



Advantages and Disadvantages of Using Authentic Materials in Teaching Reading

Farid Ahmad Hafizi¹, Ahmad Arsalan Zaiel², Mohammad Hassan Rasuli^{3*}

¹ Lecturer Department of Uzbek Language and Literature, Sar-i-pul University. Sar-i-pul Afghanistan

² Lecturer Department of English Language and Literature, Kabul University. Kabul Afghanistan

³ Lecturer Department of English Language and Literature, Sar-i-pul University. Sar-i-pul Afghanistan

Corresponding Author: **Mohammad Hassan Rasuli**

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Abstract

Teaching reading is a big challenge in English language learning process. There are many different methods, techniques and strategies for teaching reading. One way that facilitates effectiveness in teaching reading is using authentic materials. For preparing this article the researcher researched and collected materials from various books, websites and articles and this research was a library research. Of course, there are large numbers of research on how use authentic materials on reading? On the other hand, a suitable text for teaching reading should not be very easy or difficult. An appropriate text for teaching reading should engage learners in the process of learning. Authentic materials help students know to use language in some social purposes. This will help them to focus on meaningful language use in real live. Authentic materials motivate students because it relates to their real lives and engage them in meaningful communication. Brown (as cited in Aspari, 2014) said that using authentic materials in reading have some disadvantages. For example, reading authentic materials mostly focus on meaning, comprehension, and improving language skills, but it will not focus on form of language such as grammar and other linguistics competences. The advantages which are mentioned by many researchers relates in the Afghan context. It is because that when they are taught authentic materials in teaching reading, they are engaged in the context and improves communication in students. For example, when students are taught newspaper, they understand its main idea easily because it relates to the events that will have happened in their environment or regions.

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1. Introduction

Using authentic materials in teaching reading helps for a better reading comprehension (Anthony, 2006; Apsari, 2014) ^{[5][6]}. The main aim of this study is to find solution for the problems that the teachers and students face while using authentic materials in teaching reading (Rojas, 2008; Trivedi and Tiwari, 2014) ^[35, 41]. This issue will be investigated from different perspective and different authors' ideas (Walliman, 2011; Cresswell, 2011) ^[42, 13]. The main challenge in the Afghan context is that teachers are not able to find suitable authentic materials for teaching reading (Al-Wahaibi and Alhosni, 2004) ^[3]. They are also not aware of the effectiveness (advantages and disadvantages) of using authentic materials in teaching reading (Cing, 2012; Yusroh, 2016) ^[12, 44]. Sometimes, it is difficult to find a text that should not have cultural problem for the Afghan context (Crystal, 1987) ^[14]. Most of the authentic materials are not based on level of students (Harmer, 2007) ^[16]. The authentic materials are either difficult or very easy (Kredatusova, 2007) ^[27]. Most of time, the authentic materials which are selected by teachers are not interesting for the students (Rahman, 2016) ^[33]. They do not relate to the real life of students because their contents are in the context of native speakers (Alqahtani, 2015) ^[2]. The next problem in choosing authentic

materials for teaching reading is that they are not based on need of students (Sadia, 2009) [37]. The teachers use authentic materials, but they do not much their requirements (Zainal and Baskeran, 2014) [45]. It means that the materials are not based course goals and objectives (Zhou, 2014) [46]. This literature review searches and investigates to find good solutions for these challenges (Knowles, 1980) [25].

2. Research Objectives

To investigate the advantages of using authentic materials in teaching reading.

To find out the dis-advantages of using authentic materials in teaching reading.

3. Research Questions

What are the advantages of using authentic materials in teaching reading?

What are the disadvantages of using materials in teaching reading?

4. Review of Literature

Before going forward intensely with the idea of effects of using authentic materials in teaching reading (Anthony, 2006; Apsari, 2014) [5][6]. So, in literature review I want to point out that what is suitable authentic materials (Rojas, 2008; Trivedi and Tiwari, 2014) [35, 41], advantages and disadvantages of using authentic materials in teaching reading (Cing, 2012; Yusroh, 2016) [12, 44], Complexity of Authentic Materials in Teaching Reading (Harmer, 2007; Kredatusova, 2007) [16, 27], and Lack of Learner's Engagement in Using Reading Authentic Materials (Rahman, 2016; Zainal and Baskeran, 2014) [33, 45].

4.1. Suitable Authentic Reading Materials

Aspari (2014) said that if a teacher wants to use authentic materials, it should be used in accordance to students' ability in a suitable task (Apsari, 2014) [6]. According to Aspari (2014), acquiring reading skills needs a person to comprehend the text itself (Apsari, 2014) [6]. Some of the students face problems in learning English as foreign language if inappropriate materials are used (Harmer, 2007) [16]. If the materials do not suit students, they might spend hours and hours with a poor achievement (Zhou, 2014) [46]. Students' performance is different according to the types of reading materials and reading texts that have been given to them (Trivedi and Tiwari, 2014) [41]. According to Nuttall (as cited in Aspari, 2014), using varieties in the texts are appropriate materials in teaching reading (Apsari, 2014) [6]. It motivates students, encourages students to read and enjoy from the reading, and improves confidence in learners (Knowles, 1980) [25]. Regarding this issue, Brown (as cited in Aspari, 2014) said that teachers should select the type of text for teaching reading that encourage the learners to keep reading (Brown, 2014) [9]. Motivation has a key role in teaching reading (Ahmadi, 2016) [1]. The text which teachers select for teaching should motivate the learners in teaching reading (Harmer, 2007) [16]. Wallace (as cited in Aspari, 2014) said that three things should be considered for a suitable text in teaching reading (Apsari, 2014) [6]. The text that motivates students, the text that is based on the goal of English language learning, and the text that is suitable to the teacher's purpose. In addition, Wallace (as cited in Aspari, 2014) stated that the best authentic text for teaching reading is magazine, newspaper, songs, story and the materials form

the internet (Apsari, 2014) [6]. They are used for the purpose of real life do not for pedagogic process. Brown (as cited in Aspari, 2014) said that the reading text should be related to the real life of learners (Brown, 2014) [9]. It will proof that the language is used in the real life by the real people. The texts that relate to the real life of learners, will be more comprehensive and will have a positive effect on them (Berado, as cited in Aspari, 2014) (Apsari, 2014) [6].

Wahaibi and Hosni (2000) stated that suitable authentic material for teaching reading is to choose the texts based on students choice (Al-Wahaibi and Alhosni, 2004) [3]. If students select the text based on their own choice, it will be based on students' interest, needs, and level. It will motivate the learners and encourage them to acquire the language easily (Knowles, 1980) [25]. According to Cing (2012), in authentic reading materials, extensive reading should be consider because extensive reading are those texts which pave the ground for learners to read about real texts and about outside that is related to their real life accidents (Cing, 2012) [12]. It also helps the learners to be more proficient in learning language. If a teacher selects suitable authentic reading materials, it will create positive feeling about language learning (Ahmadi, 2016) [1]. Most of authentic materials are not suitable for teaching because they are very difficult (Kredatusova, 2007) [27]. They have difficult vocabularies and advanced texts (Alqahtani, 2015) [2]. To make it suitable text the teacher must simplify authentic materials (Harmer, 2007) [16]. To provide suitable authentic material for teaching reading, internet is a good source, because the teacher can access any type of texts and materials from all over the world (Trivedi and Tiwari, 2014) [41].

Likewise, Ovi (2016) said that the authentic materials which are used should provide the opportunity for reading comprehension (Rahman, 2016) [33]. Reading without comprehension is just time wasting. The reason that authentic materials are used is that authentic materials are more comprehensive (Rahman, 2016) [33]. If authentic materials do not have the quality of comprehensibility, it should not be used or it should be simplified to be comprehensive (Harmer, 2007) [16]. According to Peacock (as cited in Ovi, 2016), comprehension means getting the entire meaning of individual words, phrases, sentences, paragraph, and essay (Rahman, 2016) [33]. Richards (as cited in Ovi, 2016) said that authentic materials should be produced for social purposes to be more reliable and suitable (Rechards and Rodgers, 1999) [34]. Khinkar (as cited in Ovi, 2016) said that authentic materials should not be artificial to repeat grammar structures (Rechards and Rodgers, 1999) [34]. If the authentic materials be artificial, it is not a good and suitable material in teaching reading. According to Falchikov (as cited in Ovi, 2016), texts are not suitable texts to be used as authentic materials because they are full of grammar structures, vocabularies, and null activities which are repeated many times in a text book (Rahman, 2016) [33].

Furthermore, according to Trivedi and Tiwari (2014), Students can use internet, magazines, news, and fiction books as authentic materials in reading (Trivedi and Tiwari, 2014) [41]. According to Wallace (as cited in Trivedi & Tiwari, 2014), using authentic materials in reading is useful to be applied in CLT method because is focuses on real communication (Trivedi and Tiwari, 2014) [41]. Using authentic materials in reading build a good relationship between teacher and students because students feel more confident (Knowles, 1980) [25]. It relates to the Afghan

context because when learners only understood about language form, they were not able to understand the realities of a society that were stated through authentic texts (Crystal, 1987) ^[14]. When learners learn the language in pedagogic and formal contexts and go to use in for social purpose in their society such as family, friends, supermarket, and travels, they will not be able to use the language in a better way. Therefore, if the learners learn the language through authentic materials, they will be able to do it for social purposes (Rechards and Rodgers, 1999) ^[34].

In addition, according to Rojas (2008), using authentic materials in teaching reading have a sense of humor for students (Rojas, 2008) ^[35]. Learners will show natural tendency to read more and get the habit of reading. Using authentic materials in teaching reading prepare students to use language outside of the class in their daily conversation (Rojas, 2008) ^[35]. Using authentic materials in teaching reading not only improves reading comprehension, it also affects on oral, spoken, and written skills. It is also interesting and fun to be used in teaching reading because learners enjoy the reading (Rojas, 2008) ^[35]. According to Krashen (as cited in Rojas, 2008), to use authentic materials in teaching reading decreases the anxiety of students (Rojas, 2008) ^[35]. It is because that the learners will build natural relationship with their teachers. According Rechard (as cited in Rojas, 2008), authentic materials create intrinsic motivation on learners because the materials are selected based on learners choice (Rechards and Rodgers, 1999) ^[34]. Using authentic materials in teaching reading gives students a sense of fluency in silent reading. It also paves the ground for critical reading and thinking that arises students' curiosity (Brown, 2014; Rojas, 2008) ^[9, 35]. In the Afghan context, learners are not interested in reading in contrast to other countries. The formal and academic texts are not very interesting to learners. Therefore, they prefer to read daily news, magazines, and different story books. Students like extensive reading in the Afghan context not intensive reading (Cing, 2012) ^[12]. Extensive reading needs authentic materials that should be taken from different real resources which social media, news, internet, story books and different kinds of magazines are authentic material that should be used as extensive reading (Trivedi and Tiwari, 2014) ^[41]. Whatever the learners hear in news, they will not suddenly accept it. They need to read it critically and then decide about that text if to accept it or not (Walliman, 2011) ^[42].

Regarding of the advantages of authentic text, according to Rechard (as cited in Anathony, 2006), there are some disadvantages of using authentic materials to be used in teaching reading (Anthony, 2006) ^[5]. Authentic materials in teaching reading would not be culture based because authentic materials should be from native speakers and native speakers in English language are Americans and Britain people. Therefore, their culture would not match with culture of people who learn English as second language (Crystal, 1987) ^[14]. Authentic materials in teaching reading would have difficult and unnecessary vocabulary because these materials are about event in the society (Alqahtani, 2015) ^[2]. Therefore, the vocabularies will be difficult and even there would be used some slangs and terminology that are related to a specific culture. Wahaibi and Hosni (2000) stated that one of the disadvantages of authentic materials is that finding these kinds of materials is very difficult (Al-Wahaibi and Alhosni, 2004) ^[3]. For instance, if it is based on level of students, it would be not based on objectives and interest of

students. If it is based on interest and objective of students, it is not based on the level of learners. Or the authentic materials which are decided to be used would not be culturally suitable. One of the disadvantages of using authentic materials in differences with created text is that authentic materials are not significant because it will not have a clear and specified outcome. While in created text, student will have to achieve specific and clear outcome based on select objectives and goals (Apsari, 2014) ^[6]. One of the disadvantages of using authentic materials is that challenges while reading such texts (Al-Wahaibi and Alhosni, 2004) ^[3]. According to Gilmore (as cited in Wahaibi & Hosni, 2000), one of disadvantages of using authentic material is that the learners may not be interested to read about other countries (Al-Wahaibi and Alhosni, 2004) ^[3]. Another disadvantage of using authentic materials in teaching reading is that implementing these materials needs more time because it is more students-center and the learners should work on groups, pairs, and whole class activity (Cing, 2012) ^[12]. Most of pedagogic texts do not have quality because they are in formulaic form and it is difficult to relate it with your prior knowledge (Crystal, 1987) ^[14].

4.2. Complexity of Authentic Materials in Teaching Reading

According to Aspari (2014), using complex materials in teaching reading is really a challenge because if the teachers use complicated and difficult reading materials in teaching reading, it will not be based on students' level or it will be boring for them (Apsari, 2014) ^[6]. It is a challenge because it de-motivates the learners to do reading (Knowles, 1980) ^[25]. The implementation of such complicated materials is also a challenge for the teachers (Harmer, 2007) ^[16]. According to Berado (as cited in Aspari, 2014), using unnecessary words an terminology in reading materials makes the materials complicated because they will function as distraction (Apsari, 2014) ^[6]. Aspari also said that if the authentic material in teaching reading is more complicated there is a solution (Apsari, 2014) ^[6]. The teacher should simplify the materials based on students' ability (Harmer, 2007) ^[16]. Brown (as cited in Aspari, 2014) said that using complex or complicated materials affects on reading comprehension (Brown, 2014) ^[9]. If the authentic material for teaching reading is complicated the reader cannot catch the main idea of the text because the complexity of the text functions as distraction which diverts the readers' attention from the text. According to Trivedi and Tiwari (2014), complicated authentic materials avoid students to engage in the texts because lack of understanding from the text causes lack of engagement of students in the reading materials (Trivedi and Tiwari, 2014) ^[41]. Bonesteel (as cited in Trivedi and Tiwari, 2014) said that if the authentic reading material is complicated and it is not simplified, it affects on students-teacher relationship (Trivedi and Tiwari, 2014) ^[41].

If complicated materials are selected for teaching reading, the student will have high level of anxiety (Rojas, 2008) ^[35]. Kate (as cited in Rojas, 2008) mentioned that using complicated text decreases the level of interest in students (Rojas, 2008) ^[35]. Students are interested with the texts which are simple for their understanding. Brown (as cited in Rojas, 2008) told that if authentic reading materials have challenges but they are not as much complicated as not understandable, it causes curiosity in learners (Brown, 2014; Rojas, 2008) ^[9, 35]. It paves the ground for students to be engaged in reading

critically which paves the ground for a deep discussion. Complicated authentic materials in teaching reading make the reading task boring, less motivated, less effective, and not comprehensible the learning process (Rojas, 2008) ^[35].

According to Berardo (2006), using complicated authentic materials affects on the course achievements (Anthony, 2006) ^[5]. If complicated authentic materials are used in the reading skills, the goals or objectives which are selected in the first will not be achieved because the reading text will be not understandable. According to Bartlett (as cited in Berardo, 2006), if the authentic materials are based on students background knowledge and pervious experiences, it will not be complicated or the level of complexity will be lower (Anthony, 2006) ^[5]. Peacock (as cited in Berardo, 2006) said that schema is a good way to simplify the complex authentic materials because it helps the cognitive process of learning (Anthony, 2006) ^[5]. Nuttal (as cited in Berardo, 2006) stated that using artificial materials for language teaching is problematic because it is not related to the real life and it makes language learning more complicated (Anthony, 2006) ^[5]. According to Breen (as cited in Berardo, 2006), if the appearance of authentic materials are not attractive, they will be complicated for language learners because language learners will not be interested to focus and they would feel boredom (Anthony, 2006) ^[5]. He also mentioned that authenticity means interaction between text and reader. If the learners are not able to interact with the text, the material is complicated. Wallace (as cited in Berardo, 2006) said that language learners are not able to decode complex or complicated reading authentic materials (Anthony, 2006) ^[5]. According to Guariento and Morley (as cited in Berardo, 2006), using complicated authentic materials for teaching reading avoids creativity of learners in learning language learning (Anthony, 2006) ^[5]. Senior (as cited in Berardo, 2006) stated that complex or difficult authentic reading materials decrease the learners' confidence. It is because that they feel that they cannot learn the language. The level of complexity or complicated authentic materials in reading demotivates the learners.

According to Cing (2012), using simplified authentic materials in reading improves students' reading comprehension and using complicated authentic materials confuse the learners to learn target language (Cing, 2012) ^[12]. Ihtiari, Sundari, and Andayani (2013) said that there are many factors which make authentic reading materials more complicated (Budi and Sundari, 2013) ^[10]. The materials which learners are not interested. For example, if the teacher selects news from the Guardian News from Britain the learners will not be interested and if the teacher uses a text form local news like Oman News from Oman country. Using complicated terminology and grammatical structures will also make the authentic materials complicated (Alqahtani, 2015) ^[2]. The reading skills and strategies have role in the authentic materials (Ahmadi, 2016) ^[1]. If the learners do not understand how to read a text and how to get its main point, the text will look complicated. Carrell (as cited in Ihtiari, Sundari and Andayani, 2013) said that using complicated authentic materials in the texts for teaching reading do not make meaningful communication (Budi and Sundari, 2013) ^[10]. It means that it is not possible to understand the main message of the author. Sutisna (as cited in Ihtiari, Sundari and Andayani, 2013) asserted that the best authentic materials are news, magazines, weekly, and monthly because news focus on daily events which is related to real lives of learners. It

motivates the learners and it is not boring and complicated to them. The same weekly, which focuses on deeper issues related to the society. Monthly is also a good authentic material for teaching reading because it discusses about social problems and social context. Using these authentic materials is not complicated because the learners will be acquainted with its terminology, expressions, events, traditions, culture, and people. It is possible when the materials has used in the target language. According to Martinez (as cited in Ihtiari, Sundari and Andayani, 2013), the authentic materials for teaching reading should not be fictions or imaginative, rather it should be real or none-fiction (Budi and Sundari, 2013) ^[10]. Fictions are included the context which sometimes do not meet the requirements of the language learners because it do not match with daily interaction or communication of the learners to use language in the society. According to Mc Millan (as cited in Ihtiari, Sundari and Andayani, 2013), if the teachers use complicated authentic materials for teaching reading, its assessment will be difficult and the learners will not meet their objectives which the teacher targets in the first of the course (Budi and Sundari, 2013) ^[10]. It means using complex or complicated, learners do not have good achievements.

According to Yusroh (2016), if the teachers use complicated authentic materials for teaching reading, it will lose its authenticity (Yusroh, 2016) ^[44]. For instance, if the learners are elementary students of language learning but the text is prepared of intermediate or pre-intermediate level of students, then the text will be complicated and the learners do not pretend the materials as authentic materials. Rahmanov (2016) said that using suitable authentic materials which are not difficult and complicated for the learners help to absorb the main idea of the text easily (Rahman, 2016) ^[33]. A scientific text about the subject of chemistry is never a simple text for learning a language as EFL or ESL. It is also a challenge that the teachers are not able to simplify them. Therefore, materials selection is a challenging task and complicated authentic materials make the language learners de-motivated or discourage to continue language learning (Harmer, 2007) ^[16]. Young (as cited in Rahmanov, 2016) asserted that an experimental test took place which complicated and simplified forms of authentic materials were used. Then a test was taken from the participants. The participants who have used simplified authentic materials had good result then the learners who studied the complicated authentic reading materials. The result of the participants who used simplified reading authentic materials were 87 percent and the result of those participants who have used difficult authentic materials were 27 percent. The reason was that the participants have not understood some difficult vocabularies. Khinkar (as cited in Rahmanov, 2016) stated that focusing on grammar structure and difficult vocabulary in the authentic materials make the materials complicated (Rahman, 2016) ^[33]. Language learners will not focus on the meaning of the text rather than the difficult vocabularies and complicated grammar structures may divert their attention from the meaning to linguistics competences. Therefore, it will not function as simplified authentic materials and the learners will not be able to relate it to their real life. Barkley (as cited in Rahmanove, 2016) said that simplified authentic materials improve students' language learning (Rahman, 2016) ^[33].

It is important to be mentioned that what are the challenges of using complex or complicated authentic materials in teaching reading in EFL classes and its link with Afghan

context. There were many ideas from different writers who have discussed about this problem. The most of their ideas were focused on the problems of using complicated authentic materials in teaching reading. Some of them have told that using complicated materials will de-motivate language learners to learn the language. Some of them asserted that using authentic materials decrease students' comprehension while reading. The others claimed that using complex authentic materials confuse the language learners which it will cause to be discouraged and even give up language learning. The same problems happen in the Afghan context. Most of the materials for teaching reading are very complicated. Since, there are not enough authentic materials for teaching reading in Afghanistan, most of the teachers in Afghanistan used to apply complicated authentic materials such as Kabul Times weekly, Afghanistan weekly and some other magazines which they are very complicated to be used for language learning. They are about difficult social, cultural, economical, and political issues of the society which can be a challenge for those who learn English language. Some of the authors suggested some solution. They said that if there are not simple authentic materials to use, simplify the materials and then use them for teaching in reading classes. It is the best way and only solution to solve this problem. This solution is a good solution for Afghan context to be used for teaching reading.

4.3. Lack of Learner's Engagement in Using Reading Authentic Materials

According to Aspari (2014), using authentic materials in teaching reading engage the learners, but if the materials are not accordance to their ability, the learners do not engage in the reading for comprehension (Apsari, 2014) ^[6]. The author continues that in the most reading classes authentic materials are not proper. They are designed in very easy or difficult texts. The learners spend hours and hours with poor achievements because they do not engage well (Apsari, 2014) ^[6]. Harmer (as cited in Aspari, 2014) said that there are many ways to engage the learner in reading authentic materials: first, show the learners what they need and want (Harmer, 2007) ^[16]. For example, tell them that current reading will help them in their current studies, further information, future career, or even for pleasure. Second, tell them that current authentic materials of reading will help them in targeted language acquisition. Third, there is enough instruction that improves the learners writing skills because in authentic materials good phrases, sentences, and paragraphs are used. Finally, tell the learners that authentic materials will be creative and provides fascinating lessons. These are the strategies which make the learners to engage in the authentic reading materials. Nuttal (as cited in Aspari, 2014) stated that to engage learners in authentic material for teaching reading use variety in the materials (Apsari, 2014) ^[6]. It means different types of the text should be used because it will be easy to find desired text among them. These materials engage the learners and find them interesting and the learners feel more confident and secure (Knowles, 1980) ^[25]. Variety in authentic materials not only engages the learners but it also improves learners' language level and confidence. Nuttall (as cited in Aspari, 2014) said that three things should be considered to engage the learners in teaching reading and using authentic materials (Apsari, 2014) ^[6]. First, interesting texts should be selected. Second, the authentic materials should be based on goals and objectives of the course. It

means it should be based on needs of the learners. Third, the texts which are used as authentic materials for teaching reading should be based on level of learners not complicated and not very easy. These three factors will grantee suitability in using authentic materials for teaching reading in order to engage the learners.

According to Trivedi and Tiwari (2014), engaging in a text is mental experience and it is related to the aim and objectives of reader (Trivedi and Tiwari, 2014) ^[41]. Engaging in a reading text is an active process which the readers get deeper into the text for gaining information, and knowledge. It also inspires, motivates, convinces, and persuades students to learn performs. The author also emphasized that to engagement in authentic texts, two things should be considered: Word recognition, and comprehension. Word recognition refers to the meaning of every individual word. If you face with difficult words to recognize their meanings from the sentence before or after and some time use a dictionary. Comprehension is the process for extracting meaning from the words, phrases, sentences, and paragraphs as a whole (Ahmadi, 2016) ^[1]. Word recognition and comprehension help the learners to engage for authentic materials in teaching reading. Wallace (as cited in Trivedi and Tiwari, 2014) stated that to engage learners in authentic materials, the real life texts should be used (Trivedi and Tiwari, 2014) ^[41]. It will have some social purpose in the communication of target language.

According to Rojas (2008), the authentic reading materials should have meaningful activities and should be helpful to engage students in reading comprehension (Rojas, 2008) ^[35]. Brown (as cited in Rojas, 2008) said that short stories are the texts which engage the language learners, but they are not authentic materials and those types of texts deprive language learners from natural learning of reading comprehension (Brown, 2014; Rojas, 2008) ^[9, 35]. Vigil (as cited in Rojas, 2008) asserted that if the authentic materials engage the learners, they improve not only the reading comprehension skills, but it also improves students written and listening skills (Rojas, 2008) ^[35]. Krashen (as cited in Rojas, 2008) mentioned that low anxiety and self-confidence engage the learners while using authentic materials in reading for comprehension (Rojas, 2008) ^[35]. Low anxiety and self-confidence is possible if the authentic reading materials are $i+1$. It means if the authentic materials in teaching reading are appropriate for the level of students. It is not very difficult and not very easy. Brown (as cited in Rojas, 2008) stated that a meaningful text in the authentic materials engages the learners (Brown, 2014; Rojas, 2008) ^[9, 35]. Meaningful authentic materials mean the materials which are related to the daily lives of students. For instance, the authentic materials should relate to their schools, city, families, university, governments, and their daily problems and challenges. Linksman (as cited in Rojas, 2008) stated that engaging learners in authentic materials relates to the learning styles of language learners (Rojas, 2008) ^[35]. The teachers should consider students learning styles to engage them in meaningful reading comprehension. The way that teachers can consider language learners in language learning is providing variety in the authentic materials in teaching reading. Among those reading authentic materials, some parts matches with their learning style and everybody engages based on their learning styles. Beside variety in using authentic materials for teaching reading, variety in teaching method also helps to consider students learning styles and

engage them in reading comprehension. The author said that developing different reading techniques and strategies are also helpful for engaging students in reading comprehension through authentic materials like the strategies of pre-reading, while reading and post reading. He added that the reading strategies such as margin notes, critical reading, questioning are the best way to engage the learners in reading through using authentic materials in teaching reading. The author insisted on these strategies and said that silent reading is also a good strategy to engage learners in using authentic materials for teaching reading. Rojas (2008) said that using authentic reading materials do not engage the learners if the focus is on grammar and structures (Rojas, 2008) ^[35]. The author added that the best way to engage learners in reading is need assessment because the teacher can provide the text based on learner's need, interest, level, and objectives of the course. Rojas said that to engage the learner, authentic materials should be selected based on gender. It means gender differences should not be ignored. If the learners are male, select the authentic materials which are male style texts or materials. Vice versa, if the learners are female, then select the materials which are suitable to the female feelings and styles. Rojas mentioned that the role of the teacher and integrated authentic materials are also mentionable in engaging the learners.

According to Berardo (2006), if the learners have purposes, authentic reading materials engage them (Anthony, 2006) ^[5]. Every reading passage and every reader has a purpose. If the reading purpose and the readers' purpose match, the readers will engage fully in the authentic materials. Bartlett (as cited in Berardo, 2006) said that to engage learners in reading comprehension through authentic materials, it is better to select the reading materials which match with the learners' background knowledge and previous experiences (Anthony, 2006) ^[5]. Nuttall (as cited in Berardo, 2006) stated that appearance of authentic materials in teaching reading effects on students to be engaged more in reading (Anthony, 2006) ^[5]. It motivates the learners and activates their background knowledge easily. He added that authentic texts should challenge the learners' intelligence to be engaged more. If an authentic text interacts with the learners, it engages them enough in the texts and authentic materials which are selected for reading comprehension purposes. Wallace (as cited in Berardo, 2006) mentioned that if the authentic materials for teaching reading selects based on learners choice, the learners will engage more deeply on those texts because they are based on their interest which motivate them (Anthony, 2006) ^[5]. Students engage in authentic materials for teaching reading when the teacher is creative both in selecting materials and teaching methods. According to Berardo (2006), language teachers can involve the learners in the authentic materials while teaching reading to give them a sense of achievement (Anthony, 2006) ^[5]. It encourages the learners to be engaged more for most achievement and improvements in language learning and comprehension reading skills.

According to Cing (2012), discussion and presentation in using authentic materials for teaching reading engages the learner more (Cing, 2012) ^[12]. He also emphasized that lack of vocabulary causes lack of learners' engagement in the authentic reading materials. To engage learners in authentic materials, assure their vocabulary (Alqahtani, 2015) ^[2]. The language learners should know at least 3000 words to engage

in authentic materials of reading more is better because as much as the language learners know vocabulary they can be engaged more. Geenberg, Rodrigo, Berry, Brinck, and Joseph (as cited in Cing, 2012) stated that appropriate time for focusing in the authentic materials also affects in learner's engagement in the text (Cing, 2012) ^[12]. If a language learner focuses for a short time in a text, he/she will not be engaged deeply. Vice versa, if a language learner focus for very long time in a reading passage of authentic materials, he/she will be confused instead of being engaged. According to Hsueh-Chao and Nation (as cited in Cing, 2012), high school students of English native speakers should know at least 5000 words to engage in authentic materials of reading comprehension (Cing, 2012) ^[12]. Reading itself is a good mean of learning vocabulary because when the language learners face with new words in the reading text of authentic materials, they are forced to find their meaning. These words do not come once in the text, but they come repeatedly. Therefore, the language learners have to find and repeat them to learn. Learning these vocabularies cause more engagement of language learners in the reading of the target language. Trans (as cited in Cing, 2012) suggested using supplementary materials for teaching authentic materials in teaching reading (Cing, 2012) ^[12]. It helps language learners of target language from two perspectives. First, it activates background knowledge of the learners because they link all those information and materials with the new or targeted text. Second, these supplementary authentic materials bring variety in reading. This variety motivates the learner to engage more in reading because it matches with students learning styles. According to Teeler and Gray (as cited in Cing, 2012), reading habit has a vital role in learners' engagement in the authentic materials for reading (Cing, 2012) ^[12]. Reading habit is the most important factor in students' reading comprehension skills and text engagement because reading habits come from more reading practice and experiences. Reading habits means a reader have passed the primary steps of reading skills such as enough vocabulary, speed, skimming, scanning, gist, and main idea in reading target language. If the learners do not have reading habits, improving reading comprehension skills in the target language through using authentic materials in acquiring reading comprehension will not be a priority. It is up on learners of target language to first create reading habits then use authentic materials to engage more for the purpose of engaging in reading skill of target language.

The same problem is appeared in the Afghan context. Most of the teachers are not able to engage students in using authentic materials in teaching reading which the authors had different solution for these problems. Hsueh-Chao and Nation (as cited in Cing, 2012) suggested that if the teachers use materials based on students' ability, it will engage the learners in reading comprehension (Cing, 2012) ^[12]. Teeler and Gray (as cited in Cing, 2012) said that the teachers should use authentic materials based on course objectives and learners need (Cing, 2012) ^[12]. Teachers should use the authentic materials which are related to their real lives, previous experiences, and background knowledge. Many other ideas have been suggested from different writers about how to engage learners through using authentic materials in teaching reading. If the teachers in Afghanistan use those solutions, they will be able to engage students in reading comprehension through using authentic reading materials.

5. Methodology

This study is done based on library research (Walliman, 2011; Cresswell, 2011) ^[42, 13]. So, the author of this paper tried to gather and use the resources from the library. This paper intended to present the most important techniques and methods using authentic materials in teaching reading (Harmer, 2007; Larsen-Freeman and Anderson, 2011) ^[16, 29]. It is mentionable that, the data which is conducted in this study has been collected from academic articles, books, academic journals, electronic libraries, internet sites and other scientific resources to find valuable and crucial information (Walliman, 2011; Cresswell, 2011) ^[42, 13].

6. Findings and Discussion

The findings of this study shows that, the effectiveness of using authentic materials in teaching reading led the discussion into some findings from different research papers, resources, researchers and writers perspective (Anthony, 2006; Rojas, 2008) ^[5, 35]. Different authors has discussed about the problems and solution of those problem while using authentic materials in teaching reading (Apsari, 2014; Trivedi and Tiwari, 2014) ^[6, 41]. The study shows that, if a teacher wants to use authentic materials, it should be used in accordance to students' ability (Apsari, 2014) ^[6]. On the other hand, the study shows that, authentic reading materials are suitable if they are based on level, interest, objective of the course, and it should be based on needs of students (Harmer, 2007; Al-Wahaibi and Alhosni, 2004) ^[16, 3]. As well as, authentic decrease anxiety on learners, and the learners will be able to use them outside of the classroom (Rojas, 2008) ^[35]. And also, discussion and presentation in using authentic materials for teaching reading engages the learner more (Cing, 2012) ^[12]. Study shows that, lack of vocabulary causes lack of learners' engagement in the authentic reading materials (Alqahtani, 2015) ^[2]. To engage learners in authentic materials, assure their vocabulary. The language learners should know at least 3000 words to engage in authentic materials of reading more is better because as much as the language learners know vocabulary they can be engaged more (Cing, 2012) ^[12].

7. Conclusion

The effectiveness of using authentic materials in teaching reading led the discussion into some findings from different research papers, resources, researchers and writers perspective. Different authors has discussed about the problems and solution of those problem while using authentic materials in teaching reading. The main aim of collecting ideas from different authors was to find what they have said about using authentic materials in teaching reading and solutions of the problems which were mentioned in the part of introduction. The first challenges in using authentic materials for teaching reading were lack of suitable authentic materials for teaching reading, advantages and disadvantages of using authentic materials for teaching reading, students' lack of engagement in using authentic materials for teaching reading, and complexity of using authentic materials for teaching reading. The writers had different ideas about each problem. The writers told that authentic reading materials are suitable if they are based on level, interest, objective of the course, and needs of students. The authors mentioned about advantages of the using authentic material in teaching reading that authentic materials motivate the learners, create confident on them, decrease anxiety on learners, and the

learners will be able to use them outside of the classroom. They said about the disadvantage of using authentic materials in teaching reading that these kinds of authentic materials will have some unnecessary words, cultural problems, and complicated language structures. In the part of complexity of authentic reading materials, the researchers found a solution of simplifying authentic materials for teaching reading. I liked the solutions which were suggested by the writer that if the learners are not able to engage while using authentic materials for teaching reading, the teachers should relate the authentic materials to their real lives, needs, background knowledge and their pervious experiences. The reasons and solution of different authors and researchers were very effective to solve the problems which teachers are faced in using authentic materials for teaching reading in the Afghan context. I focused in this literature review to find how to find suitable authentic materials for teaching reading, understanding about advantages and disadvantages of using authentic materials in teaching reading, complexity of authentic materials in teaching reading, and how to engage learners while using authentic materials in teaching reading that has been cleared through this literature review.

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