



EFL students' perception of task-based reading with authentic text

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ABSTRACT

This research explores the integration of Task-Based Language Teaching (TBLT) with authentic texts in the Advanced Reading course to address the need for more contextual and critical approaches in EFL instruction. The research aims to examine how this combination enhances students' critical thinking, contextual understanding, and engagement in reading activities. Employing a descriptive quantitative design supported by survey data from 49 students, the study analyzed learners' perceptions after being exposed to TBLT using authentic materials. Findings reveal that 73.5% of students agreed that discussing authentic texts improved their critical thinking, 75% believed the TBLT approach enhanced communication and collaboration, and 77.5% felt more responsible for their own learning. However, 51.1% considered the method time-consuming and challenging. Overall, the integration of TBLT and authentic texts proved effective in promoting communicative competence, cultural awareness, and learner autonomy. The study concludes that authentic materials can create meaningful, real-world learning experiences when guided through task-based instruction. It recommends continuous teacher training and context-sensitive adaptation to optimize the implementation of TBLT in EFL classrooms.



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INTRODUCTION

The integration of authentic texts in language teaching has been a focal point of research in the field of English as a Foreign Language (EFL), particularly in advanced reading courses. Authentic texts, which include a broad range of resources like literature, news articles, research reports, and social media content, are materials that native speakers use daily but are not specifically designed for educational purposes (Ciornei & Dina, 2015a). These texts provide valuable opportunities for students to engage with language as it is used in real-world contexts, offering a more immersive, dynamic, and culturally rich learning environment.

Despite their benefits, the incorporation of authentic texts into language learning programs presents both advantages and challenges. For instance, while these texts expose learners to real-world language use, they also introduce complexities such as linguistic difficulty, cultural specificity, and the lack of pedagogical scaffolding (Li & Zhou, 2018a; Sharipova, 2019). This research seeks to address these challenges by examining how EFL students perceive and interact with authentic texts in an advanced reading context, as well as the impact of their use on student motivation, critical thinking, and language proficiency.

While many studies have explored the use of authentic texts in language education, such as Gilmore (2007), the use of authentic materials in foreign language learning has a long history. There are many advantages of using authentic materials in English as an International Language (EIL), there exist many challenges in locating and designing communicative tasks around authentic materials (Li & Zhou, 2018). Authentic materials, if appropriate to the learning situation, might turn the classroom environment into a more engaging place, where motivation might be generated through the performance of meaningful tasks (García-Pinar, 2019). Using authentic texts in the classroom is known to have advantages as it provides students with exact examples of how the language is used by its native speakers, and makes students feel more confident using the language when they know they are performing as expected (Ciornei & Dina, 2015b). Therefore, the use of authentic materials in language teaching and learning does have several advantages.

Although there is limited research on how these materials can be effectively integrated within the Task-Based Language Teaching (TBLT) framework, particularly in advanced reading courses. Existing research often focuses on the isolated benefits of authentic texts or the TBLT method but fails to synthesize the two in a cohesive pedagogical strategy. This study aims to fill this gap by exploring the synergistic effects of combining TBLT with authentic texts, specifically investigating how this combination enhances students' language proficiency, critical thinking skills, and cultural awareness.

In addition to Krashen's Input Hypothesis, the development of critical thinking in language learning is grounded in Bloom's Taxonomy (Bloom, 1956) and Ennis's Critical Thinking Framework (Ennis, 1985), which emphasize higher-order thinking skills such as analysis, evaluation, and synthesis. Within the TBLT framework, tasks involving authentic texts encourage learners to question, interpret, and evaluate meaning rather than merely recall information, thereby activating these higher cognitive processes. Authentic materials challenge students to engage in problem-solving and reflective reasoning, which are central to critical thinking development (Anderson & Krathwohl, 2001).

Furthermore, the improvement of cultural awareness through authentic texts can be theoretically supported based on Intercultural Communicative Competence by (Byram, 1997), which highlights the importance of knowledge, skills, and attitudes that enable learners to interpret and relate to cultural meanings in language. Authentic materials, as real-life texts created by native users, expose learners to diverse cultural contexts, idiomatic expressions, and social conventions, allowing them to develop empathy and intercultural understanding. This aligns with (Vygotsky & Cole, 1978) view of learning as a socially mediated process where meaning is co-constructed through interaction and dialogue.

The need for EFL learners to acquire not just linguistic competence but also cultural and pragmatic communication skills has become increasingly important in today's globalized world. Authentic texts offer students exposure to language as it is used in real-life social contexts, providing a rich environment for cultural and linguistic immersion. In Indonesia, where students often lack exposure to English outside the classroom, the use of authentic texts presents a significant opportunity to enhance both language proficiency and cultural empathy. This study will focus on how these texts, when integrated into the TBLT framework, can help prepare students for real-world communication.

This research contributes to the growing body of literature on TBLT and authentic texts by providing evidence-based insights into how these methods can be effectively combined to enhance student engagement and learning outcomes. By offering practical recommendations for designing task-based language teaching that utilizes authentic materials, the study aims to provide educators with strategies for creating more contextually rich and engaging language learning environments. These findings are expected to help optimize the implementation of authentic texts in EFL curricula and teacher training programs, particularly in advanced reading courses.

The successful implementation of authentic texts within the TBLT framework requires teachers to possess specific pedagogical skills, including the ability to select appropriate texts, manage classroom discussions, and scaffold learning effectively. This study highlights the importance of teacher training in ensuring that instructors are equipped to handle the complexities of authentic materials. By addressing both the benefits and challenges of using authentic texts, the study underscores the need for ongoing professional development to help teachers maximize the potential of these resources.

METHOD

This study employed a quantitative descriptive research design aimed at analyzing students' perceptions of the integration of authentic texts within a Task-Based Language Teaching (TBLT) framework in the Advanced Reading course. The quantitative approach was chosen to describe measurable tendencies in students' attitudes and experiences after the implementation. (Atkinson & Coffey, 2004). The data source consisted of 49 third-semester students of the Advanced Reading course at Dian Nuswantoro University, Semarang, who had been directly exposed to authentic text-based TBLT activities. The students were selected because Advanced Reading students represent an appropriate group for examining the integration of authentic texts and task-based instruction. They have

already acquired intermediate to upper-intermediate English proficiency, which allows them to engage critically with complex, real-world texts. Moreover, reading courses at this level require analytical and interpretive skills, making them ideal for investigating the impact of authentic materials on critical thinking and cultural awareness. In the Indonesian EFL context, such students often face a gap between textbook-oriented instruction and authentic language exposure, which justifies the need to analyze their responses to authentic text implementation. Participants were determined using purposive sampling, as they represented the group most relevant to the research objectives.

Data were collected through a post-intervention survey distributed via Google Forms, using a Likert-scale questionnaire (1 = strongly disagree to 5 = strongly agree) consisting of ten items that measured students' perceptions regarding English proficiency improvement, critical thinking, cultural awareness, and engagement. In accordance with ethical guidelines, all participants were fully informed about the purpose of the research and the use of their data for academic purposes. The research adhered to the university's ethical standards, ensuring the confidentiality of participants' responses. The main research instrument was the questionnaire developed by the researcher based on TBLT and authentic material principles. The collected data were analyzed using descriptive statistical analysis (frequency and percentage) to summarize students' responses, and supported by qualitative categorization of open-ended comments to highlight emerging patterns in perception.

RESULT AND DISCUSSION

This study employed a quantitative descriptive approach to explore students' perceptions and experiences regarding the integration of Task-Based Language Teaching (TBLT) and authentic texts in the Advanced Reading course. The survey, which included 11 Likert-scale statements and open-ended questions, was designed to provide a nuanced understanding of students' views on the effectiveness of this approach in enhancing language proficiency, critical thinking, and overall engagement.

The analysis revealed several key insights into the benefits and challenges of integrating authentic texts within a TBLT framework, highlighting how this pedagogical approach supports meaningful, contextually relevant language learning.

Perceptions of Authentic Text

Students overwhelmingly reported that reading real-world texts, such as news articles, novels, and poems, made English learning more engaging and relevant.

Table 1. Relevance and Interest of Authentic Texts

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Reading real-world text like news articles, novels, or poems makes English learning more relevant and interesting	0%	(1) 2%	16 (32%)	19 (38%)	13 (26,5%)

The majority of students indicated that reading real-world text made their English learning more relevant and interesting. Specifically, 38% agreed and 26,6% strongly agreed, while only 2% disagreed. The result shows that the majority of the students perceive authentic materials as relevant and interesting. The exposure to the text helps bridge the gap between language study and real-life context. The 32% remained neutral, indicating that the students might enjoy the text but are not yet confident that it is relevant or interesting to them. Furthermore, it can be a suggestion for the lecturer to improve the teaching method and strategies, and build more scaffolding for the learning environment.

The result aligns with previous studies that emphasize the ability of authentic materials to immerse learners in realistic linguistic and cultural contexts, enhancing engagement and motivation (Ciornei & Dina, 2015a; Crossley, 2018). Students reported that texts felt familiar in terms of language and context, suggesting that authentic materials bridge the gap between classroom learning and real-world English use. In line with (Gilmore, 2007b), this result demonstrates that authentic texts

can foster greater learner interest by providing content that students perceive as practical and culturally meaningful.

Vocabulary and Expression

Table 2. Impact on Vocabulary and Expression Development

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Using authentic texts helps me better understand different English vocabulary and expressions	0 (0%)	2 (4,1%)	16 (38,8%)	19 (38,8%)	12 (24,5%)

In total, nearly 63% of students agreed that authentic text helped them better understand English vocabulary and expression. This indicates that students realized that exposure to such texts improved their English skills further. The presence of neutral responses for about 38,8% indicates that some students might prefer traditional vocabulary learning or direct teacher explanation instead of contextual learning. A few students (4,1%) disagreed, likely because they found the text too difficult linguistically. It might be discouraging rather than educational for a few. The results suggest that the text given should be chosen carefully in terms of the vocabulary level and density to be matched with students' capabilities.

The result supports findings by (Bilozhko & Syzenko, 2020), who suggest that authentic texts expose learners to diverse linguistic structures, including colloquialisms and idiomatic language not typically found in textbooks. The real-world context of these texts may explain why students perceived greater relevance and retention of vocabulary, consistent with (Shakibaei et al., 2019), who found that contextualized language input enhances vocabulary acquisition in EFL learners.

Critical Thinking Skills

The survey indicated that students believed analyzing and discussing authentic texts improved their critical thinking abilities.

Table 3. Analyzing Authentic Text and Critical Thinking

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Analyzing authentic texts in class improves my critical thinking skills	0 (0%)	0 (0%)	13 (26,5%)	24 (49%)	12 (24,5%)

About 73,5% agreed that analyzing authentic texts improved their critical thinking. Critical thinking in reading requires students to think beyond the text. They have to make a line between the information from reading and their reality and background knowledge. The absence of disagreement suggests that the majority of students realized cognitive improvement in the class. The neutral, 26,5%, signals variation in how the students perceive the text and the task. Some students might not have experienced a clear sense of improvement in critical thinking because they think the activity is just more like a regular language exercise. Students who get used to teacher-centered learning might hesitate to question or critically challenge the text or information that they get.

This result suggests that authentic materials not only present linguistic challenges but also cognitive ones, encouraging learners to connect new information with prior knowledge. The results are consistent with Li & Zhou (2018a) and Aghayeva (2023), who argue that authentic texts promote higher-order thinking by situating learning in complex, unpredictable real-world scenarios. Moreover, this supports (Krashen, 1982) Input Hypothesis, which posits that learners acquire language most effectively when the input slightly exceeds their current proficiency (i+1). By requiring critical analysis, authentic texts serve as both linguistic and cognitive scaffolds.

Discussion and Peer Interaction

Table 4. Discussion and Critical Thinking

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Discussing authentic texts in class improves my critical thinking skills	0 (0%)	0 (0%)	12 (24,5%)	23 (46,9%)	14 (28,6%)

About 75,5% students agreed that having a discussion of an authentic text improved their skills in critical thinking. By having a discussion, students can express their opinions and listen to others who might be different from theirs. Such conditions expose them to different perspectives and could help them understand something from a wider point of view, thus making them think critically. Some students, 24,5%, might feel uncomfortable expressing opinions or debating in English due to limited fluency or lack of confidence. It could be a pressure to voice one own's opinion in front of peers that might reduce their perception of benefit.

The collaborative nature of discussions allows students to validate, challenge, and expand their interpretations, consistent with Vygotsky's Social Interactionist Theory (1978). Similar findings were reported by Marzban & Davaji (2015), who found that peer discussion around authentic materials fosters cognitive engagement and deeper comprehension. The combination of authentic input and collaborative tasks appears to create a feedback loop that reinforces both comprehension and critical thinking.

Thinking Beyond the Text

A majority of students agreed that engaging with authentic texts encouraged them to think beyond the literal content:

Table 5. Thinking Beyond the Text

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Analyzing and discussing authentic text requires me to think beyond the text	0 (0%)	2 (4,1%)	12 (24,5%)	22 (44,9%)	13 (26,5%)

The majority of the students, about 71,4% in total, might be able to interpret implicit meanings, connect ideas to their background knowledge, and relate the text to social and moral issues beyond a literal understanding of the text. Furthermore, these students recognized that authentic texts encourage reflection and analysis in English language learning. The neutral, 24,5%, these students might understand the surface understanding but fail to understand how to perceive what thinking beyond the text really means. A few who disagree, 4,1%, might find interpretive questions confusing. These students may prefer structured comprehension with a clear answer and feel that open-ended discussion is off-topic.

The result reflects that the capacity of authentic materials to present contextual and cultural challenges that demand interpretive reasoning. The findings echo (Hafifah & Mayasari, 2020), who observed that authentic materials encourage learners to synthesize information from multiple sources and apply it in new contexts.

Enjoyment and Motivation

Most students reported enjoying the use of authentic texts, which likely contributed to increased motivation and engagement:

Table 6. Enjoyment of Authentic Text

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I enjoy using authentic texts in my English class	1 (2%)	2 (4,1%)	13 (26,5%)	24 (49%)	9 (18,4%)

About 67,4% students agreed that using authentic text in a reading class is indeed enjoyable. These students might appreciate the variety, creativity, and real-world relevance that the text offers. Such exposure can also motivate students who find pleasure in understanding diverse cultures and voices. There are 26,5% who chose neutral; they probably have a mixed emotional experience. They might find the topics unrelatable, sensitive, or too challenging, leading to fatigue. The rest, 6,1% who disagree might experience stress rather than enjoyment. Being exposed to such diverse texts might be overwhelming, especially in the of vocabulary, topics, or discussion.

Enjoyment is a key factor in student engagement, and these findings are consistent with(Belet Boyaci & Güner, 2018), who emphasized that student enjoyment positively influences motivation and effort in language learning. This demonstrates that authentic texts can foster both intrinsic motivation and a positive learning environment.

Task-Based Learning and Language Acquisition

The integration of TBLT was perceived to be effective in providing meaningful, real-world tasks, such as debates:

Table 7. TBLT and Meaningful Context

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Completing tasks like debates in English helps me learn the language in a meaningful context	0 (0%)	2 (4,1%)	13 (26,5%)	22 (44,9%)	12 (24,5%)

The majority of 69,4% who agreed that debates do help them learning English in a meaningful way. Communication and debates open the chance of listening to others' perspectives. Expressing opinions, not only vocabulary or grammar drills, obviously gives more purpose in the learning activity. The neutral response, 26,5%, suggests that students might not see how the task relates to the real-world relevance. Another perspective could be that some used to enjoy the listener role rather than having to debate with their peers. Two students who disagreed indicate that they might dislike competitive or performance-based tasks like debates. It could be a signal that the lecturer might modify the debate task to be less competitive, so make students who tend to be passive listeners could still join.

The result aligns with (Chen & Wang, 2019) and (Willis & Willis, 2013), who suggest that tasks with authentic purpose enhance both linguistic and cognitive outcomes. Compared with traditional grammar-focused exercises, TBLT engages students in language as a tool for communication rather than an object of study (Ellis, 2003).

Communication, Collaboration, and Responsibility

Students also reported improvements in communication, collaboration, and responsibility for their own learning:

Table 8. Communication and Collaboration

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Working with classmates on TBLT tasks improves my communication and collaboration skills	0 (0%)	0 (0%)	12 (24,5%)	21 (42,9%)	16 (32,7%)

The majority of 75,6% agreed that group interaction does improve interpersonal skills and confidence. These skills are related to communication skills that are needed to experience genuine peer communication, negotiation of meaning, and align with the constructivist view of learning. Neutral students possibly experience imbalanced group dynamics throughout the task. Among them might be an introverted person, thus they may prefer silent reflection and don't perceive communication as an effective means of learning.

TBLT offers a framework where language learning in classroom is used as a tool for communication rather than just a subject of study. This approach promotes more engagement in learning and the development of problem-solving skills, enhancing the engagement and effectiveness of language acquisition (Mao, 2012). Through debate activities the researcher succeeded in improving student's communication between peers and collaborative learning in group task. Based on the data 75,6% students agreed that the chosen activity raising their chances to discuss, debate, and pouring their opinion in classroom.

Table 9. Responsibility for Learning

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
TBLT activities make me feel more responsible for my own learning in reading class	0 (0%)	1 (2%)	10 (20,4%)	27 (55,1%)	11 (22,4)

About 77,5% students feel that they are the ones who are responsible for their own learning. This suggests that being an independent learner means they aren't dependent on the lecturer to explain things explicitly to them. Self-monitored progress means that they view TBLT's method as a student-centered method that empowers. Neutral students, 20,4%, suggest that they might follow instructions but not yet prefer fully self-directed reflection. One student who disagreed probably felt lost without constant teacher supervision.

The task given is indeed requires students to be responsible whether for their own and in group. The task challenge them to work in a collaborative group to defence their arguments towards their peers. On the debate each of the group participant have to capable of answering questions and defence their group arguments. Since individual mistakes could affect the whole group and affect their personal grades based on their personal performances. Moreover, the task has clear rubric to assess the group and personal performances.

Challenges: Time and Effort

Despite the benefits, students acknowledged that TBLT activities can be time-consuming and sometimes frustrating:

Table 10. Time and Effort

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The design and activities of TBLT can be time-consuming and frustrating	1 (2%)	6 (12,2%)	17 (34,7%)	16 (32,7%)	9 (18,4%)

More than half, 51,1%, agreed that the TBLT method takes a lot of time and might be frustrating. Investing in group coordination, research, rehearsal, and debate takes a lot of energy. It is not necessarily negative; it is a signal of high involvement and the fact that they are aware of their own effort. Neutral students, for about 34,7% might find the TBLT task manageable. It suggests that the students are able to adapt to an active-learning situation that requires extra time and effort. For those who disagree might find the workload to be reasonable or maybe easier than they expect.

The result aligns with (Dania & Adha, 2021), who noted that the complexity and intensity of authentic tasks may increase cognitive load. Educators need to provide scaffolding, clear instructions, and structured timelines to maximize the effectiveness of TBLT while minimizing potential frustration.

Overall Effectiveness

Finally, students perceived TBLT with authentic texts as an effective approach to learning English:

Table 11. Overall Effectiveness

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I find TBLT activities to be an effective way to learn and practice English	0 (0%)	3 (6,1%)	20 (40,8%)	19 (38,8%)	7 (14,3%)

About 53,1% students find the activities to be effective in learning and practicing English. TBLT with authentic text was seen as a tangible progress to improve fluency, comprehension, and confidence. It could be translated that more than half students can connect the learning outcomes to communication and critical thinking skills. A large neutral group of 40,8% students suggests cautious judgment towards the potential benefits, that probably due to short exposure time. For some who disagree might prefer explicit grammar instruction and structured practice. They might find the TBLT method as messy, subjective, or lacking clear right-and-wrong answers. This reinforces findings from (Madhkhan & Mousavi, 2017) and (Hafifah & Mayasari, 2020), confirming that TBLT combined with authentic texts enhances reading comprehension, engagement, and higher-order thinking in EFL learners.

Discussion

In conclusion, the findings suggest that the integration of authentic texts and Task-Based Language Teaching (TBLT) provides a multifaceted and highly engaging learning experience for EFL students. Authentic texts, by their very nature, expose learners to language in contexts that closely resemble real-world usage, encompassing idiomatic expressions, varied vocabulary, and culturally specific references that are typically absent in conventional textbooks. This exposure allows students not only to acquire linguistic competence in reading and comprehension but also to develop a deeper awareness of cultural norms, social conventions, and pragmatic language use. In other words, authentic texts serve as both linguistic and sociocultural scaffolds, enabling students to encounter language as it functions in real-life communication rather than in artificially constructed, decontextualized classroom exercises (Gilmore, 2007b; Shakibaei et al., 2019).

When these authentic materials are integrated within a TBLT framework, the learning process becomes even more dynamic. TBLT emphasizes the completion of meaningful tasks in the target language, which requires students to actively produce language, engage in negotiation of meaning, and collaborate with peers. The combination of authentic input and task-based output promotes not only the reinforcement of language structures but also the development of higher-order cognitive skills, such as critical thinking, problem-solving, and analytical reasoning. For instance, the results indicate that students are challenged to analyze text content, relate it to prior knowledge, evaluate differing perspectives, and defend their ideas during classroom discussions or debate activities. These processes encourage learners to go beyond passive comprehension and actively construct meaning, consistent with Vygotsky's Social Interactionist Theory, which posits that social interaction is central to cognitive development and learning (Vygotsky, 1987).

Furthermore, the integration of authentic texts and TBLT contributes to learner autonomy and responsibility. By participating in collaborative tasks, students become accountable not only for their individual contributions but also for the success of their group. This dual responsibility fosters self-directed learning, as students must manage their preparation, organize arguments, and reflect on their performance. Such autonomy is critical for EFL learners, particularly in advanced reading courses, where the goal is to cultivate independent, strategic learners capable of applying their knowledge in a variety of real-world contexts (Madhkhan & Mousavi, 2017). The survey results also show that students' enjoyment and engagement were high when authentic texts were used in conjunction with TBLT. Enjoyment and intrinsic motivation have been widely recognized as significant predictors of

language learning success, as students are more likely to persist in challenging tasks, exert effort, and engage deeply with material they find meaningful (Belet Boyaci & Güner, 2018).

At the same time, these findings highlight the importance of careful task design and teacher support. While the majority of students perceived TBLT with authentic texts as effective, some indicated that tasks could be time-consuming and cognitively demanding. This suggests that, although authentic materials provide rich linguistic and cultural input, the complexity of these materials must be balanced with the students' proficiency levels to prevent cognitive overload. Scaffolding strategies, such as pre-task briefings, vocabulary support, guided discussion questions, and structured peer feedback, are crucial in ensuring that all learners can benefit from the tasks without feeling overwhelmed (Dania & Adha, 2021). Teacher competence in selecting appropriate texts, managing group interactions, and providing timely guidance plays a central role in mediating the potential challenges of implementing TBLT effectively.

When contextualized within previous research, these results not only confirm existing evidence but also provide additional nuance. Prior studies have established that authentic texts can improve vocabulary acquisition, reading comprehension, and cultural understanding (Bilonozhko & Syzenko, 2020; Li & Zhou, 2018a), while TBLT enhances communicative competence and learner autonomy (Ellis, 2009; Madhkan & Mousavi, 2017). However, this study expands on those findings by explicitly demonstrating how the combination of authentic materials and task-based activities can simultaneously promote linguistic proficiency, critical thinking, social collaboration, and learner motivation. Moreover, it underscores the interplay between enjoyment and engagement as a key mediating factor: students who find authentic texts relatable and tasks meaningful are more likely to invest cognitive and emotional energy into the learning process, resulting in deeper and more durable learning outcomes.

To summarize, the results suggest that the synergy between authentic texts and TBLT creates a learning environment that is both cognitively challenging and intrinsically motivating. The approach not only equips students with language skills applicable in real-world contexts but also develops essential cognitive, social, and metacognitive skills. For educators, these findings highlight the dual importance of carefully selecting authentic texts that are both linguistically accessible and culturally relevant, and of designing tasks that scaffold student engagement while fostering autonomy, collaboration, and critical thinking. This expanded understanding of TBLT with authentic texts offers practical guidance for curriculum development, instructional design, and teacher professional development, emphasizing a holistic approach to advanced EFL learning that bridges classroom learning with real-world language use.

CONCLUSION

This study demonstrates that integrating authentic texts within a Task-Based Language Teaching (TBLT) framework provides a highly effective approach to advanced EFL learning. Students reported increased engagement, improved vocabulary and comprehension, and enhanced critical thinking through analysis and discussion of authentic materials. TBLT tasks, such as debates and collaborative exercises, fostered communication, collaboration, and learner autonomy, while situating language practice in meaningful, real-world contexts. Despite these benefits, some students experienced cognitive load and time-related challenges, highlighting the need for appropriate scaffolding, clear task design, and teacher support. Overall, the combination of authentic texts and TBLT not only enhances linguistic and cultural competence but also develops higher-order thinking and social learning skills. These findings suggest that carefully designed TBLT activities with authentic materials can provide holistic, contextually rich language learning experiences that prepare students for real-world communication. Future research could examine diverse proficiency levels, extended implementation periods, and cross-cultural contexts to further validate these outcomes.

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