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A Sequential-Explanatory Study on Students' Attitudes and Instructors' Use of Authentic Materials in Purposive Communication Lessons

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ABSTRACT

A sequential-explanatory research design was used to investigate students' attitudes and instructors' use of authentic materials in Purposive Communication. Descriptive statistics was utilized to quantify the attitudes of the students, while an inductive thematic analysis was used to draw out categories and themes from the qualitative data provided by the instructors. The merging-converging method was used to compare and contrast the results of the survey and the transcripts, from which axiological implications were drawn. Findings revealed that listening-viewing authentic materials are the most frequently used by the instructors. Visual authentic materials followed in frequency and last came textual authentic materials. Overall, students have positive attitudes regarding the use of authentic materials in Purposive Communication. The thematic analysis also revealed that the instructors mainly used the materials to model ideal speaking competencies. Furthermore, it is recommended that instructors consider their students' language proficiency, age, communication needs, academic needs, cultural background, and interests when selecting authentic materials. They may also ensure the resources are aligned with the lesson objectives, effective, available, and economical.

INTRODUCTION

In accordance with the "General Education Curriculum: Holistic Understandings, Intellectual and Civic Competencies" (CHED Memorandum Order No. 20, series of 2013), it is a goal for the college course Purposive Communication to enhance the communicative competence of students to prepare them to be eligible workers in the global economy (American Association of Colleges of Teacher Education, 2008). Thus, it is necessary for the subject to prepare learners for the real world. In connection, a study suggested that the use of authentic materials in Purposive Communication ensures experiential learning that is relevant to real-life tasks. It also built upon the premise that authentic materials are particularly useful in enhancing speaking skills in addition to other macro skills (Francisco, 2023). Furthermore, a growing number of studies supports the effectiveness of authentic materials in enhancing speaking skills (Castillo, et al., 2017; Geisa, 2022; González Otero, 2016; Inezfarrah, 2021; Karyuatry, et al., 2020). However, despite prior research, there is still a need to investigate how students react to the use of such resources and how such materials are used by educators in Purposive Communication. Therefore, this sequential-explanatory study will investigate the attitudes of students regarding the use of authentic materials and in what ways instructors' use them in Purposive Communication at the Lyceum of the Philippines University in Cavite.

STATEMENT OF THE PROBLEM

1. How often do instructors use the following types of authentic materials in Purposive Communication lesson objectives concerning the speaking macro skill?

- 1.1. Listening-viewing authentic materials
- 1.2. Textual authentic materials
- 1.3. Visual authentic materials
2. What is the attitude of the students towards the use of authentic materials in improving their speaking skills in terms of:
 - 2.1. Morphosyntax
 - 2.2. prosody and sound system
 - 2.3. Discourse
 - 2.4. Content
 - 2.5. Vocabulary
 - 2.6. Pragmatics
 - 2.7. general attitudes
3. How do the instructors use authentic materials in Purposive Communication to improve the speaking skills of their students' skills in terms of:
 - 3.1. Morphosyntax
 - 3.2. prosody and sound system
 - 3.3. discourse
 - 3.4. content
 - 3.5. vocabulary
 - 3.6. pragmatics
 - 3.7. general attitudes
4. What are the axiological implications of the qualitative and quantitative findings regarding the students' perspective and instructors' use of authentic materials for Purposive Communication?

LITERATURE REVIEW

Authentic Materials

Authentic materials or AMs refer to instructional resources that "were not specially prepared for pedagogical purposes"(Richards, 2001, p. 251) but can be used to instruct in the classroom setting. Geisa (2022) classified them into three types: listening-viewing, visual, and textual. Some examples of listening-viewing AMs are films, shows, and commercials. Visual AMs comprise of but are not limited to drawings, paintings, photographs. Lastly, textual AMs can be brochures, news articles, maps, and other non-pedagogical items that include words.

Speaking Skills

According to Brown (2015), speaking is the act of expressing thoughts that represent social conduct among humans in order for them to communicate with one another. It is a complex activity that involves six aspects: morphosyntax, prosody, sound system, discourse, content, vocabulary, and pragmatics (Hinkel, 2006). Ardila (2021) defines morphosyntax as being synonymous with grammar. The study cites Huddleston and Pollum (2002) in describing it as being a set of rules that must be followed when creating a word (morphology) or sentence (syntax). Meanwhile, the ability to accurately read a text aloud with appropriate tempo and expression is called prosody (Wolters, et al., 2020; Rasinski, et al., 2023). Phonology is often thought of as a linguistic "sound system" because it is the study of sound patterns in a language. However, Ladd (2013) notes that phonology and prosody are not separate channels. Since prosody is only a subcategory of sound system or phonology, the researchers decided to join the two under one category in the survey of this study. The Cambridge Dictionary (n.d.) defines discourse as the communication of ideas through speech or writing. This is an important aspect in communicative language teaching, such as in the subject of Purposive Communication, which deals with comprehension and meaning. The successful transfer of meaning from sender to receiver denotes that the speaker has communicative competence. Moreover, a component of communicative competence is discourse competence (Laşcu, 2023). Content is defined by the Cambridge Dictionary (n.d.) as the ideas expressed in speech or in a piece of media. In the context of speaking skills, this refers to the ability to organize the message which is to be presented through speech. Vocabulary refers to the inventory of words that a speaker knows in a language (Payne, 2024). Lastly, pragmatics is a "field of linguistics concerning linguistic forms and the meaning they produce in a social context" (Taguchi & Kadar, 2023, p. 1). Hence, pragmatists focus on analyzing the possible underlying intended meanings of messages uttered by a speaker.

Use of Authentic Materials to Improve Speaking Skills

Evidence shows that authentic resources improve communication skills and help learners better adapt to real-world situations. Inezfarrah (2021) found that students who were taught using AMS outperformed those who were taught without. Thus, it was concluded that such instructional tools improve language acquisition. Adding to that, Marpaung and Situmeang (2020) propose that the use of multimedia to instructors' use of AMs enhances student vocabulary, one of the speaking skill aspects. In addition to equipping learners with communication skills in real-life contexts, Nuriyya (2018) observed that AMs increase student motivation to learn vocabulary. Lastly, textual AMs such as short stories were found to enhance students' grammar skills and appreciation to literature. Hence, literary texts were recommended as resources for language learning (Şentürk & Kahraman, 2020).

Arguments Against the Use of Authentic Materials in Teaching Speaking

Despite the piling evidence in support of AMs, many perspectives argue against the utilization of such tools in teaching language. Kilickaya (2004; as cited by Karyuatry et al., 2020) believed that the vocabulary and structures found in AMs may be too difficult for learners to understand, hence requiring the instructor to take time simplifying the chosen materials to become appropriate for the level of the learners. If the language structure of the text is too difficult for the learners, they might focus on the linguistic code instead of the meaning (Williams, 1973; as cited by Day, 2004). Thus, preparing AMs would be more time-consuming for the teacher (Miller, 2005; as cited by Karyuatry et al., 2020). Furthermore, AMs are said to be "culturally-biased" and may misrepresent a culture (Martinez, 2002; as cited by Karyuatry et al., 2020).

Arguments Supporting the Use of Authentic Materials in Teaching Speaking

On the other hand, the body of research proclaiming the effectiveness of AMs in enhancing speaking skills are steadily increasing. It is a common belief among many researchers that such learning materials are more sufficient in aiding the students in learning the target language (Castillo, et al., 2017; Geisa, 2022; González Otero, 2016; Guariento & Morley, 2001; Inezfarrah, 2021; Karyuatry, et al., 2020; Mei Teng & Al-Saqqaf, 2022; Wilcox & Oaks, 1999; Weyers, 1999). Karyuatry, Nurkamto, and Rochsantiningsih (2020) cited Berardo (2006, p. 64) when they enumerated the benefits of AMs as "having a positive effect on student motivation, giving authentic cultural information, exposing students to real language, relating more closely to students' needs, and supporting a more creative approach to teaching." To explain why such materials are motivating to learners, they cited Nutall (1996, p. 172) who said, "Authentic texts can be motivating because they are proof that the language is used for real-life purposes by real people."

Criteria for Authentic Material Selection for Teaching Speaking

To mitigate the complications that may be encountered when using AMs, Karyuatry, Nurkamto, and Rochsantiningsih (2020) summarized the criteria in choosing authentic materials for the purpose of teaching speaking set by McGrath (2002), Field (2008), Lee (1995), and Nuttall (1996). They concluded the following five important characteristics: "relevance to course objectives, topic interest, cognitive demands, linguistic demands, and exploitability" (Karyuatry, et al., 2020, p. 556).

Facilitating the Use of Authentic Material for Teaching Speaking

A prior study recommended five ways for instructors to facilitate the use of AMs in the classroom (Karyuatry et al., 2020). The instructor must be "coaching and scaffolding at critical times, providing students with the opportunity to reflect, providing the opportunity to collaborate, promoting articulation to encourage students to verbalize their knowledge and thinking, and enabling students to use technology" (p. 556). Scaffolding is a term associated with the Sociocultural Theory of Cognitive Development proposed by Lev Vygotsky (1978). It is a teaching practice wherein the instructor will initially demonstrate how to perform a specific task. Then, under the instructor's supervision, the learners will practice it until they are able to perform it on their own without the instructor's guidance. In addition to scaffolding, collaborative learning was also shown to positively impact the critical thinking skills of learners. Students perceive that it contributes to their "emotional awareness, learning motivation, cognitive development, and broad-mindedness." (Warsash, et al., 2021, p. 455). These are the suggested strategies to ensure effective inclusion of AMs.

Purposive Communication

In identifying the aims of Purposive Communication, Mallillin, and Caranguian (2022) said that "the goals and purposes of the subject course are to enhance the skill-based purposive communication learning competency of students which focuses on communication, cooperation, collaboration, critical thinking, and creativity" (p. 354). This is in agreement with the earlier statement of the American Association of Colleges of Teacher Education (2008). Moreover, the study noted that those competencies can be achieved through "oral participation, in pair, group discussions using various techniques in teaching." These same activities are proven to be important in developing 21st century skills (Ravitz, 2016). Another study emphasized the need

for the integration of authentic materials and tasks that highlight experiential learning relevant to the real world through the development of a skill-based module (Francisco, 2023). As implied by the questionnaire's results, even though the teachers integrate the 4C's in teaching, the students did not perform adequately in the skills. To solve the gap between the integration of the 21st century skills and student performance, Francisco (2023) developed the "21st Century Skills-Integrated Module in Purposive Communication". In addition, a local needs analysis survey run by Chatsungnoen (2015) on Purposive Communication became the basis of a proposed contextualized syllabus for the course (Santos, et al., 2021). They recommended the contextualization of Purposive Communication syllabi in accordance to the field specialization of the students for the purpose of obtaining English communication skills which are relevant to their future careers. Therefore, existing studies concerning Purposive Communication instruction recommend three particular ways in which instruction can be improved through the help of authentic materials: contextualization of learning, integration of technology, and use of differentiated instruction.

Contextualized Teaching and Learning in Purposive Communication and Speaking Skills

Contextualized Teaching and Learning (CTL) is an "instructional approach designed to connect the basic skills and occupational content by focusing directly on concrete applications in a specific context" (Lorbis, 2019, p.1). Lorbis (2019) explained that under contextualization is localization, a practice wherein the instructor relays curriculum learning content through information and materials that are available to the learners' locality. In connection with this, the findings of several studies have found culturally-relevant materials to enhance the confidence, enthusiasm, and identity development of students in addition to improving their language acquisition and learning (Besonia, 2023). CTL is understood as a product of the theory of constructivism or the constructivist theory (Bumgarner, 2017; Lorbis, 2019; Wijayanti, 2013). The constructivist theory (Piaget, 1973) posits that learners draw from their own experiences and prior knowledge in navigating new situations, therefore requiring learners to have meaningful interactions with their environment. Implications of this can be observed in engaging students in classroom activities that prompt experiential learning (Lorbis, 2019). Thus, a contextualized and localized approach in the instruction of Purposive Communication would entail meaningful tasks that will grant students the opportunity to simulated or authentic experiences which are relevant to their chosen programs and are rooted in their community. This is further support of this is provided by the framework of English for a Specific Purpose (ESP), which proposes that language must be taught in a way that is relevant to the students' future careers (Masuddin, 2018 as cited by Santos et. al., 2021). This means that language instruction, under ESP must contain "circumstantial content, language skills, motivations and processes [which] are co-operated in customized courses" (Lorbis, 2019, p. 82). Hence, Purposive Communication instruction must include authentic activities that put students in situations which are grounded in reality, especially in their respective programs. This also suggests the provision of materials contextualized and localized authentic materials reused for classroom instruction.

Technology Integration in Purposive Communication and Teaching Speaking Skills

Technology integration is "the use of technology to enhance and support the educational environment" (Delos Reyes, 2020, p.3). In a local study (Delos Reyes, 2020), it was found that Purposive Communication instructors believed that the topic of Effective Communication needed the assistance of polymedia-based instruction (PBI). Such materials include "spoken texts, mini-lecture, clips, related examples, interactive voice prompts, and computer-aided instructions" (p. 13). The study showed that PBI materials can help students in skills such as obtaining, analyzing, synthesizing, and presenting information in front of the class, thus making them beneficial in speaking classes. Another study (Sosas, 2021) found that the inclusion of technology, such as "Internet, podcasts, video conferencing, videos, and speech recognition software" (p. 959), boosted the students' confidence and enhanced their speaking skills. Cartoons were among the listening-viewing AMs found to improve such skills as well. Furthermore, the use of culturally-relevant e-learning materials in Purposive Communication instruction evidently increased student motivation and engagement in the lesson because such resources could bridge the new knowledge to the learners' personal experiences (Besonia, 2023). Overall, the integration of technology in teaching speaking is proven to help students overcome their difficulties in speaking (Hamad, et al., 2019). Some of the benefits include the enhancement of in speaking skill confidence, motivation, engagement in lesson, English fluency, vocabulary, and language learning and acquisition in general.

Differentiated Instruction in Purposive Communication and Speaking Skills

As per the framework of ESP, the instructor must take into account the needs of the learner (Santos, et. al., 2021). In order for the learners to achieve the learning competencies in Purposive Communication, their needs must become the basis of the instructor's delivery method (Mallillin & Caranguian, 2022). Therefore, differentiated instruction for progress towards learning competencies. The curriculum promotes this by providing formative and summative assessments in the form of "short quiz, reporting, seatwork, portfolio, work samples, observation of skills, demonstration, project work, peer evaluation, department examination, unit or chapter test, preliminary, mid-term, finals...problem analysis, case study, term paper, concept paper,

research, and performance test” (Mallillin & Caranguian, 2022, p. 356). The study also cited authentic tasks. Other activities that could fall under this are role-play. Role-playing in language instruction provide an opportunity for learners to practice the target language and increase communicative competence. Other helpful activities in language instruction are central activities assigned in task-based teaching. Teachers were also implored to integrate procedures and principles of task-based instruction (Sosas, 2021).

SYNTHESIS

A growing body of research provides evidence that authentic materials can be used to enhance speaking skills, boost motivation, increase engagement, and positively impact speaking confidence (Inezfarrah, 2021; Karyuatry et al., 2020; Marpaung & Situmeang, 2020; Nuriyya, 2018). Moreover, they are shown to be culturally-relevant and adoptive of real world contexts. However, concerns regarding the use of AMs argue that they may be “culturally-biased” (p. 555), time-consuming to prepare, or comprising of complex language (Karyuatry et al., 2020). To mitigate such issues, it is recommended for instructors to abide by criteria in the selection of AMs for teaching speaking. These are “relevance to course objectives, topic interest, cognitive demands, linguistic demands, and exploitability” (p. 556). Moreover, it is suggested that instructors closely guide students, give learners with time to reflect, provide opportunities for collaborative learning, encourage learners to verbally express their thoughts, and enable them to utilize technology (Karyuatry et al., 2020). Specifically, in Purposive Communication wherein the goal is to enhance the “learning competency of students which focuses on communication, cooperation, collaboration, critical thinking, and creativity” (Mallillin & Caranguian, 2022, p. 354); there is a need to implement contextualized teaching-learning, technology integration, and differentiated instruction. The use of AMs can help in these regards (Lorbis, 2019; Mallillin & Caranguian, 2022; Santos, et. al., 2021; Sosas, 2021).

RESEARCH FRAMEWORK

Theoretical Framework

The Functional Communication Competence Theory (Bodie & Jones, 2015) is the backdrop of this study. Branching off of Bernstein’s Sociolinguistic Code Theory (1974) and Delia’s Epistemological Constructivist Approach (1977), this theory is concerned with the “ability to generate and process messages in ways that enable people to accomplish their social goals appropriately and effectively” (Bodie & Jones, 2015, p. 2). Under this theory, functional communication competence is divided into four sets of processes. First is social perception, which “refers to the process of identifying and making sense of the social world and refers to several related skills, including, but not limited to, forming impressions and taking the other’s perspective” (p. 4). Constructivism in the context of social perception posits that an individual develops and accumulates interpersonal constructs (ideas about the behaviors, characteristics, qualities, and thoughts of other people) which enhances his or her ability to process social information. This ability is referred to as interpersonal cognitive complexity. Cognitive complexity is linked to the message production process, which is the second set of processes. The production of highly-person centered (HPC) messages is associated with communicative competence. Person-centeredness is the level of which “messages take into account and adapt to the subjective, emotional, and relational aspects of communicative contexts” (Burleson, 2007, p. 113). Burleson, Delia, and Applegate (1995) stated that parents who use HPC messages, such as those that are regulating or comforting, have higher probability of possessing higher levels of cognitive complexity. Third is message processing or reception. Individuals with higher levels of cognitive complexity are believed to have greater capacity in distinguishing how the person-centeredness of messages varies. In relation to this, the Dual-Process Theory of Supportive Communication posits that the way supportive communication impacts the receiver is influenced by the quality of the message and the way the receiver decodes messages (Bodie & Burleson, 2008). Lastly is interaction coordination. The functional communication theory suggests that since individuals who possess higher levels of interpersonal cognitive complexity have higher capacity in message production and reception, such people have greater ability to coordinate interaction in comparison to individuals who have low complexity. The study cited The Functional Communication Competence Theory because it aligns with the objectives of the course Purposive Communication in that it underscores the ability of an individual to mold his or her language to achieve his or her purpose and navigate interpersonal reaction in various contexts.

Conceptual Framework

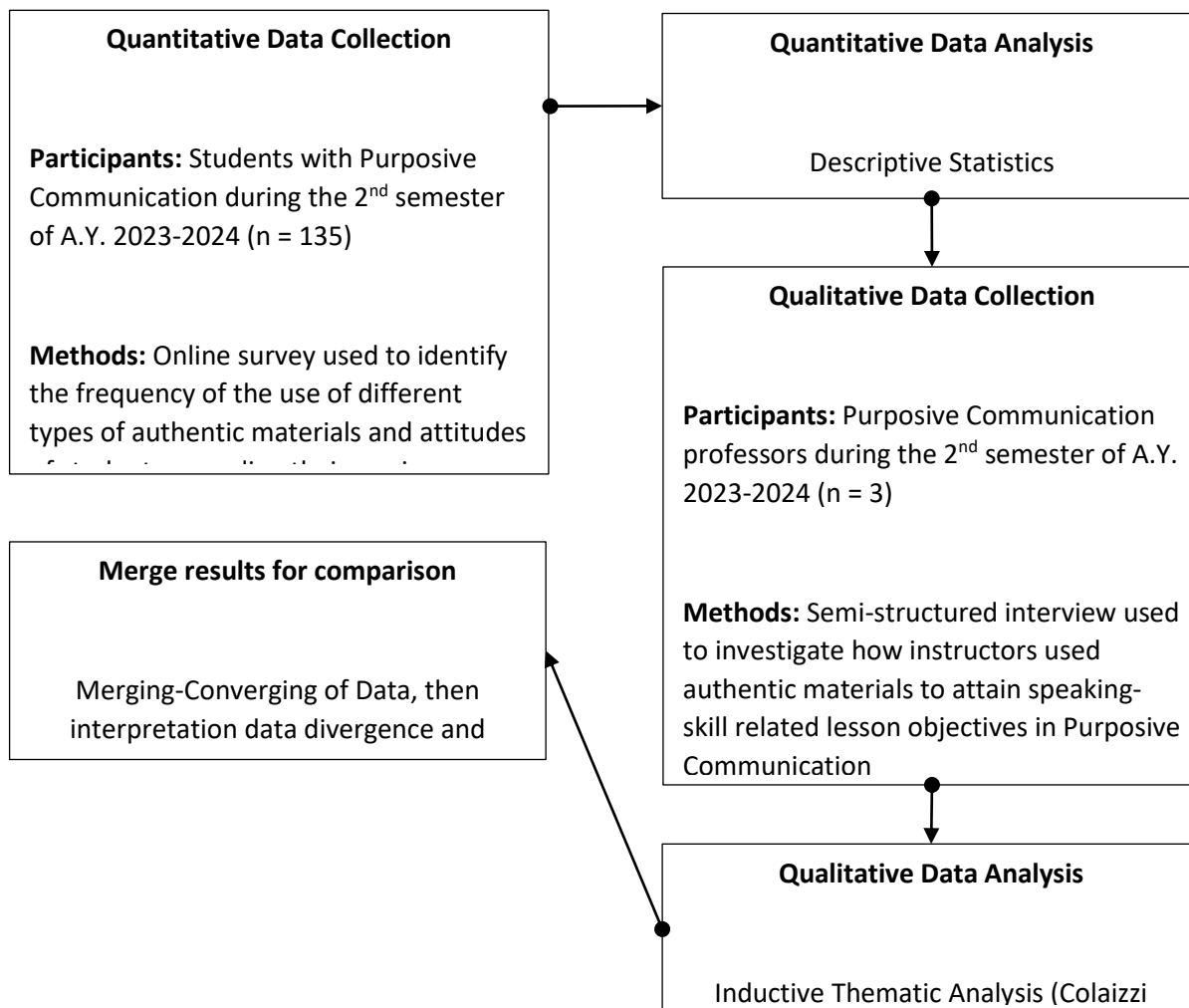


Figure 1. Model of data gathering procedure for sequential-explanatory design.

Creswell (2007) gave the framework template for several mixed-method designs. This study used the sequential-explanatory design to bridge the attitudes of students and of professors on the topic of the use of authentic materials for Purposive Communication lessons. The researchers first collected the quantitative data acquired through an online survey sent to the students. Afterwards, the statistics were analyzed using weighted mean and standard deviation which then determined the most recurring answers of the students, thus providing a general idea of the attitudes of majority of the sample size. Qualitative data collection was the next step. Based on the results of the survey, the researchers developed interview questions which were answered by the Purposive Communication instructors. Then, the deductive thematic analysis was employed to analyze their responses. Recurring codes were identified and then categorized into themes. After the two types of data were analyzed separately, the researchers merged the results using the merging approach, which allowed comparison between the two. Juxtaposition or similarities in the responses of students and teachers were outlined and explained by the researchers using existing literature and theories in the results interpretation stage.

METHOD

Study Design and Subjects

By utilizing the sequential-explanatory mixed method design, this study explored the attitudes of students on how the instructors use authentic materials in Purposive Communication. A purposive sampling technique was used to select participants that were able to provide data to answer the research questions. Two types of participants were needed: students enrolled in the course Purposive Communication and instructors who were teaching the course during the 2nd semester of A.Y. 2023-2024. Out of the

178 students who responded, 135 were used by the statistician as the sample population. Meanwhile, three out of the nine Purposive Communication instructors were available for the interviews. To obtain the list of instructors teaching this subject, the researchers produced a request letter to the College of Liberal Arts and Education (CLAE). After this was obtained, the researchers asked the signatures of the deans in all of the colleges in the university, the university registrar, the Human Resource Director, the Center for Quality Assurance and Knowledge Management and Office of Data Privacy Director, the Center for Research and Development Head, and the Vice President for Academic Affairs in order to disseminate the online questionnaire to the Purposive Communication students.

Research Instrument

A Likert scale-type questionnaire was designed by the researchers to collect quantitative data. Surveys are instruments composed of numerically rated items which aimed to collect responses from a large sample size (Ponto, 2015). Attitudes, perceptions, opinions, and experiences can be quantified using this scale (Jamieson, 2023). To avoid neutral answers, it was recommended that the scale be limited to four options: 1 for “never” or “strongly disagree”, 2 for “occasionally” or “disagree”, 3 for “often” or “agree”, and 4 for “always” or “strongly agree”. In order to answer the first research question, the first section of the survey presented a list of authentic materials according to the three categories, namely, listening-viewing, visual, and text or textual authentic materials in order to determine the frequency of usage of the three types of authentic materials. The four options were “never”, “occasionally”, “often”, or “always”. This section of the questionnaire was largely adapted from the survey developed by Prošić-Santovac and Popović (2021). For the second research question, the second section of the questionnaire aimed to assess the attitudes of students regarding the effectiveness of the authentic materials in improving their speaking skills. The components of speaking skills were derived from the definition of Hinkel (2006). Secondary source materials were referred to by the researchers in the construction of questions pertaining to the improvement of morphosyntax, prosody, sound system, discourse, content, vocabulary, and pragmatics. Moreover, the general attitudes of the students regarding the overall use of authentic materials in Purposive Communication was the last part of the survey.

The interview questions were developed only after the statistical results were out. The questions of the semi-structured interview aimed to let the instructors explain how they used authentic materials to improve the six aspects of speaking skills in their Purposive Communication class, including the considerations they took in selecting authentic materials. The interview questions mirrored the results of the survey because the research aimed to draw out axiological implications from both types of data. After the creation of the instruments, they were validated by two language major instructors, three department coordinators, a psychometrician, and a statistician.

Data Gathering Procedure

During the first phase of the data gathering for this sequential-explanatory study, the researchers sought the help of Purposive Communication instructors in disseminating the adapted survey by sending them the Google Form link. Prior to this, the Likert scale questionnaire to be sent to the student participants had been validated by two language major instructors, three department coordinators, a psychometrician, and a statistician. To ensure that the data from the survey and the interview could be merged, the quantitative questions on the survey were modified into qualitative questions according to the recommendation of the panelists. Those modified questions comprised the semi-structured interview which were answered by the Purposive Communication instructors.

Ethical Considerations

All participants of the study were fully informed about the purpose of the thesis, the nature of their involvement, and the use of the data collected. Consent forms were distributed to all individuals which ensured them that their participation was voluntary, they may withdraw at any time with no consequences, and that they may clarify anything with the researchers if they deemed it necessary. Furthermore, the consent form outlined the study's objectives, methods, potential risks, and benefits. All information collected were used solely for the purpose of the study. Participants were informed how their data will be used, including any potential publication of results. No personal data was included in the reports. To ensure that the data collection will be free from any privacy concerns, the researcher consulted with the Center for Quality Assurance and Knowledge Management and Office of Data Privacy. They made all revisions necessary to ascertain that the participants' identities and personal information will remain confidential. They deemed it necessary to remove the option for students to input their names in the Google Form surveys. The instructors were also anonymized by replacing their names with numbers. All collected data were stored securely with access limited to the research team. The study respects the diverse backgrounds and perspectives of the participants. Efforts were made to ensure that the questions are culturally-sensitive and relevant to the participants' experiences. The researcher approached all participants with respect and openness, fostering an inclusive environment. These

ethical considerations ensure that the study was conducted in a responsible and respectful manner, prioritizing the well-being of all participants. By adhering to these ethical principles, the research maintained integrity and credibility while contributing valuable insights into the use of authentic materials in teaching Purposive Communication.

Data Analysis

Descriptive statistics were used by the statistician to make sense of the quantitative data produced by the surveys during the first phase of the data gathering. Meanwhile, the researcher employed Colaizzi's Method of Data Analysis (1978) in order to draw out emergent themes from the raw data in the second phase. To ensure that the analysis is accurate, it was sent to the interview participants for approval.

RESULTS AND DISCUSSION

Table 1. *Frequency of Using the Authentic Materials (n = 135).*

Types of Authentic Materials	M	SD	Verbal Interpretation
Listening-viewing authentic materials	2.19	0.67	Occasionally
Commercials/Advertisements	2.38	0.88	Occasionally
Broadcasting programs (i.e. news reports, podcasts, sports news, etc.)	2.19	0.83	Occasionally
Movies/films	2.14	0.84	Occasionally
Entertainment programs (i.e. cartoons, soap operas, reality shows, game shows, music shows, etc.)	2.13	0.83	Occasionally
Documentaries	2.13	0.86	Occasionally
Textual authentic materials	1.93	0.76	Occasionally
Poetry	2.01	0.93	Occasionally
Novel	1.99	0.98	Occasionally
Newspaper or magazine	1.94	0.89	Occasionally
Graphic novel (e.g. Pride and Prejudice graphic novel, Romeo and Juliet: The Graphic Novel, etc.)	1.94	0.92	Occasionally
Comic strip (e.g. Marvel comics, DC, etc.)	1.76	0.82	Occasionally
Visual authentic materials	2.06	0.67	Occasionally
Photograph	3.05	0.94	Often
Painting	1.84	0.89	Occasionally
Wordless street sign	1.84	0.89	Occasionally
Postcard	1.82	0.85	Occasionally
Picture book aimed at adults (e.g. Leave Me Alone!, After the Fall: How Humpty Dumpty Got Back Up Again, and The Book of Mistakes, etc.)	1.75	0.86	Occasionally

Note. 3.50-4.00 = Always; 2.50-3.49 = Often; 1.50-2.49 = Occasionally; 1.00-1.49 = Never

Based on Table 1, the three types of authentic materials in general were used occasionally, with the listening-viewing types as the most frequent and textual authentic materials as the least used. In the listening-viewing category, the student respondents voted *commercials* as the most frequently used while entertainment programs were the least recurring. Under the textual category, poetry is voted to be the most frequently used. On the other hand, comic books were the least frequent. Lastly, the results of the visual authentic materials category show that photographs were most frequently used, even being the only item to score a mean of 3.05 which means it appears often. The least popular in terms of frequency appears to be picture books created for an adult audience. The next table presents a statistical summary of the attitudes of students regarding the idea that the authentic materials improved their speaking skills. To provide a more concrete definition of speaking that is easier to measure, the researchers divided it into several aspects as defined by Hinkel (2006). Additionally, their general attitude towards the use of authentic materials is shown.

Table 2. *Attitudes of the Students Towards the Use of Authentic Materials in Improving Speaking Skills (n = 135).*

Statements	M	SD	Verbal Interpretation
Morphosyntax	3.24	0.71	Moderately Improved
...improved my ability to properly use contractions (i.e. don't, can't, won't, etc.)	3.30	0.75	Agree
...developed my understanding of the degree of adjectives (i.e. strong, stronger, strongest)	3.25	0.74	Agree
...improved my subject-verb agreement. (e.g. She [like/likes] chocolate.)	3.23	0.77	Agree
...enhanced my use of verb tenses (i.e. past tense, present tense, future tense, etc.)	3.22	0.74	Agree
...improved my use of prepositions (i.e. in, on, at, above, under, etc.)	3.20	0.76	Agree
Prosody and Sound System	3.24	0.67	Moderately Improved
...helped me understand the meaning of people's messages through their tone of voice	3.36	0.70	Agree
...helped me better understand people's emotions through their tone of voice	3.28	0.71	Agree
...developed my vocal intonation to convey a message	3.27	0.70	Agree
...improved my pronunciation of stressed and unstressed syllables (i.e. in-VES-ti-gate, e-co-NO-mic, etc.)	3.16	0.75	Agree
...enhanced my pronunciation of digraph sounds (i.e. sh, ch, ph, th, wh)	3.13	0.76	Agree
Discourse	3.21	0.70	Moderately Improved
...enhanced my professional communication skills	3.26	0.71	Agree
...enhanced my interpersonal communication skills	3.25	0.72	Agree
...helped me in expressing my opinions	3.21	0.75	Agree
...helped me comprehensively construct and deliver arguments	3.17	0.76	Agree
...helped me deliver an impromptu speech	3.16	0.78	Agree
Content	3.28	0.67	Moderately Improved
...taught me to adjust my language based on whom I am speaking to. (i.e. authority figures, parents, friends, younger people, etc.)	3.33	0.70	Agree
...helped me construct information to verbally express it	3.27	0.71	Agree
...taught me to deliver ideas that are most relevant to the topic at hand during conversations	3.26	0.72	Agree
...enhanced my ability to logically organize ideas before expressing them	3.26	0.71	Agree
...enhanced my ability to explicitly state my message without confusion	3.26	0.72	Agree
Vocabulary	3.22	0.69	Moderately Improved
...expanded my English vocabulary	3.28	0.74	Agree
...helped me choose the right synonym to accurately convey my meaning in a given context	3.21	0.73	Agree
...taught me to understand subtle differences between the use of synonyms (i.e. "Good" and "kind" are synonyms but when describing quality, we use "good" not "kind".)	3.20	0.74	Agree

Statements	M	SD	Verbal Interpretation
...taught me to correctly use words that are considered uncommon or deep	3.20	0.71	Agree
...helped me express myself without being redundant due to repeating words	3.19	0.71	Agree
Pragmatics	3.24	0.68	Moderately Improved
...taught me to use polite language to maintain good social relations	3.31	0.71	Agree
...taught me to be more respectful when disagreeing with someone (e.g. "Perhaps we can explore other suggestions" vs. "I do not accept your suggestion.")	3.26	0.70	Agree
...helped me understand possible motives behind someone's words (i.e. "Have you had lunch yet?" could mean that the person is asking me out to lunch.)	3.24	0.72	Agree
...improved my ability to understand metaphors (e.g. "Time is gold" means time should not be wasted)	3.23	0.77	Agree
...taught me to understand and use cultural references in conversation (e.g. "My child grew up to be like Juan Tamad" implies that the child is lazy because that character is widely known in the Filipino culture as being the symbol of laziness.)	3.16	0.75	Agree
General Attitude	3.29	0.68	Moderately Improved
...engaged me in the lesson	3.29	0.68	Agree
...helped me understand cultural nuances (ex. manners, ideas, and beliefs of different cultures) in conversation	3.26	0.68	Agree
...were suitable for my language level	3.25	0.67	Agree
...were aligned with the lesson objectives	3.24	0.73	Agree
...motivated me	3.24	0.71	Agree
...contained common words that I could easily understand	3.24	0.66	Agree
...were aligned with my academic needs	3.24	0.66	Agree
...contained simple grammar	3.23	0.67	Agree
...were aligned with my needs	3.20	0.68	Agree
...were related to real life	3.19	0.74	Agree
...were made suitable for beginner learners	3.19	0.67	Agree
...improved my English vocabulary	3.16	0.73	Agree
...were made suitable for advanced learners	3.13	0.68	Agree
...were aligned with my interests	3.10	0.70	Agree
...were too difficult to understand	2.44	0.97	Disagree

Note. 3.50-4.00 = Strongly Agree/Highly Improved; 2.50-3.49 = Agree/Moderately Improved; 1.50-2.49 = Disagree/Slightly Improved; 1.00-1.49 = Strongly Disagree/No improvement

From the student response summary as outlined in Table 2, it can be surmised that the authentic materials moderately improved the various aspects of the respondents' speaking skills. Most also disagree that the aforementioned materials were too difficult to understand. Furthermore, it can be observed that the category with the highest mean is *content* which obtained a mean of 3.28. Most respondents agreed that the authentic materials taught them to adjust their language based on whom they are speaking to, which resulted in a mean score of 3.33 for that item. Yet it appears that most of the sample population is not as convinced that the authentic materials enhanced their ability to explicitly state their message without causing confusion as the item only scored a mean of 3.26. The next three categories, namely *pragmatics*, *morphosyntax*, and *prosody and sound system* all had a mean of 3.24. Under *pragmatics*, most respondents believe that authentic materials helped train them to use polite

language to maintain good social relations. This item scored 3.31. On the other hand, the item stating that authentic materials taught them to understand and use cultural references in conversation received the least votes, only scoring a mean of 3.16. Moreover, under *morphosyntax*, it appears that most students agree that their ability to properly use contractions was moderately improved with the support of authentic materials. This item scored a mean of 3.30. The lowest scoring item under this category is *...improved my use of prepositions*, which garnered a score of 3.20. Furthermore, the results show that most students believe that their ability to understand the meaning of people's messages through their tone of voice was improved within the category of *prosody and sound system*, which is evidenced by the 3.36 mean score of the item. The item with the lowest mean score is the pronunciation of digraph sounds, which only amounted to a mean of 3.13. The next category, *vocabulary*, earned an overall score of 3.22. Most agreed that the use of authentic materials expanded their English vocabulary, as the item score is 3.28. Meanwhile, the least voted under this category is the item *helped me express myself without being redundant due to repeating words*, as told by its score of 3.19. Lastly, the least scoring category is *discourse* at a mean of 3.21. Although most students presume that the authentic materials enhanced their professional communication skills, as observed from the mean score of 3.26 for that item, it can also be observed that the item denoting the ability to deliver an impromptu speech achieved the lowest average. This item only scored a mean of 3.16.

On the subject of the general attitudes of students about the use of authentic materials in their Purposive Communication lessons, survey results show a mean score of 3.29. This means that most of the respondents are certain that the use of such materials was overall to their satisfaction. More specifically, the students are reasonably convinced that the authentic materials were engaging, motivating, suitable to their academic needs, aligned with their interests, and improved their English-speaking skills. In line with this, most students disagreed that the authentic materials were too difficult to understand.

Table 3. *Emergent Themes (n=3).*

Clusters of Theme: Morphosyntax	Emergent Theme
To Show the Absence of Contractions in Formal Communication	To Model of Proper Grammar in Various Contexts
To Model Correct Use of Subject-Verb Agreement in Formal Communication	
To Display Comparative Use of Degrees of Adjectives in Commerce	
To Illustrate Correct Use of Contractions in Casual Conversation	
To Exhibit Correct Use of Degree of Adjectives	
To be Warning Examples of Erroneous Grammar	
To Model Proper Grammar, Correct Speaking, Timing, and Delivery of Information	
Clusters of Theme: Prosody and Sound System	Emergent Theme
To Reflect Prosody and Sound System as Paralanguage	To Practice Paralanguage in Speech
To Show Stress and Emotional Tone in Speech	
To Establish Tone as an Indicator of Meaning and Emotion	
To be Materials for Speaking Intonation Exercise	
To be Materials for Emotion Recognition in Speech	
To be Incorporated with Activities for Emphasis Exercise	
To Exhibit Rhythm and Stress in Speech	
Clusters of Theme: Discourse	Emergent Theme
To be Warning Examples of Wrong Language Register	To be Examples of Formal Communication
To Show Examples of Professional Communication	
To Introduce Professional Jargon	
To Serves as Guidelines for Impromptu Speech	To Model Impromptu Speech
To Showcase Impromptu Speaking	
To Contextualize Communication for Social Settings	To be Examples of Casual Interpersonal Communication
To Display Casual Conversation	
To Practice Expressing Opinions	To Exhibit Structured Argumentation
To be Examples of Effective Argumentation	

Clusters of Theme: Content	Emergent Theme
To Model Interpersonal Communication	To Be Materials for Practicing Language Register Adjustment
To Practice Language Register Adjustment	
To Practice Verifying and Organizing Information	To Model Effective Communication
To Apply Logical Organization of Information	
To Show Examples of Communicative Clarity and Conciseness	
To Highlight Communicative Coherence and Structure	
To Exhibit Communicative Clarity	
Clusters of Theme: Vocabulary	Emergent Theme
To be Warning Examples of Inappropriate Vocabulary	To be Warning Examples for Evaluation
To Evaluate Language in Appropriate Contexts	To Practice Using Vocabulary According to Context
To Determine Appropriate Vocabulary Based on Communicative Contexts	
To Determine Appropriate Vocabulary Based on Audience	To Widen Vocabulary
To Introduce Advanced Vocabulary	
To Introduce Uncommon Vocabulary	
To Help in Avoiding Redundancy	To Show Variance Between Synonyms Due to Context
To Show Nuance Between Synonyms	
To Show Variation Between Synonyms	
Clusters of Theme: Pragmatics	Emergent Theme
To Apply Maxims of Communication	To Apply Maxims of Communication
To Understand and Apply Communicative Implicature	
To Practice Navigating Disagreements	To Model Respectful Communication
To Practice Use of Polite Language	
To Practice Respectful Disagreement	
To Explore Figurative Language in Conversation	To Reflect the Cultural Aspect of Communication
To Learn the Importance of Understanding Cultural References	
Clusters of Theme: General Attitudes	Emergent Theme
With Consideration for Availability, Accessibility, Effectiveness, and Cost	Using and Selecting Authentic Material With Considerations
With Consideration for Relevance to Topic, Appropriateness for Student Age, and Appropriateness for Location	
With Consideration for Language Proficiency, Cultural Background, Interests, Age, Communicative Needs, Alignment with Learning Objectives, and Diversity	

Emergent Theme Under Morphosyntax

As shown in table 3, one emergent theme that was drawn under Morphosyntax was To Model Proper Grammar in Various Contexts. This means that AMs were found to be useful for practicing the application of grammar skills (Kitaoka, 2019; Mei Teng & Al-Saqqaf, 2022) in real life situations (Arroba & Acosta, 2021). Under this are seven sub-themes. The first, *to show the absence of contractions in formal communication*, means that the instructors were able to use various AMs such as used magazines, broadsheets, academic writing, thesis, and professional correspondences as examples of how formal writing is devoid of contractions. More on grammar in the professional setting, they were also able to use news reports and interview clips *to model the correct use of subject-verb agreement in formal communication*. Conversely, AMs were found to be beneficial for teaching morphosyntactic aspects of speaking in a casual context. Dialogues and podcasts were used *to illustrate correct use of contractions in casual conversation*. Similarly a previous study discussed, "Authentic listening materials cause exposure to real language and are more related to natural needs of the language learners" (Karyuatry et al., 2020, p. 562). Another context the instructors found grammar to be useful in is in advertising. They used magazines and commercials *to display comparative use of degrees of adjectives in commerce* and *to exhibit correct use of degree of adjectives*. Moreover, it was found that certain AMs can be chosen *to be warning examples of erroneous grammar*. A participant detailed how he selected an advertisement

containing an incorrect use of a tag question and let his students correct it. Overall it was summarized that AMs may be used *to model proper grammar, correct speaking, timing, and delivery of information*.

Emergent Theme Under Prosody and Sound System

Similarly, only one theme emerged from Prosody and Sound System: To Practice Paralanguage in Speech. However, the table shows that under it are another seven sub-themes. In agreement with the findings of Hamouda (2020), the thematic analysis found that the AMs can be used *to show stress and emotional tone in speech, to establish tone as an indicator of meaning and emotion, to exhibit rhythm and stress in speech and be materials emotion recognition in speech*. Hence, media such as songs, YouTube videos, TikTok videos, commercials, and news broadcasts were used by the instructors. Furthermore, AMs such as TED Talks and podcasts were used as the material for emphasis and intonation exercise activities in students could practice how to emphasize for meaning and practice different emotional speaking tones. These fall under the sub-themes *to be incorporated with activities for emphasis exercise* and *to be materials for speaking intonation exercise respectively*. In summary, listening-viewing AMs were utilized by the instructors *to reflect prosody and sound system as paralanguage*, an important aspect of speech.

Emergent Themes Under Discourse

Four themes emerged under Discourse. The first theme, To be Example of Formal Communication, contains three sub-themes: *to be warning examples of wrong language register, to show examples of professional communication, and to introduce professional jargon*. Under the earlier sub-theme, the table data revealed that chosen AMs can be used to show what not to say in a formal setting. Conversely, selected AMs depicting a language register appropriate for a workplace setting can be used as examples of what to do in that context. Aside from these, business presentations and podcast interviews were reported to be useful in introducing terminologies that fall under professional jargons. In support of these findings, previous research stipulated that authentic materials are useful because they show learners how native speakers adjust their “degree of formality” (p. 22) depending on the communicative context (Ammouche & Boudjemai, 2020).

The next emergent theme under Discourse is To Model Impromptu Speech, wherein AMs were shown to the students to teach *to serve as guidelines for impromptu speech* and *to showcase impromptu speaking*. Participant 3 mentioned that news interviews were useful in this regard due to the impromptu nature of the responses. Although the use of authentic materials to specifically enhance impromptu speech is understudied, previous findings have supported that such resources are helpful in enhancing the speaker’s clarity and conciseness, information organization (Gilmudtinova, et al., 2020), articulation (Bieberly, 2013), and overall language proficiency (Treve, 2023). These are skills required to perform impromptu speaking.

Another emergent theme under this skill is To be Examples of Casual Interpersonal Communication. The sub-themes under this emergent theme indicate that the instructors were able to use AMs *to display casual conversation* and *to contextualize communication for social settings*, particularly through presenting conversational English in film and show dialogue. Similarly, previous studies agree that authentic materials expose students “to real language being used in a real context” (Huda, 2017, p. 1,913). This includes English in the casual register.

Lastly, the table shows that AMs were used To Exhibit Structured Argumentation. The instructors did this by presenting opinion columns and debates clips *to be examples of effective argumentation* and in order for students *to practice expressing opinions*. Although studies centering on the use of authentic materials in relation to argumentative skills is currently under-investigated, a previous research did show that teachers may let their students examine rhetorical strategies found in newspapers and other authentic texts. Moreover, the learners can be taught to even argue against the message of such materials, thus enhancing their argumentative skills (Byram et al., 2002).

Emergent Themes Under Content

Connected to what the emergent theme found under Discourse, the resulting theme under Content found that AMs can be used To [help students] Practice Language Register Adjustment (Huda, 2017; Karyuatry et al., 2020). In Particular, Participant 3 shared that she used formal speeches, informal speeches, and emails to highlight the contrast between formal and informal language registers.

Authentic materials were also used To Model Effective Communication. To give concrete examples illustrating this emergent theme, Participant 3 used infographics and reports in order for her students *to practice verifying and organizing information* and *to apply logical organization of information*; TED Talks and essays *to show examples of communicative clarity and conciseness*; news articles and research papers *to highlight communicative coherence and structure*; and advertisements and public service announcements *to exhibit communicative clarity*. This aligns with previous findings suggesting that news reports may be used as

authentic materials die to the way information is structured in them (Gilmudinova, et al., 2020). Evidence also shows that TED Talks have been used to improve speaking skills in other aspects before (Shelestova, et al., 2021).

Emergent Themes Under Vocabulary

Primarily, it had been studied that AMs are beneficial as tools To Widen Vocabulary (Karyuatry et al., 2020; Marpaung & Situmeang, 2020; Umar & Imayanti, 2017). To achieve this, Participant 3 presented formal speeches and literary texts to *introduce advanced and uncommon vocabulary*. Moreover, she found AMs to *help in avoiding redundancy*; by presenting podcasts or interviews to her students, focusing on how redundancy is avoided by the speakers through the use of several synonyms.

More on the use of synonyms, the AMs were also used by the instructors To Show Variance Between Synonyms Due to Context. This was achieved by presenting the resources to *show nuance and variation between synonyms*; done by presenting articles, movies, and literature wherein the content or the dialogue wherein “synonyms are used in different contexts to convey nuanced meanings”.

In relation to this, the table shows that instructors used the resources To [help students] Practice Using Vocabulary According to Context. Under this are two sub-themes centering on two different contexts: *to determine appropriate vocabulary based on communicative contexts* and *to determine appropriate vocabulary based on audience*. Participant 1 explained that synonyms cannot always be used interchangeably. The speaker must consider the most appropriate choice depending on the situation or how well the recipients will understand the vocabulary.

To further illustrate the importance of considering the communicative context and audience when selecting appropriate vocabulary, the table showed that certain AMs can be used To Be Warning Examples for Evaluation. They can be used as *warning examples of inappropriate vocabulary*. So, they may be used as tools to [help students] *evaluate language in appropriate contexts*. In particular, Participant 1 chose a clip showing a government official using vulgar language in a formal speech. He then asked his students to analyze the situation and replace the inappropriate vocabulary so that the speech becomes more appropriate for the communicative context and audience.

The concept of the three preceding emergent themes are rooted in productive vocabulary, which “refers to words which can be recalled and used appropriately in writing and speech” (Umar & Imaryanti, 2017, p. 154). Thus, the finding of this study are in agreement with previous studies.

Emergent Themes Under Pragmatics

First, it was established that AMs can be used To Help [students] in Applying Pragmatics. Two concepts emerged when this theme was explored. First, AMs were found to be useful in helping students to *apply maxims of communication* (Grice, 1975). Participant 1 explained that by being truthful when disseminating information (maxim of quality), providing only the amount of information that was asked (maxim of quantity), remaining on topic when communicating (maxim of relation), and being careful in expressing the message (maxim of manner), the speaker successfully applies the maxims. Another aspect under pragmatics is communicative implicature. For her students to *understand and apply communicative implicature*, Participant 3 presented interviews and casual conversations. In accordance with this Ammouche and Boudjemai, (2020) also found that authentic materials helped students identify locutionary, illocutionary, and perlocutionary speech acts wherein the concept of conversational implicature is derived from.

Moreover, the instructors believed that AMs can be used To Model Respectful Communication because they can help their students *practice navigating disagreements, polite language, and respectful disagreement*. In particular, Participant 3 mentioned that to obtain this objective, she showed movies, interviews, political discussions, and recorded debates showcasing how people can disagree but remain respectful. While there are current no studies investigating authentic material in the context of respectful disagreement, Ammouche and Boudjemai (2020) have cited that such resources can be useful because they display the way native speakers of a target language “express gratitude, how they complement, [and] how they thank” (p. 22), which fall under polite use of language. Further research is required to explore this specific aspect.

In agreement with previous research, AMs were found by the instructors as being able To Reflect the Cultural Aspect of Communication by helping students to *explore figurative language in conversation* and to *learn the importance of understanding cultural references* through the use of literature and movies that showcase metaphors and discuss the importance of understanding pop culture references in conversation. Similar to this, previous research had highlighted that literature can be used to model “semantic or discourse meaning and functions” (Suoth, Wuntu, & Rorintulus, 2023 p. 88), which relates to studying how metaphors (Ekawati, 2019) and cultural references can be understood when used in conversation.

Emergent Themes Under General Attitudes

The sub-themes projected by the participants under the emergent theme Using and Selecting Authentic Materials with Consideration are similar to the criteria for selection of authentic materials understated by previous studies. Such criteria are: (1) "Relevance to Course Book and Learners' Needs, (2) Topic interest, (3) Cultural fitness, (4) Logistical considerations, (5) Cognitive demands, (6) Linguistic demands, (7) Quality, and (8) Exploitability" (Huda, 2017, p. 1,915). Participant 2 said that she used AMs *with consideration for relevance to topic* (1), *appropriateness for student age* (5), and *appropriateness for location*. Participant 3 also recommended that AMs must be selected *with consideration for language proficiency* (6), *cultural background* (3), *interests* (2), *age* (5), *communicative needs* (1), *alignment with learning objectives* (1), and *diversity*. The mention of selecting diverse types of authentic materials in also supported a previous study which noted that "using different types of texts helps to make the reading tasks more interesting" (Huda, 2017, p. 1,916). Lastly, these cannot be achieved if, as Participant 1 emphasized, the teacher does not select *with consideration to availability, accessibility, effectiveness* (7), and *cost*.

Table 4. *Axiological Implications.*

Category	Quantitative Findings	Themes	Axiological Implications
Content	...taught me to adjust my language based on whom I am speaking to (M: 3.33; SD: 0.70)	To Be Materials for Practicing Language Register Adjustment	Presenting formal speeches and informal speeches could be useful in teaching learners how to adjust language according to the social setting.
	...helped me construct information to verbally express it (M: 3.27; SD: 0.71)	To Model Effective Communication	Infographics, reports, TED talks, news articles, research papers, advertisements and public service announcements can be used to teach coherence, clarity, and logical organization in communication. Authentic materials also reflect the maxims of communication.
	...taught me to deliver ideas that are most relevant to the topic at hand during conversations (M: 3.26; SD: 0.72)		
	...enhanced my ability to logically organize ideas before expressing them (M: 3.26; SD: 0.71)		
	...enhanced my ability to explicitly state my message without confusion (M: 3.26; SD: 0.72)		
Pragmatics	...helped me understand possible motives behind someone's words (M: 3.24; SD: 0.72)	To Help in Applying Pragmatics	Interviews and casual conversations can help students understand communicative implicature.
	...taught me to use polite language to maintain good social relations (M: 3.31; SD: 0.71)	To Model Respectful Communication	Movies and interviews exhibit polite language and impolite language and may be used as good or warning examples. AMs can also model polite disagreement.
	...taught me to be more respectful when disagreeing with someone (M: 3.26; SD: 0.70)		
	...improved my ability to understand metaphors (M: 3.23; SD: 0.77)	To Reflect the Cultural Aspect of Communication	Audiovisual and written AMs can help students understand the role of cultural context in conversation. Featured dialogue in such AMs also exhibit figurative language that students can learn.
	...taught me to understand and use cultural references in conversation (M: 3.16; SD: 0.75)		
Morphosyntax	...improved my ability to properly use contractions (M: 3.30; SD: 0.75)	To Model of Proper Grammar in Various Contexts	The use of grammar in real-life contexts is exhibited by AMs and can be used to enhance speaking skills.
	...developed my understanding of the degree of adjectives (M: 3.25; SD: 0.74)		

	...improved my subject-verb agreement (M: 3.23; SD: 0.77)		
	...enhanced my use of verb tenses (M: 3.22; SD: 0.74)		
	...improved my use of prepositions (M: 3.20; SD: 0.76)		
Prosody and Sound System	...helped me understand the meaning of people's messages through their tone of voice (M: 3.36; SD: 0.70) ...helped me better understand people's emotions through their tone of voice (M: 3.28; SD: 0.71) ...developed my vocal intonation to convey a message (M: 3.27; SD: 0.70) ...improved my pronunciation of stressed and unstressed syllables (M: 3.16; SD: 0.75) ...enhanced my pronunciation of digraph sounds (M: 3.13; SD: 0.76)	To Practice Paralanguage in Speech	Listening-viewing AMs exhibit paralanguage for students to emulate. Inclusion of vocal exercises and listening activities can also help students practice this aspect of speaking.
Vocabulary	...helped me choose the right synonym to accurately convey my meaning in a given context (M: 3.21; SD: 0.73) ...taught me to understand subtle differences between the use of synonyms (M: 3.20; SD: 0.74) ...taught me to correctly use words that are considered uncommon or deep (M: 3.20; SD: 0.71) ...helped me express myself without being redundant due to repeating words (M: 3.19; SD: 0.71) ...expanded my English vocabulary (M: 3.28; SD: 0.74)	To Practice Using Vocabulary According to Context; To be Warning Examples for Evaluation, and To Show Variance Between Synonyms Due to Context To Widen Vocabulary	From various AMS, students can learn subtly differences between synonyms and use them accordingly by deciding what exact word is most appropriate in given context, thus avoiding offense. Research articles, literary texts, and formal speeches are a source of advanced and uncommon vocabulary that students can learn to use in context. Moreover, podcasts can show speakers with a wider vocabulary can express themselves without being redundant.
Discourse	...enhanced my professional communication skills (M: 3.26; SD: 0.71) ...enhanced my interpersonal communication skills (M: 3.25; SD: 0.72) ...helped me in expressing my opinions (M: 3.21; SD: 0.75) ...helped me comprehensively construct and deliver arguments (M: 3.17; SD: 0.76) ...helped me deliver an impromptu speech (M: 3.16; SD: 0.78)	To be Examples of Formal Communication To be Examples of Casual Interpersonal Communication To Exhibit Structured Argumentation To Model Impromptu Speech	Clips with workplace settings and dialogue can model the formal register. English-medium shows and movies contain conversational English that students can acquire. Debates and opinion columns can help students learn to structure their arguments and defend their opinions. News interviews can be used to train students to construct impromptu responses.

General Attitudes on Authentic Materials	...engaged me in the lesson (M: 3.29; SD: 0.68)	Using and Selecting Authentic Material With Considerations	In selecting AMs for Purposive Communication, instructors may consider availability, accessibility, effectiveness, cost, relevance to topic, appropriateness for student age, appropriateness for location, language proficiency, cultural background, interests, age, communicative needs, alignment with learning objectives, and diversity.
	...helped me understand cultural nuances (M: 3.26; SD: 0.68)		
	...were suitable for my language level (M: 3.25; SD: 0.67)		
	...were aligned with the lesson objectives (M: 3.24; SD: 0.73)		
	...motivated me (M: 3.24; SD: 0.71)		
	...contained common words that I could easily understand (M: 3.24; SD: 0.66)		
	...were aligned with my academic needs (M: 3.24; SD: 0.66)		
	...contained simple grammar (M: 3.23; SD: 0.67)		
	...were aligned with my needs (M: 3.20; SD: 0.68)		
	...were related to real life (M: 3.19; SD: 0.74)		
	...were made suitable for beginner learners (M: 3.19; SD: 0.67)		
	...improved my English vocabulary (M: 3.16; SD: 0.73)		
	...were made suitable for advanced learners (M: 3.13; SD: 0.68)		
	...were aligned with my interests (M: 3.10; SD: 0.70)		
	...were too difficult to understand (M: 2.44; SD: 0.97)		

Axiological Implications Under Content

Firstly, the table of axiological implications shows that the five outlined abilities under content speaking skill were moderately improved according to the students. The statistics revealed that 40.7% of the 135 students strongly agreed and 45.9% agreed that the use of AMs improved their ability to adjust their language register according to the recipient of their message, resulting in a mean of 3.33 for this item. In connection with this, Participant 3 explained that by presenting formal and informal speeches to her students, they developed the ability to adjust their manner of speaking based on the social setting. Thus, indicating that AMs can be used as Materials for Practicing Language Register Adjustment by processing them to help her students *model interpersonal communication*. Similarly, the findings of a study (Beresova, 2014) indicate that compared to exposure to modified materials, exposure to authentic materials related to academic, literary, and journalistic contexts was more effective in helping the students acquire academic language that would help them write their theses and defend them. In both cases, adjustment of the formality of language was necessary. Secondly, the AMs were used to Model Effective Communication.

Participant 3 used infographics, news reports, and research articles to help her students *practice verification* and *apply logical organization of information*. Despite a lack of related literature pointing to infographics as an authentic source in teaching speaking skills, the quantitative results showed that 87.4% of students strongly agreed or agreed that the use of AMs enhanced their ability to logically organize ideas before expressing them. Therefore, this item scored a mean of 3.26. Meanwhile, news reports are a popular textual authentic material not only because of their proper grammar but because of the way they structure information (Gilmudinova, et al., 2020). On a related note, Participant 3 also stated that she used both newspapers and research articles to teach her students how to “logically organize ideas before expressing them”. Additionally, 88.1% of students expressed positive attitudes when asked if AMs enhanced their ability to properly construct information before verbally expressing it, thus

earning this item a mean of 3.27. Participant 3 also mentioned how TED Talks, essays, and PSAs were useful as *examples of communicative clarity and conciseness; communicative coherence and structure; and communicative clarity*. Meanwhile, the survey results revealed that 86.6% of students strongly agreed or agreed that the AMs taught them to give ideas that are relevant to a current topic ($M = 3.26$); and express their ideas clearly without causing confusion ($M = 3.26$). In connection, a previous study (Shelestova, et al., 2021) found that TED Talks improved their participants' speaking skills by preparing them for unprepared speeches and boosted their confidence in speaking. As of date, no literature supports the use of essays and PSAs for this purpose, although the empirical quantitative results of this study suggest a positive cause-effect relationship regarding this.

Axiological Implications Under Pragmatics

Under pragmatics speaking skill, table 4 shows that the AMs were used by the instructors to Help in Applying Pragmatics. In particular, Participant 1 used them as tools that will guide his students *to apply maxims of communication*. He further explained by sighting that Grice's (1975) maxims of conversation (i.e. maxim of quantity, maxim of quality, maxim of relation, and maxim of manner) as related to this branch of linguistics. Closely related to this is the theme To Model Respectful Communication and its subthemes: *to practice navigating disagreements, to practice use of polite language, and to practice respectful disagreement*. The survey also revealed that 88.9% of students strongly agreed or agreed that the AMs taught them to use polite language to maintain good social relations ($M: 3.31$); and 88.2% trained them to be more respectful when disagreeing with someone ($M = 3.26$). Both items are related to the maxim of manner. Further, Participant 1 stated that to achieve this, he used videos and printed authentic materials. Similarly, Participant 3 used clips from movies and interviews wherein there is polite dialogue being shown. She also presented videos of debates and political discussions as models of respectful disagreement. The responses of these two participants reflect the results of a previous research (Ammouche & Boudjemai, 2020) which investigated teachers' use of authentic materials to improve pragmatic competence of students. The study revealed that the teachers used both print and audio authentic materials, with 28 instructors saying that such tools are important and two more stating that they are slightly important.

Furthermore, Ammouche and Boudjemai (2020) have found that "60% of the EFL teachers consider the printed materials as a good teaching strategy to stress the various speech acts to develop students' pragmatic competence in EFL classrooms. Whereas the minority of the participants (40%) consider the auditory materials as a good teaching strategy to stress the various speech acts to develop students' pragmatic competence in EFL classrooms. Both print and auditory materials are used since they are beneficial" (p. 44). These findings complement the axiological implications drawn from the Purposive Communication instructors' use of authentic materials in enhancing the pragmatic competence of their students.

Another aspect under application of pragmatics is communicative implicature, which relates to the subtheme *to understand and apply communicative implicature*. Regarding this, an item in the survey named "*helped them understand possible motives behind someone's words (i.e. "Have you had lunch yet?" could mean that the person is asking me out to lunch.)*" scored a mean of 3.24. This is the result of a positive response from 86.7% of the survey respondents. On a related note, Participant 3 specified that she used interviews or casual conversations to discuss how certain questions imply hidden motives. Thus, the axiological implication is that recorded conversations that like interviews and movie clips can be useful for modelling conversational implicature, a concept in pragmatics that is tied to locutionary, illocutionary, and perlocutionary speech acts. Aligned with this is the result of the earlier mentioned study which found that printed and audio authentic materials can be used to show students how to detect and use the three speech acts in communication (Ammouche & Boudjemai, 2020). The last two items under pragmatics deal with understanding metaphors and cultural references in conversation. Regarding this, table 4 shows 83.7% of the survey respondents believed that the AMs were useful in helping them understand metaphors ($M = 3.23$). Again, 83.7% believed that such tools helped them understand and use cultural references in conversation ($M = 3.16$). In connection, Participant 3 reportedly used excerpts from literature, movies, and TV shows to familiarize her students with the two. Thus, the AMs were used to Reflect the Cultural Aspect of Communication through helping students *to explore figurative language in conversation and learn the importance of understanding cultural references* in a conversational setting. In parallel, previous studies outline literature as helpful in discussing "semantic or discourse meaning and functions" (Suoth, Wuntu, & Rorintulus, 2023 p. 88), which could relate to studying how metaphors (Ekawati, 2019) and cultural references can be understood when used in conversation. Studies also support audio-visual media such as movies and TV shows as useful in this regard (Bahrani & Sim, 2012; Geisa, 2022).

Axiological Implications Under Morphosyntax

The morphosyntax section of the table deals suggests that AMs can be used To Model Proper Grammar in Various Context. The instructors used movies, podcasts, commercials, magazine articles, news reports, news broadcasts, interviews, and novels to

improve the English grammar of their students. Five items specify how. Firstly, textual AMs such as magazines, broadsheets, academic literature, and professional correspondences were presented to the students in order *to show the absence of contractions in formal communication*.

Conversely, movies and podcasts were shown to students *to illustrate correct use of contractions in casual conversation*. That is why, according to the results, 87.4% of the students strongly agreed or agreed that the resources helped them properly use contractions ($M = 3.30$). Secondly, the instructors used AMs in order *to model correct use of subject-verb agreement in formal communication* by showcasing news reports and interviews wherein observance of correct S-VA must be maintained to deliver the message well. Accordingly, 85.1% of students had positive attitudes regarding the item “*...improve my subject-verb agreement*” ($M = 3.23$). Thirdly, two related subthemes note that the AMs were used *to display comparative use of degrees of adjectives in commerce* and *exhibit correct use of degree of adjectives* through the use of magazine articles and advertisements wherein products are compared.

On a related note, 86.6% of students strongly agreed or agreed that those materials improved their use of degrees of adjectives ($M = 3.25$). Moreover, the survey indicated that 87.4% of students strongly agreed or agreed that the AMs enhanced their use of verb tenses ($M = 3.22$) while 83.7% positively responded that they improved their use of prepositions ($M = 3.20$). In totality, all these items explain how such resources were used *to model proper grammar, correct speaking, timing, and delivery of information*.

Lastly, it appears that the authentic resources were also used *to be warning examples of erroneous grammar*. Again, Participant 1 explained how he tasked his students to correct an advertisement containing an incorrect use of a tag question. Furthermore, the axiological implication that such authentic materials are useful in this regard agree with the findings of previous studies indicating that authentic materials can be used to teach and improve English grammar (Teng & Al-saqqaf, 2022).

Axiological Implications Under Vocabulary

Regarding vocabulary, evidence both from previous studies and this current research suggest that authentic materials can improve the vocabulary of English language learners, which has positive implications for their use in the course Purposive Communication. Firstly, the qualitative analysis produced the theme To be Warning Examples for Evaluation. Regarding this, Participant 1 recalled how he used a certain footage *to be [a warning example] of inappropriate vocabulary* so that he can help his students *evaluate language in appropriate contexts*. In the video, a government official used vulgar language considered inappropriate for a formal occasion. After showing the video, Participant 1 asked the students to revise the official’s speech to be more situationally appropriate.

Two more related themes, To Practice Using Vocabulary According to Context and To Show Variance Between Synonyms Due to Context, also deal with understanding subtle differences even between synonyms in order to use the most appropriate word in a given situation. Here, the instructors used AMs to help students *determine appropriate vocabulary based on communicative contexts* and *audience*; as well as understand *nuance* and *variation between synonyms* through the use of movies, literature, and articles. The quantitative results reflected this as 85.1% of students positively responded that the AMs used helped them identify subtle differences between synonyms ($M = 3.20$). Consequently, 84.5% strongly agreed or agreed that the resources then helped them to choose the most appropriate synonym to accurately convey their meaning ($M = 3.21$).

Furthermore, the qualitative results focus on research articles, literary texts, podcasts, and formal speeches as sources of advanced vocabulary. Thus, the theme To Widen Vocabulary was produced. The instructors reportedly used various AMs *to introduce advanced and uncommon vocabulary*; as well as *help in avoiding redundancy*, because a wider vocabulary entails that a speaker is able to use different words to describe similar things. Participant 3 used academic articles, literature, formal speeches, podcasts, and interviews to achieve these. Supporting these findings, prior research revealed that “the use of authentic materials through multimedia is very effective to enhance students’ vocabulary knowledge” (Marpaung & Situmeang, 2020, p. 1). Of course, the research recommended that the use of authentic materials must be supported by multimedia such as PowerPoint and facilitation by the teacher.

Axiological Implications Under Prosody and Sound System

Under the next section of the table, it is suggested that AMs can be used to help learners Practice Paralanguage in Speech. According to the instructors, movies, advertisements, YouTube clips, broadcasting programs, and TikTok clips can be used *to show stress and emotional tone in speech* and *establish tone as impicator of meaning and emotion*. That is why, as the statistics revealed, 90.4% of students strongly agreed or agreed that the resources helped them understand meaning through the speaker’s tone ($M = 3.36$). Additionally, 88.2% positively held that the AMs helped them determine a speaker’s emotion

through speaking tone ($M = 3.28$). Consequently, 88.1% of the respondents believed that their ability to use tone in conveying their message was developed ($M = 3.27$).

Moreover, Participant 3 included activities with the AMs. This related to the subthemes *to be materials for speaking intonation exercise*, wherein TED Talks and interviews helped the students practice persuasive, neutral, and emotional tones; *to be materials for emotion recognition in speech*, in which the students are trained to recognize different emotions portrayed in movie scenes; and *to be incorporated with activities for emphasis exercise*, wherein students undergo voice exercises and listening activities using podcasts. More on prosody, AMS such as songs and public speeches were also used *to exhibit rhythm and stress in speech*. The survey then revealed that 83.7% of the students responded positively that authentic resources helped them better pronounce stress and unstressed syllables ($M = 3.16$). On a related branch, the item concerning pronunciation of digraph sounds scored a mean of 3.13, as a result of positive responses from 81.4% of the students.

All in all, the table suggests that AMs can be used *to reflect prosody and sound system as paralanguage*. In connection, Swaffar and Vlatton (1997, as cited by Toro, et al., 2019) “state that using video in the classroom exposes learners to authentic voices and different dialects” (p. 112). Another study argues that authentic materials expose students to the irregularities of spoken language that may not be present in curriculum-recommended materials, such as different accents and variance in speaking tempo (Hamouda, 2020). Therefore, numerous studies have proven that authentic materials contain examples of how emotion and meaning is conveyed in natural speaking tones.

Axiological Implications Under Discourse

Regarding the last aspect of speaking skill, discourse, table 4 suggests that different AMs can be used To be Examples of Formal Communication and Casual Interpersonal Communication. Regarding the earlier, Participant 1 used AMs as *examples of professional communication* and *warning examples of wrong language register*. As per the earlier statement of Participant 3, *to introduce professional jargon* to her students, she used business presentations and podcast interviews to. On a related note, the survey results reveal that 88.9% of the students positively responded that the resources “*enhanced their professional communication skills*” ($M = 3.26$). On the other hand, for casual interpersonal communication, the table suggests that AMs can be used *to display casual conversation* and *contextualize communication for social settings*. This was done primarily by presenting movie and show clips to the students in order to help them acquire conversational English. Thus, the survey findings show that 88.2% of respondents believed that their interpersonal communication skills were improved by the AMs ($M = 3.25$).

Another aspect under discourse competence is the argumentative ability of a speaker, hence the emergent theme To Exhibit Structured Argumentation. Here, the instructors used debates and opinion columns *to be examples of effective argumentation* and to help their students *practice expressing opinions*. Therefore, 83% of the students positively responded that argumentative skills were enhanced ($M = 3.17$) and 85.2% believed that their ability to construct and express their opinions were improved by the use of AMs ($M = 3.21$).

Lastly under discourse, the table reveals that news interviews and videos of impromptu speeches were used To Model Impromptu Speech. Participant 3 maintained that news interviews can be used *to showcase impromptu speaking*, thus helping students construct responses of that nature. Meanwhile, Participant 1 used impromptu speeches *to [serve] as guidelines for impromptu speech*. In accordance with this, the survey results revealed that 82.2% of students positively responded that the use of AMs “*helped them deliver an impromptu speech*” ($M = 3.16$). These benefits of using authentic materials for improving discourse competence and communication in context in general is supported by the statement of Ekawati (2019).

Axiological Implications Under General Attitudes

Finally, table 4 reveals that the positive-leaning general attitudes of students regarding the use of AMs in Purposive Communication can be explained by the considerations taken by the instructors’ practice of Using and Selecting Authentic Materials With Considerations. Emergent subthemes suggest that an authentic resources’ *relevance to topic*, *appropriateness for students age*, and *appropriateness for location* must all be considered by the instructor. To be more specific, instructors by the results to consider *language proficiency*, *cultural background*, *interests*, *age*, and *communicative needs* of the learners. In connection, a mean score of 3.29 was a result of 90.4% of the students positively responding that the use of activities along with authentic materials moderately increased their engagement with the lesson. Similarly, an experimental study done by Al-Shammari (2021) revealed that authentic materials increased students’ on-task behavior, focus, and engagement in English class. Moreover, 87.4% of students positively responded that the resources motivated them ($M = 3.24$), thus affirming the results of Al-Shammari’s (2021) study. However, that research argued that the increased motivation levels of students while using authentic materials did not mean that they found the materials to be interesting. The research explained that motivation is divided into two components: interest and concentration level. Although the sample population of that study showed increased

concentration on the classroom tasks, they showed higher interest in the artificial materials. In contrast, the results of this study showed that the authentic materials were both interesting and engaging for the college students in Purposive Communication. This may be a result of the purposeful selection of the authentic materials by the instructors, as they considered the interests of their students.

In addition, 89.7% of the students believed that the authentic materials succeeded in exposing them to cultural nuances in language ($M = 3.26$). Relevant to this, a previous qualitative action research which investigated the role of authentic materials in developing the intercultural competence (IC) of third-level English students affirms this result. According to Pinzón and Norely (2019), when students are exposed to authentic materials partnered with authentic tasks which are constructed on cultural aspects, their intercultural competence increases. The Common European Framework of Reference (CEFR) defined IC as “an understanding that two people from the same country do not share the exact beliefs or traditions because of merely sharing the same national culture” (p. 103). IC is made up of three components: knowledge, skills, and attitude (Byram, Gribkova, & Starkey, 2002, p. 10; as cited by Pinzón & Norely, 2019). The knowledge component refers to the characteristic of being knowledgeable on how social groups and identities function (Byram, Gribkova, & Starkey, 2002). Meanwhile, the skills component is the procedural knowledge of IC. This means that an individual who is skilled in IC can apply acquired knowledge of a culture in real life communication and interaction. Lastly, the attitude component is defined as the willingness to understand a target culture. These three components of IC are relevant in communicative language teaching, which aims to help learners communicate using a target language in “socially and culturally acceptable ways” (Byram, Gribkova, & Starkey, 2002, p. 7). This is also one of the goals of Purposive Communication. Reflecting this, Instructor 3 outlined several authentic materials that she used to expose her students to the aspects of diverse cultures relating to speaking. For example, she presented movie clips, entertainment programs, and documentaries that showcased the way people from other cultures communicate vary.

Similarly, in the previously cited study (Pinzón & Norely, 2019), the researchers presented a listening-viewing authentic material in the form of a movie. According to the findings, after showing *The Desert Flower* to the classes, the learners were exposed to cultural traditions in Somalia, and African and English accents, thus improving both the knowledge and skills components of the students’ IC. This evidence supports why students might have felt that the authentic materials and activities helped them understand cultural nuances in conversation.

In addition, Participant 3 used some textual authentic materials such as postcards and novels. She outlined different uses for each. According to the instructor, postcards serve as gateways to understanding communication in different cultural and geographical contexts. Wordless street signs were also listed as a type of visual authentic material that could be used to teach speaking skills (Geisa, 2022), and it was used in Purposive Communication to highlight how interpretation of symbols can vary from culture to culture. Although no study before had described a way to use wordless street signs in teaching cultural communicative skills, sources agree that cultural variability is a factor in symbol interpretation (Optraffic, 2024).

Furthermore, the students had positive-leaning attitudes regarding the appropriateness of the authentic materials in their Purposive Communication class. For example, the item “...were suitable for my language level” earned a mean score of 3.25, suggesting that the students believed that the language structures found in the authentic materials were understandable. This attitude is further strengthened by the mean scores of related items such as “...contained common words that I could easily understand” ($M = 3.24$), “...contained simple grammar” ($M = 3.23$), and “...were made suitable for beginner learners” ($M = 3.19$). Additionally, the item “...were too difficult to understand” scored a mean of 2.44, indicating that majority of the students disagreed that the authentic materials were difficult to comprehend. These results regarding the understandability of the language found in the chosen materials can be linked to certain considerations that the instructors had in selecting them.

Participant 3 in particular mentioned that she considered the students’ proficiency level. Her consideration coincided with a criterion cited by Unver (2017) who suggested that the teacher must ensure that the selected materials are not beyond the students’ level because “if the level of chosen authentic materials is beyond students’ level, it may have undesirable effects on students” (p. 80). The study further explained that this can be done by considering if the vocabulary, pace, and accent found in the authentic materials will hinder or help the students advance in the target language. Evidently, the results show that most of the students agreed that the authentic materials improved their English vocabulary ($M = 3.16$). This aligns with the previous statement of Participant 3 who used “academic articles or literary texts, highlighting advanced vocabulary and context” (P3, L132-133) to achieve this goal. As Marpaung and Situmaeng (2020) stated, using authentic materials with selected multimedia can “enhance students’ vocabulary knowledge” (p. 1).

Notably, the results of the survey also revealed that the students believed the authentic materials, in addition to being suitable for low-proficiency level students or beginners, was also suitable for advanced learners ($M = 3.13$). Moreover, this result is in line with previous studies which stated that higher level learners are more receptive to authentic materials than beginner learners (Unver, 2017). However, the divergence of the results of the survey from findings in previous studies implies that the instructors considered the varying levels of language proficiency in the classroom and made them more suitable to students with high proficiency and low proficiency.

Regarding the cultural aspect of communication, the survey further revealed that the item “...helped me understand cultural nuances (ex. manners, ideas, and beliefs of different cultures) in conversation” scored a mean of 3.26, which indicates that majority of the students agreed that the use of authentic materials in Purposive Communication enhanced their cultural competence in communication. To explain this, Participant 3 mentioned that she considered the “cultural background” background of her students (L155). Furthermore, this may also be explained by her use of AMs such as novel dialogues to demonstrate how characters’ cultural backgrounds may affect the way they communicate. Indeed, one of the advantages of using authentic materials is that they give “authentic cultural information” (Karyuatry et. al, 2020, p. 555). Cultural appropriateness of fitness is also one of the recommended considerations in choosing authentic materials (Huda, 2017; Karyuatry et al., 2020). A previous study also found that “students were able to understand interculturality, to show respect for other cultures, and to demonstrate interest in getting to know other societies” (Pinzón & Norely, 2020, p. 29).

Another student-centered consideration lies in the age of the students. Participants 2 and 3 mentioned that age-appropriateness was one of the factors that they reviewed in selecting authentic materials. Apart from the age of the students being related to language proficiency, this may also relate to choosing materials that their age bracket is familiar with. Participant 1 showed consideration for connecting with younger generations by showing YouTube and TikTok videos. This is directly tied to the concept of suitability. “Suitability of content can be considered to be the most important of the three, in that the reading material should interest the students and be relevant to their needs as well as the texts should motivate” (Karyuatry et al., 2020, p. 556).

Students also have positive-leaning attitudes towards the relevance of the authentic materials in to their academic needs ($M = 3.24$), other communicative needs ($M = 3.20$), and the lesson objectives ($M = 3.24$). In relation, Participant 3 thought of the relevance of the materials to the students’ daily communication needs.

Participant 2 also stated that she mainly considered the appropriateness of an AM to the topic. Again, this conforms to the criterion cited by Huda (2017) who wrote “relevance to course book and learner’s needs” (p. 1,915) as something for the teacher to ascertain in the selection of materials. Therefore, the use of authentic materials in Purposive Communication must be contextualized to achieve specific goals pertaining to real life scenarios.

Focusing on another aspect of learners’ preferences, Participant 3 mentioned that she made sure that she chose different media of AMs. This agrees with previous studies supporting the use of authentic materials with multimedia (Marpaung & Situmeang, 2020). In doing so, the instructors accommodated the diverse learning preferences of their students.

All of these benefits can be achieved if, as the emergent themes suggest, the instructor also considers *effectiveness*, and *cost* of the authentic resources (Karyuatry, et al., 2020).

CONCLUSION

The results of the survey as supported by previous research indicate that listening-viewing materials are most frequently used because they are most preferred by the students. This may be due to their multimodal nature. Moreover, learners could both see and hear aspects of communication using such materials. Visual authentic materials were also found to be helpful in assisting students in the visualization of concepts in Purposive Communication. Using such resources, they may become more versed in interpreting non-verbal communication. Lastly, textual authentic materials may be used to show correct syntax, communication in different contexts, and the influence of culture in communication.

Furthermore, the positive attitudes of the students for the use of authentic materials to improve their morphosyntax ($M = 3.24$, moderately improved) can be traced to instructors’ use of movie dialogue and podcasts to demonstrate the importance of subject-verb agreement in formal communication; commercials and magazine articles to teach degrees of adjectives in marketing, as with product comparisons; and news reports and interviews to emphasize the importance of using correct verb tenses.

Next, the positive attitudes that indicate the students believe that the materials enhanced their prosody and sound system ($M = 3.24$, moderately improved) in speaking were bridged with the results of the interview. The instructors focused on emphasizing

how tone, rhythm, and stress affect the perceived message and emotions of the speaker through presenting films, shows, songs, and interviews. Proper English pronunciation was also highlighted by using TikTok, Facebook, and YouTube videos for reference. The bridging of the survey and interview results under the discourse competence section ($M = 3.21$, moderately improved) imply that authentic materials can be used to help students apply the four maxims of conversation; interviews and clips containing casual conversation are useful for showing communicative implicature; and that movies, shows, interviews, and literature can be used to help students understand and apply polite language, figurative language, and cultural references in conversation. Axiological implications regarding content ($M = 3.28$, moderately improved) include using infographics, TED Talks, news articles, research papers, public service announcements, and commercials to model effective communication because they teach students how to organize information in a clear and concise manner. Moreover, presenting formal and informal speeches could help students observe differences between formal and informal communication.

The implications under vocabulary ($M = 3.22$, moderately improved) are that academic articles, literature, and speeches can be used to introduce uncommon or advanced vocabulary to students and illustrate nuance between synonyms according to context. Moreover, authentic materials can also serve as warning examples of using inappropriate vocabulary in a given context and thus students could avoid such. The speech in podcasts may also be used as models of non-redundant speech.

Lastly under speaking skills, the axiological implication under pragmatics, which scored a mean of 3.24 (moderately improved), show that videos with workplace settings, movies, TV shows, recorded debates, opinion articles, and interviews can be used to model formal register, informal register, construction of opinions, effective argumentation, and generation of impromptu responses.

As for the merged results of the qualitative and quantitative data for general attitudes, the implications echoed previous findings. First, it was found that overall, students had a positive attitude to the use of authentic materials in Purposive Communication. A mean score of 3.16 indicate that they agree that the resources moderately improved various aspects of their speaking skill, were suitable for their needs, were aligned with their interests, were motivating, were engaging, and were aligned with lesson objectives. In agreement, the qualitative findings imply that the reason for the positive attitudes lie in the instructors' criteria in selecting authentic resources, which can be summarized into suitability, learner's interests, alignment to course objectives, and effectiveness.

STUDY LIMITATIONS AND FUTURE DIRECTIONS

First, since the focus of this study was on the speaking macro skill, the use of authentic materials to develop other macro skills was not explored. Additionally, the study did not include the perspectives of curriculum developers and school administrators, as it was primarily centered on the classroom teaching-learning environment.

Furthermore, a limitation encountered during data collection was the lack of alignment between participants in the quantitative and qualitative phases. Specifically, one instructor who was interviewed had no students who participated in the survey, while some students who completed the survey had instructors who were unavailable for interviews. This disconnect limited the potential for drawing direct comparisons between student and instructor responses, which may have affected the depth of interpretation and the strength of data triangulation.

In light of this, it is recommended that future researchers incorporate classroom observations to gain deeper insight into how authentic materials are used in Purposive Communication classes. Moreover, researchers who wish to build upon this study are encouraged to ensure greater alignment between participants in the quantitative and qualitative phases to enhance the coherence and robustness of their findings.

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