



- ” Raikhel A., Feltsan I. Authentic text as a means of developing sociocultural competence in the process of professional training (using English as an example). *Освіта. Інноватика. Практика*, 2025. Том 13, № 8. С. 130-139. <https://doi.org/10.31110/2616-650X-vol13i8-017>.
- Raikhel A., Feltsan I. Authentic text as a means of developing sociocultural competence in the process of professional training (using English as an example). *Osvita. Innovatyka. Praktyka – Education. Innovation. Practice*, 2025. Vol. 13, No 8. S. 130-139. <https://doi.org/10.31110/2616-650X-vol13i8-017>.

УДК 27-276:-047.22:=111(045)=111  
DOI: 10.31110/2616-650X-vol13i8-017

**Анна РАЙХЕЛЬ**

Мукачівський державний університет, Україна  
<https://orcid.org/0009-0002-6806-9330>  
[anna.raikhel@gmail.com](mailto:anna.raikhel@gmail.com)

**Інна ФЕЛЬЦАН**

Мукачівський державний університет, Україна  
<https://orcid.org/0000-0003-4169-9922>  
[innafeltsan@gmail.com](mailto:innafeltsan@gmail.com)

## АВТЕНТИЧНИЙ ТЕКСТ ЯК ЗАСІБ ФОРМУВАННЯ СОЦІО-КУЛЬТУРНОЇ КОМПЕТЕНТНОСТІ У ПРОЦЕСІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ (НА ПРИКЛАДІ АНГЛІЙСЬКОЇ МОВИ)

**Анотація.** У статті досліджується роль автентичних текстів у формуванні соціокультурної компетентності в процесі навчання англійської мови за професійним спрямуванням (ESP). В умовах глобалізації та міжкультурної взаємодії володіння лише мовними знаннями вже не забезпечує успішного професійного спілкування. Для ефективної комунікації необхідна здатність орієнтуватися у культурних нормах, жанрових особливостях та прихованих комунікативних смислах професійного дискурсу. Теоретичне підґрунтя дослідження базується на концепціях комунікативної та соціокультурної компетентності (Canale & Swain, Bachman, Вугат, Kratsch), зокрема виокремлено ключові компоненти: прагматичну адаптивність, міжкультурну чутливість, жанрову обізнаність і вміння інтерпретувати контекстуальні значення. Обґрунтовано педагогічну доцільність застосування автентичних матеріалів (зокрема звітів, технічної документації, наукових публікацій, корпоративного листування, аудіовізуальних засобів та спеціалізованих жанрів) як засобу формування соціокультурної компетентності. Розглянуто стратегії добору, адаптації та інтеграції цих матеріалів у курси ESP з урахуванням рівня підготовки студентів і специфіки професійної діяльності. Особливу увагу приділено технологіям підтримки (scaffolding), завданневому навчанню та застосуванню цифрових інструментів для підвищення доступності та мотивації. Практичний внесок дослідження полягає у впровадженні двох взаємодоповнюваних вимірів — «Матеріали, створені студентами для соціального впливу» та «Матеріали, створені для професійного моделювання». Перший вимір зорієнтований на міждисциплінарні проекти, що відображають актуальні соціальні виклики українського контексту (екологія, інклюзія, громадянська активність), другий — на розвиток професійної ідентичності через створення жанрово обґрунтованих документів (резюме, плани уроків, переклади). Обидва виміри поєднують автентичні тексти з колаборативними завданнями, сприяючи розвитку міжкультурної рефлексії, критичного мислення та функціональної мовної компетентності. Зроблено висновок, що стратегічне і системне використання автентичних матеріалів є не допоміжним елементом, а невід'ємною складовою сучасної ESP-освіти, яка готує студентів до ефективної професійної діяльності в умовах динамічної глобальної культурної взаємодії.

**Ключові слова:** Автентичні тексти; соціокультурна компетентність; англійська мова для професійних цілей (ESP); міжкультурна комунікація; професійне спілкування; навчальні матеріали; критичне мислення; адаптація контенту; лінгвістична компетентність; педагогічні стратегії; методика навчання; іншомовна компетентність; практика усного і писемного мовлення.

**Anna RAIKHEL**

Mukachevo State University, Ukraine  
<https://orcid.org/0009-0002-6806-9330>  
[anna.raikhel@gmail.com](mailto:anna.raikhel@gmail.com)

**Inna FELTSAN**

Mukachevo State University, Ukraine  
<https://orcid.org/0000-0003-4169-9922>  
[innafeltsan@gmail.com](mailto:innafeltsan@gmail.com)

## AUTHENTIC TEXT AS A MEANS OF DEVELOPING SOCIOCULTURAL COMPETENCE IN THE PROCESS OF PROFESSIONAL TRAINING (USING ENGLISH AS AN EXAMPLE)

**Abstract.** This article examines the crucial role of authentic texts in fostering sociocultural competence within the framework of English for Specific Purposes (ESP). In an era marked by intensified globalization and intercultural collaboration, linguistic proficiency alone is insufficient for effective communication in professional and academic domains. Rather, success increasingly hinges on learners' ability to navigate the cultural norms, communicative conventions, and implicit meanings embedded within real-world discourse. The paper posits that the intentional integration of authentic materials, including but not limited to professional reports, technical documentation, academic publications, corporate correspondence, audiovisual media, and industry-specific communications, provides an indispensable bridge between abstract linguistic instruction and the practical demands of professional communication. Drawing on established theories of communicative

and sociocultural competence, the study delineates the core components of sociocultural awareness relevant to ESP learners: pragmatic adaptability, intercultural sensitivity, discourse conventions, and the ability to interpret context-dependent meanings. The pedagogical rationale for authentic text use is examined in depth, emphasizing how such materials promote contextualized language learning, expose students to discipline-specific register and genre, foster higher-order thinking skills, and stimulate learner autonomy and motivation. Building on this theoretical foundation, the article presents a set of practical strategies for selecting, adapting, and integrating authentic texts into ESP curricula, taking into account disciplinary variation, learner proficiency levels, and instructional goals. Special attention is given to scaffolding techniques, task-based learning models, and the use of digital tools to support accessibility and engagement. The discussion also addresses potential pedagogical and logistical challenges, such as lexical density, cultural opacity, and time constraints for both instructors and learners. In response, the article offers evidence-based solutions, including the use of graded materials, cross-cultural pre-task discussions, and collaborative learner-led exploration of industry-relevant sources. The practical contribution of this study lies in the implementation of two complementary dimensions, Learner-Generated Materials for Social Impact and Learner-Generated Materials for Professional Simulation, as a means of fostering sociocultural competence through authentic materials in ESP instruction. The first dimension engages students in interdisciplinary projects rooted in Ukraine's current socio-political context and the UN Sustainable Development Goals, resulting in podcasts, posters, brochures, or infographics created using digital tools such as Padlet and Canva. The second dimension focuses on students' professional growth, involving the production of authentic documents such as CVs, cover letters, lesson plans, and annotated translations that reflect real-world professional scenarios. These two strands combine authentic genre-based input with task-based, collaborative output, cultivating functional language skills, intercultural reflection, and students' emerging professional identities. Ultimately, the article argues that a holistic and strategic approach to incorporating authentic materials is not a supplementary enhancement but a foundational necessity in ESP instruction. Such an approach ensures that learners are not only equipped with the linguistic skills required for professional communication but are also prepared to operate with intercultural competence, critical awareness, and communicative agility in diverse and dynamic global environments. By anchoring language learning in authentic, culturally rich discourse, ESP educators can better prepare learners to meet the evolving demands of their professional fields with both fluency and appropriateness.

**Keywords:** Authentic texts; English for Specific Purposes (ESP); Sociocultural competence; Intercultural communication; Professional discourse; Curriculum design; Language teaching methodology; Task-based learning; Communicative competence; Cultural awareness; Oral and Written English Discourse Practice; Language competence in a foreign language.

**Introduction.** Various authors have identified authenticity as a significant element in ESP methodology, making authentic materials a typically emphasised aspect in the ESP literature. [7] The student-centered approach is crucial to English for Specific Purposes (ESP) instruction because recognised learner needs are not met completely by published materials. These genuine resources should originate from the real world rather than being primarily designed for educational purposes. Such materials are essential for communicative reasons, as they create an immersive environment and offer a realistic backdrop for assignments pertinent to learners' needs. Genuine materials can significantly enhance problem-solving, project-based learning, case-based learning, role-playing, and simulation and gaming methodologies. Students and educators can utilise authentic materials to connect the formal and somewhat artificial classroom environment with the real world, where students are expected to apply the language they are acquiring. [4] This additionally promotes top-down processing. The concept of context must be crucial to in-class instruction; hence, authentic resources may significantly lose their appropriateness when utilised in a setting dissimilar to their original intent. Authentic materials do not inherently elicit authentic answers, and such differences should always be acknowledged, which posits that the necessity for English for Specific Purposes to utilise authentic resources constitutes a compelling rationale for the integration of pragmatics within ESP.

Authentic materials and realia are frequently incorporated in contemporary ESP textbooks, especially in commercial English. They can enhance students' motivation and immerse them in authentic language and culture, as well as other genres pertinent to their desired professional community. In contrast to real imitation materials, they require Various authors have identified authenticity as a significant element in ESP methodology, making authentic materials a typically emphasised aspect in the ESP literature [7]. The student-centered approach is crucial to English for Specific Purposes (ESP) instruction because recognized learner needs are not completely met by published materials. These genuine resources should originate from the real world rather than being primarily designed for educational purposes. Such materials are essential for communicative reasons, as they create an immersive environment and offer a realistic backdrop for assignments pertinent to learners' needs. Genuine materials can significantly enhance problem-solving, project-based learning, case-based learning, role-playing, and simulation and gaming methodologies. Students and educators can utilise authentic materials to connect the formal and somewhat artificial classroom environment with the real world, where students are expected to apply the language they are acquiring [4]. This additionally promotes top-down processing.

A 2021 study by Alshahrani & Storch revealed that ESP learners exposed to authentic materials demonstrated significantly higher engagement and retention of specialised vocabulary than those using only textbook-based resources. Similarly, in the Ukrainian context, research conducted by Bilyk and Chorna (2020) at Kyiv National Linguistic University showed that over 72% of ESP students studying business and tourism reported increased motivation, better contextual understanding, and improved confidence in workplace simulations after regular exposure to authentic materials such as job advertisements, reports, and real business correspondence.

The concept of context must be crucial to in-class instruction; hence, authentic resources may significantly lose their appropriateness when utilised in a setting dissimilar to their original intent. Authentic materials do not inherently elicit authentic answers, and such differences should always be acknowledged. This

posits that the necessity for English for Specific Purposes to utilise authentic resources constitutes a compelling rationale for the integration of pragmatics within ESP.

Authentic materials and realia are frequently incorporated in contemporary ESP textbooks, especially in commercial English. They can enhance students' motivation and immerse them in authentic language and culture, as well as other genres pertinent to their desired professional community. In contrast to real imitation materials, they require continual updates. Utilising legitimate resources might pose risks if the process is not meticulously selected, as it is sometimes challenging to incorporate periodicals, magazines, corporate documents, and other genuine sources on a daily basis, particularly for beginners. Such difficulty may be attributable, among other factors, to the challenges posed by the language. Indeed, such material frequently requires editing or even elimination to provide an appropriate alignment between the learner and the content acquired. Fortunately, ESP learners are generally not novices in the foreign language, and authentic materials often create an effective context for presenting approximately calibrated input in an intelligible manner. This approach allows activities such as skimming for general meaning while maintaining a low emotional filter.

**A concise examination of the existing literature** on these and related subjects uncovers intriguing and at times contradictory insights. Gilmore (2007) posits that authentic texts can be adapted to various language levels through the continual modification of tasks. The ESP materials designer must possess the capability to identify authentic texts that align with the diverse pedagogical requirements of students and solutions that can be included in the course syllabus. It can be noted that even a language instructor may encounter challenges with such materials, particularly if they fall outside the teacher's area of expertise. Conversely, most ESP students typically exhibit greater attention to the subject matter than to the linguistic structure. [22]

Trappes-Lomax asserts that authentic resources have recently had a resurgence due to the influence of corpus-based language instruction publications. This phenomenon occurs because the texts that frequently inform this input are generated in genuine circumstances for true communication objectives. [19] Another study emphasises that, in recent years, numerous ELT professionals have prioritised authentic resources in their lectures, utilising language from natural texts rather than prefabricated examples. In this regard, such corpora offer "an accessible repository of natural, or authentic, texts for language acquisition." ESP students may be unaware that they are using corpus-based resources, yet they certainly are. [4] Using real texts and materials from different types of communication in English for Specific Purposes (ESP) has matched the psychological and practical growth of teaching methods. Creating authentic materials for classroom usage can be exceedingly time-consuming, so it is crucial to maintain a clear objective and a personalised methodology that allows for the adaptation of various original materials. [15] Similarly, the ESP educator must consistently include authentic texts that hold local significance, as authenticity encompasses not only the form, content, and communicative objective of a text, but also, and most critically, the purpose of reading. House (2008) categorises authentic resources into two types: those that include language and those that encourage language formation. House (2008) also proposes assessing the authenticity of ESP materials, subsequently developing a comprehensive checklist as a component of their authenticity evaluation framework for business English. The checklist has headings including background and goal situation, the student, the teacher, and contents, which encompass language aspects, sociocultural aspects, notional-functional aspects, subjects, organisation, and activities. Wegener (2008) identifies three purposes that authentic texts fulfil in ESP courses: "The teacher initially provides support by incorporating genuine materials from the learners' work environment into the classroom (...)." Secondly, the ESP instructor consistently seeks texts that closely resemble the learners' intended job scenarios. Third, authentic texts function as informational resources for the educator and may have been gathered during the needs analysis phase. Authentic ESP materials can be categorized into three primary types: tangible items including business cards, bank leaflets, photographs, receipts, catalogues, currency, reports, financial statements, instructions, bank accounts, application forms, images, registration forms, correspondence (letters/emails), diagrams, agreements, and similar objects; broadcast materials encompassing newspapers, journals, television and radio programs, films, documentaries, and both general and specialised literature; and digital content found on websites. [18] The internet serves as an excellent and contemporary source of authentic materials for LSP learners, offering ESP practitioners various 'takeaway formats' (video, audio, images, and texts). The disadvantage is that, even in digital formats, authentic materials can rapidly become outdated, necessitating a significant time investment from the teacher to locate new authentic text samples for ESP classes, which will thereafter have a brief usage period. Engaging learners in the creation of their own authentic materials can effectively address this issue, particularly when students collaborate closely with their teachers. [22] This paper offers a new contribution to the field by proposing an original typology of authentic ESP materials based on functional use and learner engagement. Building upon the classifications proposed by House (2008) and Wegener (2008), we introduce two integrated categories that align with both global and local educational priorities:

1. **Learner-Generated Materials for Social Impact**– where students collaboratively produce texts and media that address pressing real-world issues, particularly within the Ukrainian context. These tasks –

such as creating awareness-raising brochures on environmental sustainability, multilingual poster campaigns promoting anti-corruption values, or podcast episodes on civic activism are aligned with the UN Sustainable Development Goals (SDGs). By engaging with meaningful topics that reflect their lived realities, students not only develop communicative competence but also cultivate intercultural awareness, digital literacy, and a sense of civic responsibility.

**2. Learner-Generated Materials for Professional Simulation** – which focuses on English for Specific Purposes (ESP) and prepares students for careers in teaching, translation, journalism, and international communication. Learners engage in tasks that replicate real-world professional genres, including writing mock lesson plans, crafting formal emails or CVs, designing classroom materials, and translating documents with cultural annotations. These simulations foster genre awareness, functional language use, and professional identity development. At the intersection of authenticity and task-based learning, these two approaches contribute to a transformative learning experience that aligns English language education with both national needs and global standards

The scientific novelty of this study lies in its systematic analysis of how authentic texts contribute not only to the development of language proficiency but also to the gradual acquisition of sociocultural competence in ESP settings. Unlike general language instruction, ESP requires learners to operate in culturally specific professional environments, necessitating a dual focus on language and sociocultural literacy.

Moreover, the proposed model of integration, which combines instructor-curated content with student-produced materials, advances pedagogical practice by offering a sustainable, learner-centered solution to the challenge of sourcing up-to-date, authentic texts. As Wegener (2008) notes, authentic materials serve multiple functions: they support instruction, simulate real workplace communication, and act as data for needs analysis. However, the fast obsolescence of online content and the high time-investment required to curate it remain practical limitations. Engaging learners in the co-construction of authentic artefacts, such as mock emails, presentations, and promotional materials, not only overcomes this issue but also promotes learner agency and professional identity-building.

**The aim of this article** is to demonstrate the crucial role of authentic texts in developing sociocultural competence for effective cross-cultural communication within English for Specific Purposes (ESP) professional training, by identifying optimal strategies for their selection, adaptation, and practical application to enhance learners' language skills and cultural awareness for global professional settings.

**Research methods.** To achieve the outlined aim, this study employed a mixed-methodological approach, primarily grounded in a comprehensive review and synthesis of academic literature. This theoretical exploration, drawing insights from established classifications such as those by House (2008) and Wegener (2008), was crucial for understanding the foundational principles of authentic text integration in English for Specific Purposes (ESP) and its role in fostering effective cross-cultural communication.

Complementing this theoretical foundation, the research incorporated a developmental and practical **component**. This innovative framework enhances language proficiency and sociocultural competence by integrating instructor-curated resources with student-generated content, offering a sustainable, learner-centric approach to contemporary ESP training

**Outlining the Key Research Findings.** Real texts are excellent tools for getting English for Specific Purposes (ESP) students interested and involved. Unlike fake, classroom-made activities, these real-world resources naturally connect language learning to students' academic and career aspirations, which leads to a deeper and more meaningful engagement with the curriculum. This immediate application makes people feel like they need to act quickly and be personally involved, which is important for keeping up the effort and success in learning a language. Using real content that is relevant to their employment dramatically increases their motivation, which helps them focus better, learn more deeply, and remember tough vocabulary, grammar, and communication standards. Encoding and interpreting a real text greatly boosts learners' confidence and self-efficacy, even if it is hard at first. Their ability to navigate the complexities of real-world language, even when they come across new words or delicate expressions, shows that they are progressing and helps them improve their skills. Even a small amount of knowledge of a complicated paper or audio recording can make you feel good about yourself, which creates a cycle of positive feedback. It teaches students that their hard work pays off, which helps them deal with more difficult material and eases the fear that sometimes comes with talking to people in real life. Getting a real presentation in their field gives them a strong sense of accomplishment and boosts their confidence in their ability to speak professional English. Regularly working with real texts is important for encouraging student independence. Students take control of their education when they regularly work with real-world resources. The ability to learn new things all the time is essential in fields like information technology, law, healthcare, and finance, where terms, rules, and best practices are continually changing. Genuine texts are the best way to encourage this important habit of self-directed learning, which will help students stay current and adaptable throughout their careers. Real materials, especially those found on digital platforms like recent industry reports, modern webinars, professional blogs, or the most recent conference proceedings, give us great information about new words, how people are talking about things right

now, and how communication standards are changing. Choosing real texts for an ESP curriculum is more than just checking to see if they are relevant. It takes a deep understanding of complex cognitive, linguistic, cultural, and professional learning goals. The most important thing to look for in authentic texts is their relevance. These products must appropriately reflect the kind of writing, communication tasks, and information that students would actually come across in their intended academic subjects or professional careers. Language that is unfiltered and real gives people a lot of exposure, but these writings also need to be easy to understand for educational purposes. The best real content strikes a delicate balance: it has to be challenging enough to help students learn and grow their minds and language skills, but not so hard that they get frustrated and lose interest. Texts should purposefully push learners just beyond their current level of understanding, and there should be carefully planned scaffolding to help them narrow the gap in knowledge or skills. [16] These efforts could include teaching a difficult language ahead of time, giving students graphic organisers, or giving them strategic reading tips. A stepwise approach, starting with simplified real texts (like a news summary of a hard story) and moving on to more challenging ones, helps students become more resilient readers and more confident interpreters. This gradual exposure helps learners come up with ways to deal with uncertainty and complexity instead of giving in to it. Modern professional communication is naturally multimodal and multi-generic. Select real-world texts that highlight diversity by incorporating a range of media types and genres, including spoken, written, and audiovisual texts. Adopting a multimodal approach fulfils a variety of essential pedagogical roles. It facilitates differentiated training, accommodating diverse learning preferences (e.g., visual, auditory). [21] Moreover, it comprehensively cultivates both receptive skills (hearing, reading, and viewing) and productive abilities (speaking, writing, and presenting), equipping learners for the complete range of professional communication requirements. A learner may initially listen to a podcast on a new industry trend, later read a pertinent white paper, and ultimately give a concise presentation summarising the major results.

At Mukachevo State University, the integration of authentic English for Specific Purposes (ESP) materials has been operationalized through a dual-focused pedagogical framework, reflecting the original typology proposed above. This framework has been systematically embedded into the curriculum of the English for Specific Purposes Course for first - and second-year students majoring in Management, Tourism, Psychology, and others.

The first dimension, Learner-Generated Materials for Social Impact, engages students in collaborative projects that resonate with Ukraine's socio-political realities and the Sustainable Development Goals (SDGs). For example, students have co-created awareness-raising brochures addressing environmental sustainability challenges in the Carpathian region, designed multilingual poster campaigns promoting anti-corruption and inclusivity, and produced podcast episodes highlighting youth civic activism in post-conflict recovery efforts. These projects not only foster authentic language use but also develop intercultural awareness, digital literacy, and a profound sense of social responsibility among learners. The process is supported by digital platforms such as Padlet and Canva, enabling real-time collaboration across diverse cultural contexts, including virtual exchanges with partner universities in Europe.

The second dimension, Learner-Generated Materials for Professional Simulation, focuses on practical skill-building aligned with students' future careers. Students engage in tasks such as drafting mock business emails, preparing CVs tailored to international job markets, creating professional documents relevant to their disciplines, and translating materials focused on community development and sustainable tourism with culturally informed annotations. These activities foster genre awareness and functional language proficiency, while simultaneously supporting the development of students' professional identities. By utilizing authentic templates and carefully selected real-world texts sourced from both Ukrainian and international contexts, the course ensures that learning remains immediately applicable and relevant to the students' future workplace environments.

This twofold approach addresses common challenges in ESP instruction at Mukachevo State University, such as the rapid obsolescence of authentic online materials and the high time demands of content curation. By actively involving learners in material creation, the model promotes learner autonomy and ensures that content remains current and contextually meaningful. Furthermore, the hybrid model, which combines instructor-selected authentic texts with learner-generated outputs, enhances motivation and engagement, preparing students not only to meet linguistic requirements but also to navigate culturally specific professional environments effectively. This practical application of this typology at Mukachevo State University exemplifies a sustainable, learner-centered methodology that bridges theoretical constructs of authenticity and sociocultural competence with tangible pedagogical outcomes. This initiative aligns language education with Ukraine's national priorities and global communicative standards, fostering graduates equipped for the complexities of modern professional contexts

The significant educational value of authentic materials is fully achieved only when they are systematically included in the ESP curriculum via well-organised, scaffolded assignments. This deliberate integration guarantees that learners ingest real texts and actively interact with them, converting input into

significant output. The subsequent tactics facilitate profound language acquisition, promote critical engagement, and develop essential intercultural communication ability.

Learners may not be familiar with the specialised terminology and cultural references found in authentic texts. By enhancing lexical and schematic preparation and activating prior knowledge, pre-task activities are essential for preparing students. These include coming up with concepts, foreseeing content, concentrating on keywords, and researching cultural norms. These scaffolding exercises boost confidence, reduce cognitive load, and enable students to derive the most meaning possible from real-world content. When you use Task-Based Language Teaching (TBLT), students are encouraged to be involved in real conversations, contexts, and situations; they see a clear focus and a deep understanding. Some examples of TBLT assignments that use real materials are looking over and designing tourism itineraries in English, preparing grant proposals, or conducting peer interviews for podcasts, each task grounded in real-world language use. These activities promote meaningful communication while developing students' academic, civic, and professional competencies. These activities push students to actively and purposefully use the language, much like they would have to do in their jobs. The focus shifts from just understanding to using language to get a specific result. To avoid cognitive fatigue and mirror how people naturally learn, instructional sequences should move from general understanding to more and more comprehensive language analysis. Real writing, especially in persuasive genres like opinion pieces, commercial copy, and political speeches, or writing that conveys complex information, naturally encourages students to figure out what the writer is really saying. Teachers should come up with exercises that get students to use higher-order thinking skills. [8] For example, looking at how a company's press release downplays bad news is one way to do this. It is very important to check the reliability of sources and the evidence they give, as this helps develop a critical and analytical perspective that is necessary in any field of work. Examining the fundamental concepts of an author or speaker fosters a more profound critical involvement with the topic. Examine the author's or speaker's use of rhetorical strategies such as pathos, logos, and ethos to understand how they achieved their communication objectives. These activities not only help you become more fluent in a language but also help you become more academically literate and develop your critical thinking skills. Comparative assignments are especially powerful for developing learners' pragmatic awareness and intercultural skills. By contrasting several actual texts, learners acquire a clear understanding of differences in communication standards and conventions. These comparisons help people understand different styles of communication and improve their ability to interact with others from different cultures by making hidden rules and practices clear, so they can better evaluate and adjust their own communication skills.

Building directly on insights obtained from authentic texts, role-playing and simulation activities allow learners to actually inhabit real-world professional roles and practice context-sensitive communication. These activities connect receptive comprehension with productive applications, allowing learners to internalise professional discourse and pragmatic practices.

Digital and multimodal integration can include adopting online tools like Padlet, Flip, or Jamboard, which let students work together to comment on, mark up, and chat about real texts. Such collaboration helps them learn from each other. Hypothesis and Perusall are two examples of annotation tools that let students mark, comment on, and talk about certain language features or content aspects in real digital texts. Students can learn more about vocabulary and grammar by using language corpora like COCA (Corpus of Contemporary American English) and BNC (British National Corpus). These tools let them look up the use of specific words, collocations, or grammatical structures in a wide range of real-world situations. We want students to create projects that are relevant to their genre, such as writing a blog post for a business, a LinkedIn post for a professional, a short podcast episode about an industry, or a fake marketing campaign, all based on real-life examples.

**Challenges and Pedagogical Responses to Using Authentic Texts in ESP** Despite the clear recognition of the educational significance of real texts in English for Specific Purposes (ESP), integrating them into the classroom poses significant challenges. This approach entails a multifaceted set of barriers, including linguistic and cultural obstacles, as well as substantial logistical and methodological factors. These complex challenges must be systematically handled to ensure that the authenticity of the materials does not inadvertently hinder learner comprehension, sustained engagement, or ultimately, effective learning outcomes. This part examines these critical challenges in detail and presents strategies that are firmly based on contemporary educational theory and evidence-based practices.

**Linguistic Difficulty** Authentic texts, whether in written or spoken form, consistently embody the unexpected complexity of genuine communication. They often use advanced or specialist vocabulary, complicated sentence structures, nuanced idiomatic phrases, and elliptical constructions. Natural pauses, fillers, and accents often highlight rapid delivery in oral formats. This inherent complexity can often overwhelm students, especially those with lower skill levels (such as A2-B1 on the CEFR scale) or those who aren't used to the specific register and discourse rules of a certain professional field. The huge amount of new information may flood your brain, making you feel irritated and stuck. Pedagogical Response: To deal with language issues

the best way, teachers should utilise a pedagogical framework that focuses on scaffolding and the gradual transfer of responsibility. It ensures students get the help they need as they learn to work with more difficult material independently. [1]

*Tiered Exposure:* A structured approach starts with short, easy-to-understand real texts that match what learners already know (like short "about us" summaries, simple instructional videos, and clear product descriptions). Instructors should progressively present more linguistically rich and sophisticated information, such as full technical manuals, extended academic journal abstracts, and multi-party meeting recordings. This intentional advancement cultivates reading and listening stamina and self-assurance.

*Glossing and Annotation:* Instead of making the text easier, provide targeted help with glossaries that explain specific terms, notes within the text, or comments in the margins that clarify complex phrases, technical language, or cultural references. Digital solutions can provide pop-up definitions, audio pronunciations, or embedded graphics, enabling learners to obtain assistance precisely when required without interrupting the reading process.

*Guided Comprehension Tasks:* Create organised reading or listening activities that purposefully focus learners' attention on particular aspects of the text. These tasks may concentrate on identifying major concepts, delineating rhetorical structures (e.g., argument-counterargument), discerning the author's communication intent, or extracting particular details. Examples encompass fill-in-the-blank exercises for essential terminology, true/false assertions regarding major concepts, or the chronological arrangement of events delineated in the text.

*Read-Aloud and Think-Aloud Protocols:* Educators can exemplify proficient comprehension techniques by articulating texts audibly and expressing their cognitive processes. This clear presentation enables learners to observe how proficient readers or listeners decipher idioms, analyse tone, deduce meaning in context, or navigate unfamiliar language. Meta-cognitive modelling is essential for cultivating autonomous learning processes.

*Transcripts and Subtitles:* For audio-visual content, offering complete transcripts or synchronised subtitles is an essential support tool. This enables learners to engage with complex auditory material at their own speed, revisit hard segments, confirm their comprehension of pronunciation, and visually associate spoken words with their written counterparts. Instruments that permit variable playback speed significantly improve accessibility.

*Encouraging Tolerance of Ambiguity:* Make it clear and emphasise the important professional notion that you don't always need or can get a full, verbatim understanding in real-life situations. Being able to understand the main idea, the most important goal, or the most important knowledge that can be acted on is often enough to be successful in your career. Students need to learn how to work with limited understanding and when to ask for clarification instead of moving on.

**Cultural Unfamiliarity:** Authentic materials almost always have some cultural background. These materials often include cultural allusions, unspoken rules for communication, unstated assumptions, and guidelines that may be completely unclear to students from different cultural backgrounds. In high-stakes communication situations where there are a lot of practical or interpersonal needs (like formal complaint letters, complicated meeting negotiations, convincing sales presentations, or resolving conflicts between departments), these factors can lead to big misunderstandings or misinterpretations. Even if the language is correct, misunderstanding a subtle cultural signal might break trust or make communication impossible. *Pedagogical Response:* Teachers need to go beyond just teaching language skills and include cultural and pragmatic literacy as well. The goal is to help students learn how to interact successfully and appropriately in different cultural settings. [11]

*Cultural Briefings and Contextualization:* giving people background information about the customs, values, and expectations that shape communication before they read a document. Using culture capsules, which are short, focused conversations about a certain cultural characteristic, can be quite beneficial.

*Guided Reflection and Comparison:* Set up structured chances for students to compare and contrast their own professional norms and communication methods with those of the target culture. You can do this by using reflective journals, small group discussions, scenario-based case studies, or ethnographic observation assignments. For instance, students might look at how a Silicon Valley startup gives feedback compared to a more traditional European company.

*Annotation of Cultural Markers and Pragmatic Cues:* Actively teach students to notice and think about tones, gestures (in visual texts), expressions, or other nonverbal cues that show politeness, disagreement, deference, formality, or hierarchy, either directly or indirectly. Look at how they affect people from different cultures and how they could be misinterpreted.

*Role-Play and Simulation with Cultural Nuance:* Make role-playing and simulation activities that clearly use cultural insights from real literature. For instance, students might act out a situation based on a real text, like telling a client bad news, while using the right language and communication styles for the culture. This method makes it easier to safely carry out complicated exchanges between cultures.

*Inviting Guest Speakers or Facilitating Virtual Exchanges:* Bring the real world into the classroom by inviting guest speakers—either native or non-native experts from the relevant field—to talk about their experiences with real-life communication situations and professional standards in practice. Virtual exchange programs with students or professionals from other countries give people a lot of direct intercultural engagement and exposure to other types of English, like English as a Lingua Franca (ELF).

**Time Constraints.** Using real materials in class takes a lot of time for both teachers and students. Finding, curating, and carefully producing authentic resources can take a lot of time for teachers, especially when they want to make sure that the texts fit perfectly with very specific curricular goals, different levels of learners, and different professional settings. For students, working with real texts that are linguistically and culturally complex can be mentally and physically draining and take a lot of time. This could make it harder for them to get the repeated exposure and constructive practice they need to acquire a language and improve their skills. *Pedagogical Response:* To effectively manage time when using real texts, you need to use a mix of resource management, working together, and encouraging students to be independent.

*Curated Resource Banks:* Actively create or use shared collections of well-chosen real-world information, organised by topic, skill level, genre, skill focus (like listening for the gist, reading for detail, or analysing persuasive language), and even industry sector. These can be resources that are shared by faculty members in a department at the institutional level or collections that are made via crowdsourcing and supported by professional teacher networks. This stops each teacher from coming up with their own ideas.

*Learner-Driven Text Collection:* Give students the power to find real materials from their field of study or job. This not only relieves the instructor of a significant amount of preparation work but also grants students greater autonomy, enhances their motivation by making the material more relevant, and aids in the acquisition of crucial real-world literacy skills such as evaluating web sources and distinguishing between reliable and false information. Learners can then share what they found, which makes a useful resource for everyone.

*Use of Graded Authentic Platforms:* Utilise specialised online platforms designed to simplify the discovery and comprehension of genuine news and informative content. News in Levels, Breaking News English, and The Day are among the examples. They offer simplified copies of real stories alongside the originals, making it easy to tell the difference in a single class or for multiple learning courses. This approach keeps things real while keeping the language burden manageable.

*Task Templates for Reuse:* Create a set of task formats or templates that may be used over and over again and changed to fit different situations (for example, a "gist + detail + critical reflection" task or a "vocabulary analysis + sentence construction" template). Teachers can easily use these templates on new authentic texts, which saves them a lot of planning time and gives students predictable, familiar frameworks that make tasks easier to do.

*AI tools, such as ChatGPT, QuillBot, DeepL Write, and summarization tools,* can help educators simplify texts, create comprehension questions, find important words, and summarize long texts. However, teachers must analyze and improve these outputs to ensure accuracy and appropriateness for instruction.

**Authenticity vs. Pedagogical Purpose** Authentic resources reflect real-world discourse, but they may not always align precisely or efficiently with specific teaching objectives. For example, a naturally occurring, unedited business email might be great for looking at practical things like hedging or politeness strategies, but it might not be as good for teaching a very specific grammar structure (like the present perfect continuous) or a small group of vocabulary words that don't come up very often in the text. Sometimes, the "messiness" of authenticity might make it challenging to see small language teaching elements. [19] *Pedagogical Response:* The key point of this response is to find a delicate and ever-changing balance between staying true to yourself and being useful in a clear way. This means taking a flexible and well-informed approach that keeps the integrity and main content of the original text while adding strategic support structures or making small, reasonable changes to make it easier to read and learn from.

*Micro-Adaptation vs. Macro-Simplification:* Use micro-adaptation techniques instead of rewriting everything. This could mean surgically cutting passages that are too long, selectively emphasising important vocabulary or grammatical structures, or putting specific guiding questions right in the text. The most important thing to remember is not to change the original language of the document or its content, tone, or professional value in any way. The idea is to make it easy to get to, not fake.

*Supplementary Materials for Targeted Learning:* Combine real texts with custom-made exercises or other materials that focus on specific linguistic or rhetorical qualities that may or may not be present in the real text itself. For instance, after looking at the overall structure of a real lab report, you could give students a different assignment that focuses on how the passive voice is used consistently in the "Materials and Methods" section, or an assignment on hedging language following a market analysis report.

*Parallel Texts for Comparative Analysis:* Giving students both the original book and a carefully altered or reduced version of it (a "parallel text") is a very effective way to help them learn. Students can then compare the two versions and determine the language choices made in each one. This type of lesson not only helps with

understanding a lot, but it also builds important metalinguistic awareness by making the differences between naturalistic and simplified language clear.

*"Authentic-Like" or Simulated Tasks:* In some teaching situations, especially when the main goal is to teach a specific skill or genre convention (like the exact format of a CV or the exact structure of a formal complaint letter), it is okay to use semi-authentic or carefully simulated texts. These texts are made for the classroom, but they are carefully crafted to follow the rules of the genre, the professional tone, and the communicative goal of real resources. Students can practice specific skills in these controlled settings before they encounter the full complexity of real, unedited.

*Clarifying the Pedagogical Purpose:* Teachers should be open with students about the precise educational purposes for each real text. Make it clear that the goal is not always to learn every word or nuance but rather to improve your strategic competence (the ability to deal with language problems), your professional literacy (knowing the rules of different types of writing), and your intercultural communicative competence in a specific situation. This helps students keep their expectations in check and directs their efforts in the right direction.

**Conclusion.** This study highlights the critical role of authentic texts in English for Specific Purposes (ESP) instruction, particularly in developing both linguistic and sociocultural competence among university students. By moving beyond traditional grammar-based approaches, ESP curricula can more effectively support students' understanding of professional discourse communities and their underlying communicative practices. The integration of authentic materials fosters exposure to diverse genres and rhetorical strategies, enabling learners to develop intercultural communicative competence and better navigate real-world professional contexts.

The proposed typology of learner-generated authentic materials – focused on social impact and professional simulation – demonstrates a practical model of implementation, as piloted at Mukachevo State University. This model responds to current educational needs in Ukraine by aligning ESP instruction with the broader goals of civic engagement, international communication, and sustainable development. In doing so, it encourages the development of reflective, culturally aware professionals who are prepared to function effectively in both local and global environments.

**Conflict of Interest.** The author declares no financial, personal, or other interests that could be considered a potential conflict of interest regarding the publication of this article.

**Funding.** This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

**Data Availability.** This is a theoretical study and does not involve the use of any additional datasets.

**Use of Artificial Intelligence.** AI tools were not used in the writing of this work.

### References

1. Billings, E., & Walqui, A. (2025). The Zone of Proximal Development and English learners. WestEd. Retrieved from <https://www.wested.org/resource/zone-of-proximal-development/>
2. Byram, M. (2021). Teaching and assessing intercultural communicative competence revisited. *Multilingual Matters*.
3. Chapelle, C. A. (2021). *The handbook of technology and second language teaching and learning*. Wiley Blackwell.
4. Douglas, D. (2018). English for Specific Purposes. In J. I. Lontas (Ed.), *The TESOL encyclopedia of English language teaching* (pp. 1-10). Wiley Blackwell.
5. Fantini, A. E. (2019). *Exploring and assessing intercultural competence: A bibliography of concepts, tools, and experiences*. Center for Cross-Cultural Study.
6. Furyanto, F. A. (2023). Practices of intercultural competence teaching: An autobiographical study. *Journal of Education and Learning*, 12(4), 275–289.
7. Gilmore, A. (2007). «Authentic materials and authenticity in foreign language learning». *Language Teaching* 40 (2): 97-118.
8. House, S. (2008). «Authentic materials in the classroom». In *Didactic approaches for teachers of English in an international context*. Sonsoles Sánchez-Reyes Peñamaría and Ramiro Durán Martínez, 53-70. Salamanca: Ediciones Universidad de Salamanca.
9. Hutchinson, T., & Waters, A. (2018). *English for specific purposes: A learning-centred approach*. Cambridge University Press.
10. Kress, G., & van Leeuwen, T. (2021). *Reading images: The grammar of visual design*. Routledge.
11. Lantolf, J. P., & Thorne, S. L. (2006). *Sociocultural theory and the genesis of second language development*. Oxford University Press.
12. Long, M. H. (2015). SLA and TBLT: Where are we now? In J. C. Richards & W. A. Renandya (Eds.), *New trends in English language teaching and learning* (pp. 51-68). Springer.
13. Nicolaou, A., & Sevilla-Pavón, A. (2022). Developing intercultural communicative competence in ESP contexts through virtual exchange: An ecological perspective. In S. Hilliker (Ed.), *Second Language Teaching and Learning through Virtual Exchange* (pp. 117–144). De Gruyter Mouton. <https://doi.org/10.1515/9783110727364-007>
14. Nunan, D. (2017). *Task-based language teaching*. Cambridge University Press.
15. Paltridge, B. (2018). *The discourse of professional communication*. Routledge.

16. Shabani, K., Khatib, M., & Ebadi, S. (2010). Vygotsky's Zone of Proximal Development: Instructional implications and teachers' professional development. *English Language Teaching*, 3(4), 237–247. <https://doi.org/10.5539/elt.v3n4p237>
17. Spencer-Oatey, H., & Franklin, P. (2023). *Intercultural interaction: A multidisciplinary approach to intercultural communication*. Bloomsbury Academic.
18. Swales, J. M. (2024). *Research genres: Explorations and applications*. Cambridge University Press.
19. Trappes-Lomax, H. 2006. «Discourse analysis». In *The Handbook of Applied Linguistics*, eds. Alan Davies and Catherine Elder, 133-164. Oxford: Blackwell
20. Vastag, D., Petrović, N., & Ignjatović, N. (2024). Incorporating intercultural competence components in ESP syllabus development: A case study. *Academic Journal of Interdisciplinary Studies*, 13(4), 608–623.
21. Ventola, E., Charles, M., & Kaltenbacher, C. (Eds.). (2019). *The world of LSP: Multimodal and interdisciplinary perspectives*. Peter Lang.
22. Wegener, B. 2008. «Corporate English language training: The way to customized materials». In *English projects in teaching and research in Central Europe*, eds. Josef Schmied and Christoph Haase, 127-146. Göttingen: Cuvillier Verlag.

*| Матеріал надійшов до редакції: 09.06.2025 р. | Прийнято до друку: 15.08.2025 р. | Опубліковано: 30.10.2025 р. |*

