



TEACHERS' ATTITUDES TOWARDS USING AUTHENTIC READING SELECTIONS TO ENHANCE EFL LEARNERS' WRITING PERFORMANCE: A STUDY WITH UNIVERSITY LECTURERS

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Abstract:

This study delves into the perceptions of eight university lecturers regarding the utilization of authentic reading selections to bolster the writing proficiency of learners in English as a Foreign Language (EFL) contexts. By employing a qualitative approach, this research investigates the attitudes, beliefs, and experiences of educators in two distinct university settings, Can Tho City, South of Vietnam. Through interviews, the study scrutinizes the efficacy of incorporating authentic reading materials in enhancing learners' writing coherence and cohesion. The findings show positive attitudes among the participants, indicating the effectiveness of authentic reading materials in improving young learners' writing performance. The study presents various examples and insights gleaned from the participants, illustrating the tangible benefits observed in terms of language acquisition and writing skills development. Ultimately, this research underscores the significance of integrating authentic reading selections as a pedagogical strategy to foster enhanced writing proficiency among EFL learners.

Keywords: authentic reading selections, writing performance, teachers' attitudes

1. Introduction

English has become an international language all over the world, so it has a huge impact on ESL and EFL learners (Llurda, 2004). When students are competent in English, they gain numerous benefits for their academic and career goals in the future (Gunantar, 2016).

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It can be said that learning English in an ESL context is easier than in an EFL one. EFL students lack the good and potential conditions to practice and enhance the language. Therefore, learners have to find or select the authentic materials that assist them in exposure to the foreign language (Gilmore, 2007). Thus, authentic materials are beneficial solutions for them.

Among the four English skills, writing is considered a significant but challenging one for learners (Ahmed, 2019). It has been a big difficulty for EFL students. The study tried to investigate teachers' attitudes towards using authentic materials to enhance EFL students' essay writing performances. The two research questions that guided the study include:

- 1) What are EFL teachers' attitudes towards using authentic materials to enhance EFL students' essay writing performances?
- 2) To what extent do EFL teachers use authentic materials to enhance EFL students' essay writing performances?

2. Literature review

2.1 Theoretical framework

Vygotsky's Constructivist Theory (1978) offers a compelling framework for understanding the integration of authentic materials in English as a Foreign Language (EFL) teaching, particularly in the context of enhancing students' essay writing skills. Central to Vygotsky's theory is the notion that learning is inherently a social process, where knowledge is constructed through interaction with others and within authentic contexts. The use of authentic materials, such as real-world texts and media, aligns with constructivist principles by providing learners with language input that is contextually rich and culturally relevant. These materials simulate real-life situations, thereby fostering a deeper cognitive engagement and enabling students to apply their language skills in practical and socially meaningful ways.

Moreover, Vygotsky's concept of the Zone of Proximal Development (ZPD) underscores the importance of scaffolding in the learning process. In the EFL classroom, authentic materials can serve as effective scaffolds, guiding students through the complexities of essay writing by exposing them to models of effective argumentation, structure, and stylistic elements. As students engage with these materials, teachers can provide targeted support that gradually diminishes as students gain confidence and proficiency, thereby encouraging independent learning.

Additionally, the social dimension of Vygotsky's theory suggests that collaborative learning is crucial for language acquisition. Authentic materials provide a basis for group discussions, peer feedback, and collaborative writing tasks, which mirror real-world language use and promote the exchange of diverse perspectives. This collaborative approach not only enhances language skills but also develops critical thinking and problem-solving abilities, which are essential for producing well-crafted essays.

Finally, Constructivist Theory emphasizes that learning involves the active construction of knowledge, where new information is integrated with existing cognitive structures. Authentic materials challenge students to critically analyze and make meaningful connections between their prior knowledge and the new content they encounter. This cognitive engagement is pivotal in essay writing, as it encourages students to consider not only the linguistic aspects of their work but also the broader contextual and cultural implications.

In summary, Vygotsky's Constructivist Theory provides a robust theoretical foundation for the use of authentic materials in EFL teaching. By situating learning within authentic contexts, promoting social interaction, and scaffolding students within their ZPD, educators can significantly enhance students' essay writing performances, thereby contributing to more effective and meaningful language learning outcomes.

2.2 Authentic materials

2.2.1 Definition

According to Nuttall (2005), authentic texts can be inspiring since they demonstrate that the language is utilized for real-life goals by real people. It means that the origin of the language is used in real life, so the texts are authentic for learners. Harmer (2001) defines an authentic text, whether written or spoken, as one created for the speakers of the target language, not for language learners. The authenticity in the text serves for communicative goals, not for teaching ones (Lee, 1995). Klickaya (2004) states that authentic materials show how the real world is used in the target language. Another view of authentic materials is that they are designed for communicative and interactional purposes (Maroko, 2010).

Several authors and researchers shared different definitions of authentic materials, but the common point among those viewpoints is that authentic materials are not produced for learning or teaching, but they provide a beneficial chance for learners to be exposed to the language used in real life.

2.2.2 Types of authentic materials

According to Gebhard (1996), there are three kinds of authentic materials: audio/visual, visual and written. Moreover, Arianie (2017) emphasizes that one of the most significant and abundant sources is considered to be the Internet. From Berado's research (2006), because the information on the Internet is up-to-date, teachers and learners easily get access to a wide variety of materials. Apsari (2014) shows that newspapers, magazines, songs, literature and materials from the Internet are the most popular resources that are used in class. There is a wide range of authentic materials in learning and teaching English.

2.2.3 Benefits of using authentic materials

Multiple advantages of authentic materials are shown by various authors and researchers. Mastering a language by using authentic material is better than other

methods (Hamirah et al., 2018). Unlike supplementary books, authentic materials can provide authentic knowledge for learners (El Sulukiyyah & Aisyah, 2019). Likewise, Akbari and Razavi (2016) address that applying authentic material can make students less bored than using extra books that occasionally do not relate to real-world events. Moreover, authentic materials are employed to bridge the knowledge gap between the classroom and the actual world (Maroko, 2010). In addition, one of the reasons for the importance of authentic materials is the positive motivation of students (Peacock, 1997). Besides, authentic materials encourage various activities in the classroom and a more innovative approach to teaching. (Maroko, 2010).

2.2.4 Challenges of using authentic materials

Besides certain advantages, authentic materials show some challenges or drawbacks for learners as well as teachers. Lower-level language learners might find it challenging to process all the language information contained in authentic materials (Chamba et al., 2019). Also, authentic materials use complex language and additional words that can cause unnecessary distractions for both teachers and learners (Apsari, 2014).

2.3 Writing skills

According to Nunan (2003), writing is a physical and mental activity. Specifically, *"writing is a way to convey ideas to other people by using written words in order to make them understand a certain thing intentionally"* (Aqly et al., 2017, p. 62). Likewise, writing is a skill that demands practical understanding of how to put ideas on paper in addition to linguistic proficiency. Furthermore, writing is the process of coming up with ideas, considering how to put them into clear statements and paragraphs, and thinking about how to write them well (Nunan, 2007). From Ahmed's study (2019), writing is a process of creating letters and characters, creatively arranging them to convey thoughts; it is a fundamental part of learning any language.

2.3.1 The significance of writing skills

Writing is the process of coming up with ideas, considering how to put them into clear statements and paragraphs, and thinking about how to write them well (Nunan, 2003). Expressing ideas and conveying messages to the readers are the principles and the target of writing ability (Ur, 1996). Writing is among the most effective ways to assess students' performance in their chosen fields of study (Afrin, 2016; Hazarika, 2016).

2.4 Writing performance

Writing performance is one of the most important aspects of writing skills that students need to take into account when studying English. A number of authors define the terms 'performance' and 'writing performance'.

2.4.1 Types of writing performance

Brown (2001) states that there are four basic types of writing performance, including imitative writing, intensive writing, responsive writing and extensive writing.

- *Imitative writing* tests the fundamental skills of students, namely writing letters, words, punctuation and short sentences.
- *Intensive writing* requires contextual vocabulary, collocations, idioms and good grammar use for the length of a sentence.
- *Responsive writing* assesses students' performances in connecting sentences and writing paragraphs. There are different writing genres including narratives, descriptions, reports, summaries and interpretations.
- *Extensive writing* evaluates multiple factors such as the achievement of purpose, organization and development of ideas, syntax and variety of words.

In the tertiary context, students' writing is tested at an extensive level.

2.4.2 Writing difficulties

According to Karlina and Pancoro (2018, December), in order to make a text meaningful, students must build words into sentences, sentences into paragraphs, and paragraphs into an essay. When writing in a foreign or a second language, the process becomes more complicated and demanding (Karlina & Pancoro, 2018). Besides, writing can be understood as a challenging process that involves creating words while adhering to proper grammar and maintaining a number of crucial phases, including preparation, drafting, self-monitoring, and text revision (Aqly et al., 2017).

2.5 Essay

According to Oshima and Hogue (2006), an essay is a piece of writing that is divided into multiple paragraphs that address a single topic. Students are trained to make their own decisions, choose their own writing styles, and select scientific language for their academic writing assignments by writing essays, which gives them the chance to practice and improve critical thinking skills (Bakry and Alsamadani, 2014).

2.6 Authentic materials and writing performance

To develop writing skills, using authentic materials is one of the most effective ways (Masood, 2013). From Sundana's study (2017), using authentic materials makes students enhance the organization, grammar points, vocabulary and content in writing. In addition, Mishan (2005) points out that authentic materials help learners generate and organize ideas in writing and supply plentiful comprehensible input.

2.7 Related studies

Belaid and Murray (2015) chose university teachers in Libya for the study. Ten teachers were the participants of the study. The questionnaire was used to find out teachers' attitudes towards using authentic materials in teaching. The results indicated that the participants had positive attitudes towards authentic materials. The Internet and printed

materials such as newspapers and magazines were favorite materials. Furthermore, the intermediate level of competency of material was the favorite choice of teachers. Also, selecting activities and curricula modifications are their other concerns.

El Sulukiyyah & Aisyah (2019) conducted an action research about the effects of authentic materials on students' writing performance. There were four stages, namely planning, acting, observing and reflecting and three cycles in the study. Printed authentic materials were used and applied in the research. Observation and writing tests were employed in their research. A comparison and contrast essay was taught during the research. The results revealed that students' scores improved during the three cycles. Consequently, students' writing performances were promoted by using authentic materials.

Vo and Nguyen (2021) investigated the impacts of extensive reading on Vietnamese students' writing performances in tertiary education. The questionnaire, pre-test and post-test were employed in the study. The rubric of B1 CEFR was used to assess the writing test. 59 non-English majors participated in the research. They were separated into two groups: experimental and control. Unlike the control group, the experimental group approached extensive reading materials in their online writing class. For the outcomes, the mean scores of writing performances of both groups were high after the study. However, the mean scores of writing performances in the experimental group were higher than those in the control group. As for the questionnaire, there were positive attitudes toward using extensive reading for writing performance.

Setyowati and Sukmawan (2021) explored the effects of online reading materials on students' writing performance in Saudi Arabia. The pre-test, post-test and writing test were used in the study. 32 learners were the target participants in the research. The quantitative method design was employed in their study. Summary and reflective writing were chosen to teach students. The results concluded that the students' scores on the writing test in the post-test were higher than those in the pre-test. Therefore, there were certain developments in students' writing performance through the use of online materials.

A few studies about the issue were conducted in the Vietnamese context. Nguyen (2010) investigated the use of authentic materials in a high school context. He chose 90 students and five teachers to participate in the study. Three instruments, including questionnaire, interview and classroom observation, were used in the research. Specifically, students participated in answering the questionnaire. Teachers were involved in the interview and classroom observation. Different results were shown. Firstly, different types of authentic materials were used in class. Secondly, four English skills were all taught through the use of authentic materials. Thirdly, the perspectives of teachers and students in terms of using authentic materials were effective. Fourthly, the problems of using authentic materials resulted from time allotment, students' level, condition and teachers' experience. To solve these problems, teachers paid attention to public resources, training programs and the selection of authentic materials for students.

Another study in a Vietnamese college belonged to Phung (2017). The study aimed at identifying teachers' and students' perceptions of using authentic materials in teaching English. The mixed-methods consisting of a questionnaire and semi-structured interviews for the research were used. 93 students and 11 teachers were the participants. The whole class were in charge of the questionnaire, but twenty teachers and students were involved in the interview. The result showed that teachers and students shared positive perspectives on using authentic materials in class.

These studies had some strengths that pointed out the relationship between authentic materials and writing performance, and used an analytic assessment rubric. Nevertheless, the scopes in the studies were unclear, and the number of participants was small. In addition, little research was carried out showing authentic materials in Vietnamese contexts, especially for English-major learners in tertiary education. Using authentic materials should be taken into consideration. Besides perception matters, teachers' attitudes should be paid attention to because they face several advantages and challenges. Therefore, this was the gap among previous studies; the present study explored teachers' attitudes towards using authentic materials towards students' writing performance. The study filled the gap in the literature.

3. Research methodology

3.1 Research instruments

"Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem." (Creswell, 2014, p.29). In the qualitative method, semi-structured interviews were employed in the study.

3.2 Participants

Eight lecturers in two universities in Can Tho City, South of Vietnam, were chosen by convenience sampling to participate in the study. They had various background information, such as ages, years of teaching English and English levels.

The interview aims at learning the opinions or feelings of people (Fraenkel et al., 2012). All of the questions in the interviews are based on the key terms of the literature review. In the current study, the personal interviews were planned and developed through open-ended questions to collect in-depth viewpoints of the participants. The semi-structured interviews were recorded and conducted in Vietnamese. After that, they were transcribed and translated into English for data analysis.

4. Findings and Discussion

4.1 Qualitative findings

Eight teachers participated in the semi-structured interviews. The personal interviews were conducted in order to gain an in-depth understanding of teachers' attitudes toward using authentic materials. For the interviews, the participants were asked five main

questions about using authentic materials. Besides, sub-questions were used to ask the participants.

In order to analyze the data about teachers' interviews, the six-step thematic analysis was used. There were multiple steps, including *becoming familiar with the data, generating initial codes, searching for themes, reviewing themes, defining themes and writing up*. The results are shown as follows:

The themes are identified as five groups, such as definition of authentic materials (1), attitudes of authentic materials for students' writing improvement (2), challenges of utilizing authentic materials (3), the extent of authentic materials in writing class (4) and (5) suggestions for better use of authentic materials in teaching writing.

4.1.1 Definition of authentic materials

All of the participants shared the same definition of authentic materials. These phrases, "created for native speakers", "real life contexts" were presented.

"Authentic materials refer to resources that are created for native speakers of a language or are used in real-life contexts." (Teacher A, interview extract)

"Authentic materials are resources created for native speakers in real-life situations" (Teacher C, interview extract)

Also, the sub-theme, sources of authentic materials, is displayed.

Most of the lecturer participants preferred online sources for choosing materials in their classes.

"I use a variety of sources such as news, websites like BBC or CNN, online magazines, YouTube videos, podcasts, and social media posts." (Teacher C, interview extract)

"Most of the resources I use are online because it is diverse and up-to-date. Also, they are free, so teachers as well as students can access and download easily." (Teacher D, interview extract)

The teachers appreciated the diversity and the variety of the sources on the Internet.

"...they are diverse and easy to find and access to topics teachers want." (Teacher A, interview extract)

In addition, the common authentic materials that the teachers used in their classes were "newspapers, books, magazines and videos".

4.1.2 Attitudes of authentic materials for students' writing improvement

Most of the teachers showed positive attitudes toward authentic materials. These words, such as “valuable”, “helpful”, and “important” were noted.

“Authentic materials are valuable for language learners because they expose them to real-world language use, idiomatic expressions, cultural nuances, and different registers of speech.” (Teacher B, interview extract)

Furthermore, all of the interviewers recognized the students' motivation in the writing class.

“Authentic materials are usually more interesting and relevant to students because they deal with real topics of interest rather than artificial or contrived exercises. This can increase motivation and engagement in learning English writing.” (Teacher A, interview extract)

Four lectures gave a comparison of the current course books and textbooks.

“These materials are important and helpful for students. Unlike textbooks or course books, students always learn; they are related to our daily lives, but in informal ways.” (Teacher B, interview extract)

4.1.3 Challenges of utilizing authentic materials

All of the responses showed the similarities of the challenges of using the materials. According to the interviewees, time constraint was the first major difficulty for teachers.

“This can be challenging within the constraints of a typical classroom schedule where multiple skills and content areas need to be covered.” (Teacher B, interview extract)

The second challenge is related to the adaptation of teachers in using and teaching writing with authentic materials.

“Besides learners' difficulties, teachers face some problems in using and applying materials. I mainly spend much time adapting the materials so that my students can use or write effectively” (Teacher B, interview extract).

“I also spend much time adapting and adjusting AM so that students can learn or can write more effectively.” (Teacher B, interview extract)

The third concern was about the suitability of learners' levels and needs.

"If teachers select AM that is beyond their students' levels, learners will be overwhelmed."
(Teacher B, interview extract)

"Some EFL students may find authentic materials daunting or demotivating due to their difficulty level or lack of immediate relevance to their interests or goals." (Teacher A, interview extract)

4.1.4 The extent of authentic materials in the writing class

Seven out of eight teachers usually used authentic materials in their writing classes.

"I frequently take advantage of authentic materials for my students in class." (Teacher D, interview extract).

In addition, two sub-themes, named *how to use authentic materials* and *activities in class* were presented.

4.1.5 How to use authentic materials

The interviewees shared fairly the same sequence in their writing classes. Using authentic materials was mostly carried out in the prewriting step.

"For pre-writing, I can give them sample materials as news articles to learners ..."
(Teacher B, interview extract)

In this step, the lecturers used authentic materials as the sample to instruct students to learn vocabulary, structures and context.

"We read and analyze it together, discussing its structure, vocabulary, and main ideas."
(Teacher C, interview extract)

Moreover, while discussing, teachers integrated reading and writing skills to help students understand the context and type of writing.

"Ask students to read the material quickly to grasp the main idea or central argument."
(Teacher A, interview extract)

4.1.6 Activities in class

Besides, similar activities used in writing classes were mentioned. "Group discussion", "peer reviewing", and "peer feedback" were commonly applied.

"Conduct peer review sessions where students exchange drafts and provide constructive feedback on each other's writing." (Teacher A, interview extract)

4.1.6 Suggestions for better use of authentic materials in teaching writing.

The interviewees had various but similar recommendations for better use of authentic materials in writing classes.

Half of the participants emphasized that learning goals or objectives should be taken into consideration in writing class.

" the authentic materials selected align closely with the specific learning objectives of the writing class. This could include improving argumentation skills, enhancing vocabulary usage, or practicing specific writing genres." (Teacher E, interview extract)

Six interviewees agreed that public sharing of resources among teachers was necessary.

"At schools, they must have a public resource that teachers can learn from and share with each other."

4.2 Discussion

The findings from the semi-structured interviews show that teachers shared similar understandings of authentic materials, defining them as resources created for real-life contexts and used by native speakers. This shared perception is in line with the studies conducted by Belaid and Murray (2015) and Phung (2017), where teachers also displayed positive perspectives toward the use of authentic materials in language instruction. The potential reason for this consistency is that teachers in both local and international contexts recognize the pedagogical value of exposing students to natural language use, real-world content, and cultural authenticity.

Lecturers in the present study expressed strong positive attitudes toward using authentic reading materials to enhance EFL students' writing performance. This supports the findings of Vo and Nguyen (2021), who also found that authentic and extensive reading materials significantly contributed to learners' writing improvement. A plausible explanation is that authentic materials allow students to encounter real examples of text organization, vocabulary use, and stylistic variation, which can later be transferred into their own writing production.

Importantly, the findings resonate with Vygotsky's Constructivist Theory (1978), which serves as the theoretical foundation of this study. According to Vygotsky, learning occurs most effectively within authentic, socially interactive contexts, where learners construct new knowledge through engagement with meaningful materials and guided support from more knowledgeable peers or teachers. The teachers' use of authentic reading selections as models and stimuli for writing mirrors this constructivist approach. By integrating real-world texts into writing lessons, the educators situate learning within contextually rich environments, thereby enabling students to connect linguistic forms with communicative purposes — a process that supports deeper cognitive engagement and knowledge construction.

The teachers' practices also reflect Vygotsky's concept of the Zone of Proximal Development (ZPD). In the pre-writing stage, as several participants described, authentic materials were used as scaffolds — providing linguistic input, genre examples, and organizational models. Through guided reading and class discussions, teachers helped learners notice and analyze the features of authentic texts before attempting their own writing. This scaffolding aligns with the notion that learners can perform beyond their independent capabilities when given appropriate support, which is gradually withdrawn as competence increases. Thus, authentic reading selections serve as both linguistic input and cognitive scaffolds within students' ZPD, facilitating a smoother transition from comprehension to written production.

Furthermore, the emphasis teachers placed on collaborative activities, such as group discussions, peer feedback, and shared reflection, exemplifies the social dimension of constructivism. These interactive activities create opportunities for learners to negotiate meaning, co-construct understanding, and internalize writing conventions through social exchange. This reflects Vygotsky's assertion that learning is not merely an individual cognitive act but a socially mediated process that thrives on communication and collaboration.

Another constructivist element revealed in the findings is teachers' recognition of learner motivation and engagement as key outcomes of using authentic materials. Authentic texts often present relevant, real-life topics that capture students' interest and stimulate active participation. From a theoretical standpoint, such engagement supports meaningful learning, in which students are not passive recipients of knowledge but active participants constructing meaning from authentic language experiences.

However, the challenges reported — such as time constraints, the need for adaptation, and learners' varying proficiency levels — also align with constructivist considerations. Effective scaffolding requires careful adjustment to learners' developmental levels and the thoughtful selection of materials within their ZPD. When authentic materials are too linguistically or culturally demanding, they may exceed students' current capabilities, causing frustration rather than growth. Hence, the teachers' awareness of the need to adapt authentic materials reflects an effort to maintain balance between challenge and support, which is central to Vygotsky's framework.

Lastly, the participants' suggestion to establish shared resources of authentic materials among teachers highlights an awareness of the collaborative, community-based aspect of professional learning. Within a constructivist framework, this collaboration among educators represents a broader community of practice, where teachers themselves engage in social learning and co-construction of pedagogical knowledge.

In summary, the findings demonstrate a clear alignment between teachers' perceptions and practices and the principles of Vygotsky's Constructivist Theory. The use of authentic reading selections fosters contextualized, socially mediated, and scaffolded learning environments that promote both linguistic competence and cognitive development. This theoretical fit reinforces the conclusion that authentic materials are

not merely supplementary tools but integral components of an interactive, learner-centered pedagogy aimed at enhancing EFL learners' writing performance.

5. Conclusion and implications

5.1 Conclusions

The current study discussed several aspects of the definition of authentic materials, the benefits, the challenges, writing performance, and the significance of writing skills. In addition, the relation between authentic materials and writing performance was investigated.

The conclusions are drawn from the findings of the semi-structured interviews. Firstly, the teachers' participants had high perceptions of using authentic materials in teaching writing to students. Secondly, the participants reported having used authentic materials at a frequent level. Specifically, lecturers believed that authentic materials are important and beneficial for students' writing performance.

In addition, the materials are useful tools for teachers in teaching writing. However, teachers face adaptation of students and time allotment. Thus, to avoid these disadvantages, teachers should select appropriate materials for students, manage time and understand students' needs.

5.2 Implications

The findings from the current study provide a better understanding of teachers' attitudes toward using authentic materials for students' writing performance. The following implications are highlighted to assist EFL teachers, students and school administrators.

5.2.1 For teachers

Utilizing authentic material is advantageous for students' learning process, especially for their writing.

Firstly, teachers should select appropriate authentic materials according to learners' levels. Choosing the right materials must be an important step in the teaching process. In order to select the suitable ones, teachers have to set the specific learning objectives or outcomes for each lesson. As a result, students can use and learn with authentic materials in effective ways. In addition, lecturers avoid changing or applying new materials for their classes, which will be challenging for students, mostly for the weak ones. Therefore, the ideal way is for learners to have time to get used to authentic materials.

Secondly, applying varied activities in the writing class is essential. The final piece of paper is one's effort, but learners can learn and acquire plenty of things, such as creativity, ideas, structure and so on, if students work with others in pairs or in groups.

Thirdly, giving constructive feedback to students is a significant step. According to different writing classes, teachers make their own choices to deliver the comments and

feedback. Consequently, from that feedback, learners can maximize their strengths and minimize their own mistakes.

5.2.2 For students

To improve writing skills and writing performance, learners need to follow the steps:

First, students should make good use of online authentic materials. In the digital era, people easily access diverse resources of materials for learning foreign languages. EFL learners are no exception.

Second, besides teachers' suggestions, students need to find and explore reliable resources that are within their interests. It is a helpful way for them to get familiar with the prompts and the type of writing. Third, students should build up writing as a habit so that they can enhance their writing skills.

5.2.3 School administration

First, school administrators can hold and support frequent meetings or training for teachers so that new and experienced teachers can learn from each other. Every group of teachers has its strengths. New teachers are active in terms of updating several sources of authentic materials, so they can recommend them to other colleagues. Experienced teachers can share their problems when they use authentic materials.

Second, the school managers can create public resources, including effective types and interesting topics of authentic materials, so that teachers can consult and adjust the materials to use in their own classes effectively.

5.3. Limitations

There are some limitations in the study. Firstly, the study was conducted on a small population of potential participants; therefore, the findings cannot be generalised to all lecturers in the tertiary contexts. Secondly, due to time constraints, additional instruments cannot be used in the research. Thirdly, the items of the questions in the interviews were insufficient to provide a profound picture of the key terms.

5.4. Recommendations for future research

Future research should include a larger and more diverse sample of EFL lecturers and institutions to enhance the generalizability of findings. Mixed-method approaches combining interviews, observations, and writing assessments are recommended to provide deeper insights into how authentic materials affect writing performance. Further studies should also explore learners' perspectives to understand their motivation and challenges when using authentic materials. Longitudinal and comparative research could examine the long-term effects and the effectiveness of different types of authentic materials in improving specific aspects of writing, such as organization, vocabulary, and coherence.

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Conflict of Interest Statement

The author declares no conflicts of interest.

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