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ПЕТР Хайек, PhD, Юникорн университеті, Қаржы департаментінің қауымдастырылған профессоры (Чех Республикасы), <https://www.scopus.com/authid/detail.uri?authorId=35726855800>, <https://www.webofscience.com/wos/author/record/672404>.

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ЛУКЬЯНЕНКО Ирина Григорьевна, экономика ғылымдарының докторы, профессор, «Киево-Могилянская академия» ұлттық университеті кафедрасының меңгерушісі (Киев, Украина), <https://www.scopus.com/authid/detail.uri?authorId=57189348551>, <https://www.webofscience.com/wos/author/record/939510>.

ЕСІМЖАНОВА Сайра Рафихқызы, экономика ғылымдарының докторы, Халықаралық бизнес университетінің профессоры (Алматы, Қазақстан), <https://www.scopus.com/authid/detail.uri?authorId=56499485500>, <https://www.webofscience.com/wos/author/record/45951098>.

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РИШЕЛЬ Мариновски, PhD в области образования, профессор факультета педагогики Летбриджского университета, (Альберта, Канада), <https://www.scopus.com/authid/detail.uri?authorId=57070452800>, <https://www.webofscience.com/wos/author/record/16130920>.

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A.M. Abdykhalykova, Zh.B. Beisembayeva, A.N. Nurzhanova*, 2025.

L.N. Gumilyov Eurasian National University, Astana, Kazakhstan.

E-mail: akzhan80@mail.ru

THE ROLE OF DIGITAL AUTHENTIC TEXTS IN COMMUNICATIVE LANGUAGE TEACHING (CLT)

A.M. Abdykhalykova – Candidate of pedagogical sciences, Associate professor, L.N. Gumilyov Eurasian National University, Astana, Kazakhstan, E-mail akzhan80@mail.ru, <https://orcid.org/0000-0003-0925-9783>;

Zh. Beisembayeva – Candidate of philological sciences, L.N. Gumilyov Eurasian National University, Astana, Kazakhstan, E-mail beisembayeva_zha@enu.kz, <https://orcid.org/0000-0002-6083-0546>;

A. Nurzhanova – 2-year Master student, L.N. Gumilyov Eurasian National University, Astana, Kazakhstan, E-mail: nurzhanovaiym@mail.ru, ORCID: <https://orcid.org/0009-0005-2259-0026>.

Abstract. This article explores the role of digital authentic texts in enhancing the effectiveness of Communicative Language Teaching (CLT) in foreign language education. The relevance of the topic is linked to the widespread integration of digital technologies into modern education systems and the increasing demand for real-life language content. Authentic texts, as materials that reflect genuine communicative contexts typical of a language environment, bring vitality to the learning process when incorporated into the CLT methodology and help learners develop the ability to use language in realistic situations. As part of the study, an online survey was conducted to identify the perspectives of foreign language teachers. The questionnaire was developed using the Google Forms platform, and the collected responses were systematized and subjected to analytical interpretation. Most participants noted that digital authentic texts positively influence student engagement, motivation, and the development of intercultural competence. However, the study also revealed several challenges associated with the use of such materials. These include doubts regarding the authenticity of content, a lack of suitable resources, and varying levels of digital competence among educators. The article emphasizes the importance of continuous

professional development for teachers and the need to create a curated database of authentic digital texts to support classroom instruction. The findings of the study are relevant from a methodological perspective and can be widely applied in the practice of foreign language teaching.

Keywords: digital authentic texts, Communicative Language Teaching (CLT), language acquisition, teaching methodology, technology.

А.М. Абдыхалықова, Ж.А. Бейсембаева, А.Н. Нұржанова*, 2025.

Л.Н. Гумилев атындағы Еуразия ұлттық университеті, Астана, Қазақстан.

E-mail: akzhan80@mail.ru

КОММУНИКАТИВТІК ТІЛДІК ОҚЫТУДАҒЫ ЦИФРЛЫҚ АУТЕНТТІК МӘТІНДЕРДІҢ РӨЛІ

А.М. Абдыхалықова – педагогика ғылымдарының кандидаты, қауымдастырылған профессор, Л.Н. Гумилев атындағы Еуразия ұлттық университеті, Астана, Қазақстан, E-mail akzhan80@mail.ru, <https://orcid.org/0000-0003-0925-9783>;

Ж.А. Бейсембаева – филология ғылымдарының кандидаты, Л.Н. Гумилев атындағы Еуразия ұлттық университеті, Астана, Қазақстан, E-mail beisebayeva_zha@enu.kz, <https://orcid.org/0000-0002-6083-0546>;

А.Н. Нұржанова – 2 курс магистранты, Л.Н. Гумилев атындағы Еуразия ұлттық университеті, Астана, Қазақстан, E-mail: nurzhanovaiym@mail.ru, ORCID: <https://orcid.org/0009-0005-2259-0026>.

Аннотация. Мақалада шетел тілін оқытуда коммуникативтік әдісті (Communicative Language Teaching – CLT) тиімді жүзеге асыруда цифрлық аутенттік мәтіндердің рөлі қарастырылады. Бұл мәселе қазіргі заманғы білім беру жүйесіне цифрлық технологиялардың кеңінен енгізілуімен және шынайы тілдік материалдарға деген сұраныстың артуымен байланысты өзекті бола түсуде. Аутенттік мәтіндер – тілдік ортаға тән нақты коммуникативтік контекстерді бейнелейтін материалдар болғандықтан, оларды CLT әдістемесіне интеграциялау оқыту процесін жандандырып, оқушылардың тілді шынайы жағдаяттарда қолдану дағдысын дамытатыны анық. Зерттеу шеңберінде шетел тілі мұғалімдерінің көзқарасын анықтау мақсатында онлайн сауалнама жүргізілді. Сауалнама Google Forms платформасында дайындалып, нәтижелері жүйеленіп, сараптамалық талдау жасалды. Қатысушылардың басым бөлігі цифрлық аутенттік мәтіндердің студенттердің қызығушылығын арттыруға, ынталандыруға және мәдениаралық құзыреттілікке оң әсер ететінін атап өтті. Алайда, зерттеу барысында бірқатар қиындықтар да анықталды. Оларға материалдардың сапасына деген сенімсіздік, мазмұнның шынайылығына қатысты күмән, әдістемелік ресурстардың тапшылығы және мұғалімдердің цифрлық құзыреттілігінің жеткіліксіздігі жатады. Мақалада аталған проблемаларды шешу үшін педагогтердің кәсіби дамуын үздіксіз жетілдіру қажеттігі және арнайы іріктелген аутенттік цифрлық мәтіндер базасын құрудың маңыздылығы ұсынылады. Зерттеу нәтижелері шетел тілін оқыту

тәжірибесінде кеңінен қолдануға жарамды және әдістемелік тұрғыдан өзекті болып табылады.

Түйін сөздер: цифрлық аутенттік мәтіндер, коммуникативтік тілдік оқыту (CLT), тіл меңгеру, оқыту әдістемесі, технология.

А.М. Абдыхалыкова, Ж.А. Бейсембаева, А.Н. Нуржанова*, 2025.

Евразийский национальный университет имени Л.Н. Гумилёва,

Астана, Казахстан.

E-mail: akzhan80@mail.ru

РОЛЬ ЦИФРОВЫХ АУТЕНТИЧНЫХ ТЕКСТОВ В КОММУНИКАТИВНОМ ОБУЧЕНИИ ЯЗЫКУ

А.М. Абдыхалыкова – кандидат педагогических наук, ассоциированный профессор, Евразийский национальный университет имени Л.Н. Гумилёва, Астана, Казахстан, E-mail: akzhan80@mail.ru, <https://orcid.org/0000-0003-0925-9783>;

Ж.А. Бейсембаева – кандидат филологических наук, Евразийский национальный университет имени Л.Н. Гумилёва, Астана, Казахстан, E-mail: beisebayeva_zha@enu.kz, <https://orcid.org/0000-0002-6083-0546>;

А.Н. Нуржанова – магистрант 2 курса, Евразийский национальный университет имени Л.Н. Гумилёва, Астана, Казахстан, E-mail: nurzhanovaiym@mail.ru, ORCID: <https://orcid.org/0009-0005-2259-0026>.

Аннотация. В данной статье рассматривается роль цифровых аутентичных текстов в совершенствовании коммуникативного обучения иностранным языкам, на основе данных полученных в результате опроса преподавателей языков. С учётом всё более широкого внедрения цифровых технологий в образовательную среду, использование аутентичных цифровых материалов приобретает особую значимость в процессе преподавания языков. Результаты исследования показывают, что педагоги рассматривают такие тексты как эффективный инструмент для повышения вовлечённости и мотивации обучающихся, а также для развития коммуникативной компетенции за счёт знакомства с подлинным языковым материалом и культурным разнообразием. В то же время исследование выявило ряд проблем, связанных с применением цифровых аутентичных материалов: ограниченный доступ к подходящим ресурсам, сомнения в подлинности контента и различный уровень цифровой грамотности у преподавателей. Эти затруднения подчёркивают необходимость систематического профессионального развития, направленного на формирование у педагогов навыков отбора и эффективного использования таких материалов в образовательной практике. Работа вносит вклад в более широкий научный дискурс о технологии в языковом обучении, акцентируя внимание на важности педагогической адаптации к цифровым изменениям. Кроме того, подчёркиваются потенциальные преимущества создания специализированных коллекций цифровых аутентичных текстов для поддержки учебного процесса. В итоге внедрение цифровых аутентичных материалов в коммуникативное

обучение языку представляет собой перспективное направление, способное значительно повысить качество языкового образования, при условии своевременного решения связанных с этим методических и организационных проблем.

Ключевые слова: цифровые аутентичные тексты, обучение коммуникативному языку, овладение языком, методика обучения, технология.

Introduction

The field of English as a Foreign Language (EFL) teaching has seen a steady evolution over recent decades, particularly with the ongoing integration of digital tools and resources. One approach that has remained central throughout this transformation is Communicative Language Teaching (CLT). Since its emergence in the 1970s, CLT has developed in response to the growing need for learners to use language in authentic, meaningful ways. In today's tech-driven world, this evolution has naturally extended to the use of digital authentic texts materials that reflect real language use in digital spaces. These texts bring a new layer of relevance and engagement to language instruction, helping bridge classroom learning with how language is used in the real world. (Richards, 2006).

At the heart of CLT is the idea that communication is the primary goal of language learning. It promotes the development of communicative competence, encouraging students not just to master grammar, but to use language appropriately in different social and cultural settings. This competence includes understanding how to navigate real conversations, express opinions, interpret meaning, and adapt language based on context. When digital authentic texts are incorporated into this framework, they offer learners exposure to how English functions across various platforms and scenarios fostering skills that go far beyond textbook dialogues. (Canale, et al, 1980: 32).

Digital texts like social media posts, online news, video content, and interactive blogs provide a wealth of language input that is current, varied, and deeply embedded in real-life contexts. These materials not only help expand learners' vocabulary and cultural awareness but also make language learning more dynamic and motivating. By drawing on resources from the digital world, educators can create interactive and practical learning experiences that support the communicative goals of CLT. This fusion of pedagogy and technology equips students with the tools they need to engage meaningfully in English-speaking environments, both online and offline. (Gilmore, 2007: 104).

Theoretical Framework

To explore the role of digital authentic texts in communicative language teaching, it is essential first to outline the theoretical foundations that inform this approach. The current study is situated at the intersection of two key concepts in language education: communicative competence and authenticity of input. These ideas, developed and refined through decades of linguistic research, offer valuable insight into how learners acquire and apply language in meaningful ways. By examining these concepts, this section provides the necessary context for understanding why digital authentic materials are not only compatible with, but also highly beneficial to, the communicative aims of modern EFL instruction (Duff, 2014: 8).

The new method of foreign language teaching, according to S. Kunanbayeva, is based on linguoculturalological methodology, and we can think of teaching foreign languages as an intercultural communicative approach to pedagogy. (Kunanbaeva, 2010: 37). It is undeniable that the most effective approach to forge a connection between a student, language, and culture is using authentic materials. The theoretical underpinnings of CLT align with the view that language is a tool for communication, and learners should be equipped with the skills to express themselves fluently and accurately in various situations. (Jones, 2022: 71). In this context, authentic materials play a crucial role in exposing learners to genuine language use, promoting meaningful communication and cultural understanding.

According to Kazakhstani authors M. Zhambylkyzy and O. V. Molotovskaya, authentic materials are a very useful ‘tool’ for encouraging learners to absorb a real-world language. When using real materials, students should be able to understand the text’s meaning in a practical setting. This suggests that a teacher’s role as a go-between for students and real materials should be strengthened. To improve students’ language proficiency in speaking, writing, listening, and reading, teachers should carefully choose their resources. Genuine resources are the best way to increase students’ vocabulary because they focus on imparting a specific message to them. Students’ needs have to be considered in this regard. (Zhambylkyzy, et al, 2021: 146).

The advent of digital technologies has introduced new dimensions to language education, offering opportunities to enhance CLT through the integration of digital authentic texts. Digital authentic texts, defined as texts created for native speakers that reflect authentic language use, provide a bridge between classroom instruction and real-life language experiences. (Jacobs, et al, 2003: 24).

Furthermore, authors such as Warschauer and Kern argue that technology, when integrated thoughtfully, can serve as a catalyst for language acquisition by creating authentic language situations. (Warschauer, et al, 2000: 22).

Digital authentic texts, in various forms such as online articles, videos, and social media content, enable learners to engage with language as it is naturally used in the target culture, promoting an immersive and contextual learning environment. (Ciornei, et al, 2015: 278).

The advent of digital technology has significantly expanded the repertoire of authentic materials available for language instruction. Digital authentic texts, encompassing a wide range of multimedia resources such as videos, podcasts, and interactive websites, offer learners exposure to real-world language in authentic contexts according to Godwin-Jones. (Godwin-Jones, 2018: 9). The integration of these materials aligns with the principles of CLT, providing learners with opportunities to engage with language as it is naturally spoken and written by native speakers.

Research by Hubbard emphasises the role of digital authentic texts in fostering language acquisition by offering learners access to current, relevant, and culturally authentic content. (Hubbard, 2013: 479). The dynamic nature of digital materials allows for the incorporation of diverse linguistic features and cultural nuances, enhancing learners’ communicative competence.

The natural synergy between digital authentic texts and Communicative Language Teaching (CLT) principles lies in their shared focus on real-world language use and communication. (Moshkalova, et al, 2022: 53).

Digital authentic texts, encompassing multimedia resources like videos and interactive content, align seamlessly with CLT's emphasis on communicative competence. These materials expose learners to authentic language in diverse contexts, fostering engagement, cultural understanding, and the development of practical language skills. The dynamic nature of digital texts complements CLT's goal of meaningful communication, making them powerful tools for enhancing language. (Akbari, et al, 2016: 108).

In this context digital authentic texts can serve as powerful tools within the CLT framework, facilitating language acquisition and promoting effective communication. As we delve into the empirical findings, it is essential to recognize the theoretical synergy between CLT and the integration of digital authentic texts in language education.

Research methods and materials

This article employed a set of pedagogical research methods aimed at investigating the role of digital authentic texts within the framework of Communicative Language Teaching (CLT) in the context of foreign language education. The research design included the following stages: the study and critical analysis of relevant scientific literature; the development and administration of a survey among practicing language teachers; the collection and processing of empirical data; the analysis and interpretation of the findings.

The initial phase involved an extensive review of academic literature pertaining to the theoretical foundations and practical applications of CLT, as well as the pedagogical value of authentic digital materials in language instruction. This review facilitated the identification of research gaps and informed the construction of the survey instrument. Particular attention was given to studies examining the impact of integrating authentic digital content on learners' communicative competence and engagement.

The second phase of the research consisted of designing a structured online questionnaire using the Google Forms platform. The survey was developed to elicit detailed responses from language educators regarding their perceptions, experiences, and practices related to the use of digital authentic texts in CLT-oriented classrooms. The target group comprised foreign language teachers working in Astana, Kazakhstan. All survey materials were presented in English to ensure consistency with the professional linguistic background of the participants. A total of 50 qualified respondents took part in the study.

In the third stage, all collected responses were systematised and processed using the tools available within the Google Forms interface. Descriptive data analysis methods were applied to identify trends and commonalities across participants' answers.

The final stage of the research involved the interpretation of the data obtained.

The analysis focused on exploring educators' views concerning the pedagogical effectiveness of digital authentic texts, the extent to which these materials are integrated into their teaching practices, and the challenges encountered in aligning such resources with the communicative aims of CLT. The data provides empirical insights into the current state of implementation and the perceived value of authentic digital input in modern EFL classrooms.

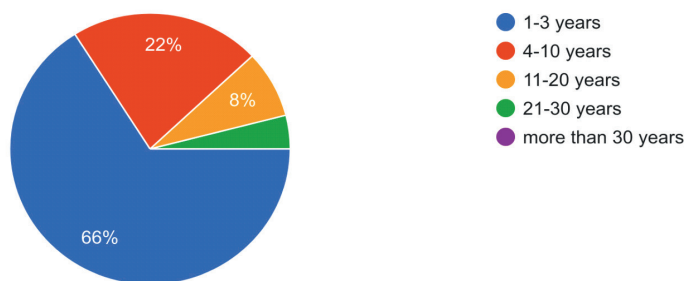
Results and discussion

These survey questions aim to capture teachers' perspectives on the effectiveness, challenges, and preferences related to the integration of CLT principles and digital authentic texts in language education. Further, the results of each survey question and their discussion are shown below.

To begin with, the first question on the Picture 1 is aimed to determine the teaching experiences of teachers for setting demographic clarity of the participants.

How many years of teaching experience in language education do you have?

50 ответов



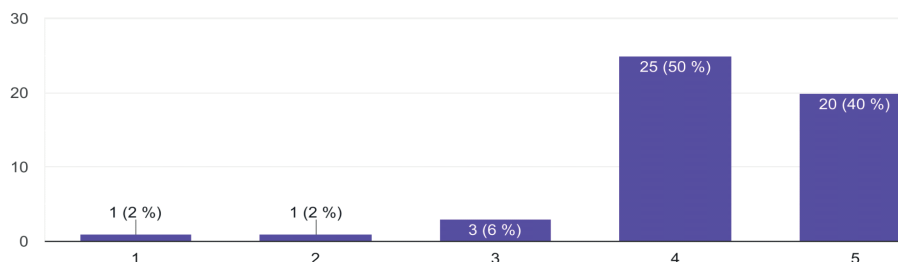
Picture 1. Demographic Background

The survey reveals a predominantly early-career teaching cohort, with 33 out of 50 respondents indicating 1-3 years of teaching experience in language education. This suggests a relatively young and possibly dynamic group, open to innovation and adaptation. The 4-10 years category, answered by 11 out of 50 teachers, indicates a mid-career presence, possibly offering a mix of fresh insights and established practices. The 11-20 and 21-30-years categories, with 4 and 2 respondents respectively, reflect a smaller but experienced segment, potentially providing valuable perspectives on long-term trends and challenges. Understanding the teaching demographics sets the stage for assessing how these educators, with varying levels of experience, perceive and navigate the integration of Communicative Language Teaching principles and digital authentic texts in language education.

The second question is formed to identify perceived effectiveness of CLT principles. Identifying it is crucial for understanding teachers' perspectives and gauging the success of these pedagogical approaches, informing potential refinements, and ensuring alignment with educators' goals in enhancing students' language proficiency. Average response: 4.2 as it shown on the Picture 2 below.

On a scale of 1 to 5, how effective do you believe the integration of Communicative Language Teaching (CLT) principles is in improving students' language proficiency?

50 ответов



Picture 2. Perceived Effectiveness of CLT Principles

Teachers generally express a positive stance toward the effectiveness of integrating Communicative Language Teaching (CLT) principles, as indicated by an average response of 4.2 on a scale of 1 to 5. This suggests a collective belief among respondents that CLT contributes significantly to enhancing students' language proficiency. The relatively high average underscores a consensus among educators regarding the pedagogical value of emphasising communication and interaction in language learning. However, it also leaves room for exploration of the factors contributing to the perceived effectiveness, as well as potential challenges or areas for improvement in implementing CLT principles. Further analysis can delve into specific aspects of CLT that teachers find most impactful and areas where additional support or resources may be needed to optimise its integration into language education.

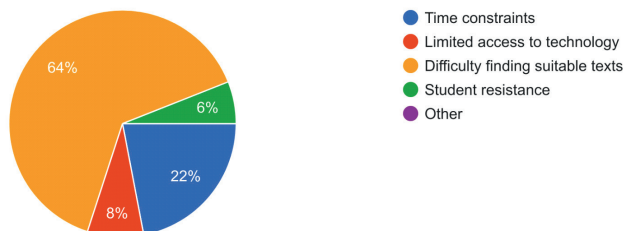
The next survey question was formed to identify digital authentic texts integration in FLT. The question states: "Have you integrated digital authentic texts in your language teaching practices?". 38 participants out of 50 answered "Yes", while the rest 12 answered "No".

A significant majority of the surveyed teachers, 38 out of 50, have actively integrated digital authentic texts into their language teaching practices. This indicates a prevailing inclination towards leveraging technology and authentic materials to enhance the language learning experience. The positive response aligns with the growing acknowledgment of the benefits associated with incorporating real-world, digital content to make language instruction more relevant and engaging for students. The fact that most teachers have integrated digital authentic texts into their EFL instruction reflects a trend towards the widespread adoption of technology in language classrooms. This underscores the recognition of the benefits that digital authentic texts bring to language learning, such as increased authenticity, relevance, and engagement. The 12 teachers who haven't yet integrated digital authentic texts present an opportunity for further exploration, examining potential barriers, concerns, or areas where support may be needed to encourage broader adoption. Understanding the extent of current integration lays the groundwork for investigating the impact, challenges, and potential strategies to optimise the use of digital authentic texts in language education.

Further, Picture 3 contains the result of a question which is related to identifying the challenges in implementing CLT with Digital Authentic Texts.

If applicable, please identify any challenges you have encountered while integrating CLT principles with digital authentic texts in your language instruction.

50 ответов



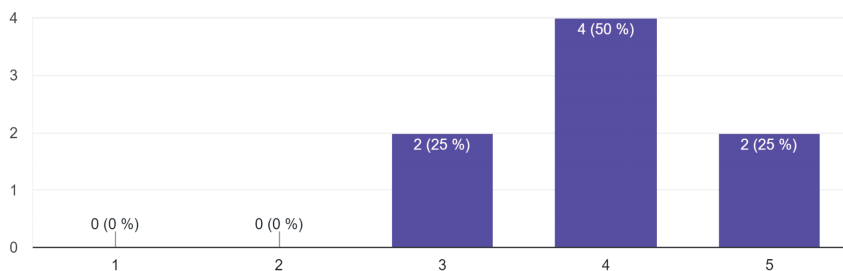
Picture 3. The Challenges in Implementing CLT with Digital Authentic Texts

The survey responses on the Chart 3 highlight several challenges faced by teachers when integrating Communicative Language Teaching (CLT) principles with digital authentic texts. Notably, 32 out of 50 respondents cite difficulty finding suitable texts as a prominent obstacle. This underscores a common struggle in identifying high-quality, contextually relevant digital materials that align with both language learning objectives and the diverse needs of students. This underscores a crucial area for further investigation and intervention. Additionally, challenges such as time constraints and limited access to technology indicate practical barriers that may hinder the seamless integration of CLT principles with digital authentic texts. Addressing these challenges could involve providing resources to streamline text selection, offering support for time management, and exploring solutions to enhance access to technology, ultimately facilitating a more effective and sustainable integration of CLT principles in language instruction.

At the fifth question student engagement and interest was rated. The Picture 4 shows an average response of 4.5 points out of 5 in total.

On a scale of 1 to 5, how would you rate the level of student engagement and interest when using digital authentic texts compared to traditional materials?

8 ответов



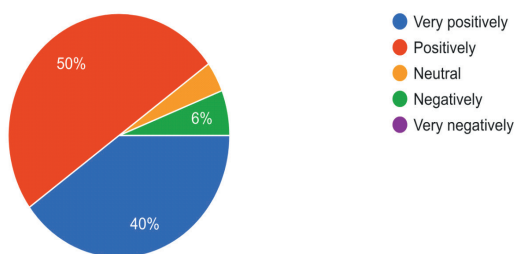
Picture 4. Student Engagement and Interest

Teachers report a high level of student engagement and interest when using digital authentic texts compared to traditional materials, as evidenced by an impressive average response of 4.5 on a scale of 1 to 5. This robust rating suggests that incorporating digital authentic texts has a notable positive impact on students' enthusiasm and involvement in language learning. The elevated score implies that the dynamic and real-world nature of digital authentic materials resonates well with students, making the learning experience more compelling. While the result is promising, further exploration can delve into specific aspects of digital text integration that contribute to heightened engagement, enabling educators to fine-tune their approaches and identify best practices for optimising student interest in language education.

Then, surveying on the perceived impact on communicative competence on the Picture 5 provides valuable insights into teachers' beliefs regarding the effectiveness of integrating digital authentic texts aligned with Communicative Language Teaching principles, guiding future instructional strategies.

To what extent do you believe the use of digital authentic texts, aligned with CLT principles, contributes to the development of students' communicative competence?

50 ОТВЕТОВ



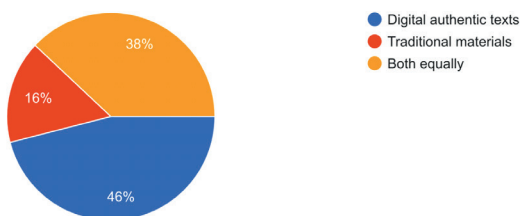
Picture 5. Perceived Impact on Communicative Competence

Most teachers (45 out of 50) on the Picture 5 believe that the integration of digital authentic texts, aligned with CLT principles, positively impacts students' communicative competence. This is a key finding, as communicative competence is a central goal in language education, emphasising the ability to use language effectively in real-life situations. This collective affirmation suggests that educators believe in the efficacy of digital authentic texts to contribute significantly to the development of students' communicative competence. At the other hand, a smaller number of respondents, 2 out of 50, express a neutral stance, indicating a need for further exploration into the factors influencing their perception. Meanwhile, only 3 out of 50 respondents report a negative impact, providing an opportunity for in-depth analysis to understand specific challenges or concerns that may inform strategies for improvement. Overall, these findings indicate a strong endorsement of the positive influence of digital authentic texts aligned with CLT principles on students' communicative competence.

The following question is related to training and support. It states: “Have you received adequate training and support for incorporating CLT principles and digital authentic texts in your language teaching?”. 28 participants answered “Yes”, while the rest 22 answered “No”. The survey indicates a balanced split among respondents regarding training and support for incorporating Communicative Language Teaching (CLT) principles and digital authentic texts in language teaching, with 28 out of 50 indicating they have received adequate training, while 22 report a lack thereof. This highlights the need for targeted professional development initiatives to bridge the gap, ensuring that educators are equipped with the necessary skills and support to effectively integrate CLT principles and digital authentic texts into their language instruction. Addressing this disparity can lead to more widespread and successful implementation, fostering a positive impact on teaching practices and student outcomes.

The following question on the Picture 6 determines the preference of FL teachers for digital or traditional materials.

Given the choice, do you prefer using digital authentic texts or traditional materials in your language instruction?
50 ответов

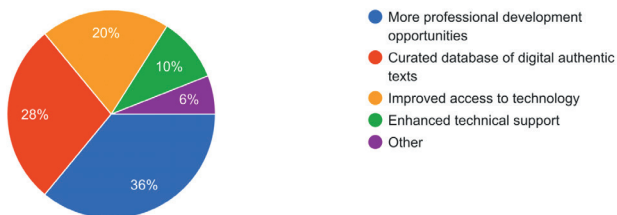


Picture 6. Preference for Digital or Traditional Materials

Teachers exhibit a diverse range of preferences in the choice between digital authentic texts and traditional materials for language instruction. Among the respondents, 23 favour the use of digital authentic texts, indicating an inclination toward technology-infused teaching methods. On the other hand, 8 express a preference for traditional materials, emphasising a more conventional approach. Notably, 19 respondents indicate an equal preference for both digital authentic texts and traditional materials, underscoring the value of a balanced, blended approach to cater to diverse learning needs. This nuanced response suggests that educators recognize the strengths of both modalities and may leverage a combination to create a comprehensive and effective language learning experience for their students. Understanding these preferences provides valuable insights for curriculum development and instructional planning. Further, some recommendations for improvement were asked on the Picture 7 below.

What recommendations do you have for improving the integration of CLT principles with digital authentic texts in language education?

50 ответов



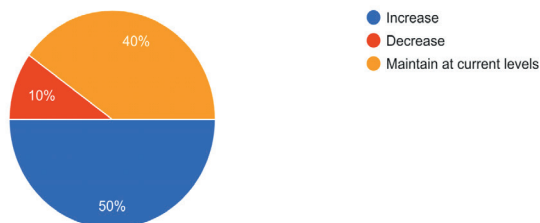
Picture 7. Recommendations for Improvement

According to Picture 7, teachers offer valuable recommendations for enhancing the integration of Communicative Language Teaching (CLT) principles with digital authentic texts in language education. The most common suggestion, echoed by 18 respondents, is the need for more professional development opportunities. This underscores a desire for continuous learning and skill-building to effectively incorporate innovative teaching approaches. Access to technology emerges as another critical aspect, with 14 respondents highlighting the importance of improved access to technology. This recommendation emphasises the pivotal role that technology plays in facilitating the integration of digital authentic texts into language instruction. Furthermore, 10 respondents express a need for a curated database of digital authentic texts, indicating the value of readily available, high-quality resources. This recommendation aligns with the identified challenge of finding suitable texts. Additionally, 5 respondents emphasise the importance of enhanced technical support, indicating that teachers require adequate assistance to navigate and troubleshoot technological challenges. Lastly, 3 respondents cite broader structural considerations, such as being under an educational framework, school administration's support, and guidance for implementation, underscoring the need for a supportive institutional environment to facilitate successful integration. These recommendations collectively highlight a multifaceted approach, encompassing professional development, technological infrastructure, curated resources, technical support, and institutional backing to foster effective integration of CLT principles with digital authentic texts in language education.

Then the final question of this survey was formed to identify plans for further integration of digital authentic texts in your future language teaching practice. Results can be seen on the following Picture 8.

Do you plan to increase, decrease, or maintain the integration of digital authentic texts in your future language teaching practices?

50 ответов



Picture 8. Future Integration Plan

The results on the Picture 8 reveal a positive outlook toward continued innovation. A majority of 25 respondents express an intention to increase the integration, highlighting a commitment to further incorporating digital authentic texts into their instructional strategies. Conversely, 5 respondents indicate plans to decrease integration, suggesting a potential shift in approach or reconsideration of the role of digital authentic texts in their future teaching practices. Meanwhile, 20 respondents plan to maintain the integration at current levels, showcasing a balance between adopting new technologies and maintaining established practices. These responses underscore the dynamic nature of instructional planning, with teachers actively considering and adjusting their use of digital authentic texts based on their evolving pedagogical needs and experiences. The varying intentions also emphasise the importance of providing ongoing support and resources to educators as they navigate and shape the future landscape of language education.

To sum up, the integration of digital authentic texts in CLT proves to be a valuable strategy for enhancing language proficiency and communicative competence. As technology continues to advance, educators should explore innovative ways to leverage digital resources to create an authentic and dynamic language learning environment. Moreover, the need for a curated database of digital authentic texts was established for a productive and effective language acquisition.

Conclusion

The positive results affirm the potential of digital authentic texts in enhancing language acquisition within a CLT framework. Authentic texts, sourced from real-world contexts, provide learners with exposure to diverse linguistic structures and cultural nuances. (Allehyani, et al, 2017: 9). The interactive nature of digital authentic texts, such as online articles, videos, and social media content, encourages meaningful communication and contextual understanding. This aligns with the core principles of CLT, emphasising communication as the central goal of language learning.

To effectively incorporate digital authentic texts into Communicative Language Teaching (CLT), a multifaceted approach is recommended. Firstly, educators should prioritise ongoing professional development programs that equip them with the

skills to curate, evaluate, and integrate suitable digital materials. Establishing a curated database of high-quality digital authentic texts can alleviate the common challenge of finding appropriate resources. Moreover, institutions should ensure improved access to technology and provide robust technical support to enhance educators' confidence and proficiency in utilising digital tools. (Zainuddin, 2023: 76). Additionally, fostering a collaborative environment that encourages the sharing of successful practices and challenges can empower teachers. Finally, aligning institutional policies and frameworks to support the integration of digital authentic texts within a communicative language teaching approach will contribute to a cohesive and sustainable implementation.

This research contributes to the ongoing discourse on the evolving landscape of language teaching, emphasising the need for a balanced and productive integration of technology to foster effective language acquisition. For further study of this issue, it would be interesting to investigate a curated database of digital authentic texts for developing communicative competence, as well as compiling the methodological guidance for implementation. This could be done by combining classroom observations and interviews with students.

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