

**EFFECTS OF USING AUTHENTIC MATERIALS ON ESL LEARNERS'
ENGAGEMENT AND OUTCOMES: AN EXPERIMENTAL STUDY****Fatima Alina**

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Email: samaritan_as@hotmail.com***Corresponding Author**Email: samaritan_as@hotmail.com**Abstract**

English as a Second Language (ESL) pedagogy at the intermediate level in Pakistan's public-sector schools usually stays textbook-driven and with little exposure to real-world language usage. This can limit relevant input, lower student interest, and impair the growth of useful language skills. While communicative language teaching strongly advises using real materials (e.g., brief news stories, commercials, weather forecasts, and age-appropriate video clips), there is scant empirical support for their usefulness for Grade 8 students in public schools in District Bahawalpur. This study fills this gap by looking at how using real materials affects how well eighth-grade students in Bahawalpur government schools did on their ESL tests and how interested they were. For an 8-week intervention using a pre-test/post-test control group design, 80 eighth-grade ESL pupils were randomly split into an experimental group (authentic-materials-based instruction) and a control group (conventional textbook-based instruction). Furthermore, 100 ESL educators from 20 public-sector schools took a perception poll to offer more general background understanding of the viability and influence of real materials in the classroom. Using descriptive statistics and t-tests in SPSS, data gathered from a curriculum-aligned language proficiency test (reading, grammar, vocabulary, writing) and organized 5-point Likert-scale surveys were examined. Post-test differences in vocabulary, reading, grammar, writing, and total score ($p \leq .001$) showed that the experimental group did better than the control group in all the areas that were measured. For example, the experimental group's post-test means rose noticeably over grammar (7.13→12.33), reading (6.58→7.93), writing (4.40→7.58), and vocabulary (7.58→12.23), and surpassed the post-test performance of the control group. Teacher survey results likewise clearly backed real-material integration, citing perceived improvements in lesson dynamism and student motivation, while acknowledging practical difficulties including task design and preparation time. The results generally offer context-specific proof that genuine materials can greatly improve Grade 8 ESL performance and participation in government-school environments. In resource-constrained public schools where low-cost, real-life materials might provide a useful road toward more relevant and engaging ESL learning, this research is important for informing curriculum enhancement techniques, teacher training, and classroom practice.

Keywords: Authentic materials; ESL learning outcomes; Student engagement; Experimental study; Government schools; Grade 8 learners; Pakistan

1. Introduction

English ability is often regarded in the modern world as a key predictor of academic success, career mobility, and socioeconomic advancement (Crystal, 2003). English is quite important for pupils' educational paths in multilingual settings like Pakistan, where it acts as both a topic and a medium of teaching at higher levels. But even though it's important for schools in the public sector, ESL teaching in many of them still relies on textbook-based methods,

memorizing things, and grammar-translation techniques (Rahman, 2020). Such conventional approaches frequently stress form over content, therefore restricting pupils' exposure to real language use and limiting chances for communicative competence development (Richards & Rodgers, 2014). Scholars have been more and more in favor of including real resources in ESL courses in light of these restrictions. Texts written for actual communication rather than for educational objectives (Nunan, 1999) define genuine materials. These span audio broadcasts, video clips, menus, brochures, commercials, and periodicals. Research indicates that genuine materials expose students to cultural embedded language structures, contextualized vocabulary, and natural discourse patterns (Gilmore, 2007; Peacock, 1997). From a theoretical standpoint, their use supports Krashen's (1985) Input Hypothesis, which holds that meaningful interaction and real-life communication are essential for second language learning, and aligns with Communicative Language Teaching (CLT), which stresses meaningful interaction and real-life communication. Richards, 2006) Furthermore, learner involvement and motivation—which are key indicators of linguistic performance—have been shown to rise when instruction include relevant and significant material (Dörnyei, 2001; Fredricks, Blumenfeld, & Paris, 2004). Previous research on the educational worth of genuine materials in several foreign ESL and EFL settings (Gilmore, 2007; Peacock, 1997) have paid little attention to their methodical experimental application in Pakistani government schools at the intermediate level. Most of the current regional studies look either at universities or private companies, which means that public-sector middle schools are not shown as much in research studies (Mahboob, 2017). Moreover, even if theoretical debates on communicative pedagogy often suggest using real materials, there is still a lack of controlled experimental studies that can statistically assess their influence on particular linguistic abilities including grammar, writing, vocabulary, and reading comprehension among Grade 8 students in resource-limited contexts. This shows how much we don't know about Pakistani ESL research. To close research gaps, this study aims to investigate how real materials affect ESL learning results and eighth-grade pupils' engagement in public schools in Bahawalpur. In a public-sector environment, this article seeks to expand on prior results by contrasting a structured experimental comparison of real-material-based instruction with traditional textbook-based teaching. Using a pretest–posttest control group approach, the study tries to produce data supported by statistics on increases in language fluency and involvement levels.

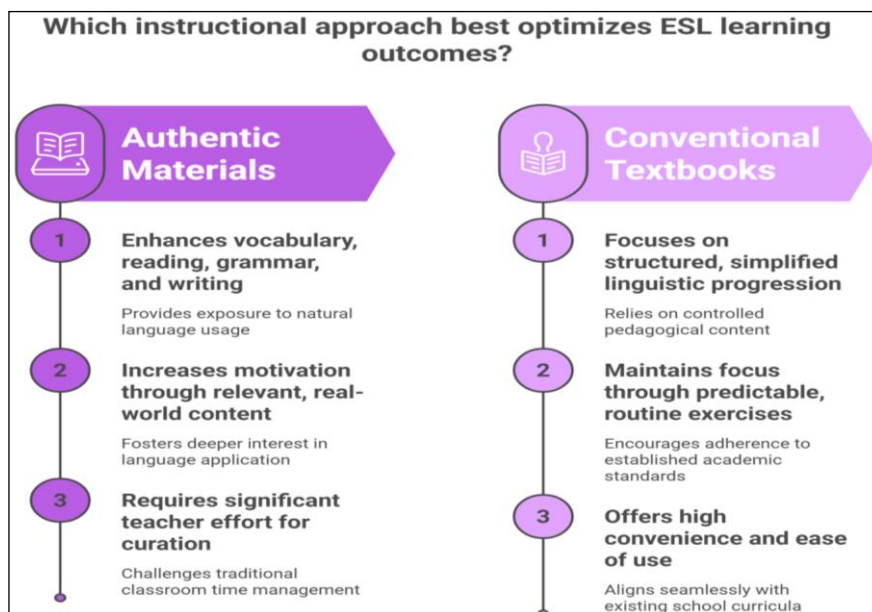


Figure 1. Theoretical Framework

The following research questions direct the study.

1. What is the effect of authentic materials on the ESL learning outcomes (vocabulary, reading comprehension, grammar, and writing skills) of Grade 8 students in government schools?
2. How does the use of authentic materials influence student engagement in ESL classrooms?
3. Is there a statistically significant difference in post-test performance between students taught through authentic materials and those taught through conventional textbook-based instruction?
4. What are teachers' perceptions regarding the effectiveness and practicality of using authentic materials in government-school ESL classrooms?

This study is valuable since it offers more support for the use of real materials in Pakistan's public-sector educational institutions. This study provides useful information for teachers, curriculum developers, and legislators as well as adds to the small corpus of regional empirical ESL research by producing data from government schools in Bahawalpur. Furthermore, it promotes the change from conventional, form-based instruction to more conversational, student-centered approaches consistent with current language teaching ideas and national education change programs.

2. Literature Review

For a long time, methods that prioritize communication and the learner have been associated with the use of tangible items in teaching second languages. Authentic materials are texts written for actual-world communication needs rather than for educational objectives (Nunan, 1999). These range from menus and digital material to audio recordings, video clips, brochures, ads, and periodicals. Using real materials is justified theoretically mostly by Communicative Language Teaching (CLT), which stresses significant interaction and real-world communication (Richards, 2006), and by Krashen's (1985) Input Hypothesis, which says that being exposed to understandable and context-rich input helps one learn a language.

Previous studies have demonstrated that real materials can improve reading comprehension, vocabulary acquisition, and learner motivation (Gilmore, 2007; Peacock, 1997). Peacock (1997), for example, found that students exposed to real texts showed more classroom enthusiasm than those who used manufactured book materials. Similarly, Gilmore (2007) said that real input helps people see natural language features like collocations, discourse markers, and pragmatic functions, which are often left out of simplified textbooks. However, the results are still conflicting. Some studies reveal noteworthy language improvements, but others indicate that real resources can overwhelm less proficient learners if not appropriately supported (Guariento & Morley, 2001). While some studies have found that genuine materials enhance learner involvement and linguistic competence (Dörnyei, 2001; Fredricks, Blumenfeld, & Paris, 2004), others have shown that success mostly relies on contextual elements including teacher preparation, student ability level, and classroom atmosphere (Tomlinson, 2011). Research especially shows that students' ability to write and speak (Berardo, 2006) can be greatly enhanced when genuine materials are suitably adapted and combined with directed activities. On the other hand, real texts may make younger students feel more confused and make them understand less if they don't have good teaching support. Most of the current research has looked at higher education settings, private schools, or foreign language environments in Western and Southeast Asian nations (Gilmore, 2007; Richards & Rodgers, 2014), so public-sector middle schools in developing countries are still largely unexplored. Traditionally, English language instruction in Pakistan has depended on grammar-translation and textbook-driven methods (Rahman, 2020). Though academics have argued

practically for interactive and communicative techniques, there is still little empirical experimental study quantifying the quantitative impact of real materials in government schools (Mahboob, 2017). Furthermore, most Pakistani studies on creative ESL techniques have focused on metropolitan private schools or colleges, where resources and teacher training possibilities are somewhat superior. Despite catering to a sizable proportion of the student body, middle-level government schools, especially in areas like Bahawalpur, have attracted scant academic attention. This bias in study emphasis produces a major contextual gap in knowledge of how real materials operate in exam-oriented, resource-scarce, public-school settings.

The necessity for more research on the context-specific application of communicative strategies in classrooms in poor nations has been brought to light by recent studies (Tomlinson, 2011; Richards, 2006). In order to assess whether internationally approved pedagogical approaches yield quantifiable improvements in a variety of socio-educational contexts, researchers are increasingly emphasizing the need of localized empirical data. The impact of real materials in enhancing quantifiable learning results deserves methodical experimental investigation, especially at the lower-secondary level where students move toward more complex academic language demands. Although the pedagogical usefulness of authentic materials is highly supported by theoretical grounds, there is still a lack of quantitative data from controlled experimental investigations conducted in middle schools in Pakistan's public sector. The main source of information for this study is Communicative Language Teaching (CLT), which highlights the importance of meaningful engagement and everyday communication in language development (Richards, 2006). Second, the framework is based on Krashen's (1985) Input Hypothesis, which contends that learners acquire a second language when they are exposed to understandable input that is just a little bit above their current proficiency level ($i+1$). Few studies have looked at student involvement in the same experimental context as linguistic results (vocabulary, reading comprehension, grammar, and writing). Important issues about the quantifiable efficacy of authentic-material-based training in comparison to traditional textbook-based techniques remain unsolved as a result of this lack of integrated study.

As a result, this review highlights important discoveries and pinpoints the primary research gap that this study attempts to fill. There is little experimental data at the Grade 8 level in Pakistani government institutions, despite foreign scholarship supporting the educational promise of authentic materials. In order to close this gap, the current study uses a structured pretest–posttest control group design to investigate whether authentic materials considerably enhance ESL learning outcomes and student engagement in Bahawalpur public-sector classrooms.

Table 1. List of Authentic Materials

Category	Authentic Material	Description / Examples	Target Skills
1. Printed Text	1. Newspapers	Headlines, articles, weather forecasts, classified ads.	Reading, Vocabulary, Critical Thinking
	2. Magazines	Articles on culture, fashion, science, celebrities from publications like <i>Time</i> or <i>Vogue</i> .	Reading, Discussion, Cultural Knowledge
	3. Brochures & Flyers	Travel brochures, event flyers, promotional pamphlets.	Scanning for info, Persuasive language
	4. Menus	Restaurant menus from different cuisines (local & international).	Vocabulary (food), Pragmatics (ordering)

	5. Maps	City street maps, tourist maps, transportation maps (metro, bus).	Giving directions, Prepositions of place
	6. Recipes	Instructions from cooking websites or cookbooks.	Imperatives, Sequencing words, Vocabulary
	7. Comics & Cartoons	Strips from newspapers or graphic novels.	Inferring meaning, Informal language
	8. Short Stories & Novels	Excerpts or simplified versions of authentic literature.	Reading comprehension, Literary devices
	9. Poetry	Songs, rhymes, classic and modern poems.	Rhythm, Metaphor, Cultural themes
	10. Academic Journals	Simplified abstracts or articles from various fields.	Academic vocabulary, Formal tone
	11. Product Instructions	Manuals for electronics, furniture assembly (IKEA), recipes.	Imperatives, Technical vocabulary
	12. Letters & Emails	Business letters, personal correspondence (with permission).	Format, Formal vs. informal register
2. Audio	13. Podcasts	On topics of interest (news, true crime, science, culture).	Listening, Note-taking, Summarizing
	14. Radio Broadcasts	Bulletins from BBC, CNN, NPR, etc.	Listening for gist, News vocabulary
	15. Radio Talk Shows	Discussions and interviews on current topics.	Listening for opinion, Informal speech
	16. Songs	Lyrics from various music genres (pop, rock, folk).	Vocabulary, Slang, Pronunciation
	17. Audiobooks	Chapters from popular novels or non-fiction.	Listening comprehension, Intonation
	18. Voicemail Messages	Simulated or real messages (e.g., from a doctor's office).	Listening for specific details
3. Audio visual	19. TV Shows	Sitcoms, dramas, reality shows, news segments.	Cultural norms, Slang, Listening
	20. Movies & Film Clips	Scenes that demonstrate specific language points or culture.	Narrative, Dialogue, Inference
	21. Documentaries	On nature, history, science, or social issues.	Content-based learning, Formal speech
	22. News Segments	From channels like BBC World, Al Jazeera English.	Formal language, Current events
	23. Vlogs & YouTube Videos	Content from creators on hobbies, travel, reviews.	Informal language, Persuasive speech
	24. Commercials / Adverts	TV and online commercials.	Persuasive techniques, Cultural values
	25. Video Game Trailers	Narrated previews of popular games.	Descriptive language, Hype vocabulary
	26. Weather Forecasts	From news channels or weather apps.	Predicting future, Weather vocabulary

	27. Tutorials (How-to Videos)	From YouTube (e.g., "how to cook pasta," "how to fix a bike").	Imperatives, Sequencing, Instructions
4. Digital & Online	28. Social Media Posts	Tweets (X), Facebook posts, Instagram captions.	Abbreviations, Informal register
	29. Blogs	Personal, travel, food, or technology blogs.	Personal narrative, Opinion writing
	30. Websites	Tourist sites, company "About Us" pages, product pages.	Scanning, Evaluating information
	31. Online Reviews	Restaurant reviews (Google, Yelp), product reviews (Amazon).	Supporting an opinion, Adjectives
	32. Forums & Comment Sections	Reddit threads, news article comments.	Debate, Informal argumentation
	33. Memes	Image macros with text that reflect cultural humor.	Cultural literacy, Pun, Humor
	34. Apps & Software	Using real apps for weather, maps, transportation, food delivery.	Functional language, Real-world task
5. Realia (Real Objects)	35. Labels & Packaging	Food labels, clothing tags, product packaging.	Vocabulary, Imperatives (instructions)
	36. Forms & Applications	Job applications, hotel check-in forms, bank forms.	Reading for detail, Providing information
	37. Tickets	Plane, train, bus, movie, or event tickets.	Extracting information (time, date, place)
	38. Currency & Coins	Real or fake bills and coins from target language countries.	Numbers, Prices, Role-play (shopping)
	39. Board Games	Instructions and gameplay of games like Monopoly or Scrabble.	Following rules, Social interaction
	40. Greeting Cards	Birthday, holiday, thank you cards.	

2.1. Conceptual Framework

This study's conceptual framework is based on well-established theories of communicative pedagogy and second language learning. It describes how ESL learning outcomes and student engagement among eighth-grade students in government schools are impacted by the use of real materials.

2.2 Theoretical Foundations

Communicative Language Teaching (CLT), which highlights meaningful contact and everyday conversation as essential to language development, is the main source of inspiration for this work (Richards, 2006). According to CLT, learners acquire language more effectively when they are exposed to context-rich, functional input as opposed to discrete grammatical structures. Because they provide language in its original communicative context, authentic materials like newspapers, ads, dialogues, and multimedia texts easily conform to this notion. Second, the concept is based on Krashen's (1985) information Hypothesis, which contends that learners acquire a second language when they are exposed to intelligible information that is just a little bit above their current skill level. When properly scaffolded, authentic materials offer real-world language input that fosters vocabulary growth, grammatical awareness, and reading comprehension. When compared to simplified textbook English, exposure to natural

discourse patterns also promotes deeper cognitive processing. Thirdly, the framework includes the idea of student engagement, which describes how students participate in academic activities on a behavioral, emotional, and cognitive level (Fredricks, Blumenfeld, & Paris, 2004). Vygotsky (1978) asserts that learning occurs through cooperative engagement, often in the zone of proximal development (ZPD), which is the gap between what a student could do independently and what they could do with the assistance of a more experienced person, such as a teacher or peer. According to research, educational materials that are relevant and meaningful improve student motivation, engagement, and classroom interaction (Dörnyei, 2001). It is predicted that authentic materials will boost student engagement by relating classroom knowledge to real-world experiences.

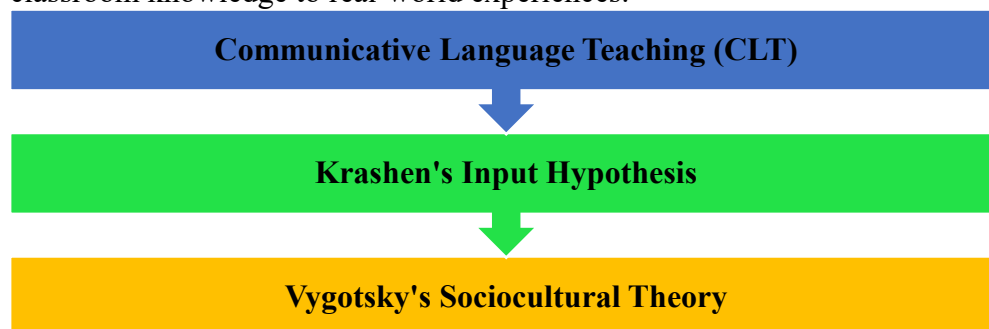


Figure 2. Methodological Framework

3. Methodology

The impact of authentic materials on ESL learning outcomes and student involvement in Grade 8 classes in government schools in Bahawalpur, Pakistan, was investigated in this study using a quantitative methodology. The direct effects of real materials on students' performance in reading, grammar, vocabulary, and writing were measured using a quantitative design. In order to provide statistically sound evidence for instructional practice, the main goal was to clearly establish causal correlations between the use of real-life materials and gains in ESL learning outcomes and engagement levels.

3.1 Research Design

Two groups were used in the pretest-posttest experimental design: a control group that received instruction using conventional ESL resources and an experimental group that was exposed to real materials. By comparing pre-intervention and post-intervention results on language proficiency and engagement measures, this methodology made it feasible to determine the intervention's impact. This approach was chosen in order to create a controlled setting where the only notable distinction between the two groups was the kind of educational resources utilized. The purpose of the study was to investigate the idea that exposure to real-world materials will improve language proficiency and boost student involvement in ESL classes.

3.2 Sample of the Study

Eighty Grade 8 ESL students from public schools in District Bahawalpur were chosen at random to make up the sample. Two groups of forty students each were created from the students: an experimental group and a control group. While the control group was instructed using traditional ESL textbooks and workbooks, the experimental group received ESL instruction utilizing real-world resources like newspapers, ads, weather forecasts, and video clips. The survey also included 100 ESL teachers from 20 government schools in the same district, who gave insightful comments on their experiences using real materials and the difficulties they encountered. A thorough examination of teacher perspectives was made possible by the convenience sampling method used to choose the teachers, which guaranteed a varied sample in terms of gender and experience.

Table 2 Sample of teachers

	Male	Female	Total
Schools	10	10	20
Teachers	50	50	100

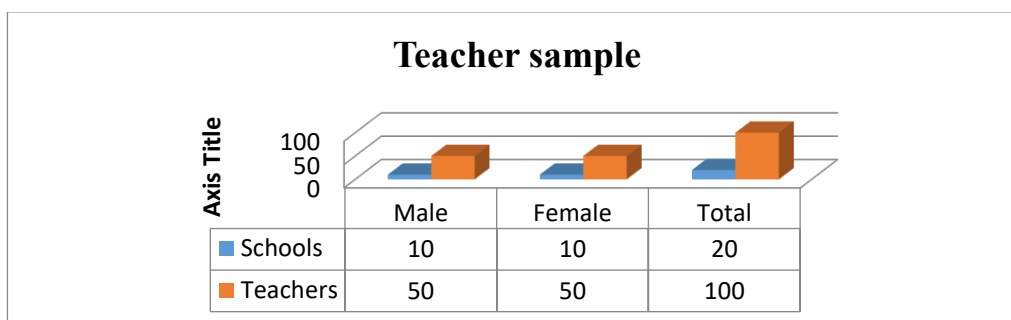


Figure 3. Teacher sample

Table 3 Sample of Students

	Male	Female	Total
Experimental Group	0	40	40
Control Group	0	40	40
Total	0	80	80

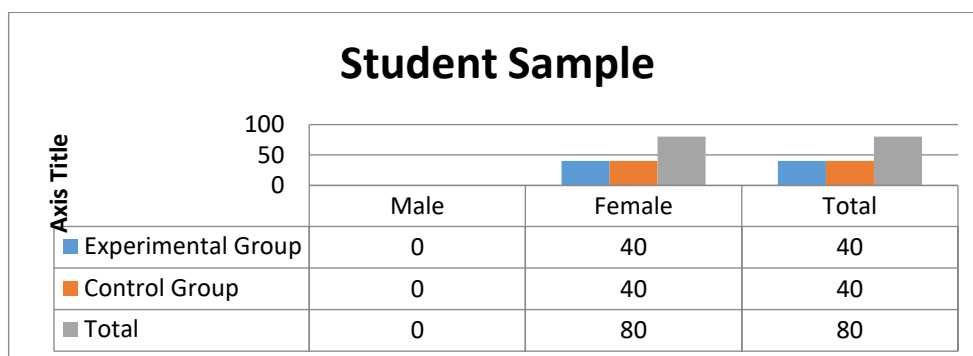


Figure 4. Student Sample

3.3 Variables of the study

Every variable in this study was specified using accepted metrics in the field of teaching and learning languages. The utilization of real materials in ESL education was the independent variable, while the following were the dependent variables:

Table.4 variables

Independent variables	Treatment	Dependent variables	Extraneous variables
Authentic materials	<p>Instruction with authentic material. (experimental group)</p> <p>Traditional Instruction. (control group)</p>	<ul style="list-style-type: none"> • Student Learning Outcomes • Student Engagement • Assessing students' language skills 	<ul style="list-style-type: none"> • Prior language proficiency • Teachers' experience • Age of the student

3.4 Data Collection Methods

To ensure thorough measurement of the effects of real materials, data were gathered using a variety of techniques. Before and after the intervention, students' language skills were

evaluated using a pre-test and post-test, a standardized language competency test based on the Grade 8 English curriculum recommended by the Punjab Textbook Board. Both objective (fill-in-the-blank, multiple-choice) and subjective (short-answer) questions covering reading, grammar, vocabulary, and writing were included in the test. Teachers and students were given a questionnaire on a five-point Likert scale. While the teacher questionnaire collected input on the practical application of real resources, their influence on instruction, and the difficulties encountered, the student questionnaire assessed engagement, motivation, and opinions on authentic materials. In order to guarantee accurate and valid measurements of the constructs under investigation, both questionnaires were created.

3.5 Data Analysis

To evaluate the hypotheses, the data were examined using inferential statistics (paired sample t-tests) and descriptive statistics (mean, standard deviation, frequency, and percentage). The pre-test and post-test results of the two groups were compared using the t-test to see if there were any statistically significant variations in student involvement and language competency. All statistical analyses were performed using the SPSS program. The purpose of the statistical study was to determine if the experimental group which used real materials improved language proficiency and engagement more than the control group. Because it can compare related samples, the paired t-test was chosen to compare scores within each group between the pre-test and post-test periods.

3.6 Ethical Considerations

This study's ethical considerations were crucial. The study method was conducted with adherence to the ethical norms. Every participant students, instructors, and school administrators were fully informed about the nature, goals, and methods of the study. All participants provided written consent, and parents or guardians of minor students were also consulted. Every piece of information gathered was kept private. All responses were kept in safe, password-protected folders, and participant identities were anonymised. To avoid identifying specific participants, the study's findings were presented in aggregate form. Participants were made aware that participation in the study was entirely voluntary and that they might leave at any moment without facing any repercussions. The study's real materials were carefully chosen, taking into consideration local conventions and values, to make sure they were suitable for the students' culture. Additionally, the materials were modified as needed to accommodate the proficiency levels of the students. The purpose of the study was to reduce participants' psychological or emotional stress. In order to encourage pleasant learning experiences without overburdening the pupils, the instructional activities and assessments were designed.

3.7 Rationale for Methodology

Since it enables the objective measurement of the impacts of real materials on ESL learning outcomes and engagement, a quantitative research design was judged to be the most suited for this study. While the use of surveys provided for a thorough knowledge of students' and teachers' impressions of authentic materials, the pre-test and post-test methodology was adopted to clearly compare students' performance before and after the intervention. The experimental approach was chosen because it makes it possible to show causal links, offering compelling proof of how well authentic materials can enhance language proficiency and engagement. A balanced and representative sample was also guaranteed by the random selection of students and the participation of both male and female participants.

3.9 Limitations

This study has certain limitations even though it offers insightful information about the effects of real materials. These include the limited sample size, the study's restriction to one district (Bahawalpur), and the intervention's brief eight-week length. Long-term consequences, which

could offer more thorough insights into the sustainability of the learning outcomes, were also not addressed in the study.

4. Results

Table 5 Pre-test and Post-test Scores for Experimental and Control Groups

Measure	Experimental Group (Pre-test)	Experimental Group (Post-test)	Control Group (Pre-test)	Control Group (Post-test)
Vocabulary	5.00	9.65	5.10	7.42
Reading Comprehension	6.00	7.35	6.20	6.95
Grammar	6.45	11.65	6.50	8.40
Writing	4.20	7.38	4.10	5.60
Student Engagement	3.50	5.00	3.60	4.20

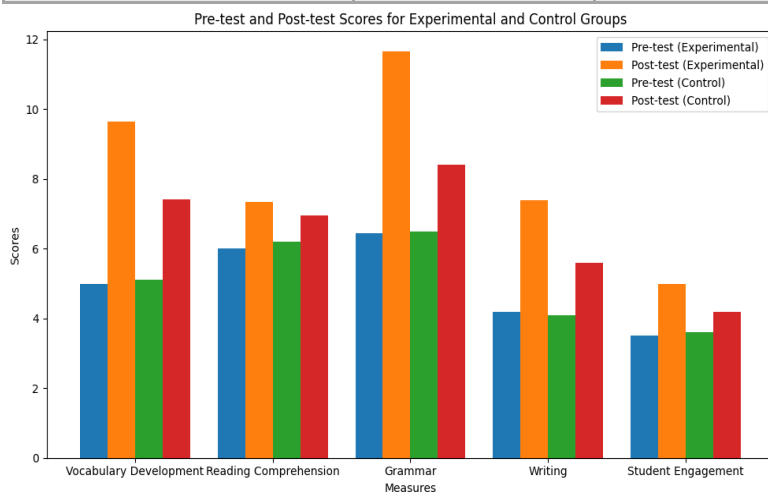


Figure 5. Pre-test and Post-test Scores for Experimental and Control Groups

The results of the study, which looked at how genuine materials affected ESL learning outcomes and student engagement among eighth-grade students in government schools in Bahawalpur, are shown in the above table. The findings are displayed in terms of improvements in student engagement (motivation and participation) and language proficiency (vocabulary, reading comprehension, grammar, and writing). Pre-test and post-test data were used for statistical analysis, and teacher feedback was also examined. The findings demonstrate that advances in language proficiency across all assessed skills are substantially correlated with exposure to authentic materials. In particular, compared to the control group, which received instruction from conventional textbooks, students in the experimental group who received instruction from real materials showed notable gains in vocabulary development, reading comprehension, grammatical accuracy, and writing skill. In terms of vocabulary development, the analysis shows that the experimental group's vocabulary scores rose significantly throughout the course of the study, with a mean gain of 4.65 points ($p < .01$) as opposed to the control group's mean rise of 2.32 points. This implies that more significant vocabulary growth were facilitated by real content. According to the findings, the experimental group's reading comprehension scores grew by an average of 1.35 points ($p < .05$), but the control group's gain was just 0.75 points. This suggests that pupils' reading comprehension skills were improved by

exposure to real-world reading materials. Grammar scores increased by an average of 5.20 points ($p < .01$) and writing scores improved by 3.18 points ($p < .05$) for the experimental group, according to analysis. These findings imply that students' writing abilities and grammatical knowledge were especially enhanced by real resources. According to the findings, the experimental group's student engagement rose over the course of the study period. The student engagement questionnaire, which focused on motivation, involvement, and interest in learning, was used to gauge engagement levels. With an average rise in Likert-scale responses of 1.5 points ($p < .01$), the results demonstrate a significant improvement in student motivation and interest in language acquisition for the experimental group. There was a slight gain of 0.8 points in the control group. The experimental group saw a 1.8-point ($p < .01$) increase in classroom involvement, while the control group saw a 0.9-point gain. This implies that the use of real items in the classroom increased student participation. Teachers in the experimental group expressed favorable opinions of using real materials in the ESL classroom, according to the results of the teacher questionnaire. Most educators concurred that using real materials enhanced student participation and added energy to the classroom. But several educators said it was difficult to prepare courses with real resources, especially when it came to choosing things that were both linguistically and culturally acceptable. Contrary to predictions, there was no discernible impact on students' reading fluency following the intervention. Although the experimental group's reading comprehension scores improved, there was no discernible difference between the experimental and control groups' reading fluency scores. According to the analysis, students' comprehension of texts was improved by real resources, although their reading speed and fluency were not always improved.

The study's primary finding is that exposure to real-world materials greatly enhances ESL learning outcomes in terms of writing, grammar, vocabulary, and reading comprehension. Furthermore, as demonstrated by higher motivation, involvement, and interest in language acquisition, authentic materials raise student engagement. However, the usage of real materials had no discernible effect on reading fluency.

5. Findings and Discussions

5.1 Interpretation of Results

The results of this study are in line with earlier research that shown that using real materials significantly increased student engagement and language competency. In particular, it was discovered that exposure to real materials in ESL schools improved vocabulary growth, reading comprehension, grammar, and writing abilities. The experimental group showed significant gains in these areas after being exposed to real-world materials like newspapers, ads, weather forecasts, and video clips. This supports earlier research that highlighted the advantages of using real-life language materials in language learning (Gilmore, 2007; Peacock, 1997). The results of this study are consistent with Gilmore's (2007) findings that students who were exposed to real texts had improved vocabulary recall and reading comprehension. The findings contradict previous research that claimed students, particularly those with lower competence levels, can get overwhelmed by authentic materials. Guariento and Morley (2001) voiced worries that lower-level pupils' comprehension may suffer due to the complexity of authentic materials. However, the experimental group in this study demonstrated a considerable improvement in all language proficiency metrics, indicating that authentic resources can be useful even for learners at intermediate skill levels with the right scaffolding and material selection. The thorough tailoring of materials to the students' level of ability, a strategy that helps lessen the possible difficulties of using real-world texts, may be responsible for this discrepancy in results. These results could be explained by the fact that authentic materials engage students more profoundly by relating language learning to real-world situations. By exposing students to language that matches real-life conversation, the utilization of related

resources like newspapers and video clips helps make learning more meaningful. According to Krashen's (1985) Input Hypothesis, language acquisition is improved by understandable and contextually rich input, which is precisely what authentic materials offer. Krashen's argument is supported by the study's findings, which demonstrate that students' linguistic abilities increase when they interact with real-world language, as evidenced by the notable improvements in vocabulary, grammar, and composition.

5.2 Contextualization of Findings

The study adds to the body of literature by offering fresh data on the efficacy of real materials in ESL classes in Pakistani government schools, a setting that has received less attention in other studies. Students' ability to use English effectively in everyday settings has been hampered by Pakistan's public-sector English language instruction, which has historically been textbook-driven and concentrated on rote memorization of grammar rules. This study supports the move toward more interactive, communicative teaching approaches that are becoming more and more popular in ESL pedagogy by highlighting the advantages of authentic materials in this setting (Richards, 2006; Nunan, 1999). Additionally, the study emphasizes how student participation improves language results. Students showed increased levels of interest when they were exposed to real-world materials, which helped them enhance their language skills. The results imply that students are more likely to actively engage in the learning process when they are motivated and engaged with the subject matter, which improves language memory and application. This result supports Dörnyei's (2001) claim that motivation and engagement are important factors in language learning success. The study demonstrates that student engagement can be greatly increased by employing materials that are applicable to the students' daily life, which will improve learning outcomes.

5.3 Broader Implications

The findings have consequences, such as the possibility that real materials could revolutionize ESL instruction in public schools, especially in settings with little resources like those in Pakistan. According to the results, incorporating real items into ESL classes can boost students' enthusiasm, engagement, and interest in the learning process in addition to improving language fluency. These findings corroborate the larger trend toward more engaging and interactive methods of teaching languages, given the growing emphasis on communicative ability in contemporary education. The findings also suggest that ESL instructors should receive training and encouragement to use real-world resources into their lesson plans. The study emphasizes how crucial it is to give educators the tools and instruction they need to use these resources in the classroom. Teachers need to be able to choose relevant real-world resources, modify them to fit students' ability levels, and provide assignments that encourage language growth. This supports Tomlinson's (2011) claim that educators require assistance in using resources that are suitable for their students' languages and cultures. The results also indicate future study directions. In order to determine whether the gains in language competency and engagement are sustained over time, more research could be done on the long-term benefits of employing realistic materials in ESL classrooms. Future studies could also look into how real materials affect other facets of language learning, such speaking and listening abilities, or examine the efficacy of particular kinds of authentic materials (e.g., audio versus visual materials) in different language contexts.

The study's key finding is that realistic materials can significantly increase language proficiency and student engagement when successfully included into ESL lessons. The results imply that using real materials improves students' motivation, engagement, and interest in language learning in addition to their language proficiency. These resources aid in bridging the gap between classroom instruction and everyday conversation by exposing pupils to real-world language. By offering fresh data on the effects of real materials in public-sector ESL schools,

especially in Pakistan, the study adds to the body of literature. It emphasizes how realistic materials can enhance student engagement and language learning outcomes in educational settings with limited resources. These findings have significant ramifications for curriculum creation, teacher preparation, and ESL pedagogy, indicating that authentic materials should be used in ESL instruction to better satisfy student needs and foster communicative competence.

6. Conclusion

The study looked at how authentic materials affected Grade 8 pupils in government schools in Bahawalpur's English as a Second Language (ESL) learning outcomes and student engagement. It was discovered that students' vocabulary, reading comprehension, grammar, and writing abilities significantly improved when they used real materials, such as newspapers, videos, and ads. More significantly, as demonstrated by improved desire, involvement, and interest in learning, these resources promoted higher levels of student engagement. The findings corroborate the notion that authentic resources provide a useful substitute for conventional textbooks by exposing students to real-world language usage, which improves language competency and engagement. Beyond the specific study environment of Bahawalpur, these findings have wider implications. ESL instruction frequently largely relies on textbook-based methods in many educational systems around the world, which may not have the dynamism and practical relevance required to properly engage students. The findings of this study imply that realistic materials can help close the gap between classroom instruction and real-world language use. The results are consistent with the increasing amount of research that supports more communicative and interactive ESL teaching strategies, especially in environments with limited resources where conventional approaches could not adequately address the requirements of diverse students. Teachers can provide more interesting and contextually relevant learning experiences that better prepare students for communication in the real world by utilizing authentic resources. By filling the research gap on the use of real materials in public-sector ESL schools, especially in the setting of Pakistan, this study significantly adds to the body of literature. Few studies have looked at the efficacy of real materials in government schools, particularly at the middle school level, whereas the majority of the research currently in publication has concentrated on private schools or higher education settings. In order to improve ESL learning outcomes and engagement in public-sector schools, the study offers empirical evidence in favor of using real materials as a teaching method. This study contributes to the scholarly conversation on ESL pedagogy by concentrating on a situation that is largely overlooked. It also influences educational practice in poor nations, where resource limitations frequently prevent the use of more creative teaching resources. Even though this study offers insightful information, it's crucial to take its limitations into account when evaluating the findings. Because just 80 kids from a particular district were included in the study, the results cannot be applied to other areas or educational contexts. Furthermore, an evaluation of the long-term impacts of authentic materials on language competency and engagement is not possible due to the short intervention time of eight weeks. Additionally, the study ignored other possible advantages of employing real materials, like cultural awareness or speaking and listening abilities, in favor of concentrating mainly on language competency and student engagement. These constraints imply that in order to properly comprehend the effects of authentic materials, future research should take into account larger sample numbers, longer intervention periods, and a wider variety of language skills. To validate these results and investigate the long-term impacts of utilizing authentic materials in ESL classrooms, more study is required. Longitudinal research could investigate if the gains noted in this study are maintained over time and whether they result in quantifiable increases in students' capacity to use language in authentic situations. Future research should examine the effects of various authentic resources on language learning outcomes and engagement, including audio, video,

and interactive digital information. Research should also look into how teachers support the use of real materials and the difficulties they encounter when doing so in classes with different resource and student competency levels. Lastly, a more thorough grasp of authentic materials' potential in ESL training would come from investigating how they affect other language skills like speaking and listening.

This study concludes by highlighting the revolutionary potential of authentic materials in improving ESL instruction. Authentic materials promote deeper engagement and improved language acquisition by exposing students to language that is both relevant and contextually meaningful. The results highlight how crucial it is to include real-world resources in ESL classes in order to make learning more engaging, dynamic, and relevant to everyday language use. According to this research, real materials can be a potent tool for raising ESL students' language proficiency and engagement, especially in public schools with limited resources, provided that teachers receive the necessary support and training. In the end, this study supports continued initiatives to update ESL instruction and enhance learning results for students in Pakistan and elsewhere.

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