

The effect of using authentic materials on school students' listening comprehension and vocabulary learning

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Received:
5 July 2026

Revised:
27 July 2026

Accepted:
25 August 2026

Published:
28 August 2026

How to cite (APA 7th style): Baniabdelrahman, A. (2026). The effect of using authentic materials on school students' listening comprehension and vocabulary learning. *Indonesian Journal of Education and Pedagogy*, 3(2), 251-264. <https://doi.org/10.61251/ijoe.v3i2.452>

Abstract

This study investigated the impact of teaching authentic materials on school learners' listening comprehension and vocabulary learning. The participants in the study were two tenth-grade sections randomly selected from a secondary school in Kuwait City. The instruments were a listening comprehension test and a vocabulary-building test, administered using a quasi-experimental quantitative design. The results revealed that authentic materials had a more significant effect than non-authentic materials on improving listening comprehension and vocabulary building. Moreover, the use of authentic materials resulted in a higher rate of knowledge retention. The study concluded that authentic materials are useful and effective for improving students' listening comprehension, vocabulary development, and overall learning. Based on the study's results, it is recommended that the use of authentic materials in English-language textbooks be increased.

Keywords: *authentic materials; listening comprehension; non-authentic materials; vocabulary learning*

INTRODUCTION

Language is part of culture and a means of expressing it. Without understanding a language's culture, it is possible to misunderstand many of its native speakers' behaviours and concepts. In the past, foreign language learners had to live among native speakers for extended periods to fully understand the language, which posed many difficulties and financial burdens. Today, however, with tremendous technological advances, foreign language learners can live and talk with native speakers from their countries without the need to travel. Modern technology now provides authentic language materials that reflect the language's culture and its people's behavior.

In a world calling for a global curriculum, which brings the world to students, offering insights into various cultures and global issues and helping students to think internationally (Crimson Global Academy, 2026), individuals from different communities should learn about each other's cultures. Language may be the easiest and fastest way to achieve this by



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including authentic materials that reflect different cultural patterns in second and foreign language textbooks.

Listening is the first language skill a child practices after birth. Moreover, to excel in the four language skills, people should be proficient in listening. The English language is the first foreign language in Kuwait, and it is the same in most of the Arab world. It has become a universal language that unites different cultures, communities, and continents (Kurniawan, 2024). People should be proficient in English to succeed and have good jobs. Although listening is perceived as a receptive skill, learners should be active listeners to comprehend the message correctly. Some other researchers have started looking at listening as a productive skill (Sari, 2016). asserted that listening comprehension is no longer a passive skill. It is one of the most difficult and productive skills for students to learn. Learners face difficulties in listening for different reasons. First, it is not their mother tongue, and they do not use it outside their classes. Second, the teaching methods are still traditional ones. Teachers still use English grammar and structure in dialogue, and sometimes it is too fast for the ESL learner.

Authentic materials are not written for pedagogical purposes. Authentic materials play a significant role in listening comprehension (Tiana et al., 2023). Using authentic materials may motivate students and improve their listening comprehension. Tiana et al. (2024) and Mohammed (2023) approved that using YouTube with authentic materials enhances students' listening abilities. Saraphi (2011) claimed that listening is important in improving students' language proficiency and performance, so this skill must be mastered. In the field of language learning, learners need to develop their listening comprehension and build their vocabulary. Al-Hawamdeh and Sawalha (2018) asserted that teachers should emphasize the role of vocabulary acquisition in language proficiency and the importance of using suitable teaching methods and strategies.

For secondary-stage students, acquiring listening skills and building vocabulary is necessary for academic success and effective communication in real-world settings. Traditional language teaching materials often fail to expose learners to the dynamic; contextualized language native speakers use in everyday situations. To address this gap, educators have increasingly turned to authentic materials—real-life content such as news broadcasts, podcasts, movies, and conversations—as a tool to enhance language learning (Gilmore, 2007).

According to Huong (2020), authentic materials facilitate communication in learning foreign languages and meet learners' needs. Moreover, these materials simplify and support the learning and teaching process. Kozhevnikova (2014) claimed that communication is often achieved through language use in an actual situation, which involves transmitting sociocultural knowledge. Authentic materials are valuable in language instruction because they allow learners to engage with the language in its natural context, providing a richer, more meaningful learning experience. These materials present students with real-world vocabulary, idiomatic expressions, and cultural references, allowing them to build vocabulary and improve listening comprehension in ways that textbooks and controlled exercises cannot cover (Styati, 2016). Research proves that using authentic materials can positively increase language retention, increase motivation, and help learners develop a more nuanced understanding of the language they are studying (Baniabdelrahman, 2006).

To enhance students' language skills and proficiency, authentic materials could be the best materials for classroom teaching and learning (Vandergrift, 2004). Authentic materials are closer to learners' needs than nonauthentic ones, for they can bridge the gap between

the language that is used in the classroom and the one used outside world ([Rao, 2019](#), [Vandergrift, 2004](#)).

The current study aims to explore the impact of authentic materials on tenth-grade students' listening comprehension and vocabulary building. By examining how these materials influence students' ability to understand spoken language in various contexts and their capacity to acquire new vocabulary, this research seeks to contribute to a growing body of knowledge on the effectiveness of authentic materials in language education. Specifically, the study focuses on tenth-grade students' experiences with and responses to authentic listening tasks and the subsequent improvement in listening comprehension skills and vocabulary acquisition.

In the field of language learning, the development of listening comprehension and vocabulary skills is essential for students' language proficiency. For secondary-stage students, acquiring these skills is not only important for academic success but also for effective communication in real-world settings ([Brown, 2007](#)). Authentic materials are valuable in language instruction because they offer learners opportunities to engage with the language in its natural context, providing a richer, more meaningful learning experience ([Mishan, 2005](#), [Mandarsari, 2023](#)). These materials present students with real-world vocabulary, idiomatic expressions, and cultural references, allowing them to build vocabulary and improve listening comprehension in ways that textbooks and controlled exercises cannot ([Creswell, 2014](#)). Research suggests that the use of authentic materials can foster better language retention, increase motivation, and help learners develop a more nuanced understanding of the language they are studying ([Martinez, 2002](#); [Nunan, 2003](#)). Furthermore, [Al-Maolyah and Al-Kaf \(2020\)](#) asserted that vocabulary learning plays an important role in developing critical thinking.

The use of authentic materials in language teaching has received significant attention in foreign/second language acquisition, particularly for its potential to enhance listening comprehension, vocabulary acquisition, and learner motivation. Authentic materials, which include real-life resources such as news articles, podcasts, movies, interviews, and social media content, provide learners with exposure to natural, contextually rich language that textbooks and controlled exercises often fail to offer. This literature review examines studies conducted to highlight the benefits and challenges of using authentic materials in language instruction.

Many studies have dealt with the use of authentic materials. [Stempleski and Tomalin \(1990\)](#) dealt with how to persuade teachers to use authentic materials in their classrooms since traditional methods have failed to engage the learner in the learning process, and how to use teaching to create opportunities for learner participation. [Willis \(1993\)](#) claimed that learners differ in knowledge and skills, so authentic materials may activate the learners' prior knowledge and engage them in the learning process in a better way than non-authentic materials.

[Larimer and Schleicher \(1999\)](#) highlighted the advantages of using authentic materials and stated that students should be exposed to samples of what is presented daily on television. She emphasized that television advertisements are excellent sources because they're short. She also mentioned that newspapers and magazines are an ideal source for students to discuss current issues. [Ruddock \(2000\)](#) advocates that the teaching of authentic materials in Japanese schools should be employed only when students reach the intermediate stage because he argues that authentic materials would be too difficult for the

intermediate stage. On the other hand, [Garvey \(2007\)](#) argued that authentic materials in language teaching positively affect learners' motivation.

[Şaraplı \(2011\)](#) claimed that utilizing authentic materials in second language classrooms is very important because they positively motivate students to learn the language, because learners feel that they are practicing a real language that is used outside the classroom, and they are a great incentive for students to learn the language directly and quickly. [Sherman \(2003\)](#) assured that authentic materials help to improve the cultural awareness of learners and keep students in touch with world events. [Sanderson \(1999\)](#) said that using authentic materials helps learners to own the true value of education: learning about the latest developments and events in the world. It is part of the teachers' responsibility to teach about developments and events in the world. By doing so, teachers help students bridge the gap between the classroom and the actual situation.

[Kilickaya \(2004\)](#) analyzed the advantages and disadvantages of using authentic materials in English. The paper indicated that authentic materials are essential sources of cultural awareness, increase students' motivation, and meet students' needs. For the disadvantages, authentic materials usually contain complex language and difficult language structures. [Berardo \(2006\)](#) highlighted the importance of incorporating authentic materials in the classroom and emphasized the advantages of exposing students to such materials. The study demonstrated that providing students with access to a variety of authentic texts allows them to engage with real-world language rather than the artificial language often found in classroom settings. This exposure helps students understand how language is genuinely used in everyday contexts.

[Gilmore \(2007\)](#) reviewed the use of authentic materials and authenticity in foreign language learning. The paper discussed the gap between authentic and textbook discourse, authenticity and motivation, text difficulty and task design, and their effects on language acquisition. The study found that there is a gap between what is taught in textbooks and authentic materials. Moreover, the paper found that authentic materials increase learners' motivation. The article concluded that there is resistance to curriculum and materials design change. [Şaraplı \(2011\)](#), in a quasi-experimental study, investigated the impact of using authentic materials on EFL students' writing. The participants were tenth-grade students at MAN Model Palangka Raya. The study's results reflected the positive effect on students' writing performance.

[Omid and Azam \(2016\)](#) investigated the attitudes and beliefs of EFL Iranian high school teachers towards using authentic materials by a sample of 57 male and female teachers through a survey. The study revealed that attitudes of EFL teachers towards using authentic materials were positive. [Vandergrift \(2010\)](#) explored the use of authentic materials in English as a second/foreign language classroom, highlighting their importance for language learners. The study revealed that authentic and culturally relevant materials are crucial in teaching a second or foreign language. They enhance traditional lessons and can extensively engage learners.

[Peters \(2019\)](#) investigated the effect of TV authentic captions on vocabulary learning. The participants were 142 Dutch learners of English as a foreign language. The results of a pretest and a posttest revealed that the captions group made the most vocabulary learning gains. [Rao \(2019\)](#) discussed the importance of using authentic materials in English language classrooms. The researcher said that textbook materials fail to present real situations, leading to teachers' disappointment, which pushes teachers to prepare materials that meet the needs and interests of students. Moreover, using authentic materials in the classroom

has several advantages, which are meeting students' interests and needs, exposing students to real-life situations, enhancing critical thinking, improving creativity, considering individual differences, and motivating learners.

[Almajali \(2022\)](#) studied the effect of using authentic materials on Jordanian learners' motivation. Two groups were used one as a control group and the second as an experimental group. The results of the study revealed significant difference in favor of the experimental group which was taught by using authentic materials

[Huong \(2020\)](#) used semi-structured interviews and a questionnaire to survey students' and teachers' perceptions of using authentic materials in teaching English at Hanoi University. The results of the study revealed that students had positive perceptions of using authentic materials in teaching English. [Mandarsari \(2023\)](#) qualitatively investigated the types of online authentic materials that teachers use, their perceptions of their use, and the challenges the teachers face in their use. The results showed that teachers use authentic materials, including web short stories, podcasts, online news, YouTube videos, and Google images. The teachers said that online authentic materials are like face-to-face authentic materials, although they preferred face-to-face because of technical problems. [Seoane et al. \(2025\)](#) conducted a Meta-Analysis study to investigate the relationship between oral skills, listening and speaking, and written composition. They reviewed 104 studies. They found a significant correlation between oral language and written composition.

To conclude, the current study explores the impact of English language materials on Kuwaiti tenth-grade students' listening comprehension and vocabulary building. By examining how these materials influence students' ability to understand spoken language in various contexts and their capacity to acquire new vocabulary, this research seeks to contribute to a growing body of knowledge on the effectiveness of authentic materials in language education. Specifically, the study focuses on tenth-grade students' experiences with and responses to authentic listening tasks and the subsequent improvement in both listening comprehension skills and vocabulary learning.

The review of the previous studies shows that there is still a dilemma of two points of view regarding using authentic materials in second/foreign language teaching. The first point of view is of those who support using authentic materials because the use of this type of material is an effective way to motivate learners to learn; it exposes them outside the classroom to the real world; it also increases learners' motivation because they feel that they are learning an actual language. On the other hand, using authentic material may have disadvantages, such as cultural bias and complex and sometimes unimportant words, but such disadvantages can be overcome by considering the level of the learner's language skills. This study aims to solve this dilemma and participate in facilitating the teaching and learning process of English as a second/foreign language.

Through his observation as a Professor of TEFL, the researcher has noticed that Kuwaiti students are weak in English language skills, especially oral ones, which include listening. This weakness might be due to several reasons, of which the teaching methods and the teaching materials could be part of them. This study aims to investigate the effect of using authentic materials on Kuwaiti Tenth-grade students' listening skills and vocabulary learning. It attempts to answer the following two questions:

- 1) How does using authentic materials affect Tenth-grade students' listening comprehension?
- 2) What is the effect of using authentic materials on Tenth-grade students' vocabulary building?

This study is significant because it deals with an issue that has a contradictory point of view among educators. Some believe that exposing learners to authentic materials should not be at the school level because it may affect their beliefs and values since they belong to different cultures and may have different beliefs and values. Moreover, they claim that authentic materials include difficult words and difficult structures (Kilickaya, 2004). Some others believe that starting to teach a second or a foreign language early may affect the learner's ability in his/her mother tongue. On the other hand, researchers assure that the advantages of using authentic materials in teaching English are helpful and lead to a better understanding of the language (Rao, 2019). Solving this dilemma may persuade the design makers to take care when using authentic materials in language teaching.

Operational definitions

Authentic materials are materials written or spoken in English by native speakers but not for pedagogical purposes (McCarthy & Carter, 2001). In this study, they refer to materials chosen by the researcher from magazines, websites, and YouTube and taught to the experimental group of the study. Non-authentic materials here are the listening materials of the Kuwaiti tenth-grade textbook, recorded for pedagogical purposes. Listening comprehension encompasses the multiple processes involved in understanding and making sense of spoken language. These include recognizing speech sounds, understanding the meaning of individual words, and/or understanding the syntax of sentences in which they are presented (Morrow, 1981). In this study, listening comprehension refers to students' understanding of spoken texts and answering the comprehension questions of the post-test. Whereas vocabulary learning refers to students learning new words in the textbook and being able to use them in meaningful situations.

Limitations of the study

The results of this study are limited to Kuwaiti tenth-grade students of the academic year 2024/2025. The sample of the study consisted of two tenth-grade sections. A bigger sample may result in different results. The location of the study was Kuwait City in Kuwait. Different places may result in different findings. The duration of the study was two months. Longer duration may result in different findings.

METHODS

Design

This study implements a quasi-experimental design. First, a secondary male school was randomly chosen from the Kuwait City Directorate of Education; then two tenth-grade sections of male students were randomly chosen from the school. One male section of 30 students was randomly assigned to be the experimental group, and the other section of 30 students was assigned to be the control group. One teacher with more than ten years of experience taught the experimental and the control groups. The experimental group was taught listening to authentic materials.

The teacher first analyzed the textbook to identify the listening tasks, then selected authentic listening materials from various websites. In contrast, the control group was taught non-authentic materials in their English language textbook. The topics of the two

groups were the same. The authentic materials were chosen from magazines, YouTube, internet websites, and different social media sources. Before starting the experiment, a consent form was sent to each of the students' parents to obtain their permission to participate in the study. All the parents agreed to participate in the study. The consent form was written in Arabic because some parents do not understand English.

The teaching material was the independent variable, authentic or non-authentic, and the students' achievement in the listening and vocabulary tests was the dependent variable. The students of the two groups were the same age and were from the same area. They were 16 years old, and none of them had studied in an international school. The two groups were tested before treatment to check their equivalence. Then, the two tests of listening comprehension and vocabulary were repeated after teaching the two groups for eight weeks. Moreover, the tests were reapplied to the experimental group after four weeks at the end of the study, to investigate retention.

Instrument

A pre-posttest of listening and another test of vocabulary were designed after analyzing the listening and vocabulary activities in the students' textbook. Six professors of the English language at Kuwait University validated the two tests of listening comprehension and vocabulary building. All their comments were considered. Based on their suggestions, two multiple-choice questions were removed, and two were added. After validation, the teachers of the two groups approved the listening comprehension test.

The reliability of the test was established by piloting it on twenty students who were not part of the study's participants. The two tests were applied to the piloting sample. Then, after two weeks, it was repeated on the same piloting sample. That was before the treatment started. The results of the 20 students were compared, and the Pearson correlation coefficient was calculated; it was 0.942, which is an acceptable value.

The listening test and the vocabulary test consisted of two listening comprehension passages with ten multiple-choice questions and five WH questions, and the vocabulary test consisted of 15 questions, 10 multiple-choice questions, and five WH questions; each question was worth two points. The two groups, the control and experimental, sat for the two tests at the same time. The duration of each of the two tests was 45 minutes. The researcher and the qualified teacher of the two groups used the inter-rater procedure to rate students' answers. The two raters were 100% in agreement.

On the day of the exam, both the control and experimental groups sat for the listening comprehension and vocabulary tests on the same date. In the listening test, students of the two groups listened to the listening dialogue three times—the first time to have an idea about the listening dialogue. The second listening was to take notes; the third time was to be ready to answer the questions of the dialogue.

Equivalence of the two groups

Before starting the Treatment, an ANOVA was run to examine the equivalence of the two groups. An ANOVA was used because there was one independent variable. Table 1 presents the results.

Table 1

Equivalence of the Two Groups in Listening Comprehension Before Starting Treatment

Variable Listening	N	Mean	Std	DF	T-value	Pr
Pre-test Control group	30	15.41	2.59	59	.13	.889
Pre-test Exp group	30	15.83	1.2			

Table 2

Equivalence of the Two Groups in Vocabulary Building Before Starting Treatment

Variable Vocabulary	N	Mean	Std	DF	T-value	Pr
Pretest Control Group		14.283	1.96	59	.56	.578
Pretest Experimental Group		14.66	1.92			

The results of listening comprehension and vocabulary building show that the experimental and control groups were equivalent before starting Treatment, since no significant differences were found regarding listening comprehension and vocabulary building.

RESULTS AND DISCUSSION

Results

The findings of the questions are presented in the tables below.

Table 3

Frequencies, Means, and Standard Deviations of the Students' Answers on the Listening Comprehension Test

Source	Mean	Standard Deviation
Control Group	19.50	2.08
Listening Experimental Group	23.97	1.35

The results in Table 3 above show observed differences between the two groups (control and experimental) in favour of the experimental group in listening comprehension.

Table 4

Frequencies, Means, and Standard Deviations of the Students' Answers on the Vocabulary Test

Source	Mean	Standard Deviation
Control Group	19.46	2.05
Vocabulary Experimental Group	23.77	1.36

The results in Table 4 show observed differences between the two groups (control and experimental) regarding the benefits of the experimental group in vocabulary building.

Table 3 and Table 4 revealed observed differences in the students' achievement of the control and the experimental groups in listening comprehension and vocabulary building. To examine if the observed differences were significant, an ANOVA test was run.

Table 5

Results of the ANOVA Test of the Effect of Teaching Method on Students' Achievement in Listening Comprehension

Source	DF	Type III SS	Mean Square	F Value	Pr > F
Teaching Method	1	273.2773764	273.2773764	92.51	<.0001
error	57	168.3836406	2.9540990		
Corrected total	58	441.661017			

- Significant at 0.05
- ** Significant at 0.01

Table 5 above shows a significant difference in the students' achievement in listening comprehension due to the teaching method (conventional teaching versus authentic materials). The experimental group performed significantly better than the control group, meaning that using authentic materials resulted in significantly better results than non-authentic materials.

Table 6

ANOVA Results of the Students' Answers to the Vocabulary Building

Source	DF	Type III SS	Mean Square	F Value	Pr > F
Teaching Method	1	262.2773764	262.2773764	89.51	<.0001**
error	57	173.3836406	3.041824561		
Corrected total	58	435.66097			

- Significant at 0.05
- ** Significant at 0.01

Table 6 above shows a significant difference in the students' vocabulary-building achievement due to the teaching method (conventional teaching versus authentic materials). The experimental group performed significantly better than the control group, meaning that using authentic materials resulted in significantly better results than non-authentic materials.

Results of Retention test of Listening Comprehension

To ascertain the effectiveness of authentic materials on students' ability to remember what was learned, the listening comprehension and vocabulary development tests were reapplied one month after the end of the experiments on the experimental group. The following tables present the results.

Table 7

Mean and Standard Deviation of the Retention Test of Listening Comprehension

Variable	N	Mean	SD
Listening Post-test	30	23.97	1.36
Retention Retention Test	29	23.52	1.18

Table 7 shows that the mean score of the listening post-test and the mean score of retention are very close (23.86 and 23.52, respectively).

Table 8

Results of the T-test of Paired Samples of the Retention Test of Listening Comprehension

N	Mean	SD	t-value	Pr
29	-0.345	0.159	-1.17	0.39

Table 8 shows that there were no statistically significant differences between the mean score of the listening comprehension post-test and the mean score of the retention test, which means that using authentic materials to teach listening comprehension effectively maintained retention for a long time.

Results of Vocabulary Building Retention Test

Table 9

Mean and Standard Deviation of the Retention Test of Vocabulary Building

Variable	N	Mean	SD
Vocabulary	29	23.77	1.42
Retention	29	23.49	1.30

Table 9 shows that the mean score of the vocabulary-building post-test and the mean score of retention are very close (23.77 and 23.49, respectively).

Table 10

Results of the T-test of Paired Samples of the Retention Test of Vocabulary Building

N	Mean	SD	T-value	Pr
29	-0.379	0.160	-1.37	0.250

Table 10 shows no statistically significant differences between the mean score of the vocabulary building post-test and the mean score of the retention test, which means that using authentic materials to teach vocabulary effectively maintained retention for a long time.

Discussion

The results of this study revealed that teaching authentic materials played a significant role in the learning process. Authentic materials are proven to be more effective in enhancing the learners' understanding of listening comprehension and vocabulary building. The results showed that the tenth-grade students who were taught via authentic materials performed better in listening comprehension and vocabulary building compared with the learners who were taught via non-authentic materials. These results support [Rao's \(2019\)](#) findings, which revealed that non-authentic materials usually fail to present real situations and lead to teachers' disappointment, which pushes teachers to prepare materials that meet students' needs and interests.

The findings of the study revealed that the experimental group students achieved better than the control group in listening comprehension and vocabulary performance. Good students' listening comprehension and vocabulary achievement might be due to using authentic materials. In other words, students in the experimental group might have more concentration on topics, themes, and language from authentic English culture, which might help them in their real life much more than the non-authentic listening materials.

The results of the study can be interpreted and justified based on several justifications emphasized in the previous literature, including that authentic materials are good sources for motivating students to be involved in the learning process. As [Rao \(2019\)](#) stated, using authentic materials in the classroom has several advantages: meeting students' interests and needs, exposing students to real-life situations, enhancing critical thinking, improving creativity, considering individual differences, and motivating learners. Moreover, authentic materials, as stated by [Creswell \(2014\)](#), present students with real-world vocabulary, idiomatic expressions, and cultural references, allowing them to build vocabulary and improve listening comprehension in ways that textbooks and controlled exercises cannot.

Using authentic materials, which seem to be more real cultural materials, improved and supported the teaching and learning process. Through his observation of several classes of the experimental group, the researcher noticed that students were actively involved in the different tasks and activities. They were motivated and used to express positive attitudes towards using authentic materials. The results of the current study are consistent with those of [Miller \(2003\)](#), [Thanajaro \(2000\)](#), and [Vandergrift \(2010\)](#), who reported that the use of authentic materials might lead to aural language development.

The results of the current study are also in line with [Berardo \(2006\)](#), who noted that authentic materials were quite helpful in improving learning skills and motivating students for future learning. Furthermore, the current study's findings also showed that authentic materials were effective in learning retention of listening comprehension and vocabulary building.

The result of this study supports previous studies' claim that authentic materials help prepare EFL students for the 'real' world of communication, guide students toward the language they need for their particular context, and motivate learners to communicate because they help make communication 'real.' For EFL students to build a good memory of vocabulary and communicate well, they should practice the language as native speakers use it. They should also be exposed to the culture of the language, which is only possible through authentic materials. Using authentic material allows learners to listen to and use the second/foreign language in real situations where they learn the language and its culture.

Authentic material could be more difficult than non-authentic material; this might be true at the beginning, but after a period of exposure, it becomes more interesting and easier to learn. It is also more effective in knowledge retention ([Baniabdelrahman, 2006](#)). The massive technological development that is taking place today has allowed everyone to communicate with native English speakers easily. Students in schools may benefit the most from this communication, as they are the most frequent technology users, because children naturally love to use technology. Teaching English through non-authentic texts and learning materials prevents students from knowing the language's cultural and linguistic terms. Accordingly, teaching with non-authentic texts creates a kind of contradiction between the terminology of the language they study and that used by native speakers of that language.

Of course, some educators oppose including authentic materials at the school level. They justify their concern that authentic materials might include cultural values and beliefs that are different from Arab world culture. Their point of view can be addressed by educating the learners about what is acceptable and what is not acceptable in Islamic culture. Moreover, educating students about different cultures may help in communicating the different values among them, and may help them to understand and respect their different behaviors, beliefs, and values. Furthermore, this may help in bridging the gap between the different cultures.

Nowadays, in a global world, there is a call for a global curriculum. How can a global curriculum be achieved without a full understanding and respect for the different cultures? Authentic materials may help in achieving such a purpose. Based on the findings of the study, it is recommended that there is a need to increase the number of authentic materials texts of different forms and topics in the English language textbooks.

ACKNOWLEDGEMENT

I would like to thank the teacher and the students who participated in the study. I would also like to thank the experts who validated the instruments of the study.

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Conflict of Interest Statement: The author declares that this study was conducted independently, with no commercial or financial interests that could be viewed as a conflict of interest.

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Ethics Statement

All subjects provided their informed consent for inclusion before participating in the study.

Appendix

Samples of authentic listening comprehension

Link to Listening practice test

https://youtu.be/olCMSHrZCuk?list=PLTWiEd1ZgTSpL7WED4LBrzFxiQLM_B5Bq

Link to a listening passage about animals

<https://www.youtube.com/watch?v=heks18GXbQc>

Link to how to rent a car

<https://www.youtube.com/watch?v=mKci2gErqJo>

Link to history of Islam

https://www.youtube.com/watch?v=qL_98BmaCT8