



Integrating Current World Affairs in ELT Curriculum at the Foundation Level: A Need Analysis

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ABSTRACT

This study examines the integration of current world affairs into the English Language Teaching (ELT) curriculum at the foundation level through a structured needs analysis conducted among Level 3 students at the University of Technology and Applied Sciences, Nizwa. The research is grounded in the observed difficulty students face in completing a News Review task, which requires engagement with authentic news texts despite limited exposure to current affairs and English-language newspapers. Adopting a mixed-methods approach, the study employs a pre-test, a post-test, and a questionnaire to investigate students' knowledge, attitudes, and challenges related to current affairs. The intervention involves guided exposure to online English newspapers over four weeks, focusing on thematic categories such as national, international, business, and entertainment news. Quantitative findings indicate a measurable improvement in students' performance, as evidenced by post-test scores, particularly in vocabulary acquisition and comprehension. Qualitative data from the questionnaire reveal a shift in learners' attitudes, with increased interest, confidence, and perceived relevance of current affairs to their academic and professional communication. The study argues that integrating current world affairs into the ELT curriculum enhances not only linguistic competence but also critical awareness and global engagement. It challenges traditional textbook-driven pedagogies by advocating for the inclusion of authentic, dynamic content that aligns with real-world communicative demands. The findings have significant implications for curriculum design in foundation programs, particularly within the Omani higher education context, where fostering globally aware and communicatively competent graduates is a key educational objective.

Keywords: Current World Affairs Integration; Newspaper-Based Learning; Authentic Materials in ELT; Foundation-Level English Learners; Reading Comprehension Development

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Introduction

The role of English language education has expanded in recent decades due to globalization, digital communication, and international mobility. Contemporary English Language Teaching (ELT) extends beyond grammatical competence to include the ability to engage with authentic texts, interpret information critically, and participate meaningfully in discussions of real-world issues. In this context, researchers have emphasized the value of authentic materials in language classrooms. Authentic materials expose learners to naturally occurring language and help them understand how English is used in real-life academic, professional, and social contexts. Studies show that authentic materials contribute positively to reading comprehension, vocabulary acquisition, learner motivation, and communicative competence (Namaziandost et al., 2022; Orooq & Abdel Razeq, 2022). Banditvilai (2020) found that newspaper reading enhances vocabulary development and reading skills by exposing learners to current language use and varied discourse forms. These findings suggest that authentic materials can bridge the gap between classroom instruction and the linguistic demands learners encounter beyond the classroom.

Among authentic materials, newspapers and current affairs are significant because they combine language learning with awareness of contemporary social, political, economic, technological, and cultural developments. Newspaper articles provide access to authentic vocabulary, meaningful contexts, and real-world communication while encouraging learners to engage with issues that shape local and global communities. Research has shown that newspaper-based instruction can improve reading comprehension and learner attitudes toward English language learning (Alshra'ah, 2022). Authentic texts promote learner engagement, critical thinking, and intercultural awareness by exposing students to diverse perspectives and contemporary issues (Hidayat et al., 2025; Louloudi et al., 2021). Similarly, Aljuaid (2022) argues that language classrooms can foster global citizenship by encouraging learners to engage with diversity, social responsibility, and cultural understanding. Despite these benefits, many English language programs continue to rely heavily on textbook-based instruction, limiting learners' exposure to authentic texts and current world affairs. As a result, students may know language structures but lack confidence in interpreting real-world texts or discussing contemporary issues in English.



This challenge was observed among Level 3 Foundation students at the University of Technology and Applied Sciences (UTAS), Nizwa, where students are required to complete a News Review task as part of their language-learning activities. Classroom observations revealed that many students struggled to read English newspapers, identify key information, understand unfamiliar vocabulary, and discuss current events in English. These difficulties appeared to result mainly from limited exposure to English-language newspapers and current affairs. Therefore, the present study investigates the need for integrating current world affairs into the Foundation-level ELT curriculum through a structured newspaper-reading intervention. The study adopted a mixed-methods approach comprising a pre-test, a 4-week guided newspaper-reading program, a post-test, and a post-intervention questionnaire. While the pre-test and post-test measured changes in students' knowledge and comprehension of current affairs, the questionnaire examined their attitudes, experiences, perceived benefits, and challenges related to newspaper reading. By combining performance-based and perception-based data, the study evaluates the educational value of integrating current world affairs into Foundation-level ELT. It offers evidence to inform curriculum development, classroom practice, and language policy in higher education institutions in Oman.

Background of the Study

Within the Foundation Program at the University of Technology and Applied Sciences (UTAS), Nizwa, students are required to develop the reading, writing, and communication skills needed for academic study and future professional contexts. One relevant classroom activity is the News Review task, which requires students to read newspaper articles, identify key information, summarize content, and discuss current events in English. However, classroom observations and informal discussions with Level 3 Foundation students revealed that many learners struggle with newspaper-based activities. Their challenges include unfamiliar vocabulary, complex sentence structures, limited background knowledge of current events, and insufficient exposure to English-language newspapers. As a result, many students hesitate to read authentic texts and lack confidence when discussing contemporary issues in English.

These observations indicated a need to examine whether structured, guided exposure to current world affairs could support students' language development and engagement with authentic reading materials. Although newspapers offer useful opportunities for meaningful language



practice, students may not benefit from them fully without teacher guidance, vocabulary support, and regular reading practice. Therefore, the present study investigated the educational value of integrating current world affairs into the Foundation-level ELT curriculum through a guided newspaper-reading intervention. The intervention aimed to improve students' reading comprehension, vocabulary development, awareness of local and global events, independent reading habits, and confidence in discussing contemporary issues in English.

The study is also relevant to the Omani higher education context, where students are expected to become effective communicators and globally aware graduates. By examining the relationships among newspaper reading, language development, and learner attitudes, this research seeks to contribute to curriculum improvement and to the practical use of authentic materials in Foundation-level English language teaching.

Literature Review

In recent years, English Language Teaching (ELT) has increasingly emphasized the use of authentic materials to expose learners to real-life language and meaningful contexts. Authentic materials such as newspapers, magazines, online news platforms, and digital media help bridge the gap between classroom instruction and real-world communication. Namaziandost et al. (2022) found that authentic materials improved reading comprehension, learner motivation, and reduced anxiety among EFL learners. Similarly, Orooq and Abdel Razeq (2022) reported that teachers viewed authentic materials as useful for improving learner engagement and communicative competence, while also noting challenges related to text difficulty and material selection. These studies suggest that authentic materials can support language learning when carefully selected and integrated into classroom instruction.

Newspapers are among the most accessible forms of authentic material for language learners. They expose students to contemporary language, real-world events, and a variety of vocabulary used in everyday communication. Banditvilai (2020) observed that regular newspaper reading contributed to vocabulary development and improved reading skills. Likewise, Alshra'ah (2022) found that students exposed to authentic reading materials demonstrated better reading comprehension and more positive attitudes toward English learning than those who depended only on traditional textbooks. These findings indicate that newspaper reading can enhance reading proficiency while also introducing learners to current social, political, economic, and cultural issues.



Another major theme in the literature is the role of authentic materials in promoting learner motivation and confidence. Hoang (2022) found that learners exposed to authentic classroom materials showed greater confidence and more positive attitudes toward language learning. Similarly, Alamri (2025) reported that authentic materials increased learner engagement because students perceived them as relevant to real-life communication. The study also emphasized the teacher's role in providing scaffolding and instructional support. It is particularly important in Foundation-level ELT programs, where students may struggle with complex authentic texts without vocabulary support, background knowledge, and guided reading practice.

Research has also emphasized the importance of integrating reading with other language skills. Nguyen (2023) found that students often struggled to connect reading and writing tasks when instructional support was limited. Newspaper articles are useful in this regard because they can be used for discussions, presentations, debates, summaries, and reflective writing. Such activities allow learners to apply new vocabulary and language structures in meaningful communicative contexts, thereby supporting the development of multiple language skills.

Beyond language development, authentic materials can also promote critical literacy and global awareness. Louloudi et al. (2021) argued that authentic texts encourage learners to examine different perspectives, evaluate information critically, and develop cultural awareness. Similarly, Hidayat et al. (2025) found that critical literacy activities helped EFL learners improve analytical thinking and engage more deeply with texts. Lytvynko et al. (2025) further observed that authentic texts can foster critical thinking when students analyze ideas, identify bias, and evaluate evidence. These findings are relevant to newspaper reading because current affairs often require learners to interpret information, compare viewpoints, and form informed opinions.

The literature also highlights the importance of global citizenship education in language learning. Aljuaid (2022) argued that English language classrooms can promote values such as cultural understanding, diversity, equality, and social responsibility. Current affairs provide learners with opportunities to engage with global challenges, environmental concerns, international developments, and intercultural issues. Therefore, integrating current world affairs into ELT can contribute to both language development and the formation of informed and socially aware learners.

Although existing studies demonstrate the value of authentic materials and newspaper reading, several gaps remain. Much of the available research focuses on authentic materials in general



rather than the specific integration of current world affairs into Foundation-level ELT curricula. Many studies also examine reading comprehension or learner attitudes separately, while fewer studies combine performance-based and perception-based data through a mixed-methods approach. In addition, limited research has been conducted in the Omani higher education context, especially among Foundation-level learners who are expected to complete news-review activities despite limited exposure to English newspapers. The present study addresses these gaps by examining the impact of structured newspaper reading and current affairs instruction on students' performance, attitudes, and reading habits.

Method

Research Design

This study employed a mixed-method research design to examine the effectiveness of integrating current world affairs into the Foundation-level English Language Teaching (ELT) curriculum. The approach was suitable because it enabled the researcher to assess both measurable changes in student performance and students' perceptions of newspaper reading. Quantitative data were collected via pre- and post-tests, while perception-based data were collected via a post-intervention questionnaire.

Participants and Setting

The study was conducted at the University of Technology and Applied Sciences (UTAS), Nizwa, Sultanate of Oman. The participants were Level 3 Foundation Program students who regularly engage in English reading tasks and News Review activities. A total of 29 students initially participated in the study. Twenty-eight students attended the pre-test, and twenty-one attended the post-test. Due to absenteeism, only 20 students completed both assessments and were included in the paired statistical analysis. Students absent from either test were excluded to maintain the reliability of the comparative findings.

Instruments

Two main instruments were used in the study: a pre-test/post-test and a post-intervention questionnaire. The pre-test assessed students' existing knowledge of current affairs and their ability to understand newspaper-based content. After the intervention, a post-test with the same or equivalent items was administered to measure changes in performance. The post-intervention



questionnaire collected students' views on newspaper reading, current affairs, reading habits, perceived benefits, challenges, and attitudes toward integrating newspaper-based activities into Foundation-level English courses.

Intervention Procedure

The intervention lasted four weeks. During this period, students were exposed to selected English-language newspaper articles and online news reports covering themes such as local news, international affairs, business, science and technology, sports, education, health, and entertainment. The intervention included guided reading, vocabulary support, background information, classroom discussions, summarizing activities, and opportunities for students to express opinions on current issues. The purpose was to improve reading comprehension, vocabulary development, critical thinking, global awareness, and confidence in using authentic English texts.

Data Collection Procedure

Data collection was carried out in three stages. First, the pre-test was administered before the intervention. Second, students participated in the four-week guided newspaper-reading program. Finally, the post-test was conducted, followed by the questionnaire. This sequence enabled the researcherto measure learning gains and examine students' attitudes toward the intervention.

Data Analysis

The pre-test and post-test scores were analyzed using descriptive and inferential statistics. Descriptive statistics included frequencies, percentages, means, standard deviations, minimum scores, and maximum scores. A paired-samples t-test was conducted to determine whether the difference between pre-test and post-test scores was statistically significant. Questionnaire responses were analyzed using frequency counts and percentage distributions to identify patterns in students' reading habits, attitudes, perceived benefits, challenges, and support for integrating current world affairs into the ELT curriculum.

Use of Artificial Intelligence Tools

Generative Artificial Intelligence tools, specifically ChatGPT, were used solely as research support during analysis and manuscript preparation. The tool assisted in organizing findings, refining academic language, and developing preliminary interpretations. However, all data



collection, statistical analysis, interpretation, verification, and final scholarly judgments were independently conducted and validated by the researcher. The author assumes full responsibility for the accuracy, integrity, and interpretation of the findings.

Data Analysis

The quantitative data obtained from the pre-test and post-test were analyzed using descriptive and inferential statistics. Descriptive statistics, including frequencies, percentages, means, standard deviations, minimum scores, and maximum scores, were used to summarize student performance. To determine whether the differences between pre-test and post-test scores were statistically significant, a paired-sample t-test was conducted. The t-test enabled the researcher to evaluate the intervention's effectiveness by comparing students' scores before and after exposure to newspaper-based learning activities.

The questionnaire data were analyzed using frequency counts and percentage distributions. Student responses were categorized and analyzed to identify patterns in reading habits, attitudes toward newspaper reading, perceived benefits, challenges encountered, and support for integrating current world affairs into the ELT curriculum. The combined analysis of quantitative and questionnaire data provided a comprehensive understanding of both the academic impact and the pedagogical value of integrating current world affairs into Foundation-level English language instruction.

Pre-Test and Post-Test Result Analysis

A total of 29 Foundation-level students participated in the study, which examined the impact of integrating current world affairs into English language learning. The pre-test was administered before the instructional intervention, and the post-test was conducted after students had been exposed to newspaper-based learning activities and classroom discussions of current world affairs. Of the 29 students enrolled in the study, 20 students completed both the pre-test and the post-test and were therefore included in the paired statistical analysis. Nine students were excluded from the comparative analysis due to absence in either the pre-test or the post-test. Specifically, one student was absent for the pre-test but present for the post-test, while eight students who completed the pre-test were absent for the post-test. Consequently, the final analytical sample consisted of 20 matched pairs of scores, representing 68.97% of the original participant group. The paired-sample analysis was conducted using only the complete data sets to ensure the reliability and validity of the statistical comparison between pre-test and post-test performance.



Of the 29 students initially enrolled, 28 students (96.6%) attended the pre-test and 21 students (72.4%) attended the post-test. The reduction in participation during the post-test resulted in nine incomplete data sets, which were excluded from the paired-sample analysis. This attrition rate should be taken into account when interpreting the study's findings.

The following section presents a detailed statistical and interpretative analysis of the pre-test, post-test, and questionnaire data collected during the experimental study on integrating current world affairs into Foundation-level English Language Teaching (ELT). The analysis focuses not only on student performance improvement but also on the broader pedagogical impact of regular English newspaper reading on language learning, learner engagement, critical awareness, and independent reading habits.

Table 1. Descriptive Statistics of Pre-test and Post-test Scores

Test	N	Mean	Standard Deviation	Minimum	Maximum
Pre-test	20	6.45	2.21	3	12
Post-test	20	10.55	2.61	6	14

Detailed Discussion and Implications:

The descriptive statistics reveal a substantial improvement in student performance after exposure to newspaper-based learning activities and discussions of current world affairs. The mean score increased from 6.45 in the pre-test to 10.55 in the post-test, producing an average gain of 4.1 marks. The increase in the minimum score from 3 to 6 further suggests that weaker students also benefited from the intervention. The findings indicate that regular engagement with English newspapers can positively influence reading comprehension, contextual vocabulary acquisition, and interpretative skills. Unlike conventional textbook exercises, reading the newspaper exposes students to authentic language structures and real-world communication contexts. It appears to have improved students' ability to process information critically and respond to questions more effectively.

The broader implication of this finding is that regular newspaper reading may help bridge the gap between classroom English and naturally occurring English used in public discourse. It has



significant implications for Foundation-level learners who often struggle to transfer classroom knowledge into practical communication situations.

Table 2. Paired-Sample t-Test Analysis of Pre-test and Post-test Scores

Variable	Mean Difference	t-value	df	p-value
Pre-test vs Post-test	4.10	7.92	19	< 0.001

Detailed Discussion and Implications:

The paired-samples t-test indicates that the improvement between pre- and post-test scores was statistically significant. Since the p-value is below the accepted significance level of 0.05, the findings strongly suggest that the instructional intervention had a measurable positive impact on student achievement. This result supports the argument that integrating current world affairs into ELT is not merely an engaging classroom activity but a pedagogically effective instructional strategy. Regular newspaper reading appears to create repeated exposure to authentic vocabulary, sentence structures, and discourse patterns, which may improve reading fluency and language retention. The statistical significance of the findings also strengthens the study's academic validity and provides empirical support for integrating authentic newspaper-based materials into Foundation-level ELT curricula.

Questionnaire Findings and Discussion

Table 3. Student Responses to Newspaper Reading Activities

Questionnaire Item	Yes (%)	No (%)
Read the shared newspaper regularly	73.7	26.3
Read selected news items before the test	63.2	36.8
Found newspaper reading interesting	42.1	57.9
Faced difficulty understanding articles	42.1	57.9
Support inclusion in Foundation courses	68.4	31.6



Support discussion of current affairs in class	63.2	36.8
Consider newspaper reading essential	57.9	42.1

Detailed Discussion and Implications:

The questionnaire findings reveal generally positive student attitudes toward integrating current world affairs into Foundation-level ELT. A majority of students reported reading the shared newspaper regularly and supported the inclusion of newspaper-reading activities in English language courses. These findings suggest that students recognize the educational value of newspaper reading, particularly for improving awareness of global events and developing practical language skills. Regular reading of English newspapers may encourage students to engage with authentic language beyond the classroom environment, thereby promoting independent learning habits.

However, the findings also reveal important pedagogical challenges. A considerable number of students reported difficulty understanding the articles and expressed limited interest in reading the newspaper. This indicates that authentic materials cannot simply be introduced without adaptation. Foundation-level learners require linguistic scaffolding, vocabulary support, and carefully selected topics that align with their interests and proficiency levels. The data therefore suggests that the success of newspaper integration depends not only on the materials themselves but also on the pedagogical strategies used to mediate student engagement.

Table 4. Perceived Benefits of Newspaper Reading

Benefit	Frequency	Percentage
Helps understand current events	9	47.4
Improves vocabulary	4	21.1
Improves reading skills	3	15.8
Enhances general knowledge	2	10.5
Improves communication skills	1	5.3



Detailed Discussion and Implications:

The perceived benefits reported by students demonstrate that newspaper reading contributes to multiple dimensions of language learning and intellectual development. Nearly half of the participants stated that newspaper reading helped them understand current events, indicating that students associate English learning with broader social awareness. The findings also suggest that regular exposure to newspaper language contributes to vocabulary development and reading comprehension. Authentic news articles expose learners to naturally occurring language patterns, idiomatic expressions, and contemporary terminology that are often absent from simplified textbooks.

Another important implication is that newspaper reading may help students become more confident independent readers. As students become familiar with reading authentic materials regularly, they may develop stronger reading habits, improved inferencing abilities, and greater confidence in interpreting complex texts. From a curricular perspective, the findings support the argument that newspaper reading should not be treated merely as a supplementary classroom activity but as a meaningful component of communicative and contextualized language learning.

Perceived Pedagogical Implications

The findings suggest that integrating current world affairs into Foundation-level ELT can make language learning more authentic, meaningful, and socially relevant. Newspaper-reading activities provide learners with opportunities to improve reading comprehension, expand vocabulary, develop speaking confidence, and engage with local and global issues. However, the results also suggest that students may struggle when authentic texts are introduced without adequate support. Unfamiliar vocabulary, complex sentence structures, and limited background knowledge can affect comprehension and reduce confidence. Therefore, newspaper reading should be introduced through guided and structured classroom activities.

Teachers can use newspaper articles for pre-reading discussion, vocabulary preparation, comprehension questions, summary writing, presentations, debates, and reflective responses. This approach helps integrate reading, writing, speaking, vocabulary development, and critical thinking within a single learning task. It also enables students to see English as a practical tool for understanding real-world events rather than merely as a classroom subject.



At the curriculum level, current affairs may be incorporated as a regular component of Foundation English courses, especially through News Review tasks. With careful selection of texts, teacher guidance, and sustained exposure, newspaper-based instruction can strengthen students' communicative competence, independent reading habits, global awareness, and confidence in using English.

Recommendations

Based on the study's findings, the following recommendations are proposed for teachers, curriculum designers, and educational administrators seeking to integrate newspaper reading and current world affairs into Foundation-level English Language Teaching (ELT) programs.

- **Select Proficiency-Appropriate Newspaper Materials:** Teachers should choose articles that match students' language level and interests. Familiar topics such as sports, technology, education, health, and human-interest stories may be introduced before more complex social, political, and economic issues.
- **Provide Linguistic and Contextual Scaffolding:** Since newspaper texts may contain difficult vocabulary, cultural references, and complex structures, teachers should provide pre-reading support. Vocabulary exercises, background information, guiding questions, and prediction tasks can improve comprehension and reduce anxiety.
- **Integrate Newspaper Reading Across Language Skills:** Newspaper reading should support reading, writing, speaking, and listening. Articles can be used for discussions, debates, presentations, summaries, reflective writing, and news-based listening tasks.
- **Encourage Critical Thinking and Participation:** Current affairs help students analyze information, compare viewpoints, express opinions, and evaluate real-world issues. Teachers should design activities that promote discussion beyond simple information retrieval.
- **Establish Regular Newspaper Reading Practices:** Newspaper reading should be a regular classroom practice rather than an occasional activity. Weekly news reviews, current affairs corners, and student-led presentations can develop long-term reading habits.
- **Promote Independent Learning Through Digital News Platforms:** Students should be encouraged to use reliable online newspapers, news websites, and mobile news applications. This can extend learning beyond the classroom and promote autonomous engagement with authentic English.



- ***Develop Global Awareness and Intercultural Competence:*** Teachers should select articles on global challenges, cultural diversity, environmental issues, scientific developments, and international events. Such exposure can help students become informed and culturally sensitive graduates.
- ***Incorporate Newspaper Reading into Continuous Assessment:*** Newspaper-based tasks may be included in formative assessment. Reading logs, reflective journals, article summaries, presentations, quizzes, and discussions can assess both language development and engagement with current affairs.
- ***Create a Supportive Learning Environment:*** Some Foundation-level learners may initially find newspaper texts intimidating. Pair work, group discussions, peer support, and constructive feedback can build confidence and motivation.
- ***Develop Institutional and Curriculum-Level Support:*** Sustainable newspaper-reading initiatives require institutional support. Institutions should provide resources, teacher training, and curriculum frameworks that include current world affairs in course objectives and learning outcomes.

Overall, integrating newspaper reading and current world affairs into Foundation-level ELT can make language learning more meaningful, authentic, and socially relevant. With careful planning, teacher support, and institutional commitment, such practices can strengthen students' communicative competence, critical thinking, reading habits, and global awareness.

Conclusion

This study examined the value of integrating current world affairs into the Foundation-level English Language Teaching (ELT) curriculum through a structured newspaper-reading intervention among Level 3 students at the University of Technology and Applied Sciences, Nizwa. As discussed in the introduction, contemporary ELT is expected to move beyond grammatical competence and help learners engage with authentic texts, real-world issues, and meaningful communication. The study was therefore designed to address students' observed difficulties with reading English newspapers, understanding current events, and discussing contemporary issues confidently in English.

The findings indicate that guided exposure to newspaper reading had a positive impact on students' learning outcomes. The improvement from pre-test to post-test scores, supported by the paired-sample t-test results, suggests that current affairs-based instruction contributed to students'



reading comprehension, vocabulary development, contextual understanding, and ability to process information from authentic texts. The questionnaire results further showed that students generally viewed newspaper reading positively and recognized its usefulness in improving their awareness of contemporary events and their engagement with English.

At the same time, the study revealed that authentic newspaper texts may pose challenges, particularly in terms of vocabulary difficulty, text complexity, and limited learner interest in certain topics. These findings highlight the need for careful material selection, teacher guidance, vocabulary support, and structured classroom activities. Newspaper reading should therefore be gradually integrated and pedagogically supported rather than introduced as an unsupported independent task.

Overall, the study demonstrates that current affairs can serve as a meaningful bridge between classroom-based language learning and the communicative demands of the real world. By connecting ELT with authentic social, cultural, political, economic, and technological issues, newspaper-based instruction can enrich Foundation-level English curricula and support the development of communicatively competent, critically aware, and globally engaged learners. Future studies may extend this research through larger samples, longer intervention periods, and comparative studies across multiple institutions.

Limitations of the Study

Although the study's findings are positive, certain limitations should be acknowledged. The study was conducted with a relatively small sample of Level 3 Foundation students from a single institution, which may limit the generalizability of the findings. In addition, the intervention lasted 4 weeks; therefore, the study could not examine the long-term impact of newspaper reading on students' language development, independent reading habits, or critical engagement with current affairs. Future studies may involve larger samples, multiple institutions, and longer intervention periods to validate and extend the present findings.

scope for future research

The present study opens several avenues for future research in current affairs-based English Language Teaching. Future studies may be conducted with larger samples across multiple higher education institutions in Oman to examine whether similar findings can be observed in different Foundation Program contexts. Researchers may also extend the intervention over a longer period



to study the sustained impact of newspaper reading on reading comprehension, vocabulary development, learner autonomy, critical thinking, and communicative confidence. Comparative studies may be carried out to examine the effectiveness of different forms of authentic materials, such as printed newspapers, online news portals, podcasts, video news reports, and social media-based news content. Further research may also explore how current affairs-based instruction can be integrated with writing tasks, oral presentations, project-based learning, and digital literacy activities. Such studies would provide deeper insights into how authentic, real-world content can make ELT curricula more responsive, engaging, and relevant to learners' academic and professional needs.

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