

---

## **Toward an Integrated Authentic Material Design Model for EFL Skill Development and Communicative Competence**

**Nur Annisa Fitri, Nayla Sa'adah, Irma, Safarina Hidayati, Faradila, Hesty Widiastuty\***

English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Palangka Raya (UIN Palangka Raya), Jl. G. Obos, Komplek Islamic Center, Palangka Raya, Kalimantan Tengah, 73112, Indonesia.

\*Corresponding Author: [annisa2411120035@uin-palangkaraya.ac.id](mailto:annisa2411120035@uin-palangkaraya.ac.id), [hesty.widiastuty@uin-palangkaraya.ac.id](mailto:hesty.widiastuty@uin-palangkaraya.ac.id)

### **Article History**

Received : November 12<sup>th</sup>, 2025

Revised : November 23<sup>th</sup>, 2025

Accepted : December 17<sup>th</sup>, 2025

**Abstract:** This study integrates theoretical and empirical approaches to the design of instructional materials for teaching English as a Foreign Language (EFL) that cover the four skills of listening, speaking, reading and writing. This research, using the qualitative, library-based synthesis method, systematically compiles and reviews published scholarly books, journal articles, and empirical studies (2010 to 2025) and applies qualitative content analysis, coding and thematic synthesis. The analysis has surfaced three core tenets of effective material design for EFL: authenticity, systematically integrated scaffolding, and learner-centred integration. These tenets assert that EFL instruction, even when framed as a series of discrete lessons, contextually taught and integrated with other skills, results in improved communicative competence and enhanced language transfer. This research study affords EFL teaching, curriculum development, and material design practitioners for face-to-face and online modalities the opportunity to expand their paradigms. The research is unique with the proposal of the Integrated Authentic Material Design Model (IAMDM) that brings together authenticity, scaffolding, and learner centredness as a single theoretical construct that serves to bridge theory and practice while enhancing the pedagogical knowledge of EFL teachers and material developers.

**Keywords:** EFL Material Evaluation, Integrated Skills, Communicative Competence, Instructional Design, Qualitative Synthesis.

## **INTRODUCTION**

The most basic and important relates to the seamless acquisition of the four crucial language traits: listening and speaking, as well as reading and writing. These traits are interdependent and synergistic, which all coalesce towards the attainment of well-rounded articulate proficiency. In reality, the most significant number, if not all, EFL programs still offer the education of these traits in isolation, and, thus, students suffer from dilapidated learning experiences that are not a true reflection of language application (Nation & Macalister, 2019). Such conventional methods often do not succeed in cultivating a well-rounded communicative proficiency, especially in contemporary times, which necessitate learners being able to integrate within intricate social and academic activities (B. (Ed) Tomlinson, 2023)

As noted by Guetatlia and Hamane (2022) and Hamra and Syatriana (2010), mastering multiple aspects of a language at the same time

makes it easier to become proficient in using the language. That said, there persists an unbridgeable gap between theoretical and practical applications. Most English as a foreign language (EFL) textbooks and instructional materials are still cluttered with boring structural and mechanical exercises and provide little, if any, authentic communicative situations (Chuikova, 2018). As a result, passive learners are devoid of sufficient authentic input, which is partly the rationale for their lack of confidence in speaking and the inability to engage in meaningful communication while performing combined reading and writing tasks. Therefore, the materials for teaching and learning the EFL need to be developed in a way that the four skills are taught and practised. This is, as pointed out by (Adaba, 2024) one of the most pressing issues in EFL teaching and learning. This research gap has arisen because, despite the focus on skill integration in Communicative Language Teaching (CLT), Task-Based Learning (TBL), and Content-Based Instruction (CBI), there still

exists no authentic conceptual framework that empirically substantiates the principles of authenticity, scaffolding, and learner-centeredness in the design of EFL materials (Butler, 2011). This gap becomes even more pronounced with the pandemic and the growth of digital learning wherein instruction is largely derived from in-person to online or hybrid approaches (Lima et al., 2025). Such a transformation requires instructional materials that go beyond being solely relevant to the language and instead interact flexibly with the learners' emotional and cognitive considerations that need to be adequately addressed (Lestariningsih et al., 2016).

The proliferation of e-learning materials, in conjunction with AI-based technologies, engenders both opportunities and challenges. The theoretical ineffectiveness of the plethora of non-mobile materials is due to a lack of a theoretical foundation. The lack of authentic input micro-materials places limitations on participants' effectiveness in covering all areas (Chen, 2024). Thus, there is a need for a library-based synthesis to combine conceptual frameworks with empirical data, thereby formulating a context-sensitive, original, and learner-centred framework for designing EFL materials that integrates theoretical and pedagogical aspects (Akbari & Razavi, 2015; Hanifa et al., 2024).

This research attempts to fulfil the above-described educational gap through a qualitative library-based synthesis which collects, evaluates, and analyses extensively on the recent and learned publications about language education. This synthesis is solely based on framing and defragmenting the theoretical and empirical sources to extract and articulate the central tenets of the efficient and unified EFL materials framework (Manurung, 2017). The study aspires to make a conceptual contribution by proposing a model of instructional material design that can serve as a reference for teachers, curriculum developers, and EFL material designers across diverse educational contexts (Nur et al., 2022). The central research question guiding this inquiry is as follows: How can instructional materials be effectively designed to integrate the four language skills, listening, speaking, reading, and writing, within the EFL context, based on contemporary theoretical and empirical findings? This study does not concern itself with field data collection and as such is an example of a qualitative library-based synthesis with a focus

on cross-source coding, categorization, and thematic integration. The study aims to continue the EFL material development conceptual framework by aligning theoretical and pedagogical construct, in this case, advocating for the materials to be authentic, systematic, and learner-centered.

## METHODS

This study employed a library-based qualitative synthesis approach, focusing on the analysis and integration of scholarly literature related to the design of English as a Foreign Language (EFL) instructional materials that incorporate the four core language skills: listening, speaking, reading, and writing (Bowen, 2009). This approach was chosen for its relevance in identifying conceptual patterns, design principles, and theoretical syntheses without the necessity of field data collection (Hsieh & Shannon, 2005; Snyder, 2019).

### Sources and Inclusion Criteria

The data sources consisted of scholarly books, indexed journal articles, and empirical research reports published between 2010 and 2025. The inclusion criteria were established as follows:

1. Publications that address EFL material design or the teaching of integrated language skills.
2. Sources presenting theoretical or empirical analyses related to communicative competence and instructional design.
3. Materials published by reputable academic publishers or indexed journals.
4. Full-text documents available in either English or Indonesian and accessible in complete form.

### Research Procedures

The study was conducted through four main stages:

1. Identification and collection of relevant literature through academic databases and online repositories.
2. Screening and classification of data according to language skills and material design principles.
3. Qualitative content analysis employing coding and thematic synthesis techniques to identify recurring patterns and interrelated concepts.

4. Conceptual synthesis aimed at constructing the Integrated Authentic Material Design Model (IAMDM), which represents the integration of theoretical foundations and recent empirical findings.



**Figure 1.** Flow of Literature Synthesis in EFL Material Design

### Data Analysis

The data were analysed inductively through a library-based qualitative synthesis, emphasizing the identification of conceptual patterns and thematic relationships across the reviewed literature. The process involved data condensation, organization, and synthesis of recurring ideas into coherent conceptual categories. This analytical procedure allowed the researcher to integrate theoretical insights and empirical findings into unified interpretation, reflecting the interconnected nature of communicative competence and integrated language learning design (Snyder, 2019).

### Trustworthiness and Credibility

The trustworthiness of the findings was ensured through source triangulation and peer debriefing, which validated the consistency of interpretations and strengthened the credibility of the thematic synthesis. These procedures confirmed the alignment between the emerging principles and established theories of communicative language teaching, as well as contemporary instructional design frameworks. This ensured theoretical coherence and analytical rigor throughout the research process (Nowell et al., 2017).

## RESULT AND DISCUSSION

The results of the library research conducted through qualitative synthesis from 2010 to 2025 reveal key conceptual patterns that form the foundation of English as a Foreign Language (EFL) material design. The synthesized insights presented herein underscore the dynamic interplay among theoretical perspectives and empirical findings, thereby establishing the conceptual foundation for the ensuing discourse on the core design principles that have been derived from this study.

### Foundational Design Principles for EFL Material Development

#### 1. Authenticity and Contextual Relevance

Authenticity is the principle of presenting language as it is used in real-life contexts. In receptive skills like listening and reading, this is evident through the use of authentic texts and audio in real-life scenario (Hariri & Ficayunna, 2023). Authentic texts include radio broadcasts and interviews, podcasts, and movie dialogues that show how a native speaker uses different kinds of spoken language, idiomatic expressions, and prosodic features. Students learn how real conversations work by hearing different accents, different speeds of speech, and speech that overlaps (Beresova, 2015). In productive skills (speaking and writing), authenticity is achieved through purpose-driven tasks, including composing a letter of complaint, preparing a speech, or participating in a simulated negotiation (Hitimala & Wirza, 2024). In this instance, students engage in both the practice of language patterns and the utilization of language to achieve particular communicative goals (Richards, 2006). This approach also fosters intercultural communicative competence, enabling students to understand the social and cultural values behind language use in a global context.

#### 2. Systematic Scaffolding and Staged Complexity

Scaffolding helps learners move from guided instruction toward independent capabilities. The pre-while-post instructional design structure has helped build learners' listening and reading skills (Abbaspour et al., 2021). During the pre-listening and pre-reading phases, the teacher helps the learners with their vocabulary to facilitate predictions about the text, visual texts, titles and guiding questions (Yawiloeng, 2021). This stage reduces cognitive load and prepares learners mentally to process incoming linguistic input. During the while-listening or while-reading phase, learners engage in focused activities that direct their attention toward specific textual features, such as recording specific information, identifying main ideas, or tracking argumentative sequences.

These activities typically progress from bottom-up processing, which emphasizes linguistic detail, to top-down processing, which prioritizes the comprehension of global meaning (Kurniasih & Lisan, 2023). In the post-listening or post-reading phase, learners undertake reflective and critical analysis through extension activities, such as discussions, debates, or written responses, which enable them to consolidate their comprehension and apply their knowledge to novel contexts (Movva et al., 2022).

In the same manner, the cycle approach has been practical in the development of speaking and writing skills. By sustaining principles of planning, execution and the cycle of reflective thinking, task-based learning develops in the same manner. The teacher provides appropriate levels of assistance through task models, stepwise procedures, and pinpointed assistance (Sholeh, 2020). After completing the task, the learners reflect on the language that surfaced, thus through inductive reasoning fostering language awareness. This finding aligns with Vygotsky's (1978) as cited in Eun (2019) concept of the zone of proximal development (ZPD), which refers to an area of learning that necessitates learners to be proficient with the provision of some degree of scaffolding. The utilisation of meticulously designed materials that incorporate a balanced distribution of complexity assists learners in circumventing the two diametrical opposites of cognitive dissonance: the ennui that stems from an absence of engagement, and the vexation that emanates

from an excess of stimulation (Hanifa & Yusra, 2023). Thus, scaffolding not only enhances understanding but also ensures that learners remain engaged.

### 3. Learner-Centered and Integrative Design

Learner-centered approaches position learners' needs, interests, and learning preferences as the foundation for material development (C. A. Tomlinson, 2014). Needs analysis facilitates the identification of learning objectives, proficiency levels, and contexts of language use, thereby enabling materials to be tailored for diverse academic disciplines, vocational sectors, and English for Specific Purposes (ESP). Furthermore, differentiated instruction must be implemented through varied activities with differing difficulty levels and diverse representational modes visual, auditory, and kinesthetic. Effective materials integrate the four language skills within meaningful contexts; for instance, listening to podcasts (listening), reading supporting texts (reading), engaging in discussion (speaking), and writing reflections (writing) (Pradhani, 2025). This integration represents authentic language use and fosters the development of all four communicative competences: linguistic, sociolinguistic, discourse, and strategic. This enables students not just to learn the language as a set of forms, but also means they are taught how to use it effectively and adaptively in many different circumstances. (Kress, 2010).

**Table 1.** Foundational Design Principles for EFL Material Development

<b>Design Principle</b>	<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>
<b>Authenticity</b>	Use of authentic audio materials within real-life contexts	Discussion or role-play based on real-life topics and communicative functions	Use of authentic texts reflecting various genres and discourse types	Writing tasks with authentic purpose and audiences
<b>Scaffolding</b>	Pre-, while-, and post-listening stages	Pre-, during-, and post-task cycle	Pre-, while-, and post-reading activities	Process writing including brainstorming, drafting, revising
<b>Learner-centeredness</b>	Adjusting to learners' proficiency level and contextual needs	Collaboration and peer feedback	Simple activation activities linked to learners' interest	Choice of topic and creative reflection based on personal experience

### Cross Skills Integration Summary

The foundational design principles establish the conceptual basis of effective EFL

material development. The principles under discussion include authenticity, systematic scaffolding, and learner-centred integration. The

practical significance of these principles becomes evident through the interaction among the four core language skills (Ahmed Abdel-Al Ibrahim et al., 2023). Rather than functioning in isolation, the processes of listening, speaking, reading, and writing operate as interdependent components within the context of communicative learning. It is imperative to comprehend how these competencies complement and reinforce each

other to facilitate coherent and impactful language instruction. The subsequent synthesis illustrates the cross-skill pathways that connect receptive and productive domains, demonstrating how material design can facilitate integrated language development in authentic and purposeful contexts (Akbari & Razavi, 2015b; Agustin & Wirza, 2021).

**Table 2.** Cross-Skill Integration in EFL Material Design

<b>Skill Interaction</b>	<b>Integration Focus</b>	<b>Pedagogical Operation</b>	<b>Scaffolding Mechanism</b>	<b>Expected Learning Outcomes</b>
<b>Listening-Speaking</b>	From comprehension to oral production	Exposure to authentic audio followed by interactive responses such as summarizing, discussions, or role-play.	Pre-while-post listening sequences followed by guided speaking practice.	Development of communicative fluency and real-time negotiation of meaning.
<b>Reading-Writing</b>	From text interpretation to written production	Critical reading of authentic texts extended to synthesis writing, paraphrasing, or reflective essays.	Pre-while-post reading expanded into structured writing stages and peer review.	Improved discourse organization, textual cohesion, and context-based writing.
<b>Listening-Reading</b>	Reinforcing receptive comprehension across input modes.	Exposure to multimodal input (audio-text) to broaden schema and contextual understanding.	Schema activation and comparative comprehension between input modes.	Enhanced inference-making, pattern recognition, and global meaning comprehension.
<b>Speaking-Writing</b>	Consolidating accuracy and productive structure	Speaking as pre-writing and post-speaking reflection as written output.	Feedback-based scaffolding linking oral and written performance through targeted revision.	Integration of fluency and linguistic accuracy in cohesive communication.
<b>Listening-Writing</b>	From aural comprehension to written expression	Listening to authentic materials like interviews or reports, followed by summary or opinion writing.	Guided note-taking and key-word support before producing written responses.	Development of synthesis and meaning-based writing skills.
<b>Reading-Speaking</b>	From text comprehension to oral interaction	Reading authentic articles or narrative followed by presentations, debates, or thematic discussions.	Prompt questions, graphic organizers, and oral summarizing before presentation.	Strengthened argumentation, academic pronunciation, and idea delivery based on texts.

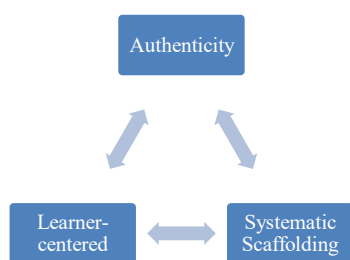
Cross-skills demonstrate that receptive and productive processes are key to continuous learning and that integrating language skills into authentic, reflective, and learner-centered contexts is necessary to meaningfully develop communicative competence (Usman & Anwar,

2021). This synthesis constitutes the conceptual foundation for the Integrated Authentic Material Design Model (IAMDM), a theoretical framework that formulates the dynamic interrelationships among language skills into

holistic and contextually-grounded EFL instructional design.

### The Integrated Authentic Material Design Model (IAMDM)

The review of the literature reveals that the efficacy of EFL instructional materials is not contingent on any isolated implementation of design features but rather on a synergetic blend of pedagogical elements that together compose an integral, coherent and organised whole. The Integrated Authentic Material Design Model (IAMDM). The model consists of a theoretical framework which reflects the connection between authenticity, systematic scaffolding and learner-centred integration based on a meaning approach to learning within a four-stage learning cycle (Islam, 2022). The IAMDM is a theoretical model that explicates for the first time how these three dimensions of material design work together while operating communicatively and contextually to construct learning. Authentic situations expedite learner engagement and relevance, scaffolding serves as an intermediary link between input from comprehension to output for production, and learner-centred integration ensures that teaching remains responsive to the ever-changing needs of learners (Mestari & Malabar, 2017). These elements operate interdependently rather than sequentially, forming a reflective cycle that fosters natural mastery of both receptive and productive skills.



**Figure 2.** Flow of Literature Synthesis in EFL Material Design

Furthermore, IAMDM builds upon the foundational principles of the aforementioned education integrative model by asserting that the interaction between these elements should be regarded as the foundation for the development of adaptive EFL (English as a Foreign Language) materials. These materials are intended to be suitable for contemporary educational environments, encompassing both conventional classrooms and web-based courses, as well as

blended programs. The model posits that learning is best conceptualized as a dynamic ecosystem, wherein materials, activities, and learner roles perpetually interact in accordance with the pedagogical cycle. Conceptually, the IAMDM offers a significant opportunity for the advancement of EFL materials design and pedagogy. This theoretical framework offers a valuable organizational model for designing substantial, scaffolded, and learner-centered materials. However, it does not entail the atomization of language skills or the conflation of teaching with specific methodologies. In this respect, IAMDM functions as a nexus between language acquisition theory and contemporary pedagogical praxis concerning meaningful communication and reflection in learning.

### Discussion

The synthesis results indicate that the effectiveness of EFL material design relies on the integration of authenticity, systematic scaffolding, and learner-centred integration, as conceptualised within the Integrated Authentic Material Design Model (IAMDM). These three components interact dynamically, forming a communicative, contextual, and meaning-oriented learning system. The IAMDM serves as a conceptual framework that bridges the gap between language acquisition theory and instructional practice in contemporary EFL classrooms, particularly within digital and hybrid contexts.

Theoretically, IAMDM represents a triadic framework in which authenticity serves as a cognitive foundation that embeds real-world context, scaffolding operates as a structural mechanism that guides learners from comprehension to production, and learner-centeredness acts as an adaptive system that accommodates learner needs and autonomy. This integrated approach surpasses classical models such as Communicative Language Teaching (CLT) and Task-Based Learning (TBL), which often emphasise communicative strategies without addressing the systematic structure of material design. IAMDM consolidates the strengths of both models into a more coherent design paradigm that not only emphasises meaningful communication but also ensures that materials are systematically organised, scaffolded, and grounded in authentic learning experiences. Recent studies further reinforce the validity of the IAMDM. Yunus (2022) and

Gilakjani et al., (2011) found that the use of authentic multimodal input enhances learner engagement and retention (Salamanti et al., 2023). Nevertheless, their studies did not elaborate on how such input could be systematically integrated with learner autonomy and scaffolding. Similarly, Wu et al., (2018) demonstrated the effectiveness of adaptive scaffolding in digital learning environments, but their study did not explicitly connect it to the integration of the four language skills. The IAMDM addresses this conceptual gap by unifying the principles of authenticity, scaffolding, and learner agency into a single integrated design system (Marwan, 2017). Consequently, IAMDM not only reinforces existing theoretical foundations but also extends the conceptual basis for developing integrated and contextualised EFL materials.

IAMDM provides clear guidance for teachers, instructional designers and schools. Instructors can use it to create learning tasks that help students improve their language production by using authentic, reflective contexts. IAMDM also recommends that curriculum designers move away from grammar-based courses. It suggests using contextualized, communicative approaches with four language skills in each lesson. Digital platforms can be set up in schools using adaptive technologies such as AI-based feedback and learning management systems. This integration aims to create a more individualized and independent learning experience and improve students' communicative skills. This review of literature uses only secondary sources and theory. To investigate the practical use of IAMDM, empirical evidence is needed through DBR or experimental research in EFL contexts. Future studies should explore using IAMDM in digital learning environments with AI for adaptive scaffolding and personalization. Researchers should study how this model's positive impact on learner motivation, communicative competence, and transfer grows over time. IAMDM is a framework for curriculum innovation and 21st-century classroom EFL materials.

## CONCLUSION

The present study corroborates the notion that the design of teaching materials suitable for English as a Foreign Language (EFL) should be predicated on a three-part model that integrates authenticity, systematic scaffolding, and student-

centered integration. This combination forms the basis for a new theory on the development of integrated communicative teaching materials that are relevant to the current teaching situation. In IAMDM, authenticity is situated at the cognitive level, scaffolding functions as a structural element to facilitate progressive learning, and learner centrality serves as an adaptive element that enables learner control (Larasati, 2018). This study contributes to the expansion of this field by offering a conceptual contribution that integrates the principles of language acquisition, communicative pedagogy, and contemporary instructional design into a single integrated model. Consequently, this study transcends the mere synthesis of extant theories. As a literature-based study, this research acknowledges its conceptual limitations. Therefore, empirical validation is necessary to assess the practical effectiveness of the model through classroom-based research or design-based research (DBR). Future research directions include the integration of IAMDM with technology supported by artificial intelligence. This suggests the potential for significant advancements in the realm of English language instruction, characterized by enhanced personalization, introspection, and a pronounced focus on communication.

## ACKNOWLEDGMENT

The author sincerely thanks the course lecturer of Language Textbook Evaluation and Material Design at the Department of English Education, Universitas Islam Negeri Palangka Raya, for all the help, advice, and academic support they gave during the research.

## REFERENCES

- Abbaspour, E., Atai, M. R., & Maftoon, P. (2021). Exploring the Impact of Scaffolded Written Corrective Feedback on Iranian EFL Learners' Writing Quality: A Sociocultural Theory Study. *Journal of Modern Research in English Language Studies*, 8(4), 53–84. <https://doi.org/10.30479/jmrels.2020.12116.1508>
- Adaba, H. W. (2024). EFL teachers' implementations of strategies of contemporary theories of language teaching in selected secondary schools in Ambo. *Journal of Indigenous Knowledge*

- and Development Studies*, 6(1).  
<https://ejol.aau.edu.et/index.php/JIKDS/article/view/10004/8090>
- Agustin, A., & Wirza, Y. (2021). Indonesian Teachers Perspective towards the Use of Authentic Materials on Students Communicative Competence in EFL Classroom. *Proceedings of the 2020 4th International Symposium on Computer Science and Intelligent Control*.  
<https://doi.org/10.1145/3440084.3441215>
- Ahmed Abdel-Al Ibrahim, K., Cuba Carbajal, N., Zuta, M. E. C., & Bayat, S. (2023). Collaborative learning, scaffolding-based instruction, and self-assessment: impacts on intermediate EFL learners' reading comprehension, motivation, and anxiety. *Language Testing in Asia*, 13(1), 16.  
<https://doi.org/10.1186/s40468-023-00229-1>
- Akbari, O., & Razavi, A. (2015). Using authentic materials in the foreign language classrooms: Teachers' perspectives in EFL classes. *International Journal of Research Studies in Education*, 4(5), 105–116.  
<https://doi.org/10.5861/ijrse.2015.1189>
- Beresova, J. (2015). Authentic Materials – Enhancing Language Acquisition and Cultural Awareness. *Procedia - Social and Behavioral Sciences*, 192, 195–204.  
<https://doi.org/10.1016/j.sbspro.2015.06.028>
- Bowen, G. (2009). Document Analysis as a Qualitative Research Method. *Qualitative Research Journal*, 9(2), 27–40.  
<https://doi.org/10.3316/QRJ0902027>
- Butler, Y. (2011). The Implementation of Communicative and Task-Based Language Teaching in the Asia-Pacific Region. *Annual Review of Applied Linguistics*, 31, 36–57.  
<https://doi.org/10.1017/S0267190511000122>
- Chen, Y. (2024). Enhancing Language Acquisition: The Role of AI in Facilitating Effective Language Learning. *Proceedings of the 2024 3rd International Conference on Humanities, Wisdom Education and Service Management (HWESM 2024)*. 593–600.  
[https://doi.org/10.2991/978-2-38476-253-8\\_71](https://doi.org/10.2991/978-2-38476-253-8_71)
- Chuikova, E. (2018). Assessing Academic Texts Authenticity in EFL Classes. *RUDN Journal of Psychology and Pedagogics*, 15(4), 500–511.  
<https://doi.org/10.22363/2313-1683-2018-15-4-500-511>
- Eun, B. (2019). The zone of proximal development as an overarching concept: A framework for synthesizing Vygotsky's theories. *Educational Philosophy and Theory*, 51(1), 18–30.  
<https://doi.org/10.1080/00131857.2017.1421941>
- Gilakjani, A. P., Ismail, H. N., & Ahmadi, S. M. (2011). The effect of multimodal learning models on language teaching and learning. *Theory and Practice in Language Studies*, 1(10), 1321–1327.  
<https://doi.org/10.4304/tpls.1.10.1321-1327>
- Guetatlia, S., & Hamane, S. (2022). Using literature to enhance language skills for EFL learners. *Global Journal of Foreign Language Teaching*, 12(1), 30–37.  
<https://doi.org/10.18844/gjflt.v12i1.6503>
- Hamra, A., & Syatriana, E. (2010). Developing a model of teaching reading comprehension for EFL students. *TEFLIN Journal: A Publication on the Teaching and Learning of English*, 21(1), 27–40.  
<https://doi.org/10.15639/teflinjournal.v21i1/27-40>
- Hanifa, R., & Yusra, S. R. (2023). Tailoring EFL lessons through materials adaptation: A look into an Acehnese teacher's experiences. *LingTera*, 10(1), 1–14.  
<https://doi.org/10.21831/lt.v10i1.58035>
- Hanifa, R., Yusuf, F., Yusra, S. R., & Suherdi, D. (2024). Adapting EFL materials and its influences on Indonesia secondary school students' language learning. *Asian-Pacific Journal of Second and Foreign Language Education*, 9(1).  
<https://doi.org/10.1186/s40862-024-00297-7>
- Hariri, A., & Ficayunna, L. A. (2023). The use of authentic material in English classroom teaching: Indonesian new curriculum. *IJET (Indonesian Journal of English Teaching)*, 12(1), 94–103.  
<https://doi.org/10.15642/ijet2.2023.12.1.94-103>
- Hitimala, H., & Wirza, Y. (2024). Authentic Assessment in Examining EFL Students' Writing. *ETERNAL (English Teaching*

- Journal*, 15(1), 156–166.  
<https://doi.org/10.26877/eternal.v15i1.349>
- Hsieh, H.-F., & Shannon, S. (2005). Three Approaches to Qualitative Content Analysis. *Qualitative Health Research*, 15(9), 1277–1288.  
<https://doi.org/10.1177/1049732305276687>
- Islam, M. R. (2022). Literature in EFL/ESL Classroom: Integrating Conventional Poetry as Authentic Material. *International Journal of Language and Literary Studies*, 4(3), 312–328.  
<https://doi.org/10.36892/ijlls.v4i3.1052>
- Kress, G. (2010). *Multimodality A Social Semiotic Approach to Contemporary Communication*. Routledge.  
<https://books.google.co.id/books?id=jzM Gc75jcXEC&printsec=frontcover&hl=id#v=onepage&q&f=false>
- Kurniasih, A., & Lisan, K. H. (2023). Developing English Speaking Materials for Tenth Grade Students of Conversation Program at Madrasah Aliyah (MA) Ali Maksum. *JETLEE: Journal of English Language Teaching, Linguistics, and Literature*, 3(1), 31–39.  
<https://doi.org/10.47766/jetlee.v3i1.1275>
- Larasati, F. (2018). Student centered learning: an approach to develop speaking skill in EFL classroom. *English Community Journal*, 2(1), 153–157.  
<https://doi.org/10.32502/ecj.v2i1.1004>
- Lestariningsih, F. E., Susyetina, A., & Krisnawati, L. D. (2016). Developing English Instructional Materials for young learners oriented to left and right brain accommodation. *Journal of Languages and Language Teaching*, 11(4), 261–269.  
<https://doi.org/10.33394/jollt.v11i4.8900>
- Lima, L., Silva, P., & Khan, O. (2025). Adapting Blended Learning Models in Post-Pandemic Education Systems. *International Journal of Educational Narratives*, 3(2), 143–152.  
<https://doi.org/10.70177/ijen.v3i2.2151>
- Manurung, K. (2017). Designing instructional materials to improve EFL learners achievement. *IJELLH (International Journal of English Language Literature and Humanities)*, 5(2).  
<https://doi.org/10.24113/ijellh.v5i2.1870>
- Marwan, A. (2017). Implementing Learner-Centered Teaching in an English as a Foreign Language (EFL) Classroom. *A Journal of Culture, English Language Teaching & Literature*, 17(1), 45–59.  
<https://doi.org/10.24167/celt.v17i1.1138>
- Mestari, S. A., & Malabar, F. (2017). The Use of Authentic Materials in Teaching Grammar for EFL Students (Teachers Perspective). *LLT Journal: A Journal on Language and Language Teaching*, 19(2), 125–131.  
<https://doi.org/10.24071/llt.v19i2.306>
- Movva, S., Alapati, P., Veliventi, P., & G, M. (2022). The Effect of Pre, While, and Post Listening Activities on Developing EFL Students' Listening Skills. *Theory and Practice in Language Studies*, 12(8), 1500–1507.  
<https://doi.org/10.17507/tpls.1208.05>
- Nation, I. S. P., & Macalister, J. (2019). *Language curriculum design* (2nd ed.). Routledge.  
<https://doi.org/10.4324/9780429203763>
- Nowell, Lorelli S, Norris, Jill M, White, Deborah E, & Moules, Nancy J. (2017). Thematic Analysis: Striving to Meet the Trustworthiness Criteria. *International Journal of Qualitative Methods*, 16(1).  
<https://doi.org/10.1177/1609406917733847>
- Nur, S., Samsudin, S., Nur, S. A. A., & Uke, W. A. S. (2022). Exploring lecturers' experiences in developing EFL material at English Education Department in Three Different Universities. *Journal of English Language Studies*, 7(1), 1.  
<https://doi.org/10.30870/jels.v7i1.13660>
- Pradhani, R. (2025). The Role of Four Skills in Teaching and Learning: An Integrated Approach to Second Language Acquisition. *The Voice of Creative Research*, 7(3), 48–68.  
<https://doi.org/10.53032/tvcr/2025.v7n3.05>
- Richards, J. C. (2006). *Communicative language teaching today*. Cambridge University Press.
- Salamanti, E., Park, D., Ali, N., & Brown, S. (2023). Efficacy of Collaborative and Multimodal Learning Strategies in Enhancing English Language Proficiency Among ESL/EFL Learners: A Quantitative Analysis. *Research Studies in English Language Teaching and Learning*, 1(2).  
<https://doi.org/10.62583/rseltl.v1i2.11>

- Sholeh, M. (2020). Task-Based Learning in the Classroom for EFL Learners: A Review. *LINGUA: Jurnal Bahasa, Sastra, Dan Pengajarannya*, 17(2), 123–134. <https://doi.org/10.30957/lingua.v17i2.641>
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, 333–339. <https://doi.org/10.1016/j.jbusres.2019.07.039>
- Tomlinson, B. (Ed). (2023). *Materials development in language teaching* (2nd ed.). Cambridge University Press. <https://doi.org/10.1017/9781139027289>
- Tomlinson, C. A. (2014). *The Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition* (2nd ed.). ASCD. <https://books.google.co.id/books?id=QLZ3zgEACAAJ>
- Usman, H., & Anwar, M. (2021). Integrated language skill approach: Model of teaching materials for elementary school teacher education programs in Indonesia. *Studies in English Language and Education*, 8(2), 656–669. <https://doi.org/10.24815/siele.v8i2.19031>
- Wu, C. H., Chen, Y. S., & Chen, T. C. (2018). An Adaptive e-learning system for enhancing learning performance: Based on dynamic scaffolding theory. *Eurasia Journal of Mathematics, Science and Technology Education*, 14(3), 903–913. <https://doi.org/10.12973/ejmste/81061>
- Yawiloeng, R. (2021). Peer Scaffolding During EFL Reading Activities: A Sociocultural Perspective. *English Language Teaching*, 14(12), 44. <https://doi.org/10.5539/elt.v14n12p44>
- Yunus, M. M. (2022). Multimodal teaching practices for EFL teacher education: An action based research study. *Journal for Educators, Teachers and Trainers*, 13(1), 141–148. <https://doi.org/10.47750/jett.2022.13.01.016>