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The Role of Authentic Materials in Building Foreign Language Competencies

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ABSTRACT

This study aims to determine the most effective method of using authentic materials to improve the foreign language competence of non-native speakers. The research employed pre-testing and post-testing methods and a comparative analysis of the results of control exams to determine the differential impact on the experimental environment. The study found that educational programs that balance authentic and non-authentic materials in the appropriate proportions (50%/50% or 25%/75%) should be used in learning a foreign language. At the same time, the increased use of authentic materials (more than 75%) leads to a decrease in the readiness of non-native speakers for the practical use of the language in the native linguistic and cultural environment.

Keywords: Authentic materials; Foreign language competence; Teaching methods; Cultural context; Educational programmes; Language perception

1. Introduction

The relevance of this study is due to the growth of globalization and intercultural communication, which presents students with the task of learning foreign languages at a more practical level than before. Authentic materials, which are real texts, audio and video recordings, highlight various aspects

of culture, speech turns and situations from the lives of modern language speakers.

There are currently about 7,168 languages in the world, but only 23 languages are used by the majority of the world's population (Ethnologue, 2023a), while only 4% of communication acts take place between native speakers, 96% of other communication sessions are conducted with the

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involvement of at least one non-native speaker (Yadav, 2023).

We can observe the global influence of some languages using the example of the rapid spread of the English language. In 2023, the English language took a leading position in the global social and information space, because about 1.5 billion people communicate in English as their mother tongue or as a second language, which is 36.4% more than the Chinese (Mandarin) language (1.1 billion users) and 2.5 times more than Hindi (602.2 million users) (Statista, 2023). English is the third most spoken language by native speakers (373.0 million native speakers, after Chinese (Mandarin) – 930 million native speakers (speakers of the language for whom it is the first and native language) and Spanish – 475 million native speakers) (Ethnologue, 2023b). The English language has become the most widespread in the atypical linguistic environment in such countries as India (265 million users), Pakistan (104 million users), Nigeria (60 million users) (Ethnologue, 2023a; Ethnologue, 2023b).

This rapid spread of some languages among non-native speakers is facilitated by modern realities, political, social and technological development, as well as dynamic globalization. Using the example of the English language, we can note that in 2022, the English-speaking sector of the Internet made up 57.7%, almost 11 times exceeding the closest competitor (5.3% - the Russian-speaking sector), while this indicator maintains a stable median value at the level of 55% in the dynamics of the last decade (W3Techs, 2023). Most scientists, engineers and researchers use the English language: more than 50% of research papers, academic studies and technical works are published in English (Shi-Xu and Pardo, 2018), and more than 80% of academic journals are published in English only (Adroit Market Research, 2023). English is the official state language in 55 countries of the world (which is 28.5% of the total number of countries). However, taking into account the prevalence of the English language in different areas of everyday life — from business to social spheres — in some states, this number increases to

75 countries, which is 39% of the total number of states in the world (Gratton, 2023).

We can observe forecasts for the further global influence of certain languages on the world community, in particular, we will continue the analysis of the English language. By 2050, English will remain the third most used native language (after Chinese (Mandarin) and Spanish), but it will show the largest increase of 44.7% because of the increasing population who naturally uses it to 534.3 million users (Mykhalevych, 2021). However, the share of the English-speaking sector of the world economic sphere will continue to occupy a leading position by 2050 and will increase to 34% of the world volume. This is a 3 times greater cumulative influence on the world economy than that of the nearest competitor — the Mandarin (Chinese) language (11%), which will allow the English language to occupy a leading position and increase the number of users to 1.65 - 2.0 million people (ISA, 2023).

Despite the significant prevalence of certain languages, there are current problems in the development of foreign language competencies among non-native speakers. This is manifested against the background of two trends: an increased volume of authentic content for native speakers and the introduction of educational programmes in different countries of the world for learning foreign languages based on the use of adapted to local conditions of non-authentic educational material (Yadav and Jha, 2019). The constant evolution of each of the used languages significantly influence this issue (Raviv and Kirby, 2023; Levinson, 2023; Köse, 2023). Neglecting the problem of involving authentic materials in the system of developing foreign language competencies results in the lack of perception of modern materials and a low ability to communicate with native speakers (Sayitova, 2023), isolation in the perception of original and authentic content of various fields (Orozco Puerta, 2022) and, in general, the risk of false and distorted perception of basic concepts (Sabir and Hammad, 2022).

Despite the significant spread of certain

languages, there is currently no unitary methodology for the effective development of foreign language competencies among non-native speakers. The English language can be an example here. English is compulsory for learning under the approved school programmes in 138 countries, while the teaching of the studied language begins for children from aged 6 to 12 years on average. The adult population also shows a growing interest in learning this communicative tool, which provides wider opportunities. This is confirmed by a significant number of requests for learning English in Internet search engines, while the greatest interest is shown by users from the United Arab Emirates, Malaysia, Sweden, etc. (Graton, 2023). Numerous studies prove that the use of authentic materials plays a leading role in the effective learning of a second language (Nghì, 2023; Geisa, 2022). However, there is currently no reliable information on the methodological framework of the use of original educational materials and their impact on the quality of development of foreign language competence among non-native speakers. The aim of the study is to establish the optimal methodological framework for the use of authentic materials to increase the effectiveness of developing a foreign language competence among non-native speakers. The aim of the study involved the fulfilment of the following research objectives:

(1) To study the environment of students of a specialized specialty.

(2) To develop a system of criteria for assessing the quality of the formation of foreign language competence in the participants of the experimental environment.

(3) To investigate the effects on the researched environment based on using authentic educational material in adapted educational programs.

(4) Evaluate the impact of using authentic educational material in developing foreign language competence among students in the experimental environment through the empirical method of direct testing in two iterations.

2. Literature review

The analysis of relevant publications made it possible to form a set of data regarding the study of the problems of using authentic educational materials in the development of a foreign language competence during education among students who are not native speakers of the studied language.

Lia (2023) studies the possibility of using authentic materials to build vocabulary among foreign language learners. An interesting hypothesis is the use of non-linguistic keys, such as layouts, images, signs, etc., in original foreign language materials. The author notes the increase in the effectiveness of vocabulary building among the representatives of the research environment when learning another language with the use of relevant authentic materials. The study expands the understanding of the process of learning foreign languages through the use of non-linguistic keys in authentic materials. This opens up new perspectives for increasing the effectiveness of education and the formation of foreign language competences.

Jihad, Nasriandi and Jusriati (2023) deal with the possibilities of increasing the efficiency of perception and understanding of texts of foreign origin among representatives of the research environment when learning a foreign language. The authors proposed and tested a Peer Review Strategy using authentic materials. The researchers used reading tests as a control tool. Jihad, Nasriandi and Jusriati (2023) note that the use of Peer Review Strategy has a positive effect on the understanding of foreign language texts. Special attention is paid to the strategy of expert evaluation using authentic materials, which the authors proposed and tested. This strategy helps to increase the understanding of foreign language texts by applying the Peer Review Strategy approach. The authors used reading tests as a control tool to evaluate the effectiveness of this strategy.

Barzani, S.H.H., Barzani, I.H.A., and Meena (2022) conducted a qualitative assessment of the perception of the system for developing foreign language competence using authentic educational

materials. The authors confirmed the widespread support for using authentic materials in teaching foreign languages and emphasized the numerous advantages of this approach for learners developing foreign language competencies, including enhancing motivation and interest in language learning and improving communication skills.

Elmoisheer and Elsayw (2022) measured the effect of using authentic online materials on the lexical-grammatical skills of students creating resumes and reflective essays. The researchers note that the participants of the special online course significantly improved their writing skills in a foreign language competence. The authors emphasize that authentic online materials, such as resume texts and reflective essays, significantly improved students' lexical and grammatical skills. This study confirms the importance of using real materials for learning, as they stimulate interest in language learning and provide an opportunity to experience the practicality and applicability of speaking skills in real situations. Such results testify to the potential of authentic materials in improving the quality of foreign language learning and forming students' competence.

Juita (2023) explored the impact of using authentic medicine-related materials on developing foreign language competence among medical students. The author notes that students have a positive attitude to this teaching methodology, and also recorded a significant increase in vocabulary, including an increase in the terminology base. The study's results indicate a positive attitude of students to this teaching method and a significant increase in their vocabulary, including the expansion of the terminological base. These results indicate the importance of using authentic materials, specifically oriented to the professional field, in the education of medical students, and they can serve as an important source for their professional growth.

Barjesteh and Ghasemini (2023) studied the method of learning English with a prior use of authentic materials applied in the form of podcasts, videos, and discussions. They found that the

podcast-based tasks significantly improved the students' listening comprehension skills. The study demonstrates the importance of using various authentic materials, such as podcasts, videos, and discussions, in the foreign language learning process. Their results confirm that podcast-based targeted tasks can improve students' listening skills. This shows the importance of using real language materials to create a stimulating and effective learning environment that contributes to the active development of foreign language competences.

Phung, Tran and Hoang (2023) describe a "club approach" in teaching English to students in EFL environments dominated by grammar-oriented methods. This approach is aimed at facilitating learning beyond the higher school programme and includes methods that stimulate communication, completion of tasks using authentic materials, active participation of students, and development of leadership skills. The authors share the context, rationale and implementation of this student approach with other educators, promoting the possibility of using the proposed innovative method in their own educational environments to solve the problem of developing foreign language competence using original (authentic) content.

Albiladi (2019) examined the use of authentic materials in teaching English. The author found that using authentic materials can be a demanding task, but it provides numerous benefits, such as enhanced student motivation and increased cultural awareness. Authentic materials help to create a sense of authenticity and reality in the process of developing foreign language competence, contributing to the improvement of relevant skills. In the context of our topic, this study reveals the importance of using such materials for effective English language learning. Her findings confirm that using authentic materials becomes an important component in the learning process, as it helps create a realistic language learning environment. Such materials stimulate students' interest and increase their motivation to study. In addition, they allow you to expand the cultural knowledge of foreigners by recreating real

situations and contexts of language use, which contributes to deepening their understanding and the use of language in various spheres of life.

Castillo Losada, Insuasty and Jaime Osorio (2017) explored the methods of using authentic materials in teaching English at the A2 level in a Colombian university. The authors note that the use of authentic materials and tasks contributed to the improvement of students' communicative competence and influenced the teacher's pedagogical practices in the experimental group. The study's results indicate that the introduction of authentic materials and tasks contributed to the significant improvement of students' communication skills. In addition, the influence of this approach on the pedagogical practice of teachers of the experimental group was revealed, which indicates the potential of authentic materials in the formation of students' foreign language competences.

Ginaya, et al. (2019) provided methods of using authentic materials to improve students' communicative competence. The described

methodological basis employs an inductive teaching method, which allows students to learn the language through the study of authentic materials and to discover language rules independently. The authors note a significant improvement in students' communicative competence and enhanced learning motivation.

Despite the identified peculiarities and advantages of using relevant authentic materials in the process of learning a foreign language, there are almost no studies that provide a methodological framework of that educational process. In particular, there is no information on the necessary amount of original material that will have a positive feedback on the quality of the developed foreign language competence.

3. Methods

3.1 Research Design

The research was carried out during 6 months of 2022 according to the following procedure (**Figure 1**)

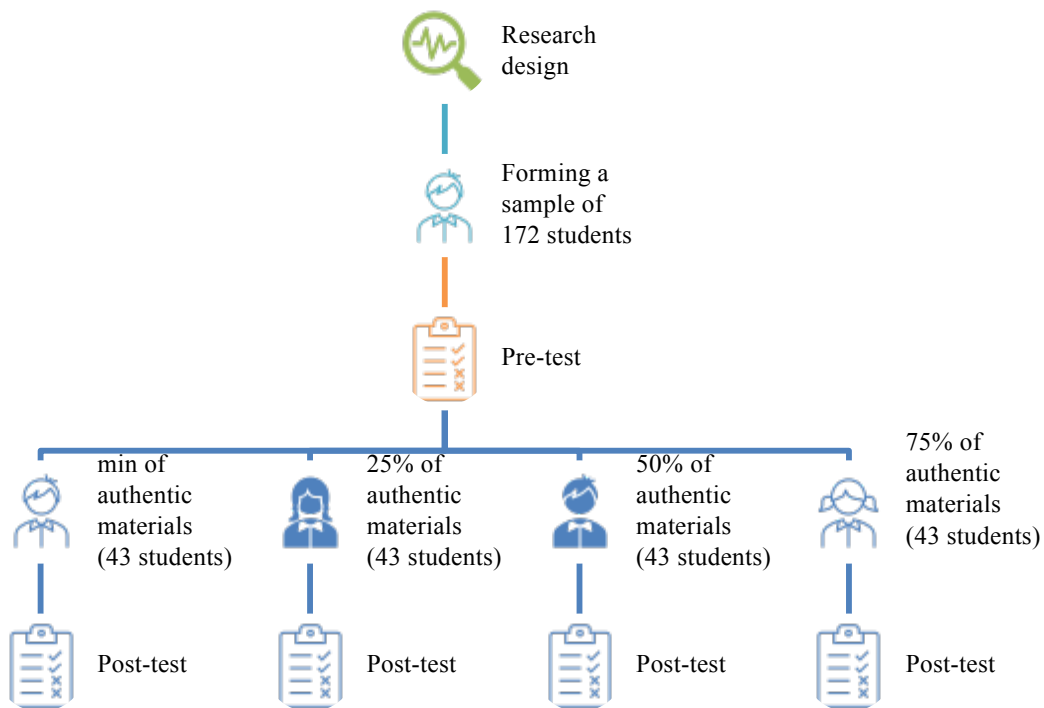


Figure 1. Research design.

Source: created by the author.

3.2 Sampling

The sample is formed from students of the 3rd year majoring in Philology at the Faculty of Trade and Marketing of Kyiv National University of Trade and Economics. The experiment involved 172 students out of a total of 298 students. All students studying English were included in the sample. Students studying German, French, and Spanish languages were not included in the research sample.

In order to identify the influence of the use of authentic materials on the quality of developing a foreign language competence, the experimental environment is divided into 4 groups of 43 students, differentiated by the amount of the use of original foreign language content in the relevant educational programmes according to the gradation scale: minimal content (typical teaching methods approved by the higher educational institution (HEI)), 25%, 50% and 75% involvement of a foreign cultural and informational product.

Various authentic materials were used in the research, including:

(1) Videos on YouTube. Videos or webinars on YouTube can be used to learn a foreign language. For example, students can be provided with links to videos of interviews with native speakers or video lessons on specific grammar or lexical topics.

(2) Articles in newspapers or magazines. Authentic newspaper or magazine articles can be used to develop reading and comprehension skills. For example, articles on topics from world news, culture, sports or scientific research can become a source for learning a foreign language.

(3) News sites or resources for independent language learning. Various websites such as BBC Learning English, Voice of America Learning English or Duolingo can provide students access to authentic language learning materials. These resources may include audio and video recordings, news texts, exercises and other materials to develop speaking, reading, writing and listening skills.

3.3 Methods

The study employed the method of pre-and post - test. The pre-testing was carried out in order to identify background indicators of the level of foreign language competence among representatives of the experimental environment. A theoretical and practical system for assessing the quality of the development of foreign language competence was developed to analyse the test results. According to the analysis of relevant publications and the results of specialized studies, authentic English - language material was used in the form of text (different genres and styles), audio and video content, social media content, and other relevant online information that has signs of authenticity during the experiment. The experimental influence on the experimental environment was carried out in the form of appropriate educational programmes differentiated by the amount of the use of authentic content: minimal use (according to the typical system of education in the HEI), and 25%, 50% and 75% of original English - language content.

The post - test was conducted according to a similar theoretical and practical system for assessing the quality of developing a foreign language competence.

A comparative analysis was performed for the results of the pre-and post - tests. It gave grounds for drawing relevant analytical conclusions regarding the feasibility of using authentic materials when learning a foreign language.

3.4 Instruments

The main criteria for the quality of developing a foreign language competence among students of the experimental environment in general are indicators of success in passing the theoretical (*T*) and practical (*P*) part of the exams. However, the conditional indicator of readiness for practical use of foreign language competence among native speakers is decisive, which is determined by the formula (1):

$$R = \frac{T \times P}{(T + P)} \quad (1)$$

The theoretical component of the exam (*T*) consists of testing the skills of phonetic, grammatical, syntactic, lexical, and morphological analysis of the basic principles of the English language, and is evaluated on a 100 - point scale.

The practical component of the exam (*P*) consists of testing the skills of conscious reading, verbal and written communication, listening, and vocabulary, and is also evaluated on a 100 - point scale.

The conditional indicator of readiness for the practical use of a foreign language competence in the native speakers' environment indicates a balanced level of awareness of socio - cultural features and communicative vectors for the learner in developing foreign language competencies. It shows not only the ability to communicate freely with native speakers (starting from the everyday level), but also to understand the depth and peculiarities of the context of foreign culture.

3.5 Ethical Criteria

The purity of the experiment is determined by a sufficiently wide sample of students of the specialized professional field who participated in the research on a voluntary and conference - based free

basis. All study participants were clearly informed about its purpose, procedures and requirements, and gave their consent to participate in it. The privacy of participants' personal data was ensured. The information was anonymized and used only for scientific purposes. All measures were taken to prevent possible harm to participants and their well - being. The research was conducted in compliance with the objectivity criteria and without any influence or adjustment of the results. The study meets all standards and requirements of academic integrity and ethical norms. The applied ethical principles ensured a high degree of reliability, trust, and academic integrity in the research.

4. Results

The research was conducted in accordance with the proposed methodology. The students in the experimental environment passed the initial exam, which consisted of theoretical and practical components in the form of tests. The results (**Figure 2**) show significantly randomized indicators *T*, *P*, *R*, which are characterized by low approximation probability for polynomial functions and confirm the impartiality of the chosen methodology.

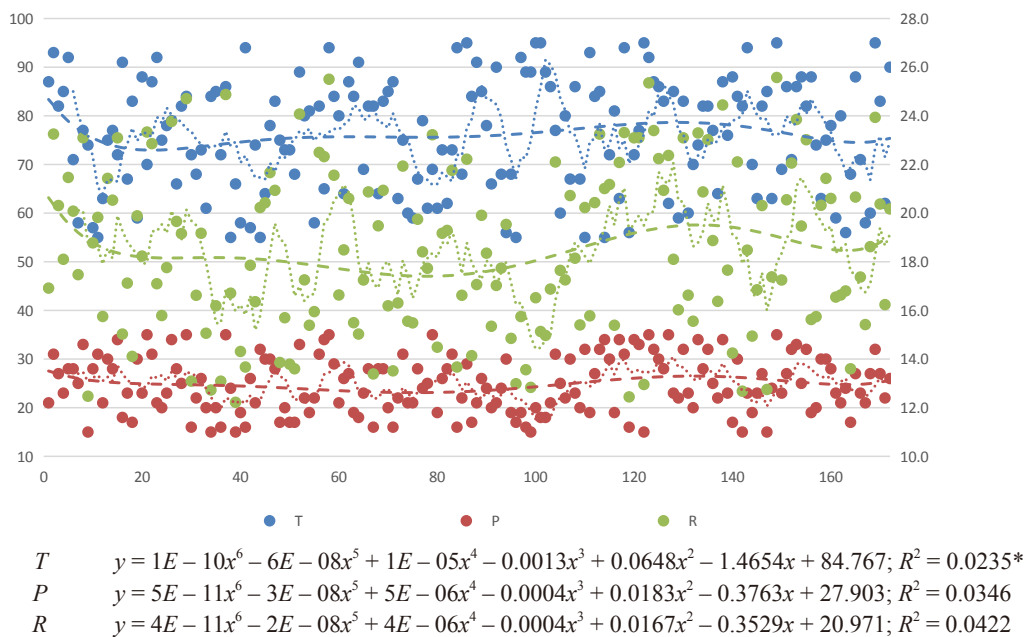


Figure 2. A set of pre-test results: (theoretical (*T*)), practical (*P*) indicators and a conditional indicator of readiness for the practical use of foreign language competence in the native speakers' environment (*R*)).

Note: * here and further, the equations serve to construct graphs.

The average indicators of the first iteration of testing were: $T = 76.1$; $P = 24.8$; $R = 18.4$.

The obtained values (**Figure 2**) indicate the low students' readiness for the practical use of foreign language competence in the native speakers' environment, which convincingly confirms the current problems of the professional training of philology students, who require organizations to spend time and resources on additional training in order to adapt to business processes after completing their studies. During the experimental period, the students of the focus groups (divided according to the principles described in the proposed methodology)

were subjected to a differentiated experimental influence by involving authentic English - language materials in adapted educational programmes. Relevant materials were provided in the form of native - oriented texts (from magazines, newspapers, social networks, etc.), podcasts, broadcasts (news, reviews, social media, etc.) and other means of cultural and informational communication of the natural English - speaking environment.

At the end of the experimental period, the theoretical and practical testing of the second series of exams was performed.

The retest results for the identified groups are shown in the **Figures 3-6** below.

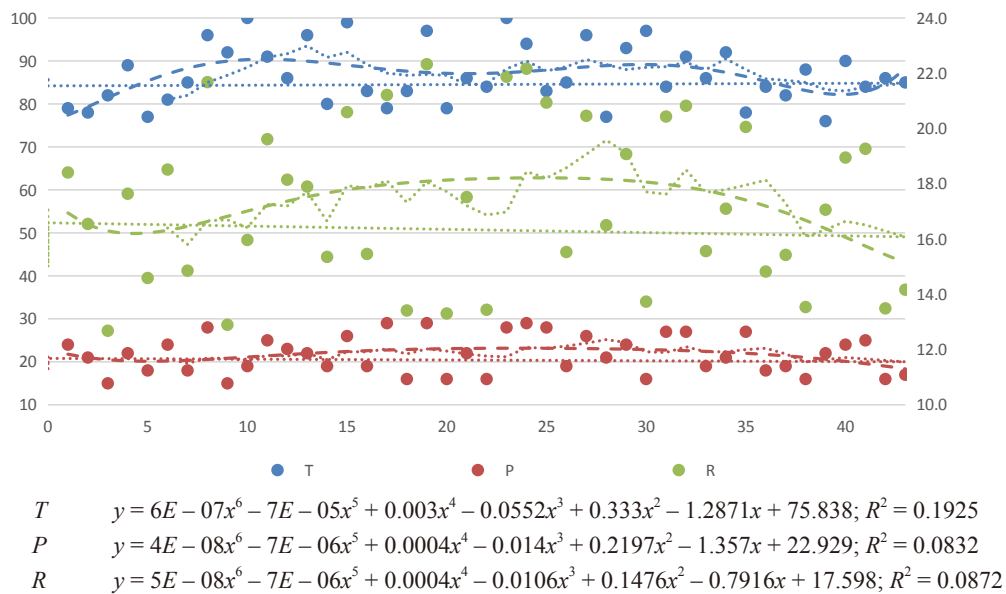


Figure 3. Post - test results for the group with minimal use of authentic materials when developing a foreign language competence.

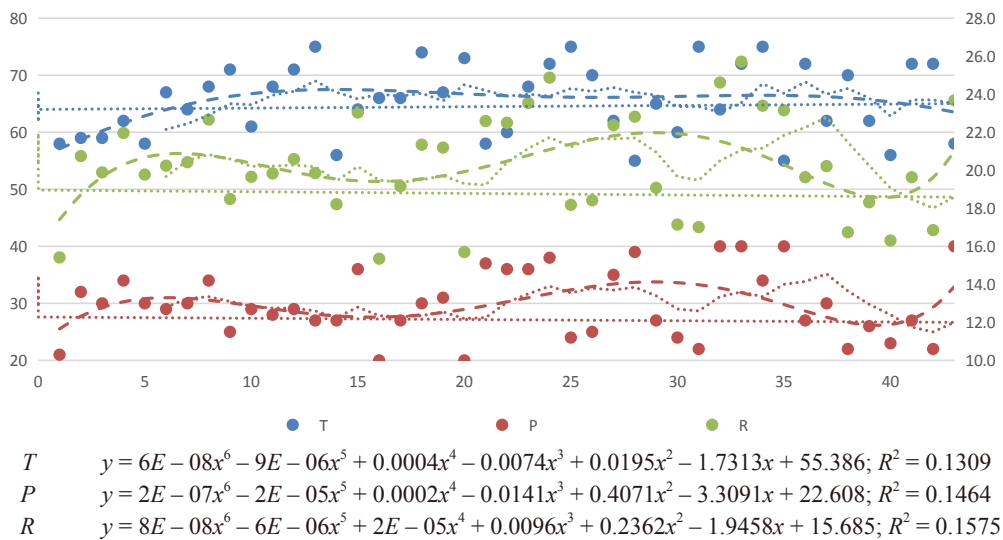


Figure 4. The results of the post - test for the group with the use of authentic materials during the development of foreign language competence in the amount of 25% of the educational programme.

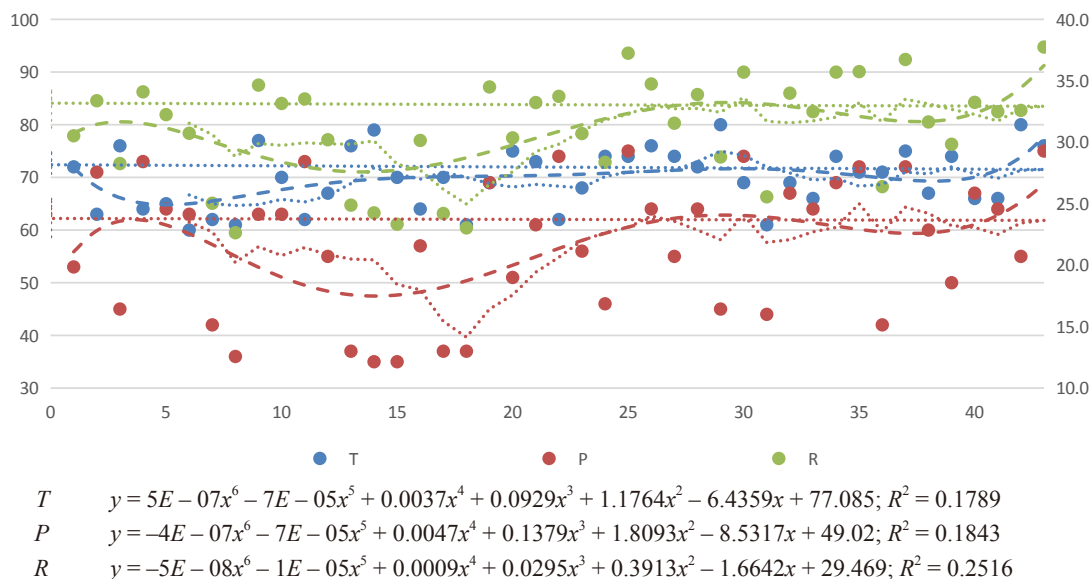


Figure 5. Post - test results for the group with the use of authentic materials during the development of foreign language competence in the amount of 50% of the educational programme.

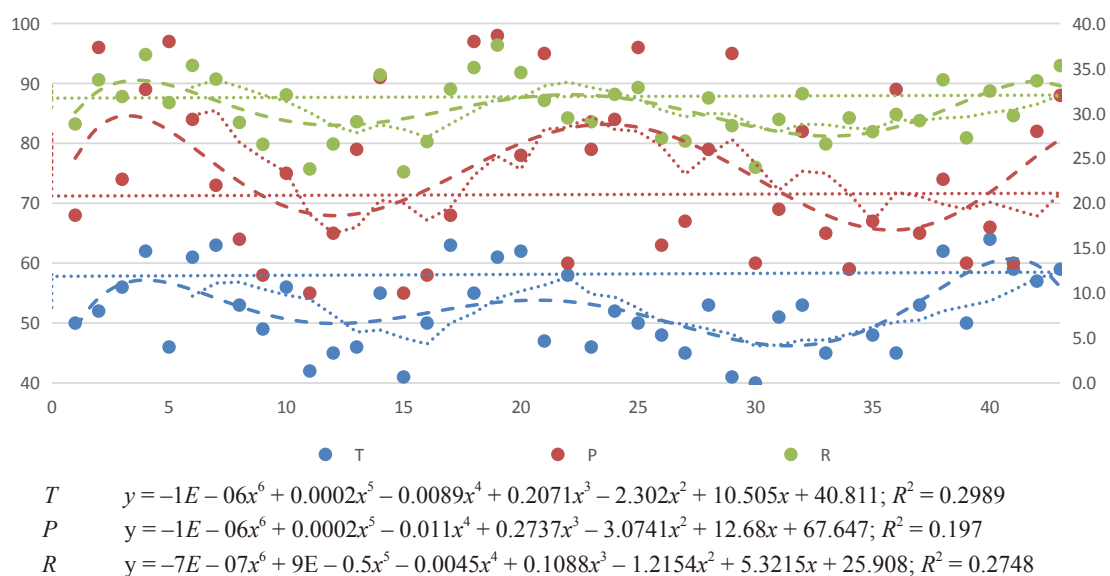


Figure 6. Post - test results for the group with the use of authentic materials during the development of foreign language competence in the amount of 75% of the educational programme.

The results of the post - test revealed the following aspects in groups differentiated by the volume of the use of authentic English-language content:

- The randomization of the test results continues, which is demonstrated by a low probability of approximation of the polynomial function R^2 , although it is slightly higher than for the pre-test results;
- Median results of the group with minimal use of authentic English - language content

(**Figure 3**) under a typical educational programme approved at the HEI: $T = 86.8$ (the indicator increased by 14.1% compared to the pre-test results); $P = 21.7$ (the indicator decreased by 12.5% compared to the pre-test results); $R = 17.3$ (the indicator decreased by 5.9% compared to the pre-test results). The results demonstrate the expected increase in the success of passing the theoretical component of the re-examination, however,

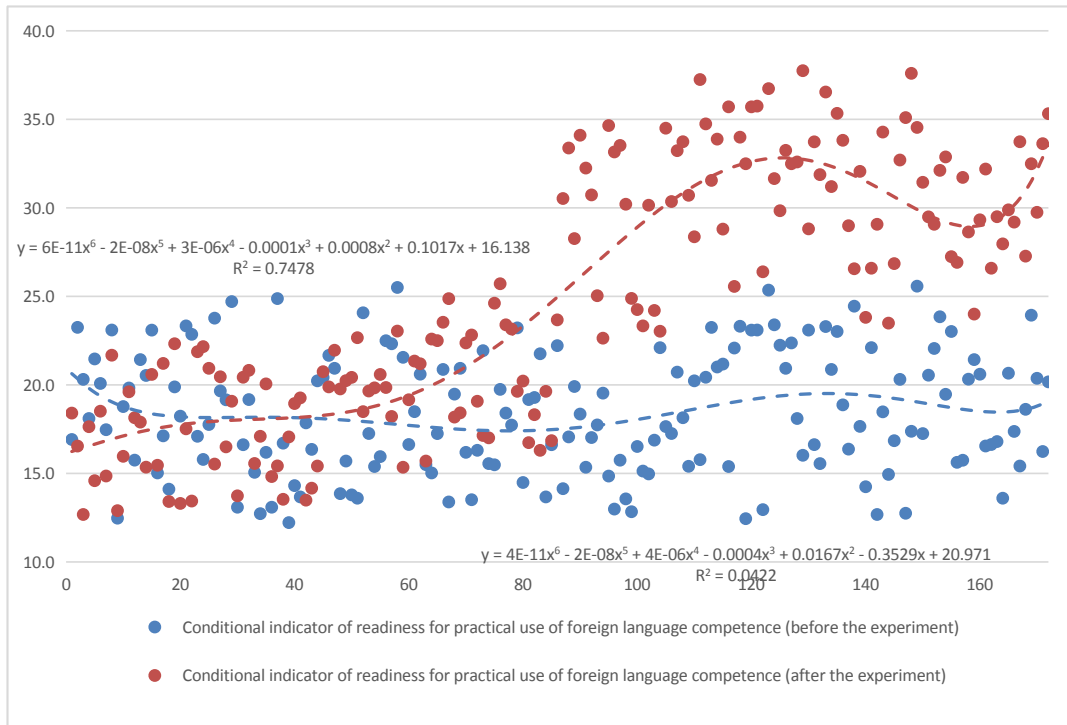
this tactic leads to a decreasing readiness of philology students for the practical use of foreign language competence;

- Median results of the group with the use of authentic English - language content in the amount of 25% from the adapted educational programme (**Figure 4**): $T = 65.5$ (the indicator decreased by 13.9% compared to the pre-test results); $P = 29.8$ (the indicator increased by 20.2% compared to the pre-test results); $R = 20.2$ (the indicator increased by 9.8% compared to the pre-test results). There is an expected decrease in the success rate of passing the theoretical part and an increase in the success rate of passing the practical part of the post-test. The redistribution of the balance of the use of authentic and typical educational material led to an increase in the indicator of conditional readiness for the practical use of foreign language competence in the native speakers' environment;
- Median results of the group with the use of authentic English - language content in the amount of 50% from the adapted educational programme (**Figure 5**): $T = 69.8$ (the indicator decreased by 8.3% compared to the pre-test results); $P = 57.5$ (the indicator increased by 131.9% compared to the pre-test results); $R = 31.1$ (the indicator increased by 69.1% compared to the pre-test results). The increased involvement of original (authentic) foreign language learning material led to an increased level of practical English language skills, which entailed increased readiness for the practical use of foreign language competence in the native speakers' environment. The dynamics of the indicator of the results of the theoretical component of the post-test is interesting, which shows a tendency to decrease, compared to the results of the first series of re-examination (for the first group);
- Median results of the group with the use of authentic English - language material in the

amount of 75% from the adapted educational programme (**Figure 6**): $T = 52.4$ (the indicator decreased by 31.1% compared to the pre-test results); $P = 75.0$ (the indicator increased by 202.4% compared to the pre-test results); $T = 30.5$ (the indicator increased by 65.8% compared to the pre-test results). There is a further increase in the success of the practical part of the post - test, but a decrease in the conditional indicator of readiness for the practical use of foreign language competence in the native speakers' environment is recorded, which may indicate the negative impact of the reduction of inauthentic educational materials adapted to the local features of the educational process for non-native speakers.

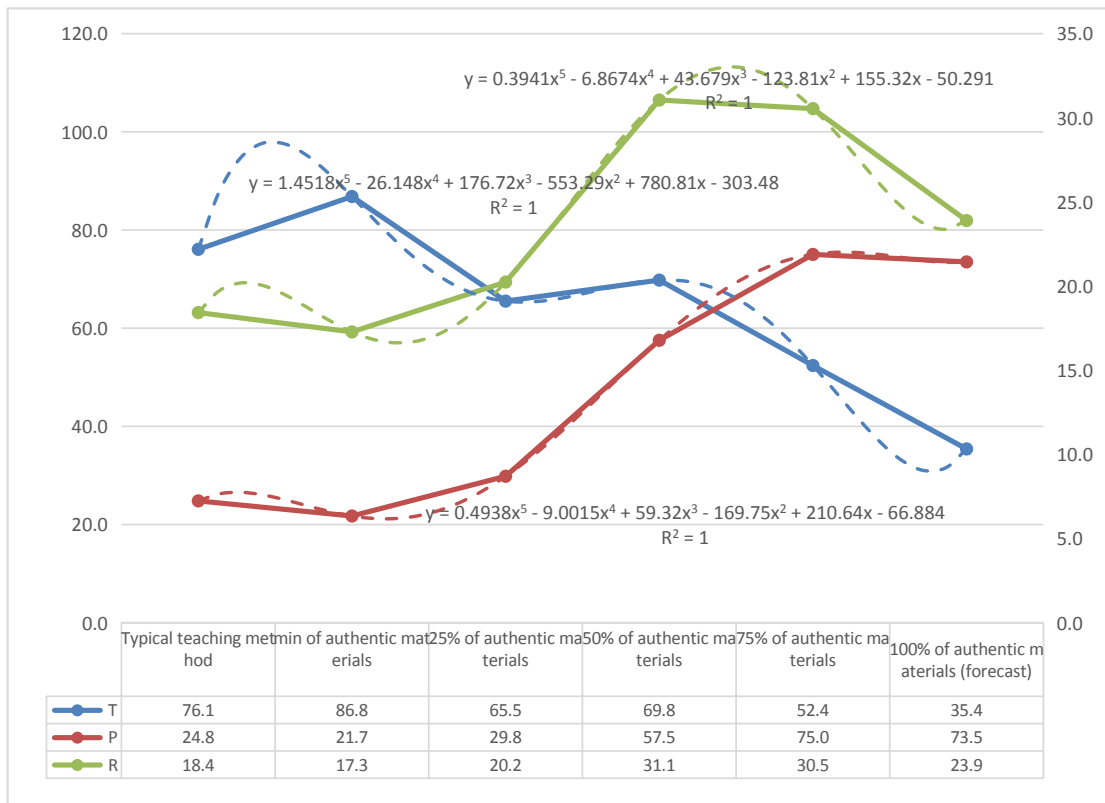
When analysing the general background of the sample of students according to the conventional indicator of the practical use of foreign language competence in the native speakers' environment, a rapid increase of this parameter was established for representatives of groups with the use of authentic English-language materials in the amount of 50% and 75% (**Figure 7**).

The results (**Figure 7**) indicate an increase in the reliability of the approximation for the polynomial function describing the statistical convergence of the set of values of the conditional indicator of readiness for the practical use of foreign language competence in the native speakers' environment. At the same time, the obtained functional dependencies give grounds for making an assumption that the increased use of authentic English - language content in the professional training of philology students does not lead to the expected increase in the conditional indicator of readiness for the practical use of foreign language competence in the native speakers' environment. On the contrary, this leads to its reduction. Taking into account the identified feature, we determined the likely consequences of a 100% increase in the use of authentic English - language content in the structure of professional training of philology students using statistical forecasting tools (**Figure 8**).



R_{before} $y = 4E - 11x^6 + 2E - 08x^5 + 4E - 06x^4 - 0.0004x^3 + 0.0167x^2 - 0.3529x + 20.971; R^2 = 0.0422$
 R_{after} $y = 6E - 11x^6 + 2E - 08x^5 + 3E - 06x^4 - 0.0001x^3 + 0.0008x^2 - 0.1017x + 16.138; R^2 = 0.7478$

Figure 7. Comparative analysis of the results of two iterations of testing.



T $y = 1.4518x^5 - 26.148x^4 + 176.72x^3 - 553.29x^2 + 780.81x - 303.48; R^2 = 1$
 P $y = 0.4938x^5 - 9.0015x^4 + 59.32x^3 - 169.75x^2 + 210.64x - 66.884; R^2 = 1$
 R $y = 0.3941x^5 - 6.8674x^4 + 43.679x^3 - 123.81x^2 + 155.32x - 50.291; R^2 = 1$

Figure 8. Comparative analysis and forecast of the maximum impact of the use of authentic English - language content in the system of professional training of philology students.

The obtained forecast indicators (**Figure 8**), the convergence of which is highly probable (as evidenced by the maximum value of the approximation reliability indicator for all three functions), gives grounds to confirm the advanced hypothesis (determined on the basis of the conclusions from the comparative analysis of the pre-test and post-test results (**Figure 7**)), regarding the optimal structure of the system for developing foreign language competence using authentic materials. The optimal composition of the educational programmes with the highest values of the conditional indicator of readiness for the practical use of foreign language competence in the environment of native speakers are programmes that provide for the ratio of authentic and inauthentic content at the level of 50%/50% and 25%/75%, and a further increase in the involvement of original foreign language materials is impractical. The reason is that it will lead to a decreased readiness of philology students for further professional activity, which is explained by the lack of a theoretical base adapted to local conditions and the peculiarities of the perception of educational materials by non-native speakers. In other words, a minimum 25% instructional theoretical volume is necessary for the successful development of foreign language competences in the educational process on the basis of the use of authentic material, which will allow non - native speakers to adapt to the socio - cultural context of another language.

5. Discussion

5.1 Analysis of the author's research results

The study established that typical methods of teaching foreign languages using special generated educational materials, which are not characteristic for the corresponding native environment in terms of their structure and context, do not lead to the successful development of foreign language competence and do not build the students' communication skills with native speakers. The analysis of the research results points to the potential possibility of improving the effectiveness of

developing foreign language competence through the use of adapted educational programmes that contain an optimal balance of using authentic material — according to the lower limit (50% of educational material adapted to the local conditions of a specific educational process and 50% of authentic material) and the upper limit (25% of educational material adapted to the local conditions of a specific educational process and 75% of authentic material).

5.2 Comparative analysis of the results of relevant publications

Relevant publications and studies on the methodology of teaching foreign languages with the involvement of authentic materials are considered below.

The results of Lia's (2023) experiments correlate with the results of this study, but do not determine the methodological framework of using authentic materials in the development of a foreign language competence.

The study of Jihad, Nasriandi and Jusriati (2023), in addition to the advantages of using original foreign language content, also defines and substantiates the methodological foundations of using authentic materials in an educational context.

The findings obtained by Barzani, S.H.H., Barzani, I.H.A., and Meena (2022) confirm the conclusions of this study, which are based on the dynamics of a conditional indicator of readiness for the practical application of foreign language competence in the native speakers' environment.

The study of Elmoisheer and Elsayy (2022) is limited to one of the communicative tools of proving the context of authentic material, but shows a positive dynamic in its use, which correlates with the results of this study. They also propose some methodological solutions, such as the organization of controlled training in the form of an online course with the involvement of original foreign language content.

The results of Juita (2023) demonstrate the possibility of using the studied foreign language teaching methodology for non-linguistic majors, but

do not determine the structure and methodological basis of the corresponding educational course.

Although the publication of Barjesteh and Ghaseminia (2023) dealt with the aspects of the methodology of involving original foreign language content in the educational process, it focuses on instrumental channels of educational communication and does not determine the effectiveness of the involvement of authentic materials in the training, which was achieved in this study.

The publication of Phung, Tran and Hoang (2023) is closer to the obtained results in terms of its context, because it examines the organizational component of the educational process, but this study cannot be chosen as a methodological framework, as it does not provide information on the procedure for using authentic materials and evaluating their effect.

The study of Albiladi (2019) only notes the conditional effectiveness of using authentic materials in the educational processes for developing foreign language competence, but does not contain any methodological recommendations and any objective assessment of the amount of the original foreign content to be used.

The publication of Castillo Losada, Insuasty and Jaime Osorio (2017) provides a conditional evaluation of the effectiveness of using authentic material in the educational process, which is not objective and requires additional research in order to establish an adequate methodological framework.

The publication by Ginaya, et al. (2019) contains information about the inductive methodological framework, as well as evaluation statements about the effectiveness of using authentic materials in the development of foreign language competence. However, the results of this study are more specific, as they provide specific recommendations regarding the scope of involving original foreign language content in the educational process.

The analysis of relevant publications on the balance composition of the system of building foreign language competence using authentic content gives grounds to consider the results obtained in this study to be more in line with practical interests.

They contain reasonable information on the optimal composition of the foreign language learning model, which has far - reaching consequences not only for the linguistic competencies, but also for other specialized professional skills.

6. Conclusions

The research revealed the current problem in the use of non - authentic educational materials in the study of foreign languages, which is expressed by a system of characteristic trends. On the one hand, it is the global spread, evolution and enrichment of individual languages, the increase of content for native speakers. On the other hand, it is a false and distorted perception of the linguistic basis, isolation in the perception of natural foreign language content, and limitation of communicative ability resulting from the use of adapted to non-native carriers of educational programmes created with the use of non - authentic materials.

The study established that it is necessary to apply adapted educational programmes containing the optimal balance of using authentic and non - authentic materials at the level of 50%/50% and 25%/75% in the process of developing foreign language competence. At the same time, an increased involvement of authentic content (over 75%) results in a decreased conditional indicator of readiness for the practical use of foreign language competence in the native speakers' environment. In other words, it is necessary to take into account that approximately 25% of the educational material should be instructional in order to give non - native speakers the opportunity to adapt to the socio - cultural context of another language for successful learning foreign languages using authentic materials.

The research results can be applied in the field of teaching foreign languages, namely in the development and implementation of educational programmes for students and schoolchildren. They can be useful for teachers, methodologists and researchers in the field of education who work on optimizing the process of learning foreign languages and improving the foreign language competence of

students and schoolchildren. The results may also be useful for educational institutions and programmes seeking to improve the effectiveness of their foreign language courses and provide students with greater opportunities for practical use of the foreign language in real situations with native speakers.

Further research in this area can be directed to a more detailed study of methods and strategies for using authentic materials in foreign language learning. It is also important to conduct research on developing and validating new methods and tools for assessing the impact of authentic materials on the development of foreign language competence.

Based on the results of this study, it is recommended to conduct further research on the influence of different ratios between authentic and non-authentic materials on the process of learning foreign languages, as well as at different levels of education and in different contexts. It is appropriate to develop and validate methods and tools for evaluating the influence of authentic materials on the development of students' foreign language competence. The pedagogical educational institutions and teachers should consider the possibility of improving educational programmes with due regard to the recommendations on the optimal use of authentic materials.

The study involved a limited number of participants, which may affect the overall representativeness of the results. The studied strategies and methods may need to be adapted for other student groups, learning levels, and language goals. The effect of using authentic materials on foreign language competence may vary depending on individual characteristics and factors that were not taken into account in this study. The study was limited in time, so it cannot reflect the long-term effects of using authentic materials on foreign language learning. These limitations are important to consider when interpreting and applying the research results.

Author Contribution

Conceptualization, IZ, OM and SB; Methodology, IZ, NB and SB; Software, NB, LD and ID; Vali-

dation, IZ, ID, OM and SB; Formal Analysis, LD, ID and OM; Investigation, IZ, NB, LD, ID, OM and SB; Resources, IZ, NB, LD, ID, OM and SB; Data Curation, IZ, NB, LD, ID, OM and SB; Writing-Original Draft Preparation, NB, LD and SB; Writing-Review & Editing, IZ, ID and OM; Visualization, LD and ID; Supervision, IZ and SB; Project Administration, IZ and SB. All authors have read and agreed to the published version of the manuscript.

Conflict of Interest

The authors declare no conflict of interest.

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