

Authentic Materials in Teaching Speaking: A Study on Students' Motivation and Fluency in STKIP Syekh Mansyur, Pandeglang-Banten

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ABSTRACT

This study investigates the impact of authentic materials on students' speaking motivation and fluency in an English language education program. Using a qualitative case study design, data were collected from 10 purposively selected students through questionnaires, fluency rubrics, and classroom observations over eight weeks. Findings reveal that authentic materials significantly enhance learners' motivation, particularly in effort and persistence (96.67%) and relevance and usefulness (96%), while also fostering enjoyment (93.08%). Although confidence and participation scored slightly lower (83.33%), results remain positive. In terms of fluency, students demonstrated strong performance in pronunciation and intonation (97%) and vocabulary and expression (97%), with confidence (89.33%) and flow (86%) showing room for further improvement. Overall, authentic materials provide meaningful, real-life language exposure that strengthens motivation, builds confidence, and improves fluency,

Keywords: *Authentic Materials, Speaking Motivation, Speaking Fluency, English Language Education*

INTRODUCTION

For language learners, speaking itself is the core of learning the language. It's not only about knowing the language but also able to use and express the language immediately and making other people understand. It turns out to be the most difficult skill for most people. Speech moves fast, sounds blend together, and you have to think and talk at the same time (Lee, 2022). For non-native English speakers all of the above is made even more complex. That is why lecturers need to really know how to enable students to find their voice in English. It takes more than just handing out worksheets. They have to see things from their students'

point of view, pick materials that actually work, use teaching methods that fit the group, and, most of all, pay close attention to what their students need to be succeed (Mirzaazizova, 2024).

Teaching materials have a significant impact on the dynamics of classroom learning. They are far more than decorative elements. Students rely on these resources to take unfamiliar concepts, helping them move from confusion to understanding. While the presence and skill of teachers and the engagement of students are unquestionably important, it is ultimately the content and activities available through teaching materials that shape what students actually take away from their lessons (Tomlinson, 2021). Effective teaching materials serve a purpose beyond simply presenting facts or rules. They clarify new language in ways that are accessible and meaningful, offer students authentic opportunities to put their knowledge into practice, and spark a diverse range of activities that keep lessons lively, interactive, and engaging (Nguyen, 2023). In addition, well-crafted materials can cater to different learning styles, support differentiated instruction, and motivate students by connecting learning to real-world contexts. By thoughtfully selecting and utilizing teaching materials, educators can create richer, more effective learning experiences that not only transmit knowledge but also foster curiosity, critical thinking, and a lifelong passion for learning (Jumanazarova, 2025).

Varied teaching materials play an important role in the classroom because they influence both teaching methods and student learning. (Mambai, 2024) divides these materials into two primary categories: authentic materials, which come directly from real-world communication, and pedagogical materials, which are made specifically for instructional purposes. There is ongoing debate about which type is more effective, but in reality, both have valuable roles in language learning. Each type has its own advantages and presents unique challenges. Authentic materials are actual examples of language—spoken or written—that come directly from real conversations or texts, not things invented just for the classroom. (Gilmore, 2022) explains that authentic texts are made by people to fulfill real communication purposes, not for language instruction. (Fatimah Zahro, 2023) also mention that these materials allow learners to observe how language is used in real situations. Therefore, when learners read newspapers, listen to radio programs, watch TV, or look at menus and brochures, they experience how people genuinely use the language each day. This exposure to real-life language helps them connect with how the language is truly spoken and written in the community (Mambai, 2024).

In Indonesia, particularly in English language teaching programs at universities and schools in Pandeglang, Banten, the use of diverse learning materials has become an essential

part of instructional practice. Lecturers and teachers increasingly integrate authentic resources such as YouTube videos, podcasts, online interviews, and regional news articles to expose students to real-life language use. Evidence from MAN 1 Pandeglang shows that students have positive perceptions of English learning when varied media are used, but they demand more opportunities for oral practice. These findings highlight the importance of investigating how authentic materials affect students' speaking fluency compared to non-authentic materials, so that teaching methods can be refined to better prepare learners for academic, professional, and everyday communication.

The researcher employs these questions to explore how authentic materials influence students' motivation and speaking fluency. What are students' perceptions of using authentic materials to enhance their motivation in language learning? In what ways does the use of authentic materials influence students' fluency in spoken English during classroom activities? Which factors shape students' experiences when engaging with authentic materials to improve both their motivation and speaking fluency?

LITERATURE REVIEW

Teaching materials are central to language education. They influence how teachers design lessons, structure activities, and, importantly, how students participate in learning. (Makarchuk & Verhun, 2023) observe that materials do more than simply fill a syllabus; they create the foundation for everything that takes place in the classroom. When teachers select materials thoughtfully and consider students' actual needs, instruction becomes more focused and engaging. (Fatimah Zahro, 2023) add to this perspective. Materials go well beyond textbooks; they encompass visual resources, digital tools, interactive online platforms, and more. All of these resources encourage students to engage more deeply and understand what they are learning. They do not just provide language input; they generate opportunities for students to use the language and develop real abilities.

The research from (Nguyen, 2021) shows that effective teaching materials enable students to better understand language materials. The content helps students develop their skills, which leads to independent learning and maintains their motivation through interesting and useful content. The teaching materials function as instructional aids while they boost student confidence and sustain their interest in language learning. The teaching materials should help students learn the language content while also building their confidence and maintaining their interest in learning. The author (Cirocki, Farrelly, & Sapp, 2025) shows that teachers can

create better classroom environments through their selection of teaching materials which help students build confidence while they learn through interesting educational content. The materials become more relevant to students when they show their actual needs and background information. The authors (Mambai, 2024) state that effective teaching materials need to provide students with practice activities which help them develop language skills needed for communication. The program provides activities which enable students to use the language for real-life situations and experience the language in actual situations and achieve language fluency through continuous practice and structured learning.

The term authentic materials describe resources which provide learners with exposure to languages used in actual social situations. (Cirocki, Farrelly, & Sapp, 2025) emphasize that these materials come directly from genuine communication and are not created specifically for instructional purposes. The authentic materials which emerge from actual social interactions enable students to learn linguistic elements that match real-world language usage within their target language speakers. The (Mambai, 2024) study shows that authentic materials are different from resources which educators develop through their actual teaching practices. The teachers should select authentic materials based on (Alshammari, 2023) because they serve these specific functions: a. Instrumental: it is to help students with getting what they need. b. Regulatory: it contains the information or data that the students may follow. c. Interactional: it keeps up and establishes a personal or individual relationship with someone. d. Personal: it can express the students' personal thought and idea. e. Heuristic: it can help the students to explore the world. f. Imaginative: it helps the students to create the imaginative world for others. g. Informative: it presents the information which is needed by the students themselves. The definition of authentic materials states that these materials exist as actual items which educational institutions use for teaching purposes through their transformation of authentic linguistic materials from native speakers into practical educational resources.

The use of varied materials will help students link their knowledge with the outside world. Educator may use different kind of authentic material to interact the students in learning. (Cirocki, Farrelly, & Sapp, 2025) classified authentic materials into three categories:

1. Authentic Listening-Viewing Materials

TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales pitches.

2. Authentic Visual Materials

Slides, photographs, paintings, children's artwork, stick-figure drawings, silhouettes, wordless street signs, pictures from a magazine, ink blots, postcard pictures, wordless picture books, stamps, and X-rays.

3. Authentic Printed Materials

Newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.

In teaching speaking the use of authentic materials will increase teaching effectiveness as the learners develop speaking competence by becoming more motivated while acquiring speaking proficiency. Learners feel that authentic materials present real uses of language, which is characterized by authentic teaching situations. SDT asserts that an individual is intrinsically motivated if there are perceptions of autonomy, competence and relatedness within a task (Deci & Ryan, 2000). Learners perceive that it offers them real choice and autonomy over their language use, develop skills, competence and feel related to the real speakers. The study uses ARCS model (Keller, 1987) as an applied framework of instructional design and SDT to identify concrete techniques by which the learners' motivational state will be affected. ARCS is comprised of Attention, Relevance, Confidence and Satisfaction components and is a usable Instructional Design framework. The combination of the theoretical framework (SDT) and the instructional design framework (ARCS) help in formulating the questionnaire and conducting analysis on effects of authentic materials on learners' speaking skills and motivation.

Higher motivation results in students practicing more often and their daily practice improves their speaking ability. (Mambai, 2024) explains that learners achieve fluency through persistent encounters with authentic language patterns which enable them to grasp essential language components and conversation patterns. The authentic materials deliver the required exposure because they present authentic speech samples which demonstrate natural

communication patterns through their timing and tone and dialogue patterns and unscripted speech. Students who understand these features well will develop their ability to speak without interruptions while demonstrating self-assurance. The use of authentic materials helps students stay focused on their studies while building their internal motivation because it creates real-life situations which help them learn to speak fluently (Alqahtani, 2023).

The essential role of motivation determines how students will participate in and succeed in their language learning activities. According to (Alqahtani, 2023) students who show high motivation will continue their studies while they work harder and more effectively choose to speak with others. Students experience motivation boosts when they watch authentic materials which include videos and podcasts and news reports and real-life conversations because these materials show them essential language content. The materials help students learn because they show what students will need to know for future work. Students develop greater interest in content because its relevance increases their intrinsic motivation to take part in speaking activities. Authentic materials bring students to their educational environment because these materials create a learning atmosphere which retains actual educational standards through its real-life connections. Students become more willing to participate in speaking activities because they understand these activities represent actual speaking activities which they will need for their future work (Rahman, 2022).

(Krashen, 2022) explains fluency as the capacity to speak without interruptions while displaying natural speaking rhythm through his performance. To achieve fluency improvement authentic pronunciation patterns should be practiced through natural language exposure which includes speaking situations and social interactions. Authentic materials allow students to observe native speaking patterns through their display of natural rhythms and speaking patterns and native language usage. Through listening to real interactions such as interviews, spontaneous conversations, or real-life monologues students become familiar with the flow and speed of native or proficient speakers. The students will speak in a more natural way because they have become familiar with the natural speech patterns. Authentic input offers students better linguistic resources which exceed the learning benefits of simplified textbook materials according to (Rahman, 2022). Authentic materials should be used by students because they provide language practice opportunities which enhance their speaking skills through authentic material use (Sari, 2025).

Researchers from other studies have found that authentic materials can help students improve their speaking skills in classroom interaction. Hartatic and Tities 2016 conducted a

study called Investigating the Student's View on the Authentic Materials Used in Basic Speaking Class to investigate how students perceived the authentic materials which teachers applied during their speaking classes. The researchers used a descriptive qualitative method to study how students reacted to the materials which the researchers had introduced into their learning environment. The results showed that students believed authentic materials should be used in the speaking classroom because they provide educational value in speaking practice. Teachers should use authentic materials yet they must determine materials which match students depending on their progress through the learning process because students experience different learning needs of their own.

EFL teachers at the University of Tlemcen create classrooms which show actual life situations through their teaching methods according to the study Teachers Attitude towards Authentic and Non-Authentic Materials in the Speaking Classroom Case of First Year EFL Teachers at the University of Tlemcen which Mahi 2017 conducted. The teachers who need to create a learning environment for their students utilize multiple teaching materials which include The internet and television programs and books and videos and songs and web pages and logos and Twitter and Facebook posts and audio recordings. The findings show that teachers select teaching materials according to their students' particular educational needs and their students' personal interests and their students' current educational level and their students' cultural background.

METHODS

A mixed methods case study design was utilized by the researchers to investigate student perceptions and experiences of authentic materials while tracing changes in speaking proficiency. While the research was characterized as qualitative in its approach, quantitative measures were included in the form of a Likert-scale motivation questionnaire and numerical speaking fluency rubric. Although the nature of qualitative observation and quantitative measurement in one study is that of mixed methods, the approach must be explained or justified. This study was conducted in a university English language education program and targeted a speaking class, where authentic materials are used frequently. The research design spanned eight weeks, beginning with class observations and pre-test in week one, followed by recordings and observations from week two through seven, concluding with a post-test questionnaire and end-of-term interviews in week eight. The participants (10 students) were chosen through purposive sampling and showed varying levels of confidence and speaking ability. The instruments used (motivation questionnaire, speaking fluency rubric, classroom

observation guidelines) were used to provide both qualitative and quantitative data regarding the effect of authentic materials on student motivation and speaking fluency.

This research was conducted for eight weeks, using a mixed methods case study research design. The process of the research activity consisted of the following stages: Week 1: a speaking pretest was administered to examine students' starting point levels using a speaking fluency rubric and the researcher also began the initial observation activities using an observation guideline to observe how lecturers used authentic materials and student interaction patterns. Week 2 to 7: ongoing observation of speaking class, recording students' speaking activities, teacher-student interactions, students' development of fluency by using the rubric, both qualitative data (observation note, audio and video recorder) and quantitative data (speaking fluency rubric scores) was gathered.

Week 4: the motivation questionnaire, using Likert scale, was implemented to examine the changes in students' motivation during the halfway period, as well as providing additional qualitative data through open questions, and quantitative data were gained by Likert scale scores. Week 8: a speaking posttest was conducted using the same rubric as pretest to compare speaking fluency improvement. Semi structured interviews with students were also administered to collect student' perception toward the use of authentic materials and the development of motivation.

1. Motivation Questionnaire

The motivation questionnaire was designed to measure students' levels of motivation after participating in speaking lessons that incorporated authentic materials. The assessment tool employs a five-point Likert scale which starts with "Strongly Disagree" and ends with "Strongly Agree." The two elements of this assessment tool show direct relationship with the ARCS Motivation Model which John M. Keller developed in the year 1987. The questionnaire consists of statements that cover four main indicators, described as follows:

a. Interest and Enjoyment

This indicator measures the extent to which students feel interested and enjoy authentic materials through their speaking activities.

b. Confidence and Participation

This indicator measures students' confidence when speaking and their willingness to participate during classroom activities. The items associated with this indicator focus on how students share their thoughts and their discussion participation and speaking readiness.

c. Relevance and Usefulness

This indicator assesses how students view authentic materials as essential tools for developing their speaking skills. The students understand how classroom learning connects to their practical use of language in real-world situations.

d. Effort and Persistence

This indicator examines students' level of effort and persistence when completing speaking tasks with authentic materials. The students show active participation together with a strong desire to develop their speaking skills.

2. Speaking Fluency Assessment Rubric

The second instrument is a rubric used to assess students' fluency during the pre-test and post-test speaking activities which were conducted. The assessment tool uses the language assessment framework which Brown developed in his 2004 book *Language Assessment: Principles and Classroom Practices*. The rubric includes several indicators of fluency and flow plus pronunciation and intonation and vocabulary and expression plus confidence in fluency. Each indicator is scored on a scale of 1 to 5, where lower scores indicate limited fluency and higher scores signify more natural and confident speech. The rubric enables evaluators to assess students' speaking fluency development through authentic material exposure. The tool allows researchers to track fluency progression which occurs in each student and in the entire classroom.

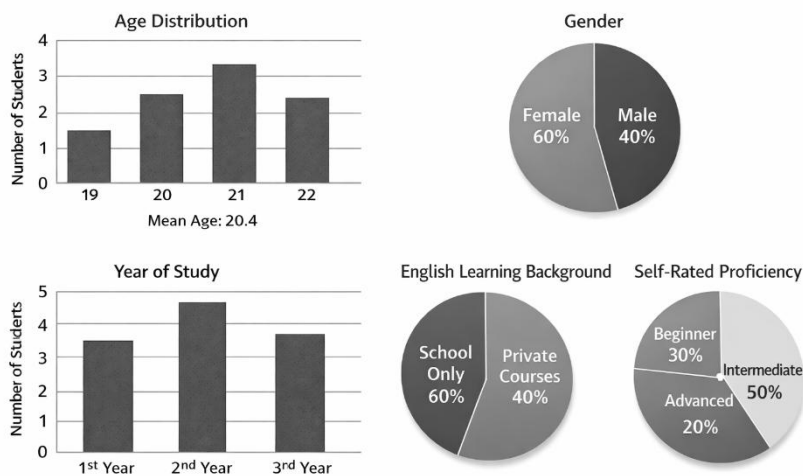
3. Classroom Observation Guideline

The classroom observation guideline was used to record students' behaviors, engagement, and speaking performance while they worked with authentic materials during instructional processes. This instrument provided qualitative support for the quantitative findings from the questionnaire and the fluency rubric. Observations focused on two primary aspects: students' motivation and students' fluency. The researcher noted students' enthusiasm, participation, attention, and reactions toward authentic materials—including weekly use of YouTube news clips, short podcasts from BBC Learning English, and selected local newspaper articles that

used for approximately 20 minutes in each session. The course was taught by a English lecturer in the English language education program, not the researcher, which reduced potential bias in classroom dynamics. To study motivation, the researcher observed how students responded to these materials, while fluency was examined through speaking patterns, interruptions, vocabulary uptake from the authentic sources, and overall spoken performance. This detailed observation data illustrates how authentic materials impacted student behavior and speaking development throughout the eight-week learning process.

RESULTS

Demographic Profile of Participants

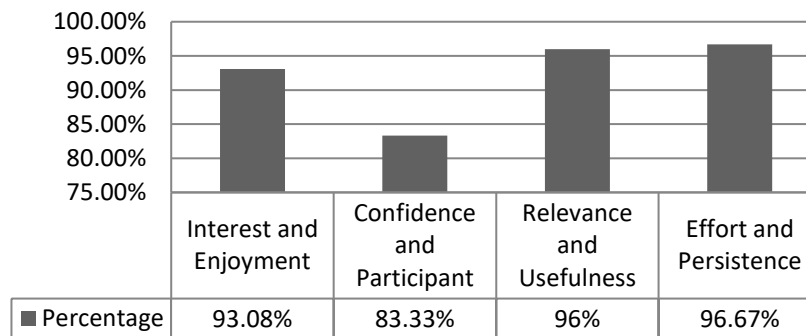


The participants consisted of 10 undergraduate students aged between 19 and 22, with an average age of 20.4 years. The group included six female and four male students, representing different stages of study: three first-year, four second-year, and three third-year students. Four students reported prior experience in private English courses, while the remaining six had only studied English formally at school. In terms of self-rated proficiency, three students identified as beginners, five as intermediate, and two as advanced.

Motivation

Table 1

Result of Students' Motivation Questionnaire



The results of the Students' Motivation Questionnaire indicate a generally high level of motivation among learners across four measured categories. The participants consisted of 10 undergraduate students aged between 19 and 22 (average age 20.4), including six female and four male students from different study years. Four had prior experience in private English courses, while six had only studied English formally at school. In terms of self-rated proficiency, three identified as beginners, five as intermediate, and two as advanced.

Within this group, the highest percentage appears in the Effort and Persistence category, with a score of 96.67%, showing that students demonstrate strong determination and consistency when engaging in learning activities. This suggests that they are willing to invest continuous effort and do not easily give up when facing challenges. The category of Relevance and Usefulness also shows a very high score of 96%, indicating that students perceive the learning materials—particularly authentic materials—as highly meaningful and applicable to real-life communication. This sense of relevance likely strengthens their intrinsic motivation to participate actively in speaking tasks.

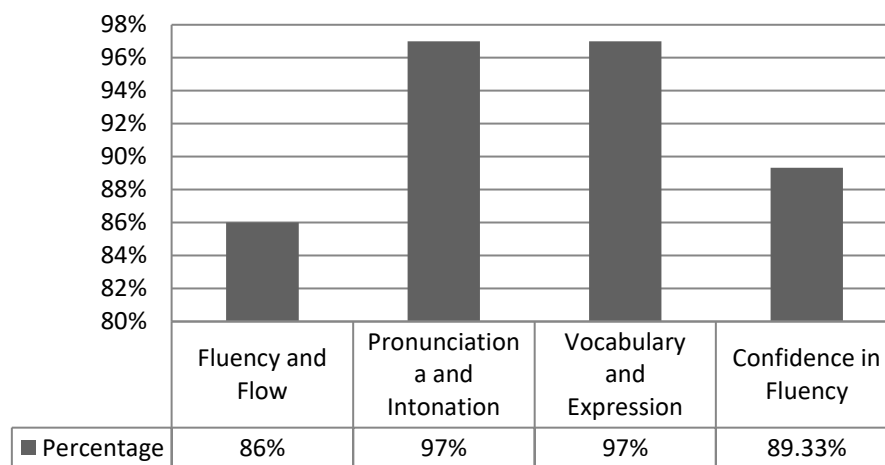
Interest and Enjoyment received a percentage of 93.08%, showing that most students find the learning process engaging and enjoyable. This highlights the positive emotional impact of the learning activities, suggesting that students are enthusiastic and feel interested during speaking lessons that incorporate authentic materials. Meanwhile, the lowest percentage is found in Confidence and Participation, which scored 83.33%. Although this is still a relatively high result, it indicates that some students may still feel hesitant or less confident when speaking in class. This could be an area for future instructional improvement, perhaps by providing more supportive speaking practice or reducing performance pressure.

Overall, the data reflect strong student motivation, especially in terms of persistence, perceived relevance, and enjoyment. These findings, combined with the demographic profile of the participants, support the effectiveness of using authentic materials in enhancing learners' engagement and encouraging more meaningful participation in speaking activities.

Fluency

Table 2

Result of Students' Speaking Fluency Questionnaire



The results of the Students' Speaking Fluency Questionnaire show that learners generally possess strong speaking abilities across the four measured aspects. The highest percentages are found in Pronunciation and Intonation and Vocabulary and Expression, both scoring 97%. These results indicate that students are highly capable of producing clear pronunciation patterns, appropriate intonation, and a wide range of vocabulary. Their ability to express ideas accurately and naturally appears to be very well-developed.

The next highest category is Confidence in Fluency, which obtained a score of 89.33%. This suggests that most students feel confident when speaking, although there is still a small portion who may experience hesitation or nervousness during oral communication. Nevertheless, the overall score remains strong and reflects positive self-perception in their speaking ability. The lowest percentage is found in Fluency and Flow, which received 86%. Although still relatively high, this indicates that some students may experience occasional pauses, disruptions in flow, or difficulties maintaining smooth speech. This could be an area for further practice by providing more speaking opportunities, interactive activities, and real-time communication tasks.

DISCUSSION

The central aim of this study was to examine how authentic materials influence students' motivation and speaking fluency in an English language education program. By restating this purpose, the research underscores its contribution to bridging classroom learning with real-world communication. The findings confirm that authentic materials play a significant role in enhancing both motivation and fluency. Students demonstrated strong persistence (96.67%) and perceived relevance (96%), showing that they view authentic resources as meaningful and worth their effort. Enjoyment also scored highly (93.08%), indicating that lessons became more engaging. On the fluency side, pronunciation and vocabulary reached impressive levels (97%), while confidence (89.33%) and flow (86%) showed progress but highlighted areas for further support. These results reaffirm the study's contribution: authentic materials are not merely supplementary, but essential tools for fostering motivation and communicative competence.

When compared with previous research, the findings are consistent. (Hartatic & Tities, 2016) found that students valued authentic materials for their educational relevance, while (Mahi, 2017) emphasized teachers' use of authentic resources to align with learners' needs and interests. (Gilmore, 2007) argued that authentic input provides richer linguistic resources than textbooks, which resonates with the strong vocabulary and pronunciation results here. (Nation, 2013) highlighted repeated exposure to authentic language patterns as a driver of fluency, supporting the persistence and relevance scores observed in this study. One unexpected outcome was the relatively lower score in confidence and participation (83.33%). This may be explained by performance anxiety, limited prior exposure to authentic speaking tasks, or insufficient scaffolding during classroom activities. Even when students are motivated, speaking in front of peers can feel intimidating, which may reduce active participation.

From a pedagogical and managerial perspective, the study suggests that lecturers should integrate authentic materials systematically while also providing supportive strategies to build confidence. Institutions could consider professional development programs to help teachers select and adapt authentic resources effectively, ensuring students benefit from both real-world exposure and structured guidance. However, the study is not without limitations. The small sample size (10 students) and short duration (eight weeks) restrict the generalizability of the findings. Reliance on self-reported motivation measures may also introduce bias. These factors affect both internal and external validity.

Future research could expand the scope by involving larger and more diverse groups, extending the duration, and comparing authentic with non-authentic materials. Insightful directions include exploring how digital resources such as podcasts or social media content affect confidence, or how scaffolding strategies can help students overcome anxiety when working with authentic materials.

CONCLUSION

This study shows that authentic materials have a clear positive impact on students' speaking motivation and fluency. The findings align with (Rahman, 2022), who reported that students appreciate authentic materials because they make speaking practice more meaningful. Likewise, (Sari, 2025) found that teachers often choose authentic resources to match learners' needs and interests, which supports the idea that real-life input is more engaging. The strong results in pronunciation and vocabulary (97%) confirm (Krashen, 2022) view that authentic input provides richer language exposure than simplified textbooks. In addition, the high persistence and relevance scores (96–96.67%) support (Lee, 2023) argument that repeated exposure to authentic language patterns builds fluency and motivation.

At the same time, the lower scores in confidence (83.33%) and flow (86%) suggest that while authentic materials improve accuracy and engagement, students still need structured support to feel more confident in spontaneous speaking. This means teachers should balance authentic input with scaffolding activities that reduce anxiety and encourage smoother communication. Overall, the study strengthens previous research by showing that authentic materials not only motivate learners but also improve their fluency. It also highlights confidence as an area where teachers can provide extra support. Integrating authentic resources into speaking lessons is therefore an effective way to make learning more relevant, engaging, and beneficial for students.

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