

Integrating Authentic Materials Into Active Business English Instruction: Evidence From Vietnamese Higher Education

Luong Thi Minh Phuong
Thuongmai University, Vietnam

Abstract

This study investigates the use of real materials to enhance active participation in business English classes at a Vietnamese university. Although authentic materials are highly encouraged in English for specific purposes (ESP), there has been little research on their implementation in active classroom practices within Vietnamese higher education. The research used a mixed, methods approach. Document analysis was combined with student questionnaires to study students' experiences and perceptions in the classroom. Corporate reports, company press releases and online business publications were the main sources of information. Results indicate that students' participation was increased using real materials, allowing learners to feel more comfortable interacting with activities dealing with communication at the workplace and professional vocabulary. However, complexities such as language complexity and physical modification were also acknowledged. According to the research, authentic materials produce the greatest results when they are used in conjunction with interesting learning tasks that have been thoughtfully tailored to meet students' skill levels and educational requirements.

Keywords: *authentic materials; Business English; active learning; ESP; Vietnamese higher education*

Date of Submission: 12-05-2026

Date of Acceptance: 22-05-2026

I. Introduction

Business English courses at tertiary level are anticipated to equip students with necessary communication skills required for their professional and international careers. Yet, a lot of ESP classrooms are still based on textbook. While textbooks offer a clear structure of content and controlled input language, they can oversimplify communication in the workplace and limit students to reading about business. Therefore, students may achieve high results in classroom assessments but still struggle when it comes to real communication in professional situations. The mismatch between classroom learning and workplace communication has been a persistent problem in ESP teaching.

There have been many reports of similar problems from Vietnamese practitioners in the literature. For example, Van (2019) determined that ESP materials used for hospitality students in Vietnam often did not accurately represent the language and communication contexts experienced by students in real work environments. Chi (2023) similarly observed that many ESP courses in Vietnamese higher education continue to reflect disparities between classroom instruction and the demands of professional communication, particularly with regard to employability and readiness for work. Another study by Trang (2022) indicated that Vietnamese ESP teachers generally viewed authentic materials favorably due to increased learner participation and exposure to realistic professional communication. Therefore, these results also indicate that there is a persistent necessity to link ESP instruction more directly to actual discourse within the workplace.

The problem can be solved by introducing real materials. In language teaching authentic material are those texts which were written for communicative purposes as opposed to being created specifically for the classroom. According to Mishan (2005) authentic materials are "*texts which are used as pedagogic tools for language teaching, but which were not originally intended for this purpose*" (p. 11). In Business English classes, authentic materials may be company reports, press releases, ads, email correspondence and corporate websites as well as articles on business news. Since the above mentioned materials reflect real business communication, they can assist students in becoming more familiar with professional discourse and workplace language.

Researchers have also noted that authentic materials can enhance the meaningfulness and interest of language learning. Gilmore (2007) asserts that such materials allow students to become exposed to "*the language as it is used in the target culture by native speakers*" (p. 98). Students may benefit from exposure to authentic discourse within ESP contexts in order to gain a greater understanding of how language is used in professional communication settings, such as persuasion, reporting, negotiation and interaction in the workplace. Belcher (2020) also suggests that the teaching of ESP should be responsive to learners' academic and occupational communication needs.

The employment of authentic materials is inextricably tied to the practice of active learning. Rather than receiving information passively, students participate in class discussions to explore ideas, solve problems and engage in collaborative classroom activities. Bonwell & Eison (1991) explain active learning as instructional approaches in which “students doing things and thinking about what they are doing” (p. 2). In addition, Prince (2004) asserts that students achieve more when they participate actively in classroom interaction rather than passively receiving instruction through lectures. In business English classes authentic materials can provide a realistic setting for discussion and communication.

However, authentic materials can pose a number of difficulties for teachers and students. Business texts may contain unknown vocabulary, complicated sentence structures and specialized content that could potentially exceed students' linguistic abilities. Teachers therefore need to select materials carefully and provide appropriate support during classroom activities so that students can engage in meaningful learning experiences. If learners are not provided with proper guidance and task design, authentic materials may become discouraging rather than motivating for them.

Studies examining use of authentic materials in teaching English as a second language (ESP) have identified few examples where active learning has been supported by such materials specifically in Vietnamese business English classrooms at tertiary education institutions. The prior research conducted in Vietnam mostly focused on the design of ESP curriculum, teacher perceptions and language needs for workplace while there is little investigation into the relationship between genuine business discourse and active participation in class. The research then examines the application of real materials in business English classes at a university, located in northern Vietnam. The study examines students' perceptions of authentic materials and determines whether such materials promote greater participation, interaction and workplace-oriented language learning among learners in classroom settings.

II. Literature Review

English for Specific Purposes and Business English Instruction

As English for Specific Purposes (ESP) was developed in response to the growing demand for language education that is aligned with students' academic majors and career objectives, ESP provides a means of teaching English in a manner that is relevant to students' needs. In contrast to general English classes, ESP focuses on methods of communication used in particular fields or professions as well as genres and norms associated with those areas. Dudley-Evans and St John (1998) believe that ESP instruction should reflect “the underlying methodology and activity of the discipline it is intended to serve”. (p. 4). This position suggests that the most influential factor in language acquisition is when instruction uses materials reflecting real world communication contexts students will be involve with outside of class.

In the realm of ESP, business English has emerged as a leading area due to English's critical role in global trade corporate interactions worldwide job opportunities. As a result business English courses are increasingly expected to equip students with the skills not only to command vocabulary and grammar but also to participate effectively in professional interactions. Hyland (2006) argues that that learners need to understand how discourse operates within professional communities and workplace communication contexts. That means students need to know how language is used for negotiation, persuasion, communication and building relationships with professionals.

Irrespective of these predictions, business English teaching in various higher education institutions continues to heavily depend on textbooks and prepared educational resources. These resources provide the organization with a manageable format for providing access to content. On the other hand, they may not capture all aspects of interacting in the workplace as would be experienced in actual situations. Business communication as it actually happens, is likely to be dynamic, dependent on context and rhetorical. Therefore, many scholars have been questioning whether or not just using simplified classroom resources will be enough to prepare students for professional communication.

Authentic materials in language teaching

Authentic materials have garnered continuous focus in communicative language teaching and ESP studies as they immerse learners in language utilized in real communicative situations. Real materials come from authentic communication, not just produced for learning purposes. Mishan (2005) defines authentic texts as “*texts used as pedagogical tools for language teaching, but which were not originally created to serve this function.*” (p. 11). The emphasis placed on the distinction between naturally occurring communication and language that has been altered for use in teaching provides clarity to this definition.

In business English classes, authentic materials could be press releases from corporations, financial statements, advertising copy, emails between businesses, company websites and articles covering current events in the business world. These resources give students the opportunity to get used to industry terms, rhetorical devices and modes of communication which they would normally encounter in a workplace setting. Gilmore

(2007) highlights that students interact with authentic materials and are therefore exposed to “*the language as it is used in target culture by native speakers*” (p. 98). Involvement with this type of discourse could potentially help students become more comfortable working with business language styles and practices.

Several researchers have argued that providing students with authentic materials increases their motivation and engagement in learning. Since the material relates to legitimate communicative objectives, students often view classroom activities as relevant to their academic and career aspirations. Nunan (1999) reveals that authenticity is linked to a more student, centered learning style in the sense that students interact with language on substantial contexts rather than simply practicing isolated grammar forms. ESP environments: This significance is critical as students often assume that language courses will prepare them better for career opportunities and employment.

At the same time-real materials can cause difficulties for the learners, especially in English as a foreign language (EFL) contexts. Business documents are full of technical terms, culturally specific references and complex rhetorical structures which may prove difficult for those students who have restricted language abilities. Osborne (2005) also makes clear that using authentic materials effectively requires having “*a clear purpose in mind as well as a personal approach that permits the adaptation of most authentic materials*” (p.74). Just adding authentic texts to the class doesn’t mean learning will necessarily improve; teachers need to decide and modify resources to fit their learners’ needs.

Another issue concerns how authenticity relates to methods used in teaching. According to Gilmore (2007), authenticity cannot be seen as solely using original texts. Instead, authenticity is dependent on how students interact with the resources available to them and whether or not the classroom activities clearly demonstrate significant amounts of communicative intent. Thus, according to this perspective true learning involves both real reading and real participation.

Active learning in ESP classrooms

Active learning has become a widely recognized pedagogical approach in higher education due to its potential for increasing student involvement and enhancing the quality of student experience. Rather than being passive listeners to lectures, students will be expected to participate in discussions, solve problems, collaborate with peers and reflect upon their own learning. Active learning refers to “*students doing things and thinking about what they are doing,*” according to Bonwell & Eison (1991). This definition clearly states that learning is enhanced when students are able to participate cognitively and behaviorally in class activities.

In language education, active participation can often be expressed through role-playing activities, simulations, case studies, group projects and classroom discussions. These activities encourage students to use language for authentic communication instead of rote repetition. Active involvement by learners in building knowledge often results in greater student participation and deeper comprehension as learners become actively involved in the process of building knowledge according to Prince (2004). This way is of particular importance in ESP classes, because the activity of communication resembles a business conversation and teamwork at work.

Materials used in educational settings that are genuine can promote active learning by providing students with authentic communicative scenarios for classroom engagement. Students could possibly examine a corporate press release, debate an advertising campaign, review business documents, or role-play workplace negotiations. Such activities encourage learners to evaluate information, negotiate interpretations and engage with actual communication challenges. Therefore learners are likely to be more proactive in the classroom and also develop a better understanding of how to communicate professionally.

But effective implementation of active learning does require careful planning in teaching and instruction. If students are not adequately prepared to engage in learning activities because of the linguistic demands of authentic materials or if tasks are not properly sequenced, then they may find it difficult to participate. This problem is of particular interest in EFL contexts like Vietnam, where students have limited opportunities to engage with authentic English outside the confines of their classrooms. Teachers thus need to achieve a balance between authenticity and accessibility through activities scaffolding and appropriate resource modification.

Theoretical framework

At first the study is based on ESP perspective, like Dudley-Evans & St John (1998), which mention that language education needs to take into consideration learners’ communication needs in their own profession or field directly. In business English, this means that in-class activities have to make the students accustomed to workplace discourse and communication practices.

Secondly, the study is based upon authenticity theories as identified by Mishan (2005) and Gilmore (2007). It has been argued by some researchers that using “real material” will provide students with exposure to real language use and extensive interaction. In this study, authenticity refers not only to the actual use of business texts but also the design of classroom activities that reflect true communicative goals.

Thirdly, the research utilizes active learning theory and more specifically Bonwell and Eison's (1991) work and Prince's (2004) contributions. Here, education is improved when the learner is actively involved in processing information (analyzing and conversing) and applying it. Authentic materials are considered to be a form of pedagogical tool that can foster interaction, collaboration and communication among students regarding workplace issues in business English classes.

Collectively these theoretical perspectives offer a basis for exploring how genuine materials may assist in fostering active learning and enhancing professional communication skills in higher education in Vietnam.

Justification for the study

The rationale for the study is that it has both educational and situational justification. At many Vietnamese universities, teaching business English is still heavily reliant on textbooks which may not adequately reflect the communication needs of a modern workplace. Universities are also increasingly expected to equip students with basic communication skills and work-readiness. Although there has been considerable discussion of authentic materials in ESP research, very little focus has been placed on their use as facilitators for active learning practices in business English classrooms in Vietnam. Examining this issue is critical as it may provide valuable insights for improving business English instruction, making business English instruction more interactive and relevant to the workplace and better preparing students' future communication needs.

III. Research Methodology

This mixed, methods study explored the effects of authentic materials in promoting active learning in a higher education context of business English courses. The blending of quantitative and qualitative data gave the researcher a more complete picture of students' experiences with learning as well as their perspectives. Creswell and Creswell (2018) stated that mixed-method research provides "*a more complete understanding of research problems than either approach alone*" (p.5). The primary focus of the study was to investigate students' reactions to authentic materials and difficulties faced during class activities.

The study was conducted at a major university in northern Vietnam, which incorporated business English into the English language curriculum. There were eighty, six students surveyed and the majority of them were freshmen and sophomores studying business English in English faculty. These students have used real business English materials (press releases, reports, ads, digital content) in the past.

A questionnaire with closed and Open questions was used to collect data as the primary method of research. Closed-ended questions utilized five-point Likert scales ranging from strong disagreement to strong agreement on student engagement levels in class, motivation levels for learning and communication skills, confidence level of communication skills, growth levels in vocabulary acquisition and comprehension of workplace communication concepts. The open-ended nature of the questions allowed students to present additional comments and suggestions about using actual materials in business English classes. Additionally, other business English teachers had participated in brief interviews that would give more insights on the teaching approaches and challenges in making authentic materials accessible for students.

The data were collected in the second semester of the academic year after students participated in business English courses that utilized authentic materials. The survey was distributed via google forms and responses were anonymous to protect the identity of those responding. In order to acquire additional information regarding the application of authentic materials and active learning methodologies in business English teaching, interviews with teachers were conducted separately.

IV. Findings And Discussion

Students' perceptions of authentic materials in Business English classes

The survey results indicate that students generally viewed the use of authentic materials in business English classes with positive attitudes. A significant proportion of the participants also felt that authentic materials enhanced classroom activities and made them professionally relevant. More precisely, roughly 69% of the respondents agreed that authentic materials made business English lessons more interesting. Likewise, about 67% said that they got more involved in classroom activities when authentic materials were provided.

In addition, the research findings indicate that authentic materials are associated with positive classroom interaction and learner motivation. More than 80% of the students agreed that the real business materials increased their interactions in classroom and discussions. Also, almost 67% of them said these materials motivated them to study business English more. The outcomes from this study support Bonwell & Eison's (1991) assertion that active learning becomes more productive when students participate directly in class activities rather than merely receiving information.

Secondly, students seem to consider practical usefulness of real business discourse as important. It was estimated that around 74% of the respondents felt that authentic materials allowed them to gain a clearer impression of how communication is used professionally within business, while over 72% stated they had gained

a greater understanding of actual business situations from these types of materials. These results are in line with the findings by Dudley-Evans & St John's (1998) who stated that ESP teaching should focus on learners' real world professional communication needs, introducing them to authentic workplace discourse.

In general, it appears that students saw the authentic materials not as supplementary learning resources but as practical tools which could make their classroom learning more engaging and relevant to future professional communication.

The role of authentic materials in supporting active learning

The results of the survey indicate that authentic materials were important in assisting students to engage in active learning in business English classes. When lessons incorporated real-world business texts and media, many students stated that they became more involved in classroom activities. Approximately 77% of respondents believed that authentic materials enhance meaningfulness in group discussions and collaborative tasks while approximately 75% believed these materials foster active expression of ideas during class activities.

Further, the results of this study indicate that authentic materials support communication and interaction among students. Almost eighty percent of participants reported that using authentic business materials increased classroom discussion and peer interaction. Several of the students seemed more eager to engage in role-playing, case analyses and problem solving activities when they were presented with realistic business cases as opposed to hypothetical textbook examples. Prince's (2004) argument that active learning becomes more effective when students engage directly in meaningful classroom tasks and interaction is supported by this finding.

Furthermore, authentic materials appeared to promote critical thinking and practical use of language. Around 81% of respondents agreed that authentic business texts aided them in thinking more critically regarding workplace-related situations and communication problems. In addition to being required to learn the forms of language, students were also asked to interpret information discuss potential solutions respond appropriately to real-world business-related issues.

These findings indicate that using authentic materials in teaching may create a more learner-centered classroom environment, by promoting discussion, collaboration and practical communication among students. Instead of simply serving as sources for reading, authentic materials seemed to create opportunities for students to interact more actively with both language and professional content.

Language development and workplace communication awareness

The results from the survey confirm that authentic materials have a positive effect on language acquisition and understanding of workplace communication. The Most of the participants thought that participating in real business communication has improved their vocabulary concerning professional expressions and increased familiarity with business terms. Approximately 82% of all respondents agreed that authentic materials improved their vocabulary related to business English, particularly terms and expressions commonly used in professional contexts.

Students also reported that authentic materials provided them with a better understanding of how English is used in real business communication. Almost 74% of the participants agreed that authentic business text enhanced their comprehension of workplace communication practice while nearly 72% believed that these materials assisted them in connecting classroom learning with real world business situations. Students seemed to appreciate the opportunity to engage with real professional communication materials instead of textbook examples.

Furthermore, authentic materials appeared to increase students' confidence in utilizing English for practical communication tasks. Approximately 76% of respondents stated that they felt more confident participating in business-related speaking and discussion activities after working with authentic materials. Exposure to business reports, advertisements and press releases may have assisted students in becoming more familiar with professional communication formats/rhetorical devices used in business reports.

These findings support Hyland's (2006) view that language learning in professional contexts involves understanding how discourse functions within specific communicative communities. The findings are consistent with Dudley-Evans & St John's (1998) position that ESP teaching should be responsive to the students' academic and professional communication needs. In summary, the results show that authentic materials can narrow the difference between learning of foreign language at school and using it for real communication in workplace.

Challenges in using authentic materials

Although students generally reacted favorably to authentic materials, the survey results also revealed several difficulties experienced during learning process. One of the most frequent difficulties was unfamiliar vocabulary and specific business terminology. Of the respondents, about 70% said they feel that authentic business writing can include too many unfamiliar words to be understandable without teacher assistance. The problem was apparent particularly in the business reports and formal documents of companies.

More than 66% of the students also said that some real materials were too complex or filled with information compared to textbook. A few respondents commented that they sometimes had trouble following classroom conversations when they did not have sufficient understanding of the content of the texts. Therefore, some students expressed less confidence in speaking or collaborating during activities.

Another difficulty was the preparation time required to use real materials in teaching lessons. Approximately 63% of the respondents believed that creating authentic business text-based learning activities often require greater time and effort than traditional classroom-based instruction. Another aspect that students also pointed out in the open-ended section is that authentic materials may become over-whelming if task descriptions are ambiguous or sufficient background information is not provided prior to using them.

Teacher interviews also raised similar issues. Many teachers agreed that authentic materials require substantial adaptation in order to make them accessible for students while retaining their original contextual meaning. Teachers also stressed that they should provide vocabulary support, pre-task guidance and appropriate scaffolding during classroom activities.

These results lend weight to Osborne's (2005) claim that the selection of authentic materials and their subsequent adaptation should be undertaken with a clear pedagogical rationale in mind. From this research we can see that authenticity alone does not automatically lead to effective learning. Rather, the success of authentic materials depends largely upon how teachers integrate them into classroom instruction and provide support to students during the learning process.

Discussion

Based on the findings of this study, we can conclude that real materials are effective in improving both interactivity and the practical aspect of business English classes. Most of the students reacted positively to activities based upon real business texts and media. Rather than solely relying on textbooks to complete assignments, students participated in discussions regarding actual business scenarios and expressed opinions related to those scenarios with peers. Students also utilized language applicable to real world contexts during these activities. These activities appeared to enhance student participation in class and encourage students to become more actively involved in learning experiences.

The study has demonstrated that the students found authentic materials helpful in relating what they learned at school to future job situations. Many participants stated they were more comfortable using professional terminology, business communication methods, and practical language applications through their participation in press releases, reports, advertisements, and online business materials. In this context, authentic materials provided not only additional practice of reading but also enabled learners to become aware how English works in professional contexts. This finding supports the perspective of Dudley-Evans & St John's (1998) that ESP teaching must address directly the communication needs of learners in their professions.

Another very important area to consider is the link between real materials and active learning. Survey results indicate that students were more willing to participate in group discussion, collaborative task and problem solving activities if lessons included realistic business examples. It seems that authentic materials stimulate greater reasons for communication, causing students to express and interact with their classmates with increased confidence. The results presented support Prince's (2004) assertion that students learn better when they participate in active learning experiences and engage in collaborative activities to construct knowledge.

While conducting this research, various practical difficulties have been identified and emphasized. Many students had problems with unknown vocabulary and the complexity of certain business writing such as formal reports and specialized material. Some of the students reported feeling less confident when they did not fully comprehend the materials prior to participating in classroom discussions. The teacher interviews also showed that authentic materials often have to be skillfully adapted and require more teaching input. So, teachers play an essential role in selecting suitable materials for learners to complete class work-activities and promote their participation during activities.

Results suggest that authentic materials are most beneficial when used within structured learning activities as opposed to simply being incorporated as additional texts. Supportive scaffolding, vocabulary support and task creation appear to be key factors for students to benefit from authentic business communication. When used judiciously, authentic materials can serve as a bridge between classroom education and workplace communication while promoting greater student involvement in business English courses.

V. Implications In Tertiary Education

The results of this study suggest that using real materials can increase student interaction, engagement and professional relevance in business English courses at universities. Most of the students said that they took more active roles in class discussions and group works when instructors use real business text instead of just textbook materials. These results are consistent with Bonwell & Eison's (1991) view that active learning is when "*students doing things and thinking about what they are doing*" (p. 2). In this study, authentic materials appeared

to foster the same type of involvement. Students were not simply receiving language input, they were discussing and analyzing information and reacting to real business scenarios.

The paper underlines the importance of connecting classroom education with communication in workplace settings. Students felt that using authentic materials assisted them in gaining an understanding of how English functions in business and professional settings, particularly with regard to terms such as business terminology, communication techniques, and rhetorical structures. This evidence also supports Dudley-Evans and St John's (1998) point that ESP instruction must resemble "*the underlying methodology and activities of the discipline it serves*" (p. 4). For universities, business English classes could potentially become more useful if students were introduced to common communication practices found in real-world businesses.

Results indicate that authentic materials can increase participation and engagement levels for business English classes. At the same time-the findings indicate that teachers can't simply throw authentic texts into the classroom and expect students to get something out of it. Based on the results from survey responses and interviews with teachers, a large number of students reported difficulties with unknown vocabulary, detailed information, and complex sentence structures. Osborne (2005) also points out that "*a clear purpose in mind as well as a personal approach that permits the adaptation of most authentic materials*" (p.74). The results suggest that effective use of real materials depends significantly on the careful design of tasks, support from teachers and adequate scaffolding.

A second aspect relates to training teachers and curriculum development. As stated by several teachers in the interviews, changing the real materials takes a substantial amount of time and effort. Teachers must make informed decisions about texts, provide explanations when necessary for unclear points and develop activities that encourage student participation without overwhelming them. Thus universities would perhaps have to give more institutional support for ESP instructors through workshops, training courses and working in collaboration with each other to share resources.

Finally, the results indicate that authentic materials should be a more consistent element of business English teaching instead of simply being additional resources. It appears that as educators add authentic business communication to hands-on learning, students seem more motivated to participate in discussions and make connections between classroom concepts and future employment scenarios. In this regard, authentic materials can assist higher education institutions in bridging the gap between educational training and communication requirements of the workplace.

VI. Conclusion

In this research, the effect of authentic materials on active learning in Business English courses at university level was investigated. This shows that authentic business documents and the media can increase class participation, student involvement and comprehension of professional communication. The Most of the participants reported that true materials had helped them improve their professional vocabulary, participate in discussions more actively, and relate what they learned in classroom to real business context. Simultaneously, the research also indicated numerous challenges especially issues related to unfamiliar vocabulary, complexity of text-based materials and need for significant modification of materials.

Despite these outcomes, the study has a number of limitations. Due to limited number of students participating in study at Single University, majority of data collected via self-reported surveys. Further studies can employ larger samples (students), observations in classrooms or comparisons among different schools/institutions to explore long-term impacts of authentic materials used for teaching business English and students' ability to communicate professionally.

References

- [1]. Bonwell, C. C., & Eison, J. A. (1991). *Active Learning: Creating Excitement In The Classroom*. ASHE-ERIC Higher Education Reports.
- [2]. Chi, D. N. (2023). English For Specific Purposes Courses And Vietnamese Graduates' Employability. In *English For Specific Purposes Courses And Vietnamese Graduates' Employability* (Pp. 241–262). Springer.
- [3]. Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, And Mixed Methods Approaches* (5th Ed.). SAGE Publications.
- [4]. Dudley-Evans, T., & St John, M. J. (1998). *Developments In English For Specific Purposes: A Multi-Disciplinary Approach*. Cambridge University Press.
- [5]. Gilmore, A. (2007). Authentic Materials And Authenticity In Foreign Language Learning. *Language Teaching*, 40(2), 97–118. <https://doi.org/10.1017/S0261444807004144>
- [6]. Hyland, K. (2006). *English For Academic Purposes: An Advanced Resource Book*. Routledge.
- [7]. Mishan, F. (2005). *Designing Authenticity Into Language Learning Materials*. Intellect Books.
- [8]. Nunan, D. (1999). *Second Language Teaching And Learning*. Heinle & Heinle.
- [9]. Osborne, A. (2005). Authentic Materials And The Internet. *The Internet TESL Journal*, 11(7). <http://iteslj.org/Techniques/Osborne-Authenticmaterials.html>
- [10]. Prince, M. (2004). Does Active Learning Work? A Review Of The Research. *Journal Of Engineering Education*, 93(3), 223 - 231. <https://doi.org/10.1002/J.2168-9830.2004.Tb00809.X>

- [11]. Trang, N. T. (2022). Teachers' Perceptions Of The Effectiveness Of Using Authentic Materials In ESP Teaching At A Higher Education Institute In Vietnam. HANU's Journal Of Foreign Language Studies (JFLS). ISSN: 1859-250. 70, 54 -67.
- [12]. Van, V. T. H. (2019). The Alignment Between The ESP Course Materials And The English Language Used In The Hotel Setting In Vietnam. Ho Chi Minh City Open University Journal Of Science - Social Sciences, 9(2), 75-85.
<https://doi.org/10.46223/HCMCOUJS.Soci.En.9.2.263.2019>