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LANGUAGE ACQUISITION THROUGH THE USE OF AUTHENTIC MATERIALS AND TASKS IN FOREIGN LANGUAGE EDUCATION

The study explores the integration of authentic materials and tasks into foreign language teaching to enhance language acquisition. The research evaluates the impact of authentic video resources from the Speakout series, featuring real-world content, on developing learners' linguistic proficiency, cultural awareness, and motivation. The study applies a mixed-method approach, integrating both quantitative and qualitative techniques, such as pre- and post-tests, classroom observations, and participant surveys, to evaluate the effects of authentic materials and tasks on language learning outcomes. The theoretical framework draws on significant studies of authentic materials in language instruction (K. Morrow, H. Widdowson, J. Harmer, F. Mishan).

The findings demonstrate that the incorporating authentic materials significantly improves language proficiency, as evidenced by students' marked advancements in speaking fluency, critical thinking, and descriptive vocabulary. Survey data indicate that 83 % of learners considered authentic materials to be highly motivating, whereas 65 % recognized them as crucial for enhancing language competencies. However, challenges such as linguistic complexity and cultural unfamiliarity emerged, highlighting the necessity for scaffolding and task design that aligns with learners' proficiency levels.

This study emphasizes the pedagogical benefits of integrating authentic resources into classroom instruction, bridging the gap between

structured learning and real-world communication. Future studies can explore the long-term effects of such approaches across various learner proficiency levels.

Keywords: authentic materials, task-based learning, foreign language acquisition, communicative competence, learner engagement, language pedagogy, multimodal resources.

Introduction

Changing demands of modern society have made foreign language education increasingly significant, and the English language is currently recognized as a key medium for achieving effective integration into the global landscape. The paradigm of foreign language teaching has significantly shifted from a knowledge-based framework to competency-based approach. A key focus of this shift is the development of learners' ability to communicate effectively in real-life contexts, aiming to cultivate competent speakers of the target language. In this context, a widely accepted assumption is the efficacy of 'natural learning' (H.G. Widdowson, 1990), which suggests that language acquisition is most effective when it mirrors the processes of immersion and authentic use.

For the last several decades 'authentic materials' have gained a considerable attention in second language pedagogy and they are thought to be an essential element of foreign language instruction. The concept of authenticity has been extensively examined in academic literature (S.D. Krashen & T.D. Terrell, 1983; J. Swaffar, 1985; M. Breen, 1985; E. Arnold, 1991; V. Wong et al., 1995; M.G. Sample, 2015; P. Yelubayeva, 2017; I. Zvorych et al., 2024; E. Park, 2024; E. Xega, 2024), with the majority of studies highlighting the positive influence of authentic materials on learners' proficiency in foreign language classrooms.

The emergence of communicative approach in Foreign Language Teaching (FLT) (D.H. Hymes, 1972) highlighted the significance of communicative competence, which extends beyond knowledge of language structures to contextualized communication [1, p. 67]. Proponents of Communicative Language Teaching (CLT) support the use of authentic or 'from-life' (J.C. Richards & T. S. Rodgers, 1986) materials in the classroom such as advertisements, signs, magazines and newspapers, graphic or visual sources. These materials are considered to be a great source of cultural content of the target language, which is crucial for the development of Intercultural Communicative Competence (ICC) widely recognized in foreign language education.

Contemporary FLT methodology is mostly oriented at communicative competency-based approach bringing a real-life communication into English classes. Besides, CLT has been greatly influenced by the revolution in information

and communication technologies (ICT), which opened up an unlimited access to authentic materials from the culture of the target language. In this regard, materials of original sources are increasingly becoming a vital factor in teaching English as a foreign language.

This study is relevant to the field of foreign language education as it addresses the growing interest in the development of communicative competences of foreign language learners by emphasizing the role of authentic materials (particularly authentic video resources) and tasks in the classroom settings. Authentic materials serve as a bridge between the structured classroom environment and real-life communication, facilitating more meaningful and engaging language learning experiences. By focusing on task design, the research seeks not only to enhance learner motivation but also foster the integration of cultural values into the process of foreign language acquisition.

The aim of the research is to explore the essential factors that contribute to effective language acquisition through the integration of authentic materials and authentic tasks in foreign language teaching and learning. Specifically, the study investigates the role of authentic video materials in designing tasks that facilitate language skills, cultural competence, and learner engagement in the EFL class.

The following research questions were addressed in the present investigation: (1) What are the essential factors influencing language acquisition when using authentic materials in foreign language classrooms? (2) What challenges and opportunities arise when implementing authentic materials and tasks in foreign language classrooms? (3) How do authentic multimodal materials, such as videos, contribute to preparing learners for real-world communication and achieving pedagogical objectives in foreign language education? By addressing these questions, the study seeks to explore the pedagogical potential of authentic materials and tasks in foreign language education.

Materials and methods

Participants. The study involved 46 first-year bachelor students from the Faculty of General Construction at Kazakh Leading Academy of Architecture and Civil Engineering. All the participants were aged between 17-18 years old, and their language proficiency levels were different at the outset of the study. The university's discipline, Foreign Language I, does not provide for dividing students withing the same group based on language levels. Instead at the initial stage, the overall language level of each group was determined through a test administered before the experiment began. Based on the test results, both groups were identified as pre-intermediate learners.

Materials. Authentic video materials were carefully selected for the experiment to align with the coursebook syllabus and the learners' preferences.

The primary source for language instruction and acquisition in the classroom was the course *Speakout 2nd edition. Pre-Intermediate* by Pearson Education (<https://www.pearson.com>) [2]. The ‘real-life’ content was supplemented with the contrived materials provided in the coursebook to ensure a balanced integration of resources. The research materials are BBC video clips of the *Speakout. Second Edition* course (2015) that accompany each unit of the course, featuring content from BBC documentaries, dramas, or entertainment programs [3, p. 20]. These materials provide learners with exposure to authentic language use and a range of English language varieties.

The learners participating in the investigation had their regular classes based on their timetable. The students attended classes three times a week, with each session lasting 50 minutes, over a 15-week period from September to December 2024. Every second week the focus was put on using authentic content from the BBC video section.

Methods. This study is mixed-method research as it integrates both quantitative and qualitative approaches to explore how authentic materials and tasks influence foreign language learning outcomes. [4, p. 51]. The research applied quantitative methods – pre- and post- speaking test – to measure the speaking fluency of students, interpret the data collected, and determine differences resulting from the intervention. The survey was also distributed to participants to gather quantitative data on their perceptions and attitudes regarding authentic materials in class. Qualitative data from classroom observations and participant responses were coded to enhance the quantitative results.

Results and discussion

The concept of authenticity. The issue on determining the criteria to provide the most suitable definition of ‘authentic materials and texts’ has been a controversial one in foreign language education (L. Rings, 1986; W. Lee, 1995; S. Rivers, 1981). While the exact definition of the term ‘authentic materials and texts’ has been disputed (A. Gilmore, 2007), it generally refers to original sources – newspapers and magazine articles, songs, movies, works of fiction, menus, websites, etc. – that were produced by native speakers or writers for a normal communicative purpose (H.G. Widdowson, 1983). One of the earliest definitions of the term ‘authentic text’ was given by K. Morrow (1977), who defined it as “...a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort” [5, p. 13]. F. Mishan notes how K. Morrow puts emphasis on the word *real* distinguishing it from *imaginary*, and interprets authentic texts as tools for conveying information rather than illustrating specific language structures [6, p. 12].

The lack of consensus on a precise and widely accepted definition of ‘authenticity’ has created a separation into ‘authentic’ and ‘inauthentic’ texts in pedagogical literature. The distinction is drawn based on juxtaposition of the qualities of texts. Typically, ‘authentic’ texts offer an ‘accurate and reliable representation’ of a language [cited in 7, p. 245] and have some social purpose in the language community (M. Peacock, 1997). ‘Inauthentic’ texts fail to convey a real sociocultural message and abound with artificial content. As S. Bacon claims, foreign language teaching based on inauthentic material brings ‘mechanics’ of language to the classroom and not the ability to use this language to interact with others [8, p. 543].

Numerous interpretations of the term ‘authenticity’ have been proposed throughout the decades of the research in this field. J. Abersold and M. Field (1997) along with T. Adams (1995) characterize authentic materials as original resources produced by and intended for native speakers, highlighting their unaltered application in educational settings. Conversely, C. Rogers and F. Medley (1988) contend that the effectiveness of the material is dictated more by task design and learner guidance than by the material itself. D. Little, S. Devitt, and D. Singleton (1989) along with J. Richards and R. Schmidt (2010) emphasize the sociocultural significance of authentic materials, which provide learners with exposure to language as it is used in real-world contexts. H. Widdowson (1990) directs attention towards enabling learners to utilize language in a natural manner, whereas J. Harmer (2007) highlights the significance of showcasing language in its authentic, unaltered state. Considering the various definitions of authentic materials, we can assume that these materials were not originally created for instructional purposes but for real-life use by native people in genuine communicative contexts. For the purpose of this research, we define authentic materials as real-world spoken, written, or multimodal content produced for genuine communicative purposes and incorporated into language learning to enhance exposure to natural language use and bridge the relevance of ‘real’ language with meaningful classroom interactions.

Given this, language instructors must not only be selective in their use of authentic materials but also competent in designing tasks that effectively integrate these resources. Rogers and Medley point out that ‘activities accompanying the materials are as important as the materials themselves’ [5, p. 468]. Remaining in the same line, we agree that the content of the authentic material must be accessible to learners, with tasks tailored to their proficiency levels. Furthermore, the stages of task performance should be logically sequenced to encourage learners to draw upon their existing knowledge in completing the tasks.

Authentic tasks in foreign language teaching and learning. The term task has been defined by various scholars with an emphasis on its role in language pedagogy.

N. Prabhu describes a task as an activity requiring learners to process information and ‘arrive at an outcome’, with the teacher regulating this process [6, p. 68]. Other scholars define communicative tasks as learner-focused activities that emphasize meaning over form, involving comprehension, production, and interaction in the target language to achieve specific outcomes with the performance assessed based on completion (D. Nunan, J. Willis).

Building on the concept of tasks in language pedagogy, F. Mishan highlights that they consist of multiple stages, varying in their focus on language form and the degree of autonomy granted to learners, and underscoring the roles of teachers and learners within the task framework [6, p. 68]. Expanding on this idea, we can refer to N. Prabhu’s (1987) key stages in task-based learning, which are the pre-task, where the entire class works under teacher guidance and control to clarify the task’s goals; the task, where learners work individually or collaboratively, seeking teacher assistance sought if necessary; assessment of the task outcome, where results are evaluated [6, p. 69]. Willis elaborates on this balance by breaking down task-based learning into three distinct stages. The pre-task stage introduces the topic, highlights useful vocabulary and phrases, and ensures students understand tasks instructions. The task cycle includes the task itself, where students do the work independently while the and teacher monitors, followed by planning, during which students prepare to report their findings, present and compare results. The final stage, language focus, involves analyzing the language used, identifying specific features of the text, and practicing new vocabulary and patterns) [9, p. 38]. This structured approach integrates both communicative engagement and linguistic focus, ensuring tasks remain both meaningful and pedagogically effective.

Expanding on the structured stages of task-based learning outlined previously, D. Nunan specifies four components of a communicative task: goals, input, activities and the roles assigned to both teachers and learners [10, p. 48]. The goal, in Nunan’s opinion, is ‘general intentions behind any given task’ [ibid.], serving as the foundation for its design. The input consists of authentic texts/materials incorporated into the classroom. The activities are directly derived from the input, ensuring a meaningful engagement with the material. Drawing on D. Nunan’s framework and the authentic video input, Picture 1 illustrates a structure model for communicative task design, comprising six essential components – goals, input, activities, teacher and learner role, and language focus.



Figure 1 – Framework for task-based language acquisition using multimedia resources (based on Nunan's (1989) model)

Clark highlights that "...teaching materials should reflect the authentic communicative purpose of the text by ensuring appropriacy of task" [11, p. 75]. F. Mishan's guiding principles (2005) identify crucial task authenticity aspects, which this study aims to identify. The scholar suggests that tasks should reflect the original communicative purpose of the input text, maintain relevance and appropriateness, elicit a meaningful response or active engagement, closely resemble real-life tasks, draw on learners' target language and culture knowledge, and facilitate purposeful communication and interaction [6, p. 75]. These principles ensure effective and contextually meaningful authentic material integration in language acquisition.

Building on these foundational principles, F. Mishan (2005) also proposes a classification of authentic tasks, highlighting their alignment with diverse communicative goals to promote active learner involvement in real-world contexts. This framework categorizes tasks based on their communicative purposes, including (1) informative purpose (e.g., extraction, reaction, transference, analysis, inferencing); (2) persuasive purpose (e.g., reaction, response, analysis, inferencing); (3) interactive purpose (e.g., extraction, reaction, response, inferencing, transference); (4) instructional purpose (e.g., reaction); (5) provocative purpose (e.g., reaction, response, inferencing, analysis); (6) soliciting purpose (e.g., response, reaction); (7) engaging purpose (e.g., analysis, response, inferencing, extension, transference). [6, p. 92].

Videos, as genuine resources, fit perfectly with F. Mishan's (2005) categorization of authentic tasks, highlighting the importance of involving learners in real-world communication contexts [14, p. 308 ; 15, p. 301]. Video-based activities enable learners to engage actively in tasks tailored for various

communicative objectives. For example, videos support tasks aimed at providing information, such as gathering data or examining cultural specifics; they also serve persuasive functions, like shaping opinions or evaluating arguments; and they promote interactivity, allowing learners to understand meanings or apply knowledge. In a similar vein, videos facilitate tasks that are instructional, provocative, soliciting, and engaging, fostering reactions, responses, and deeper inferencing. Incorporating videos into lessons allows for increased engagement among learners, addressing various communicative objectives. This approach utilizes the diverse formats of videos to improve the authenticity and effectiveness of instructional materials.

It is essential to note that learners, as foreign language users, can obtain significant advantages from the classroom environment, provided that a teacher acknowledges the classroom's role in facilitating language acquisition. Consequently, several points arise from the discourse on authenticity. Firstly, foreign language educators must exhibit considerable confidence in addressing issues of culture and language use in the classroom. Secondly, when teachers offer learners right types of tasks and materials, they integrate their own authenticity into classroom activities.

As Karen Baicker (2003) assumes, in order to present a material a foreign language teacher should introduce the topic background and help learners guide the discussion in a positive direction. Apart from that, if questions are raised in the classroom for a discussion, learners get the opportunity to dwell on the problem or exchange their views. To add, tasks involving analysis of sources enhance learners' critical thinking skills such as determining point of view, comparing and contrasting, classification of data, etc.

Authentic tasks adopted in the study. Based on the authentic BBC videos from the Speakout Second Edition: Pre-Intermediate resource, we included appropriate tasks into the study to foster a learning environment that encouraged realistic communicative challenges and 'create an engaging sensory experience' [16, p. 61]. This approach not only facilitated the study's main goal of improving language acquisition but also illustrated the significance of task-based learning in fostering engagement, skill integration, and cultural competency. The tasks were closely aligned with the communicative purposes outlined earlier. For example, the video titled *Miranda* [2, p. 14–15] – an excerpt from a sitcom – initiated a creative writing assignment in which students composed amusing blog posts on awkward experiences, combining engaging narrative writing with the opportunity to elicit peer responses. The *Money Programme: Dream Commuters* [2, p. 24–25] – a BBC documentary about commuting – encouraged students to perform class surveys on commuting habits, promoting informative

communication through data presentation and discussions, comparing their findings with those depicted in the video. In *Going Local: Rio* [2, p. 34–35] – a BBC travel programme – learners planned a one-day tourist itinerary, integrating creative planning with informative communication. Other assignments emphasized on critical thinking and comparative analysis. For instance, *Inventions. Supersized Earth: The Way We Move* [2, p. 44–45] – a BBC documentary about significant developments – challenged students to present on groundbreaking inventions. The video *Full Circle* [2, p. 54–55] – an excerpt from a BBC travel programme – required students to make research on global landmarks and compare them, promoting interactive discussions and the identification of cultural similarities and differences. Finally, *Horizon: Monitor Me* [2, p. 64–64] – a BBC documentary on health gadgets – involved the creation of group posters that described key health-monitoring technologies, with further analysis of the information presented by each group. Through these tasks, learners not only practiced language skills in diverse, authentic contexts but also developed competencies in engaging, interactive, and purposeful communication.

All the videos involved preparatory activities to make learners familiar with the main theme, setting and characters of the video. The ‘freeze-frame’ technique (J. Harmer, 2007) was applied while watching videos to engage students in predictive activities, such as making assumptions about subsequent events or anticipating character’s dialogue. Following Nunan’s model of task-based language acquisition (2005), during-task stage involved such assignments as writing a blog post about an awkward experience (Miranda); conducting a class survey on commuting habits and preparing visual presentations of results (*The Money Programme: Dream commuters*); exploring famous tourist destinations and planning itinerary (*Going Local: Rio*); discussing groundbreaking inventions and their impact on society (*Supersized Earth: The Way We Move*); brainstorming on global landmarks and their cultural significance (*Full circle*); discussing modern health technologies (*Horizon: Monitor Me*). In the post-task stage, students presented their findings and engaged in discussions to critically analyze and reflect on the results.

The language focus allowed for the analysis and practice of linguistic forms and vocabulary encountered during these activities, promoting incorporation of language in authentic circumstances. For example, identifying phrases within relevant contexts that reflect informal language (e.g., come on, freak out, I’m gonna have to dash, ...cos now I’m manning up to put sign up, cracked how to ride, Do you want a hand?), emotional expression (e.g., Think and pace, Doughnuts, What a boost!), descriptive language (e.g., an hour’s drive from Toulouse Airport, That is like a sea of houses, The lights of La Paz twinkle below us), informal questions

(e.g., Public transport? With the best views of the city? To who?), and technical explanations and terminology (e.g., the canard wing, banked the wings, cardiac rhythm, blood sats, deep/light sleep, REM, pedometer) enhanced students' ability to understand how language adapts in various communicative situations.

Discussion of findings. Students were given a Speaking Test to assess their spoken language skills, which are essential for efficient communication. Since human connection relies heavily on linguistic knowledge, the research sought to improve learners' language and strategic competencies, which are crucial to spoken language ability (N. Saville & P. Hargreaves, 1999). The speaking test tasks assessed fluency, accuracy, pronunciation, task achievement, and interactive communication, which are essential to oral communication.

The test was specifically designed to measure learners' communicative language skills following N. Saville and P. Hargreaves' paradigm [13]. This framework includes three fundamental components that elements that constitute language proficiency. Grammatical competence (syntax, morphology, lexicon, and phonetics) enables precise and meaningful phrases. Discourse competence is the ability to arrange coherent and cohesive structures, establishing logical connections and rhetorical organization of ideas. Pragmatic competence helps speakers convey and interpret intended meanings, including the intricate nuances of illocutionary acts, by being aware of context and goals. In addition to language abilities, strategic competence allows speakers to use interactional and non-verbal communication skills to address communication obstacles. These features emphasize spoken language proficiency complex nature, emphasizing linguistic competence and adaptable communication methods [ibid.].

A total of 46 first-year students participated in the pre- speaking test. All the students completed the test under similar conditions, ensuring consistency in the evaluation process. The test of oral communicative ability in English consisted of 4 parts, including Introduction and Personal Questions, Picture Description Task, Role-Play Activity, Discussion on a General Topic. The test was conducted through face-to-face interactions, with an emphasis on assessing learners' productive skills. During the oral test sessions, the learners' speech acts were recorded for further analysis.

The post-test, designed to evaluate oral communicative ability, was administered after 15 weeks of instruction to the same learners who had participated in the pre-test. The post-test followed the same format, consisting of personal questions, discussions guided by selected pictures presented to the students, situational role-play, and theme-based dialogues. The results, summarized in Table 1, provide a comparative analysis of students' performance before and after 15 weeks of instruction. The table indicates the average score for each component, the percentage of the improvement and significant findings. The percentage of

improvement was calculated using a standard mathematical method to determine the relative change between two values, expressed as a percentage:

$$\text{Improvement}(\%) = \frac{(\text{Post-Test Score}) - (\text{Pre-Test Score})}{\text{Pre-Test Score}} \times 100$$

Table 1 – Pre-test and post-test results of oral communicative ability across task components

Task component	Pre-test average score	Post-test average score	Improvement (%)	Remarks
Introduction and personal questions	65	78	20 %	Improvement in fluency and confidence
Picture description task	58	74	27.6 %	Enhanced descriptive vocabulary and clarity
Role-play activity	60	82	36.7 %	Greater spontaneity and context relevance
Discussion on general topic	55	79	43.6 %	Significant improvement in critical thinking and articulation

The table shows that the average Introduction and Personal Questions score improved 20 % from 65 to 78, suggesting increased confidence and fluency in basic self-expression. The Picture Description Task average score rose 27.6 % from 58 to 74, indicating better descriptive vocabulary and clarity. Role-Play Activity scores improved 36.7 %, from 60 to 82, showing greater spontaneity and contextual appropriateness in simulated interactions. The Discussion on General Topic assignment changed the most at 43.6 %, from 55 to 79, demonstrating a good progress in critical thinking, articulation, and meaningful dialogue.

These findings demonstrate that authentic video materials and appropriate communicative tasks improve linguistic ability, cultural awareness, and learner engagement. The results show that assignments closely aligned with real-life communication enhance performance and develop practical language skills essential for effective communication.

Classroom observations were systematically conducted over a fifteen-week period to gather data on learners' behavior and attitudes. All the participants of the research were divided in two groups of 23 students each and followed and identical English curriculum to maintain consistency across the study. The participants were informed about the objectives, methodologies, and requirements of the experiment, and provided their consent to participate in the study. During the

usage of authentic video materials in the classroom, a number of significant factors emerged. Students demonstrated increased engagement and interest, particularly when the videos described real-life experiences and cultural contexts (e.g., *The Money Programme: Dream Commuters*, *Going Local: Rio*). The classroom environment showed a supportive and stimulating atmosphere, allowing learners to express their viewpoints effectively.

Despite positive outcomes, several limitations and challenges emerged in the course of the experiment. The integration of video materials and the creation of impactful follow-up tasks required significant time. Certain materials presented linguistic complexity and cultural unfamiliarity, which hindered understanding. For example, the documentary *Horizon: Monitor Me* (focused on health gadgets) used special terminology (cardiac rhythm, blood sats, REM, pedometer) that posed difficulties for the students with minimal familiarity with medical or technical language. In a similar vein, the video *Inventions: Supersized Earth: The Way We Move* included specialized terminology (canard wing, banked the wings), which brought difficulties in understanding. In terms of cultural unfamiliarity, the travel programme *Going Local: Rio* addressed the cultural and geographical elements of Rio de Janeiro, which posed challenges for some students lacking prior familiarity with Brazilian landmarks, traditions, or the local context. Although a significant number of students appreciated the videos, a small group faced challenges with the multimodal content, especially those with weaker listening abilities or less experience with genuine English contexts.

A survey was conducted among the participants to gain insights into the effectiveness and impact of authentic materials and tasks on the learning process. The questionnaire examined three primary aspects such as the significance of genuine input in fostering language skills, the extent to which authentic materials and tasks enhanced learners' motivation, and attitudes of students towards the integration of authentic resources in the classroom. By limiting the questionnaire to these three essential areas, we aimed to ensure accuracy and clarity in collecting the participants' perceptions while minimizing the cognitive and time burden on respondents. This approach facilitated the collecting of important and targeted data that is in line with the study's goals. The table below illustrates responses of 46 participants to represent their overall perceptions of the issue.

Table 2 – Student perceptions of authentic materials in language learning: importance, motivation, and integration

Question	Response	Percentage
How important is authentic input for the development of language competences?	Very important	65 %
	Somewhat important	28 %
	Not important	7 %
How strongly do authentic materials and tasks motivate language acquisition?	Strongly motivate	83 %
	Somewhat motivate	10 %
	Do not motivate	7 %
How positive do you feel about integrating authentic and contrived materials?	Very positive	70 %
	Neutral	30 %
	Negative	0 %

As shown in Table 2, a majority of students (65 %) noted that authentic input is ‘very important’ for the enhancement of their language competences. This highlights the significant acknowledgement of authentic resources as essential tools for language development. Only 7 % of participants found authentic input ‘not important’ suggesting minimal opposition to its incorporation in language acquisition. A significant 83 % of respondents indicated that ‘real-life’ materials and tasks ‘strongly motivate’ their learning process, while 10 % classified them as ‘somewhat motivating’. This suggests that genuine materials are efficient in engaging learners and stimulating their language learning. Regarding the integration of authentic and contrived materials, 70 % of participants conveyed ‘very positive’ attitude, while the remaining 30 % adopted a neutral position. This suggests that combining authentic materials with coursebook content can create a balanced learning environment while fulfilling curriculum requirements.

The findings confirm that authentic materials not only improve learners’ language skills but also promote increased motivation and engagement when thoroughly combined with artificial resources. These results demonstrate the pedagogical benefits of incorporating authentic input in the creation of balanced and impactful language learning experience.

Conclusion

This study achieved its research objectives by exploring the integration of authentic materials and tasks in foreign language teaching. Through a mixed-method approach, we examined the influence of authentic materials on task design, and identified challenges and opportunities in their implementation. The findings demonstrate that authentic materials, particularly video resources, greatly improve learners’ language skills, cultural understanding, and involvement.

Quantitative results from pre- and post-tests showed significant advancements in speaking fluency, descriptive vocabulary, and critical thinking skills. Qualitative observations and survey data underscored the heightened motivation and favorable attitudes of learners towards authentic materials, with 83 % recognizing their significant motivating impact and 65 % deeming them essential for language development.

The study highlights the significance of thoughtfully designed tasks that align with learners' proficiency levels, along with the crucial role of teachers in promoting meaningful engagement with authentic resources. Despite challenges like linguistic complexity and the need for extensive preparation, the study demonstrated that integrating real-world materials into the curriculum effectively connects classroom learning with practical communication. Future implementations of authentic materials should consider scaffolding techniques to assist learners with lower proficiency levels while ensuring a balanced use of both authentic and contrived materials to achieve the best possible outcomes.

In conclusion, this study confirms that the incorporation of authentic materials and thoughtfully designed tasks promotes a learner-focused, engaging, and culturally enriched language learning experience, in line with the communicative objectives of contemporary foreign language teaching. Subsequent investigations may delve into the enduring effects and wider applicability of these methodologies among various learner groups.

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ШЕТ ТІЛІН АУТЕНТИКАЛЫҚ МАТЕРИАЛДАР МЕН ТАПСЫРМАЛАР АРҚЫЛЫ МЕҢГЕРУДІҢ ТИІМДІ ЖОЛЫ

Зерттеуде шет тілдерін оқыту тиімділігін арттыру мақсатында аутентикалық материалдар мен тапсырмаларды оқу процесіне енгізу мүмкіндігі қарастырылады. «Speakout» оқулықтар сериясындағы аутентикалық бейнематериалдардың білім алушылардың тілдік құзыреттілігін, мәдени хабардарлығын және уәждемесін дамытуға әсері бағаланады. Аутентикалық материалдар мен тапсырмалардың тіл үйрену нәтижелеріне ықпалын бағалау үшін зерттеуде сандық және сапалық әдістерді қамтитын аралас әдістемелік тәсіл қолданылады. Оған алдын ала және қорытынды тестілеу, оқу процесін бақылау, сондай-ақ экспериментке қатысушылар арасында сауалнама жүргізу кіреді. Зерттеудің теориялық негізі аутентикалық материалдарды тіл оқытуда пайдалану бойынша маңызды еңбектерге (К. Морроу, Х. Уиддоусон, Дж. Хамер, Ф. Мишан) сүйенеді.

Алынған нәтижелер аутентикалық материалдарды пайдалану білім алушылардың тілдік құзыреттілігін едәуір жақсартатынын көрсетеді. Бұл шет тілін қолданудағы, сыни ойлаудағы және сипаттамалық сөздік қорды кеңейтудегі жетістіктермен дәлелденді. Сауалнама деректері бойынша, білім алушылардың 83 %-ы аутентикалық материалдарды жоғары уәждемелік құрал ретінде бағаласа, 65 %-ы оларды тілдік дағдыларды жетілдіруде маңызды деп есептейді. Дегенмен, тілді меңгеру күрделілігі мен мәдени білімнің жеткіліксіздігі сияқты қиындықтар анықталды. Бұл білім алушылардың тілді меңгеру деңгейіне сәйкес тапсырмалар әзірлеу және бейімдеу қажеттілігін көрсетеді. Зерттеу аутентикалық ресурстарды оқу үдерісіне енгізудің педагогикалық артықшылықтарына назар аударады, бұл құрылымдық оқыту мен нақты коммуникация арасындағы алшақтықты жоюға ықпал етеді.

Болашақ зерттеулерде бұл тәсілдердің әртүрлі деңгейдегі білім алушыларға ұзақ мерзімді әсерін талдау басты назарда болмақ.

Кілтті сөздер: аутентикалық материалдар, коммуникативтік тапсырмалар әдісі, шет тілін меңгеру, коммуникативтік құзыреттілік, мультимодальды ресурстар.

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ОВЛАДЕНИЕ ИНОСТРАННЫМ ЯЗЫКОМ С ПОМОЩЬЮ ИСПОЛЬЗОВАНИЯ АУТЕНТИЧНЫХ МАТЕРИАЛОВ И ЗАДАНИЙ В ОБУЧЕНИИ

В исследовании рассматривается возможность повышения эффективности преподавания иностранных языков за счет включения аутентичных материалов и заданий в процесс преподавания. Оценивается влияние аутентичных видеоресурсов из серии учебных пособий «Speakout» на развитие языковой компетенции обучающихся, их культурной осведомленности и мотивации. Для оценки влияния аутентичных материалов и заданий на результаты изучения языка, в исследовании используется смешанный методологический подход, включающий количественные и качественные методы, такие как предварительное и итоговое тестирование, наблюдение в процессе обучения, а также опрос участников эксперимента. Теоретическая основа работы опирается на значимые исследования в области использования аутентичных материалов в преподавании языка (К. Морроу, Х. Уиддоусон, Дж. Хамер, Ф. Мишан).

Полученные результаты свидетельствуют о том, что использование аутентичных материалов значительно улучшает языковую компетенцию обучающихся. Это подтверждается заметным улучшением результатов обучающихся в использовании иностранного языка, критического мышления и в расширении описательного словарного запаса. Данные опросов показывают, что 83 % обучающихся считают аутентичные материалы высоко

мотивирующими, а 65 % признают их важными для совершенствования языковых навыков. Однако были выявлены и определённые трудности, такие как сложность освоения языка и недостаточный уровень культурных знаний, что подчёркивает необходимость создания и разработки заданий, соответствующих уровню владения языком учащихся. Исследование акцентирует внимание на педагогических преимуществах интеграции аутентичных ресурсов в учебный процесс, способствуя преодолению разрыва между системным обучением и реальной коммуникацией. Перспективы дальнейших исследований связаны с анализом долгосрочного воздействия данных подходов на обучающихся с разным уровнем языковой подготовки.

Ключевые слова: аутентичные материалы, метод коммуникативных заданий, изучение иностранного языка, коммуникативная компетенция, мультимодальные ресурсы.

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