiency. Sundana (2017), employing a rigorous experimental design, probed the utility of authentic materials specifically tailored for university-level writing pedagogy. The outcomes of this study elucidated that such materials notably augmented the competencies of students in crafting descriptive texts. Concurrently, findings from subsequent research indicated that the integration of authentic instructional resources fostered enhancements in students' reading and writing proficiencies, enriched their vocabulary repertoire, and heightened their intrinsic motivation (Belet Boyacı & Güner, 2018; Marpaung & Situmeang, 2020). Collectively, these scholarly endeavors underscore the promising potential of authentic materials within instructional paradigms. Nonetheless, a discernible gap remains in the extant literature, highlighting the need for further scrutiny of the holistic sufficiency and viability of these materials within routine classroom contexts. In essence, these studies, while corroborating the merits of authentic materials in language instruction, also emphasize the need for continued exploration, ensuring their optimal utilization in diverse educational landscapes.

Many studies have looked into the difficulties of using real-world teaching materials. Bedir and Özbek (2016) studied the challenges teachers face using these materials, noting issues like lack of time, money, proper equipment, and knowledge. Similarly, Salazar (2022) found that ESL teachers often lack the specific knowledge and tech skills needed to use real-world English teaching resources. Adding to this, Rehman and Perveen (2021) said that teachers might be hesitant to use these materials because of strict curriculum rules, exam formats, and administrative hurdles.

While these investigations offer a comprehensive insight into the challenges confronting educators, there remains a conspicuous dearth of research attending to students' perceptions concerning the utilization of authentic instructional materials. It is this very dimension that the present study seeks to illuminate.

Educators bear the responsibility of fostering a conducive learning milieu, particularly in second language acquisition, as this foundational skill empowers students to ascend to roles as future entrepreneurs, medical professionals, academicians, and researchers. Recognizing the pivotal role that educators play in shaping learners' trajectories, it is imperative for researchers to meticulously examine the efficacy of authentic language instructional materials in facilitating language proficiency. This entails a comprehensive exploration of their potential to augment linguistic competence, the challenges they might inadvertently introduce, and potential refinements to optimize their utility. Thus, this study sought to identify the level of adequacy of authentic language instructional materials in language learning, the concerns for their use, and the suggested activities to address the concerns in using authentic language instructional materials.

2. METHOD

2.1 Design

This study employed a mixed-methods research approach to provide an in-depth analysis of authentic language instructional materials in language learning. By merging both quantitative and qualitative methods, a more holistic view was achieved. Quantitative data was primarily sourced from an observation checklist and a survey, which examined the use of authentic English language learning materials in classrooms. This data was essential in pinpointing areas of concern. To further refine and understand these concerns, qualitative data was gathered through interviews with the students and their teacher, offering deeper insights and proposing potential solutions.

2.2 Data Collection

A structured survey was employed to systematically identify the array of authentic language instructional materials utilized within the linguistic educational setting. Subsequently, a series of semi-structured interviews were undertaken to elucidate the prevailing concerns associated with deploying these instructional materials. Additionally, the study engaged in an analytical evaluation of proposed interventions aimed at rectifying prevalent discrepancies and errors observed in material usage.

2.3 Instrument

To provide a comprehensive analysis of authentic language instructional materials in language learning, the following instruments were utilized by the researcher: An observation checklist was employed to catalog the varieties of instructional materials available. A survey questionnaire was designed to ascertain the degree of adequacy and effectiveness of these materials, and interviews were conducted to delve into concerns, challenges, and the suggested measures associated with using authentic language instructional materials.

2.4 Data Analysis

The research embraced a bifurcated approach to data analysis. For the quantitative data, descriptive statistics, encompassing frequencies and percentages, were employed. The resultant findings were represented using tables and bar graphs for clearer visualization. The qualitative data, sourced primarily from the interviews, were meticulously organized into distinct themes. Subsequently, these were synthesized and grouped into relevant categories for an organized presentation of insights.

3. RESULTS AND DISCUSSION

3.1 Authentic Language Instructional Materials in Language Learning

Authentic language instructional materials teaching resources are derived from genuine sources not specifically designed for language teaching but are used in the classroom to simulate real-life language use. Examples include newspapers, songs, films, and conversations. They provide learners with real-world contexts to practice and understand the target language, bridging the gap between classroom learning and everyday communication.

Table 1 presents the level of adequacy of authentic language instructional materials in language learning.

Table 1
Level of Adequacy of Authentic Language Instructional Materials in Language Classes

Authentic Language Instructional Materials	Mean	DE	Rank
1. Authentic audio materials (song recordings, radio talk, radio broadcasts, documentaries)	2.15	MA	4
2. Authentic visual resources (photographs, comics, artwork, picture books, postcards, advertisements)	2.17	MA	3
3. Authentic video materials (TV show clips, TV commercials, news telecasts, documentaries, motion pictures)	2.44	VA	1
4. Internet-based authentic materials (blogs, vlogs, e-books)	1.60	NA	6
5. Authentic reading materials (maps, brochures, pamphlets, menu)	2.43	VA	2
6. Authentic print media (newspapers, magazines, tabloids)	2.11	MA	5
Average weighted mean	2.26	MA	

Note:

Arbitrary Values	Scale	Descriptive Equivalent	Symbol
3	2.34-3.00	Very Adequate	VA
2	1.67-2.33	Moderately Adequate	MA
1	1.00-1.66	Not Adequate	NA

Within the domain of language education, the adoption of authentic materials has been an evolving paradigm seeking to bridge the gap between classroom instruction and real-world linguistic environments. The empirical analysis presented, reflected by an

average weighted mean of 2.26, underscores the prevailing positive perceptions students hold regarding authentic language teaching materials. This satisfaction index holds implications not just for curriculum design but also for learner motivation and engagement.

The use of video resources, evidenced by a weighted mean of 2.44, is especially pertinent. The modern learner is often surrounded by a multimedia-rich environment, and tapping into this existing familiarity can be a strategic move. Video segments from television broadcasts, documentaries, and cinematic productions provide not just linguistic input but also cultural and contextual nuances, thereby deepening the learners' understanding and appreciation of the target language. The ease of access to such resources, as highlighted by the respondents, is a testament to the digital age's influence on pedagogical strategies. Kumar, Saxena, and Baber (2021) emphasized the digital ecosystem's role in enhancing interactions. It is not just about accessibility but also about the qualitative experience. The internet, with its interactive platforms, offers opportunities for learners to actively engage with content actively, promoting deeper cognitive processing.

Silverman (2013) believes that videos that combine sound and visuals can help learners understand better. This idea matches the dual coding theory, suggesting that people process and remember verbal and visual information better when combined. So, when students watch genuine videos, they learn from both the words and images, which helps them grasp concepts more deeply. Additionally, using real videos in teaching connects with Vygotsky's idea of the Zone of Proximal Development. Videos offer multiple ways (like sound, visuals, and sometimes hands-on experiences) to help students understand topics that might be hard for them if taught using just one method.

Ekawati (2019) assertion on communicative proficiency enhancement through authentic contexts is significant. By simulating real-world scenarios and interactions, authentic materials prepare learners for practical, outside-the-classroom linguistic challenges. Yükselir & Kömür (2017) research further accentuates the multifaceted advantages of video segments, especially in bolstering oratory skills, showcasing the dynamic potential of multimedia resources in language education. In summation, while quantitative metrics provide valuable insights into the efficacy of instructional strategies, a holistic understanding requires delving into the intricate interplay of pedagogical tools, learner perceptions, and cognitive theories. Authentic materials, especially video resources, emerge as potent instruments in the evolving landscape of language education, promising enriched learning experiences and enhanced outcomes.

The respondents' emphasis on the motivating role of video materials in language classrooms underscores the pedagogical significance of aligning instruction with real-world contexts. They highlighted the value of visual representation, where diverse scenarios in video materials not only facilitate linguistic comprehension but also aid in extrapolating these lessons to real-life situations. Such a sentiment reaffirms the role of authentic materials as not merely linguistic tools but also as cognitive aids in understanding and navigating real-world interactions. This observation finds resonance in the work of Akbari and Razavi (2015), who posit television and video as pivotal mediums offering authentic linguistic input. The authenticity derived from these sources provides learners with direct exposure to the language as it is used in naturalistic settings, enhancing both comprehension and retention.

Moreover, the intersection of interest and academic performance is a well-trodden area of pedagogical research. As suggested by Asgari et al. (2019) and Getie (2020), student engagement is inherently tied to the intrigue generated by the instructional

methodology. In the context of language learning, the integration of films as instructional tools not only invigorates the learning atmosphere but also, as evidenced, yields enhanced academic outcomes, exemplified by the superior quality of written assignments submitted by students. The overarching implication here underscores the necessity of embedding authentic, engaging, and culturally relevant materials in language instruction. It suggests that the path to linguistic proficiency is not just paved with rigorous grammatical exercises but is also adorned with the vibrant colors of real-world multimedia, which stimulates, engages, and enriches the learner's journey.

Respondents discerningly indicated that authentic reading materials available in the English classrooms' mini-libraries were deemed sufficient. Such resources encompass diverse materials such as maps, brochures, pamphlets, and menus. These materials not only serve as tools for linguistic instruction but also encapsulate real-world contexts, making the learning experience more relatable and holistic.

This pedagogical approach is harmonious with the directives set forth in the DepEd Order 50, s. 2004, which delineates the Implementing Guidelines for the Model of Excellence Schools Program. It advises schools to use specific teaching methods and techniques to help students learn best. One major recommendation is to have a mini-library in every classroom. Originally, this idea was for primary schools, but because it worked so well, it's now also a standard for high-performing high schools. These mini-libraries offer a range of genuine reading materials right within the classroom, emphasizing the importance of reading. Having such resources on hand makes it easier for teachers to use real-world materials in their lessons, enriching the learning experience. Students have shared that these in-class libraries help improve their language skills. One student even mentioned how it expanded her vocabulary and made her a better reader, highlighting the benefits of using genuine reading materials.

Several researchers, including Ghanbari et al. (2015), Marpaung and Situmeang (2020), and Sukmawan, Setyowati, and El-Sulukiyah (2021), have found that genuine literary materials help students expand their vocabulary. Instead of just memorizing words, students gain a deeper understanding of vocabulary by seeing it in context. Abu Zahra and Farrah (2016) further explain that using different types of literature in teaching provides several benefits. Authentic literary works are rich in language, imagination, and critical thinking aspects, giving students a well-rounded learning experience. Reading literature lets students dive into the complex and subtle parts of a language, helping them get a full understanding of it.

Further testament to the efficacy of such mini-libraries comes from another student's observation. The diverse array of literary materials spanning various genres ensures that the literary palate of the mini-library caters to a wide spectrum of reader preferences. This diversity, in turn, acts as a magnet, drawing more students into the world of reading. Such inclusivity not only broadens students' exposure to different literary styles and forms but also nurtures a culture of reading, making language learning a more organic and self-driven endeavor.

Internet-based resources, encompassing platforms such as blogs, vlogs, and e-books, yielded a weighted mean of 1.60 in the evaluation, which translates to their perceived inadequacy in the English classroom context. A salient concern expressed by the respondents is the limited accessibility to these digital resources within the educational setting. This shortfall is accentuated by the acknowledgment that even institutional repositories, such as school libraries, are bereft of internet connectivity. Consequently, the

onus of accessing these resources often falls on the students, incurring personal expenses and potentially exacerbating socio-economic disparities among learners. Erbaggio et al. (2012) posited an optimistic perspective, envisioning a pedagogical landscape wherein digital technologies serve as conduits, granting instantaneous access to authentic materials tailored for language and cultural instruction. However, this vision appears to be in stark contrast with the experiences shared by the learners, who contend with the palpable chasm between potential digital resources and their real-world accessibility.

This discrepancy is not unique to the context at hand. Ciornei & Dina, (2015) underscore a universal challenge inherent to digital pedagogy. While the internet is a veritable treasure trove of educational materials catering to diverse linguistic levels and interests, its true potential remains tethered to accessibility. The pivotal concern is not the availability of content but the uneven distribution of digital access. In a global landscape that increasingly leans towards digitalization, the issue underscores the criticality of ensuring equitable internet access, not just as a matter of educational advancement but also as a foundational principle of social justice.

Print materials like newspapers and magazines are useful in the classroom. However, feedback shows that the copies available are often outdated, sometimes several months old. Additionally, they are not just used for language learning; they are also used for projects in other subjects, like making collages or discussing articles. While they are useful for various academic tasks, there might not be enough copies for dedicated language lessons.

Srinivas Rao (2019) highlights that newspapers and magazines are great for ESL teaching because they use more formal language. This helps students get used to the kind of language used in schools or jobs. The Newspaper Association of America Foundation adds that newspapers are beneficial for language learning in other ways. For students at a medium level, newspapers help them understand things like grammar and sentence structure. For more advanced students, they're useful for practicing skills like quickly finding key information or understanding deeper meanings in texts.

In light of these insights, while the current availability and condition of print media in classrooms may not be optimal, their potential as instrumental tools in language education is undeniable. An investment in regularly updating and preserving these resources, while balancing their multifunctional utility, can significantly enhance the quality of language instruction and, by extension, the proficiency outcomes for learners.

3.2 Concerns in Using Authentic Instructional Materials

When learners are exposed to real language, they feel they are learning the "real" language. Naturally, this makes it more likely for language teachers to use real-world materials in the classroom, but when they do, both the teachers and the students have to deal with certain limits.

3.2.1 Learners' Factors

One of the main challenges in language teaching is quickly capturing student interest. Research has shown that anxiety can seriously hinder a student's ability to learn a new language. Factors like fear of public speaking and being judged by peers are common reasons. Melouah (2013), Tridinanti (2018), and Tulgar (2018) found that this anxiety can come from many places, including fear of mistakes and low self-confidence.

MacIntyre and Gregersen (2012) identified "language anxiety" as long-lasting stress related to foreign language learning. Wang & Zhang (2021) and Zheng & Cheng (2018) also stressed the significant influence of this anxiety on learning. Students themselves have mentioned how this anxiety affects them, citing issues like memory problems, difficulties in speaking on the spot, and fear when asked to answer in English.

Alrabai (2014) noted that students sometimes have unrealistic language learning expectations, further fueling anxiety. Authentic language materials can be beneficial for deep learning but may also heighten feelings of inadequacy among learners, adding to their stress. Studies from Jugo (2020) and Lababidi (2016) highlighted students' fears, like fear of failure, which can make them less active in class. Wijayati, Mardianti, and Murtadho (2021) saw high anxiety levels, especially during reading tasks. Şenel (2016) talked about the external pressures students feel, like societal expectations, which can be a source of stress. Tuncer and Doğan (2015) found a negative correlation between student anxiety and performance in English classes.

Teachers should recognize these factors and choose teaching materials accordingly. It is important to understand that students are unique, with varied interests. As Sample (2015) suggested, certain authentic materials can boost motivation. So, teachers should not only focus on teaching the language but also aim for students to enjoy reading. Authentic materials, when aligned with student interests, can be very effective. The key is for teachers to be mindful and considerate in their material selection.

3.2.2 Teachers' Factors

In class, using real-world materials is not just about the content or student reactions. Teacher beliefs about these materials really matter. Their views shape the teaching approach, resource selection, and classroom environment. There are challenges, though. Teachers mention two main problems: not enough time and not being tech-savvy.

Time is tight in schools. Even with many real-world teaching resources available, it's a challenge to fit them into lessons. Asmari (2015) highlights that too many choices can even make this task harder.

Technology brings many online tools for learning. Students love them, but teachers often struggle. The challenge is not just using the tech but picking the best online resources. Some teachers might lack the digital skills to use these tools best. In short, real-world language materials are great, but we need to tackle the challenges of time and tech skills. Schools need to support teachers, provide training, and encourage teamwork to get the most out of these resources.

Students want a say in their learning, especially when picking materials. Feedback shows students want to help select video content. Boateng et al. (2016) found that students learn better with videos, especially when they have a say in choosing them. However, the video's quality matters a lot.

Brame (2016) advises teachers to use videos correctly. They should be at the right level for students, and students should be involved in discussions and selections. Watching videos should be interactive, emphasizing quality and involvement for the best language-learning results.

3.2.3 Authentic Language Instructional Materials Factors

The relationship between anxiety and language learning has long been studied, and most researchers agree that anxiety can negatively affect the learning process. Recent research by Alamer and Almulhim (2021), Han, Li, and Haider (2022), and Jugo (2020) highlights the need to reduce this anxiety to create a better learning environment. However, this study introduces another layer of challenge: the complexity of real-world materials used for teaching. While these authentic materials are valued for their real-life relevance and ability to engage students, they also have their difficulties. Richards (2001) pointed out that such materials can contain complicated language, unnecessary vocabulary, and complex structures, which can be too much for beginners.

The repercussions of this content complexity extend beyond mere cognitive overload. For learners, grappling with materials that consistently outpace their current linguistic proficiency can lead to feelings of inadequacy, demotivation, and frustration. The challenge is not just cognitive but also emotional, as students grapple with the recurrent realization of the chasm between their current capabilities and the demands of the target language. This affective turmoil can amplify feelings of anxiety, effectively creating a feedback loop where anxiety impairs engagement, and challenging materials further augment anxiety.

Authentic materials, which are real-world resources, can greatly benefit language learning due to their genuine linguistic features. However, teachers need to find a balance. They should ensure that these materials match the students' skill level and emotional comfort. If not chosen wisely, these materials might increase student anxiety. Many students have mentioned difficulty with complex vocabulary in such materials. Authentic resources often include advanced vocabulary, slang, and idioms. Dania and Adha (2021) emphasize how these materials introduce many new words and expressions that can be tough for students. Furthermore, the study found that if a text is too long or packed with information, it might discourage students and make it harder for them to understand and stay engaged.

Azri and Al-Rashdi (2014) review underscores the dichotomy in academic perspectives on this matter. While the real-world relevance of authentic materials is undisputed, concerns about their potential to introduce complexity, which might frustrate or overwhelm learners, especially at beginner or intermediate levels, cannot be overlooked. These concerns are not just pedagogical but also psychological, as the introduction of overly complex materials can inadvertently sap student motivation, leading to feelings of inadequacy or demotivation.

However, the solution doesn't necessarily lie in eschewing authentic materials altogether but rather in adopting a nuanced approach. Tonawanik and Donavanik (2019), as well as Kamariah et al. (2018), advocate for a calibrated approach, emphasizing the integration of simpler authentic materials and realia, especially for learners at foundational levels. Such materials, while retaining the essence of real-world language, are more attuned to the linguistic capabilities of the learners, ensuring engagement without undue frustration.

In summation, while the merits of authentic language materials are manifold, their deployment necessitates a fine balance. The challenge lies in ensuring real-world relevance while simultaneously aligning content with the proficiency and emotional needs of learners. Through judicious material selection and possible adaptation, educators can harness the potential of authentic materials, providing learners with both the challenge and support they need to thrive.

The effective implementation of authentic language instructional materials is not solely contingent on the materials themselves or the pedagogical strategies employed but also heavily relies on the availability and functionality of essential equipment. This study underscores a recurrent challenge faced by educators and students alike: logistical and infrastructural barriers to the seamless integration of authentic materials, especially those requiring technological tools.

The feedback from respondents paints a vivid picture of these challenges. The very act of accessing video content — a rich reservoir of linguistic and cultural nuances — becomes an intricate dance of logistics. The need to relocate to another room to utilize a viewing screen not only disrupts the flow of the lesson but can also detract from the immersive experience that video content aims to provide.

Kaur et al. (2014) provide empirical corroboration to these sentiments, highlighting the cascading effects of infrastructural inadequacies on pedagogical choices. Despite the acknowledged benefits of integrating movies and videos in ESL instruction, the practical barriers of insufficient facilities and unreliable equipment often deter educators from leveraging these resources. Beyond the mere unavailability of equipment, the quality and reliability of the available tools also emerge as significant concerns. Technological glitches, from malfunctioning LCD projectors to compromised audio-visual quality, exacerbate the challenge, further widening the gap between pedagogical intent and classroom reality.

These logistical and infrastructural impediments have ramifications beyond mere inconvenience. They can inadvertently shape pedagogical choices, deter the use of valuable instructional resources, and, in some cases, even dampen both educator and student enthusiasm for innovative instructional methods. Addressing these challenges necessitates a multi-pronged approach, encompassing infrastructural investments, regular equipment maintenance, and perhaps even training educators in basic troubleshooting techniques. By ensuring that the requisite equipment is not only available but also reliable, educational institutions can pave the way for more dynamic, engaging, and effective language instruction, harnessing the full potential of authentic materials.

3.3 Activities to Improve the Use of Authentic Language Instructional Materials

The inherent challenges associated with the use of authentic language instructional materials, while noteworthy, are by no means insurmountable. Addressing these challenges necessitates a proactive, solution-oriented approach, seeking to harness the undoubted merits of authentic materials while mitigating their associated drawbacks.

It is pertinent to note that while these challenges span various dimensions — from logistical and infrastructural constraints to linguistic and cognitive complexities — the proposed solutions are holistic. Instead of mapping specific solutions to individual challenges, the suggestions are broad-based, addressing overarching concerns and offering strategies that can be applied flexibly, based on context and specific needs.

Such an approach acknowledges the multifaceted nature of the challenges and underscores the importance of versatility and adaptability in pedagogical strategies. By viewing the challenges not as barriers but as opportunities for refinement and enhancement, educators can work towards optimizing the integration of authentic materials, ensuring that their inherent "charm" is fully harnessed in the service of effective language instruction.

Table 2 seeks to provide a comprehensive compilation of suggested measures aimed at enhancing the utility and efficacy of authentic language instructional materials. The

recommendations emerged in response to the issues highlighted by both the learners and teachers. By dissecting the various challenges and aligning them with specific remedial actions, this table offers a roadmap for educators aiming to seamlessly integrate authentic materials into their instructional repertoire.

Table 2
Suggested activities to improve the use of authentic language instructional materials

Aspects	Suggested Activities
Learners' Involvement	Organize with the classroom advisers and learners the different authentic language instructional materials present in the classroom according the students' ages, interests, and levels. The learners can bring their own authentic language instructional materials to the mini-library. Involve the learners by assigning groups to craft creative assessments using authentic language instructional materials
Club Organizations	Organize clubs and organizations that encourage public speaking activities such as debates, broadcasting, spoken poetry, etc.
Authentic Activities	Use authentic language instructional materials in authentic language activities like roleplays using a menu in a restaurant, using brochures to ask for information, weather reporting, or creating an online page where learners can comment on a post or a blog or vlog.
Contextualization and indigenization of materials and activities	Choose contextualized language instructional materials such as those found in the school (bulletin board displays at the library, brochures from the Guidance Office, lists of menus at the canteen, or posted advertisements), posts, comments, and photos in their social media accounts, or the songs or video clips the students have on their gadgets.
Collaborative Activities	Encouraging collaborative activities such as brainstorming, buzz sessions, group tours around the school and nearby offices to explore other authentic language instructional materials, group games, etc.
Stakeholders Involvement	Providing technology aids for the use of authentic language instructional materials for each classroom, such as TV monitors, speakers, and printers. Providing cabinets for authentic language instructional materials safekeeping. Exploring opportunities to improve authentic language instructional materials utilization during Learning Action Cell (LAC) Sessions and In-Service Trainings (INSETS).

Table 2 shows that learners' Involvement directly in the curation and usage of authentic language materials has several benefits. Tailoring materials according to the age, interest, and proficiency level of students ensures that the content is both accessible and engaging (UNESCO, 2023). By allowing students to contribute to the mini-library, educators foster a sense of ownership and investment in the learning process. Additionally, when students create assessments using these materials, they engage in deeper cognitive processes, honing their creativity and critical thinking skills. A meta-analysis by Abrami et al. (2015) supports the idea that tasks requiring analysis, synthesis, and evaluation, such as designing assessments, are effective in bolstering critical thinking skills.

One suggested measure is establishing clubs and organizations centered on public speaking to offer students a platform to practice and refine their linguistic abilities. Activities like debates, spoken poetry, and broadcasting not only bolster language proficiency but also cultivate essential life skills like critical thinking, persuasion, and confidence in public speaking. For instance, Hinett (2002) argues that engaging in reflective activities like spoken poetry can play a significant role in enhancing students' emotional intelligence and empathy.

Incorporating authentic activities in language instruction makes learning more immersive. Role-plays, for instance, allow students to simulate real-life scenarios, fostering both linguistic and social skills. Learning through role-based methods allows learners to gain skills, insights, and comprehension by taking on specific roles in realistic scenarios (Abdoola et al., 2017). Additionally, integrating digital platforms, such as commenting on blogs or vlogs, not only enhances language skills but also digital literacy. Writing practice through blogging is participatory and engaging, enabling learners to significantly enhance their writing in areas such as content, vocabulary, style, and language mechanics (Alsamadani, 2017).

Using contextualized materials grounds language learning in students' immediate environment, making it more relatable. According to Srinivasa et al. (2022), using the Context-Based Learning method, students can deepen their understanding of the content by relating it to real-life scenarios and then juxtaposing that knowledge with what they already comprehend. By leveraging resources from the school environment or their personal digital realms, educators make the learning experience more personalized and engaging. Such an approach not only aids linguistic development but also strengthens the connection between language and its everyday application.

Another recommended approach is collaboration. Collaboration is pivotal in fostering both linguistic and interpersonal skills. Through brainstorming sessions, group games, or explorative tours, students learn to communicate, negotiate, and work as a team. Such activities, while enhancing language proficiency, also nurture essential soft skills like teamwork, leadership, and problem-solving. In fact, participating in these activities allows learners to not only playfully and naturally experiment with the language they are studying but also to hone their English abilities (Quy, 2019).

Stakeholder involvement is vital for creating a conducive learning environment. By equipping classrooms with essential technological aids, stakeholders ensure the learning process is uninterrupted and dynamic. A study by Uygur et al. (2020) revealed that incorporating technology into inclusive, sustainable education yields beneficial outcomes for students, promoting consistent, rapid, and effortless learning. Furthermore, using platforms like Learning Action Cell (LAC) Sessions and In-Service Training (INSETS) to discuss and improve the use of authentic materials ensures that educators stay updated, share best practices, and collectively refine their pedagogical strategies. Albano (2019) found that platforms like LAC Sessions and INSETS played a pivotal role in ongoing professional development. These platforms allowed educators to regularly update their skills, ensuring that they stayed current with evolving pedagogical practices.

The findings underscore the pivotal role of personalizing language education through the incorporation of authentic materials and contextual experiences. This suggests a paradigm shift in language instruction, moving away from generic methodologies to a more tailored approach that recognizes and leverages the unique backgrounds and interests of each student. The multifaceted strategies highlighted, such as digital platform integration, collaborative initiatives, and consistent stakeholder engagement, signify the evolving nature of language instruction. This evolution doesn't just aim at linguistic competence but seeks to mold students into adept communicators, analytical thinkers, and contributors in our increasingly global and digital society. Continuous professional development platforms like LAC Sessions and INSETS also underline the idea that education, as a field, must be agile and responsive to changing dynamics and needs.

While the results are promising, one potential limitation could be the varying levels of access to technology across different settings, which might influence the feasibility and effectiveness of some proposed strategies. Moreover, it would be beneficial for future researchers to delve deeper into the long-term impact of these methods on learners' linguistic development and overall academic performance.

It would also be insightful to investigate the role of educators in facilitating these innovative strategies. Are there specific training programs that can better equip educators to integrate authentic materials and digital platforms into their teaching methods? Additionally, understanding the challenges faced by educators in adapting to these evolving pedagogical practices will be crucial in refining and improving the effectiveness of such methods. Future research might also consider the role of parents and guardians in supporting learners as they engage with these new modes of language instruction.

4. CONCLUSION

The study conclusively finds that internet-based authentic language materials in education is currently inadequate, revealing a notable gap in infrastructure and teaching methods. This gap hinders schools and teachers from fully utilizing online resources, which affects learners' language comprehension and responses. However, the study also suggests practical solutions to improve the use of these materials, aiming to transform them into exemplary tools for language instruction. The study's findings emphasize the importance of utilizing both printed and online authentic language materials to enhance learners' grammar skills. It advises language teachers to select these resources according to the learners' unique requirements, proficiency levels, cultural contexts, and educational contexts. The participation of learners in the selection process and activity design is crucial to ensure the materials are engaging and culturally pertinent. To effectively address the challenges associated with using these resources, a collaborative approach is recommended, involving teachers, students, and other stakeholders in implementing the suggested solutions.

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