INVESTIGATING THE ACCURACY AND APPLICABILITY OF AUTHENTIC MATERIALS FOR GENERATION ALPHA ENGLISH LANGUAGE LEARNERS

KRITIKAA JOYCE DE BRITO

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SUPERVISOR: DR. JOANNA TAN TJIN AI

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ABSTRACT

The integration of authentic materials in English language classrooms has gained attention as a strategy to improve learner engagement and language acquisition. However, limited research has examined their applicability and accuracy for Generation Alpha learners, particularly in the Malaysian context. Many have ventured the characteristics of the generation but lack evidence that focus on educational application and its learnability towards specific didactic materials. Data were collected from a group of students who fall under the Generation Alpha cohort (e.g., born between 2010 and 2025). We address the issue in three ways. First, we investigate the effectiveness of utilising authentic materials with the focus group. We also look at how the focus group respond to authentic materials before drawing conclusions. Second, we identify the learning strategies most preferred by Generation Alpha learners based on their responses. Finally, we determine how the outcomes of integrating authentic materials in English language learning can assist teachers in material selection. Students' responses were analysed to study recurring themes related to motivation, learning outcomes, and classroom engagement. We discuss how authentic materials increase learners' enthusiasm, confidence, and participation. Consequently, catering to learners' preference for interactive, real-world activities, authentic materials can effectively support English learning. Practically, teachers are urged to select materials that fulfil learners' interests and needs.

Keyword: *authentic materials, applicability of authentic materials, Generation Alpha, digital natives, English language learning, classroom pedagogy, materials evaluation*

Subject Area:

LB5-3640	**Theory and practice of education**
LB1025-1050.75	Teaching (Principles and practice)
LB1501-1547	Primary education
LC8-6691	**Special aspects of education**
LC59	Public school education
LG21-961	**Individual institutions**
LG173	Malaysia
P101-410	**Language. Linguistic theory. Comparative grammar**
P118-118.75	Language acquisition

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CHAPTER 1: INTRODUCTION

The development of generational cohorts tells us that various aspects of human development such as self-actualisation, behavioural norms, reproductive patterns, and broader psychosocial characteristics have changed significantly over time (Leijen et al., 2022). The emergence of each new generation contributes to an expanding generational gap, which in turn necessitates formal and societal transformation (Amjad et al., 2024). For an example, Blanden et al. (2023) emphasise that generational gaps account for educational disparities in beliefs, supplies, conceptual competence, advancement, and development. Among these transformations, educational systems have been substantially impacted, requiring considerable adaptations to meet the changing needs of newer cohorts (Yavuz Erişen & Bavlı, 2024). It is established that pedagogy is essential for tackling the challenges newer generations bring about, bolstering the younger generations with the necessary skills to participate in the economic development (Ahmad et al., 2023). Comprehensive generational studies provide valuable developmental insights in this fast-paced era.

Background of the Study

In a recently published academic book, National Academies of Sciences, Engineering, and Medicine (2020, pp. 39–49), it is evident the historical process of the Generational Cohort began with Auguste Comte who initially identified societal development as the result of generational transformation in his piece titled "*Cours de Philosophie Positive*" in the mid-1800s. Generational Cohort Theory is a concept that refers to the evolving existence of generations as a response to human beings' attitudinal changes in all aspects of life.

Apart from Comte's findings, the scientific modern term "*generation*" and its generational labels followed Mannheim's (1920), and Strauss and Howe's (1991) extended

investigations. The modern ideology behind this theory first originated from a German scholar, Karl Mannheim (1920), who claimed that individuals who share the same experiences in a social context would ultimately share the same collective memory. This ideology was then revised by Strauss and Howe (1991) along with the establishment of the Generational Cohort Framework, which is now widely implemented by numerous researchers seeking to understand the progression of an evolving generation.

Mustafa et al. (2021) studied the Malaysian perspective of generational cohorts by exploring their history and major events on the basis of Generational Cohort Theory. Their study stated that a cohort is influenced by the external environment that a human being is exposed to, impacting the change in values and beliefs, perceptions, and preferences. Considering the generational cohorts, this study investigates the newest generation–*Generation Alpha*–from a pedagogical perspective.

Generation Alpha (Gen-A) are the individuals born between the years 2010 and 2025; they are otherwise known as "*Digital Natives*" due to their exposure to technological advancement in their formative years (Khirzani et al., 2023). Mark McCrindle, a generational expert and founder of the term "*Generation Alpha*," revealed in his book that Gen-Alpha varies in terms of mental processes compared to other generations. To enhance their academic acquisition, they are given formal education in the form of independence and technological resources (McCrindle, 2021). Among several studies investigating teachers' perspectives on educating Gen-Alpha, Asni et al. (2023) emphasised one of the most experienced pedagogical challenges, signifying the difficulty for educators to teach the current generation. The subjects in their study relied on the adaptation of technology in Generation Alpha's learning context for a quick and feasible solution. To resort to an easier technological method of teaching is to deprive young learners of this generation's real-life experiences and knowledge. Therefore,

this study signifies the authenticity of teaching materials for Gen-Alpha English Language Learners.

In another well-thought-out study conducted by Arifah et al. (2021) on educational implications designed to fit Indonesian Generation Alpha learners in the industrial age 4.0. They defined the industrial age 4.0 as an industry that is heavily supported by digital advancements like artificial intelligence, virtual reality, and others. In their study, they described Generation Alpha as individuals who are reliant on artificial intelligence to perform human-like tasks, with regard to their excessive usage of social media platforms that alter their response on real-life experiences. It was further concluded that their research found that adjustments such as skill-based learning and digitalised education were necessary to accommodate the newest generation to perform academically adequate. Considering these findings, the current study acknowledges the drastic change in educational approaches with the intention to promote sustainable teaching practices that are applicable to the Generation Alpha learners.

Statement of Problem

Although the use of authentic materials in English language classrooms has been increasingly emphasised, research remains fragmented in addressing their accuracy and applicability for Generation Alpha learners. Existing reviews note that while interest in Generation Alpha education is rising, many studies remain descriptive rather than empirical, offering limited insight into how authentic materials translate into measurable language learning outcomes (Höfrová et al., 2024). In the Malaysian context, recent findings reveal that primary learners within this cohort prefer lessons that are engaging, interactive, and productive,

suggesting that conventional textbook-driven approaches may not fully satisfy their learning needs (Yong et al., 2024).

Despite this, research on authentic materials often presents both advantages and drawbacks; for instance, students and teachers perceive them as motivating and relevant, yet concerns remain about linguistic difficulty, cultural unfamiliarity, and practical classroom integration (Ilahi et al., 2024). Similarly, systematic reviews on authentic audiovisual materials report improved outcomes but stress the lack of clear frameworks for selecting and adapting such materials for younger or less proficient learners (Azhari & Hashim, 2025). Furthermore, while strategy-based studies in Malaysia show that Generation Alpha pupils employ metacognitive and cognitive techniques in language learning, especially in writing, less is known about how such strategies interact with authentic materials across reading, listening, and speaking tasks (Sasi et al.,2025).

Authentic listening materials in EFL contexts are found to be both beneficial and problematic, as students often encounter difficulties with speed, accent, and unfamiliar context, indicating the need for careful material adaptation to sustain motivation (Islam et al., 2025). Collectively, these gaps indicate that although authentic materials hold potential for enhancing language learning, there is insufficient evidence on their effectiveness and applicability for Generation Alpha students in Malaysia, particularly in guiding teachers' material selection and instructional practice.

Research Objectives and Questions

Addressing the research problem, we seek to investigate the role of authentic materials in shaping English language learning outcomes for Generation Alpha learners. Specifically, this study pursues the following objectives and research questions:

Research Objectives

1. To examine the effectiveness of authentic materials in English language learning classrooms for Generation Alpha students.

2. To identify the preferred language learning strategies of Generation Alpha students.

3. To determine how the outcomes of integrating authentic materials in English language learning for Generation Alpha students can assist teachers in material selection.

Research Questions

1. What is the effectiveness of authentic materials in English language learning classrooms for Generation Alpha students?

2. What are the preferred language learning strategies of Generation Alpha students?

3. How do the outcomes of integrating authentic materials in English language learning for Generation Alpha students assist teachers in material selection?

By addressing these objectives and research questions, we aim to contribute to a clearer understanding of whether authentic materials remain an effective pedagogical tool for Generation Alpha learners. It also seeks to determine whether traditional approaches to authentic material use require adaptation in order to meet the evolving needs, learning preferences, and classroom engagement styles of Gen Alpha students.

Significance of the Study

This study is significant at both the theoretical and practical levels. It advances the literature by focusing on Generation Alpha, a cohort whose learning characteristics, especially in terms of authentic materials, are still under-researched. While studies like Yong et al. (2024) show that younger learners place high value on lessons that are "fun, interesting and

productive", there is a paucity of research linking those preferences to specific teaching materials and measurable outcomes in English language acquisition. Thus, this research helps fill that gap by investigating which authentic materials are both accurate and applicable for Generation Alpha students.

Existing research emphasises that authentic materials promote greater learner motivation and contextualised comprehension (Chong & Al-saqqaf, 2022), yet limited studies have explored their impact within the Malaysian context for younger digital-natives. By examining student attitudes, learning strategies, and outcomes, this study provides insights that can inform more relevant and engaging classroom practices.

The findings are expected to benefit educators by offering evidence-based strategies for integrating authentic materials that align with the learning preferences of Generation Alpha. Curriculum developers and policymakers may also gain direction for designing materials and syllabi that reflect the real-world language use of students, thereby addressing challenges of learner disengagement and performance gaps (Yaccob et al., 2023). Furthermore, this study provides a localised perspective that adds to global discussions on the role of authentic materials in ESL pedagogy (Teh, 2025).

Scope and Limitations

This study is delimited to Generation Alpha English language learners in primary school classrooms in Malaysia, examining the accuracy and applicability of authentic materials, which is defined to include real-world texts, digital media, videos, and interactive resources, in English language teaching. The research focuses on student perceptions, strategy preferences, engagement, and immediate classroom effectiveness. It does not measure long-term

proficiency gains (e.g., over trimesters or years), nor does it extend to secondary or tertiary level learners outside the Generation Alpha cohort.

Several limitations are acknowledged. First, authentic materials often include vocabulary, accents, or cultural references unfamiliar to young learners, which may hinder comprehension unless proper scaffolding is provided. Studies in EFL listening contexts have documented that learners struggle with fast speech, unfamiliar accents, and unscaffolded cultural content (Wulandari et al., 2025). Second, material adaptation presents a challenge: time, teacher expertise, and institutional support are required for selecting, modifying, or sequencing authentic materials in ways that suit students' proficiency levels. Research in Malaysia has shown that many Gen-Alpha learners expect lessons that are interactive and digitally supported (Yong et al., 2024), increasing the demand on resource development and teacher preparation.

Additionally, the sample and context are limited. Because this study is conducted in a particular region/school(s) of Malaysia with specific socio-economic, technological, and pedagogical conditions, its findings may not generalise to all Malaysian primary schools, nor to Generation Alpha students in different national or cultural contexts. Moreover, technological constraints (e.g., access to high-quality internet, devices, reliable digital infrastructure) may limit how some authentic materials can be used or adapted. Studies of Gen-Alpha online learning have shown that inequities in tech access can impact both engagement and material usage (Ridwan, 2024).

Consequently, methodological limitations arise from reliance on qualitative data, self-reported perceptions, and thematic analysis. While these methods offer depth and insight into student attitudes, they may introduce bias or variability in interpretation. For an example, narrative inquiry studies of authentic materials show that learner feedback often reflects

affective responses (motivation, interest) more clearly than measurable skill improvements (Fauziyah & Sumarni, 2025). Additionally, student perception studies report that although motivation increases, students sometimes find reading and listening tasks involving authentic materials time-consuming or overwhelming (Halim et al., 2018).

Despite these constraints, the study's scope remains intentionally focused so that in-depth insights can be drawn. By clearly defining authentic materials, using systematic methods of data collection (observations, exit cards), and ensuring contextual relevance, we aim to provide valuable implications for material selection and pedagogical design for Generation Alpha English learners in Malaysia.

CHAPTER 2: LITERATURE REVIEW

Definitions and Conceptual Boundaries

The concept of authentic materials has long been associated with resources produced for real-life communication rather than pedagogical purposes (Tomlinson, 2012). In the present study, authentic materials are defined as any textual, auditory, or audiovisual resources (such as newspapers, websites, podcasts, YouTube videos, infographics, posters, and magazines) that provide learners with exposure to language in authentic communicative contexts. Recent literature stresses that authenticity is not only about the origin of the material but also about its relevance, cultural appropriateness, and adaptability to learners' levels (Ly, 2025).

For the purposes of this study, two guiding criteria are emphasised: accuracy and applicability. Accuracy refers to the linguistic, cultural, and developmental appropriateness of authentic materials for young English language learners. Applicability refers to the feasibility of integrating these resources in classroom settings, including their adaptability, motivational value, and contribution to task-based learning. Such dual framing is essential because authentic

materials may be accurate but impractical (e.g., advanced news texts), or applicable but linguistically inaccurate (e.g., colloquial TikTok dialogues).

Generation Alpha refers to the cohort born from 2010 onwards (McCrindle, 2021). As digital natives, they are distinguished by constant exposure to technology, multimodal learning environments, and shorter attention spans compared to previous cohorts (Höfrová et al., 2024). The operational definition in this research refers specifically to primary school learners in Malaysia who fall within this generational cohort. Anchoring the discussion within clear definitions ensures conceptual coherence throughout the investigation.

Generation Alpha: Characteristics and Implications for English Language Learning

Recent studies recognise Generation Alpha as the first cohort fully immersed in digital technologies from birth, shaping their cognitive styles, social behaviours, and learning expectations (Galea & Sayer, 2025). Studies show that Gen-Alpha learners value lessons that are visually rich, often expecting instant feedback and technology-enhanced delivery (Ngui et al., 2023).

This generational profile has important implications for English language pedagogy. On the one hand, Gen-Alpha's familiarity with multimedia and online platforms makes them more receptive to authentic digital content (Cimene et al., 2024), such as YouTube videos or podcasts. On the other hand, their tendency toward shorter concentration spans may limit their ability to process long or complex authentic texts without scaffolding (Rao & Raja M, 2025). Teachers must therefore calibrate authentic materials carefully, balancing challenge with accessibility.

In addition, Gen-Alpha learners are often characterised by a preference for collaborative and gamified learning strategies, which aligns with the use of authentic tasks that stimulate real-world communication (Bandara et al., 2024). However, gaps remain in empirical evidence regarding how these learners specifically respond to authentic materials in ESL contexts, particularly within Malaysia (Höfrová et al., 2024). This indicates the need for the present study, which seeks to investigate both the effectiveness of such materials and the learning strategies most preferred by Gen-Alpha students.

Empirical Research on Authentic Materials in ESL/EFL Classrooms

Over the last five years, research on authentic materials has expanded significantly, with mixed but largely positive findings. A recent review on authentic listening materials emphasises their ability to increase learning motivation and exposure to natural speech patterns, though challenges such as unfamiliar accents and fast delivery often hinder comprehension for younger or less proficient learners (Dewi, 2018).

Empirical studies provide further nuance, Wulandari et al. (2025) demonstrated that integrating authentic audio materials into Indonesian secondary classrooms significantly improved listening comprehension scores, although students required pre-teaching of vocabulary to avoid cognitive overload. Similarly, Ridwan (2024) reported that adapting YouTube videos for second-grade Indonesian learners enhanced listening engagement and comprehension, but required considerable teacher preparation to simplify transcripts and tasks.

Researchers in Malaysia have recently begun to explore the effectives of authentic materials in local ESL settings. For an example, Chong and Al-saqqaf (2022) proposed using authentic materials to enhance speaking skills among ESL learners at a community college in Sabah. Their mixed-methods quasi-experimental design, utilising a fourteen-week module,

aims to compare outcomes of an experimental group exposed to authentic materials against a control group relying on tradition textbook instruction. Although full results are not yet published, the intention is to assess speaking competency gains, student engagement, and communicative confidence. This study is particularly relevant for examining applicability of authentic materials, as it demonstrates how materials need to be chosen and adapted to sui learners' proficiency and local context.

Collectively, these findings show that authentic materials can significantly improve motivation and engagement, but their effectiveness depends heavily on accuracy (linguistic and cultural suitability) and applicability (feasibility in classroom use). This dual challenge justifies the present study's focus on assessing both dimensions with a Generation Alpha sample in the Malaysian context.

Materials Evaluation Frameworks

Evaluating authentic materials for classroom use requires explicit criteria that go beyond simply whether a text is "real". Recent research and practitioner rubrics emphasise matched linguistic level, curriculum alignment, task potential, cultural appropriateness, and digital usability as core dimensions for evaluation (Ly, 2025). Such frameworks adapt Tomlinson's classic principles to multimodal and digital contexts by adding digital-adaptability and learner engagement as evaluation axes, which is particularly significant when materials are delivered via video, social media platforms, or interactive apps.

Practical evaluation tools used by education systems demonstrate how rubrics can be operationalised, In Malaysia, the Dokumen Standard Kurikulum dan Pentaksiran (DSKP) provides the national benchmarks for English language curriculum: it includes Content Standards, Learning Standards, and Performance Standards, describing what pupils should

know, understand, and be able to do at each grade level across the four language skills (Listening, Speaking, Reading, Writing), grammar, vocabulary, and cross-curricular elements. DSKP also integrates 21st Century Skills and Performance Descriptors which guide teachers in assessing student output relative to proficiency levels.

Therefore, for this study, a materials-evaluation rubric can be adapted to align with DSKP requirements: for example, checking whether authentic materials match the Learning Standard for the relevant level, whether they offer appropriate performance descriptors (i.e., students can use language in ways described by the Performance Standards), whether cultural/language complexity is manageable for that standard, and whether the tasks in the materials allow students to achieve Performance Standards in the real world. Using DSKP ensures accuracy (materials are not too difficult, align to expected standards) and applicability (materials fit within what is expected in Malaysian classrooms, both in language and function).

Teacher Perceptions and Local Evidence

Teacher perceptions, institutional readiness, and local contexts decisively shape whether authentic materials are used effectively. In Malaysia, empirical work shows that teacher attitudes, environmental factors (resources, administrative support), and confidence with technology strongly influence classroom practice. Recent research Tiew and Abdullah (2022) provides direct local evidence: it found that inquiry-based practices were coming, technology-based approaches were least used, and that teacher attitudes and environmental supports (facilities, professional development) significantly predicted the uptake of new pedagogies. This indicates that teacher readiness is a primary moderator of the successful integration of authentic materials.

Complementing Tiew and Abdullah (2022), a 2024 Malaysian case study (lower-secondary listening curriculum investigations) and other regional studies have documented practical constraints such as limited time to adapt materials, uneven access to devices, and a need for targeted professional development, each of which reduces the applicability of authentic materials unless these systemic issues are addressed (Kaur et al., 2024). These findings justify the present study's attention to teacher guidance in the material selection and its inclusion of teacher perspectives as part of the data collection.

Theoretical Frameworks

Stimulus-Organism-Response (S-O-R)

S-O-R frames authentic materials as external stimuli (S) that affect internal learner states (O: cognitive load, motivation, affect) which then produce observable responses (R: engagement, strategy use, performance). Recent educational research applies S-O-R to online learning contexts and finds it useful to explain how multimedia stimuli influence learning outcomes (Pan et al., 2024). The S-O-R model thus guides analysis of how different kinds of authentic stimuli (e.g., fast-paced video vs. simplifies podcast) elicit different organismic reactions in Gen-Alpha learners.

Communicative Language Teaching (CLT) and Task-based Language Teaching (TBLT)

CLT emphasises the pedagogical rationale: authentic materials are valuable because they provide real communicative input for meaningful tasks (Salam & Luksfinanto, 2024). TBLT adds materials must be embedded in tasks that sequence pre-task, task, and post-task support (Omar et al., 2021); this helps explain why unscaffolded authentic materials sometimes fail to

produce gains. Using CLT+TBLT, this study evaluates not only the material itself but how it was used in task sequences.

Sociocultural Theory (Vygotskyan Perspective)

This theory emphasises socially mediated learning: authentic tasks provide zone-of-proximal development opportunities when combined with peer interaction and teacher scaffolding (Lasmawan & Budiarta, 2020). For Gen-Alpha learners, sociocultural considerations explain why collaborative digital tasks with authentic materials often produce higher engagement and better strategy use (Malik et al., 2025).

CHAPTER 3: METHODOLOGY

Research Design

This study adopts a qualitative case study design to investigate the accuracy and applicability of authentic materials for Generation Alpha English language learners. A qualitative approach is particularly appropriate because it provides in-depth insights into learners' engagement, perceptions, and challenges when exposed to authentic resources, which may not be fully captured by quantitative surveys alone (Lim, 2024). The case study design is selected as it allows for the systematic exploration of learner behaviours and responses in a naturalistic classroom environment across 15 lessons. This design ensures that the data reflects real-time learning experiences rather than artificial experimental conditions, thus enhancing ecological validity (Yin, 2018).

Sampling Method

The study employs purposive sampling to select subjects from a government primary school in Malaysia. The sample consists of 9 Generation Alpha pupils, aged 9 years from Year 3 grade, representing lower primary learners who are part of the newest generational cohort. Purposive sampling is appropriate because it ensures the selection of subjects who possess characteristics directly relevant to the study objectives (Palinkas et al., 2015), in this case, digital-native students within the Malaysian education system who are already engaged in English language learning. The demographic composition reflects a typical Malaysian classroom, encompassing diverse gender, cultural, and linguistic backgrounds, which allows the study to provide a nuanced understanding of how authentic materials function across learner differences.

Subject	Age	Gender	Ethnicity	English Level of Proficiency
S1	9	Female	Malay	Advanced
S2	9	Male	Malay	Moderate
S3	9	Female	Malay	Low
S4	9	Male	Malay	Low
S5	9	Female	Malay	Moderate
S6	9	Male	Malay	Moderate
S7	9	Female	Malay	Moderate
S8	9	Female	Malay	Low
S9	9	Male	Malay	Moderate

Table 3.1 *Profile of Subjects*

Data Collection Method

Data is collected using a triangulated approach to strengthen validity and reliability. The first method is classroom observation, conducted across 15 English lessons in which authentic materials (e.g., videos, news articles, infographics, magazines, etc.) are embedded into teaching activities. Observations are documented using structured field notes to capture learner interaction, engagement, and behavioural responses. To complement observations, exit cards

were distributed at the end of each lesson, enabling learners to reflect immediately on their experiences **(Appendix 1)**. Exit cards are recognised as effective tools for eliciting real-time student feedback and capturing learning attitudes in primary classrooms (Hamdy & Kalisah, 2020).

Data Analysis

The collected data are analysed using thematic analysis, following Dawadi's six-phase framework, which was adapted from Braun and Clarke (2006)'s guidelines, only Dawadi initiated the guidelines for English teaching practitioners' approach on the application of thematic analysis (Dawadi, 2020). The process begins with familiarisation, during which exit card responses are transcribed and repeatedly reviewed. Next, initial codes are generated to record recurring patterns, such as learner motivation, engagement strategies, and reactions with authentic materials. These codes are then clustered into candidate themes that address the research objectives, such as motivation through visuals, digital relevance, or barriers due to complexity. Themes are then reviewed, refined, and named to ensure clarity and alignment with the study's research questions. The final phase involves synthesising the themes into a narrative account of Generation Alpha learners' experiences, thereby providing meaningful conclusions that inform pedagogy.

Analysis Schedule

The study is conducted across 14 weeks. The initial 2 weeks are dedicated to obtaining permissions, preparing lesson plans, and piloting authentic materials. Furthermore, in the first 2 weeks, students of potential were observed and familiarised to build a foundational bond.

From Weeks 3 to 10, the 15 classroom observations are carried out, with exit cards collected at the closure of each lesson. Weeks 11 and 12 involved preliminary coding and the identification of emerging themes. The final phase, Weeks 13 and 14, were dedicated to refining thematic categories, integrating them with the literature, and written reports of the findings. This schedule ensured sufficient time is allocated to both systematic data collection and rigorous analysis, preventing rushed or superficial interpretations (Woolf & Silver, 2018).

Ethical Consideration

This study is conducted in strict adherence to ethical research practices and the guidelines provided by the researcher's university. Ethical clearance was formally obtained through the university's official ethical clearance form, ensuring compliance with institutional requirements. Prior to participation, a consent letter was issued to the school administration, which granted permission for the study to be conducted within the classroom context.

For the subjects, parental consent forms were designed and distributed, allowing parents or guardians to provide written approval for their child's participation. These forms clearly outlined the purpose of the study, the data collection procedures, and the voluntary nature of participation. Subjects were also briefed in age-appropriate terms, ensuring they understood their right to participate voluntarily and to withdraw at any stage without penalty. This aligns with MOE's *Ethical Guidelines for Educational Research* in Malaysia and is in keeping with what has been observed in similar studies emphasising informed consent practices in Malaysian academic research.

To safeguard confidentiality, all participants' identities are anonymised through use of pseudonyms, and identifying details are excluded from transcripts and reports. Data were securely stored on password-protected and encrypted devices accessible only to the researcher.

These measures are consistent with the *Personal Data Protection Act (PDPA) 2010* of Malaysia (Healey, 2021), which regulates the handling of personal information, as well as the ministry of Education (Kementerian Pendidikan Malaysia, KPM) guidelines for conducting research in schools.

CHAPTER 4: FINDINGS AND ANALYSIS

The findings of this study elicit the accuracy and applicability of authentic materials for Generation Alpha English language learners. Data were collected by classroom observations and student exit cards to retrieve learners' engagement, preferences, and responses to authentic materials being utilised during lessons. The examination of the data extracted from all subjects involved thematic analysis to identify recurring patterns and emergent themes, as per the application used by Dawadi, 2020.

The observations formulated for this research are labelled according to the number of lessons *(Observation 1, Observation 2, etc.)* utilised to employ the chosen authentic material and carry out the data collection by the end of every lesson. Each thematic analysis follows the phases including: **(1)** *familiarisation with data*, **(2)** *generating initial codes*, **(3)** *initial thematic map*, **(4)** *revised thematic map*, **(5)** *final thematic map*, and **(6)** *report and practical implications*. These stages were adapted from Dawadi, 2020, including its application directed to English Language Teaching practitioners.

Observation 1: News Article Impact

For Observation 1, Phase 1 revealed a strong distribution of points across the 3 research questions, with 8 points for RQ1, 11 for RQ2, and 5 for RQ3. Under RQ1, students

demonstrated how authentic materials enhanced reading comprehension and story engagement, for instance through their enjoyment of characters like the "firefighter" and the "cat". RQ2 was the most prominent, as learners emphasised strategies such as acting/role-play, collaborative group work, and teacher support, as shown in **Table 4.1**, showing their preference for interactive and socially engaging activities. Meanwhile, RQ3 reflected how authentic materials supported teacher materials selection, with students applying functional English (e.g., asking for help, retelling stories) and engaging with contextual tasks like news cards and drama. The consolidation of points indicates that while authentic materials effectively promoted comprehension (RQ1), students primarily valued interactive strategies (RQ2), and teachers gained evidence of meaningful application in classroom tasks (RQ3).

Phase 1: Familiarisation with Data		
Research questions	**Codes**	**Initial points of interest**
1. What is the effectiveness of authentic materials in English language learning classrooms for generation Alpha students?	Reading comprehension, Story engagement, Authentic text interest, Vocabulary acquisition, Use of authentic resources, Oral presentation, Character connection (firefighter/cat), Enjoyment of reading	8
2. What are the preferred English language learning strategies of generation alpha students?	Acting/role-play, Reading + acting integration, Collaboration with peers, Classroom enjoyment, Teacher–student relationship, Writing practice, Speaking/oral confidence, Peer sharing, Group work	11

3. How do the outcomes of integrating authentic materials in English language learning for Generation Alpha students assist teachers in materials selection?	Functional English (asking for help, retelling), Evidence of comprehension (sequencing, Q&A), Engagement with authentic contexts (news, firefighter, cat), Interactive authentic tasks (drama, news cards), Linking props and realia with learning		5

Table 4.1 *Familiarisation with Data of Observation 1*

Phase 2: Generating Initial Codes			
Prompt	**Student**	**Data extracts**	**Coded for**
Why I like this class?	S1	I can read the story	Reading comprehension
	S2	The firefighter is brave	Engagement with story characters / values
	S3	Because I can act	Acting / role-play participation
	S4	I like to reading and act	Reading + acting integration
	S5	Because I learn English	Motivation for learning English
	S6	Because the class is so fun!!	Positive classroom environment
	S7	I love can act with friends	Acting with peers / collaboration
	S8	Because the cat story is nice!	Story engagement / authentic text interest

	S9	Because I like teacher	Teacher–student relationship
I learned to…	S1	I learn to read the news	Reading skills / comprehension
	S2	Write the story	Writing skills / story reconstruction
	S3	To ask for help	Functional English / speaking
	S4	Talk like firefighter	Role-play / speaking
	S5	Read news	Reading comprehension *(merged with S1)*
	S6	I learn to write sentence	Writing simple sentences
	S7	I can to speak in English	Oral production / confidence
	S8	We learn to read new word	Vocabulary acquisition
	S9	Reading	Reading practice *(merged with S1)*
My favourite part!	S1	Acting like firefighter	Acting / role-play engagement
	S2	Reading the story	Reading activity

	S3	Read the news	Reading practice *(merged with S2)*
	S4	Act like firefighter	Drama-based learning *(merged with S1)*
	S5	Is telling the story	Story retelling / oral presentation
	S6	Is the news card	Use of authentic materials
	S7	I can say my news to friends	Peer sharing / speaking practice
	S8	The news and kitten	Story + authentic text connection
	S9	Is group acting	Group collaboration / role-play

Table 4.2 *Generating Initial Codes of Observation 1*

Phase 3: Initial Thematic Map	
Theme	**Grouped Codes**
Engagement and Enjoyment	Acting, Role-play participation, Group collaboration, Fun classroom environment, Teacher–student relationship
Reading and Comprehension Skills	Reading comprehension, Reading practice, Story retelling, Reading activities, Oral presentation
Writing and Vocabulary Development	Writing skills, Sentence construction, Vocabulary acquisition, Spelling practice

Functional and Communicative English Use	Asking for help, Role-play/speaking practice, Peer sharing, Oral production, Communicative confidence
Authentic Materials and Real-life Connections	Use of authentic texts (news card, firefighter story, kitten story), Story engagement, Real-life connection

Table 4.3 *Initial Thematic Map of Observation 1*

Figure 4.3.1 *Initial Thematic Map of Observation 1*

Phase 4: Revised Thematic Map		
Final Theme	**Sub-themes/Merged Ideas**	**Notes**
Engagement and Enjoyment	Fun class activities, Role-play, Group acting, Teacher-student relationship	Students consistently tied *fun, acting, and classroom enjoyment* to motivation and positive learning.
Literacy Development	Reading stories, Writing sentences, Vocabulary building, Spelling practice	Students highlighted reading, writing, and learning new words, showing awareness of literacy growth.

Communicative Use of English	Speaking, Asking for help, Acting dialogues, Presenting news	Authentic tasks (e.g., firefighter role-play, news sharing) promoted *functional and interactive English use.*

Table 4.4 *Revised Thematic Map of Observation 1*
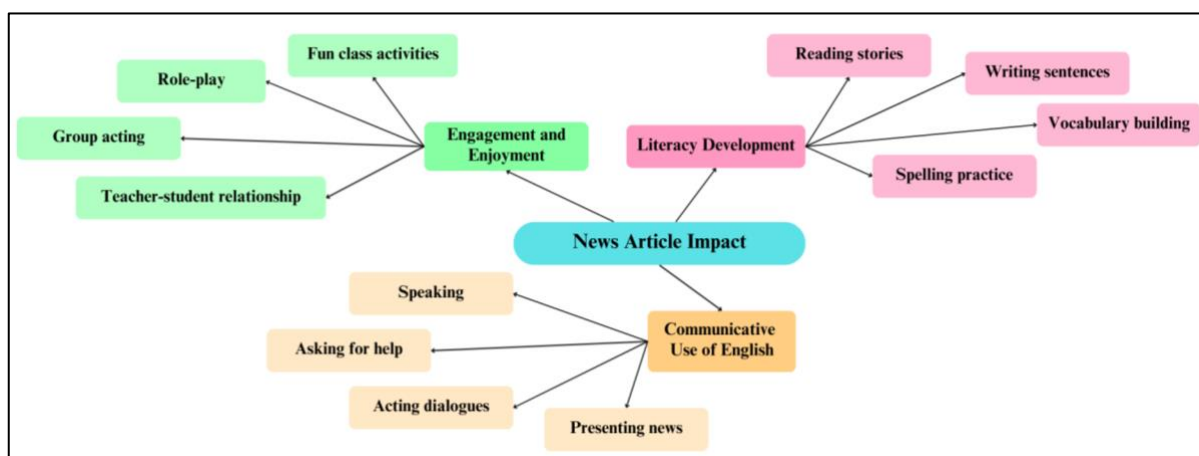
Figure 4.4.1 *Revised Thematic Map of Observation 1*

Phase 5: Final Thematic Map		
Theme	**Definition**	**Relevant Research Question**
Engagement and Enjoyment	Students enjoyed learning because it was fun, interactive, and included acting, group work, and a positive connection with the teacher.	RQ1, RQ2
Literacy Development	Students developed reading, writing, vocabulary, and sentence-building skills through authentic classroom tasks.	RQ1, RQ2

Communicative Use of English	Students used English in practical ways through speaking, role-play, and real-life communication tasks.	RQ1, RQ3

Table 4.5 *Final Thematic Map of Observation 1*

Observation 1 Report

As can be seen in **Table 4.5**, the analysis of Observation 1 shows that students' responses clustered around three final themes: **(1)** *Engagement and Enjoyment*, **(2)** *Literacy Development*, and **(3)** *Communicative Use of English*. *Engagement and Enjoyment* was strongly represented, as learners expressed fun, interactive aspects such as *acting*, *group work*, and their positive rapport with the teacher, indicating how motivation is sustained when authentic materials are paired with enjoyable tasks (RQ1, RQ2).

Literacy Development emerged as another major theme, with students showing progress in reading comprehension, vocabulary, and writing simple sentences through authentic tasks like retelling stories or reading the news article **(Appendix 2)**, demonstrating the role of materials in promoting foundational skills (RQ1, RQ2).

Communicative Use of English reflected how authentic contexts encouraged functional speaking, role-play, and real-life communication such as asking for help or performing news cards, directly linking classroom activities to practical application (RQ1, RQ3). Collectively, these findings suggest that authentic materials not only boost literacy but also motivate students through engaging strategies and equip the teacher with evidence of meaningful language use in classroom settings.

Observation 2: Realia Impact

In Observation 2, three main areas of interest were identified across the research questions. For RQ1, with 8 points of interest, students highlighted the effectiveness of authentic materials through *story listening*, *reading*, *daily routine texts*, and the use of realia like the *toothbrush* and *clock*, which made learning more concrete and meaningful. For RQ2, with equal points of interest as RQ1, preferred strategies centred on games (e.g., *Simon Says*, *guessing*) as shown in **Table 4.6**, *acting/role-play*, *group work*, and *teacher influence*, reflecting how interactive and collaborative approaches supported engagement.

For RQ3, with 7 points of interest, outcomes emphasised vocabulary acquisition, listening and speaking practice, and learning with authentic props such as school bag and toys, showing teachers how materials could connect language to daily contexts. Altogether, the 23 consolidated points demonstrate that student benefit most when lessons integrate authentic materials with play-based and communicative strategies.

Phase 1: Familiarisation with Data		
Research questions	**Codes**	**Initial points of interest**
1. What is the effectiveness of authentic materials in English language learning classrooms for generation Alpha students?	Story listening, Story sound, Reading, Reading + listening, Daily routine text, Use of realia (clock, toys, toothbrush)	8
2. What are the preferred English language learning strategies of generation alpha students?	Simon Says game, Guessing, Acting/role-play, Group acting, Speaking long sentences, Asking the	8

		time, Talking with friends, Teacher influence (fun/nice teacher)	
3. How do the outcomes of integrating authentic materials in English language learning for Generation Alpha students assist teachers in materials selection?		Vocabulary learning (new words), Listening and saying, Listening, Play with clock, Use of authentic props (school bag, toothbrush, clock)	7

Table 4.6 *Familiarisation with Data of Observation 2*

Phase 2: Generating Initial Codes			
Prompt	**Student**	**Data extracts**	**Coded for**
Why I like this class?	S1	I like the Simon Says game	Enjoyment of game-based learning
	S2	Because we listen to the story	Engagement with authentic story text
	S3	I like this class to act the brushing teeth	Role-play using real-life routines
	S4	I like to listen sound	Enjoyment of sound-based listening activity
	S5	Because I can learn to talk with friends	Peer interaction/ speaking practice
	S6	I like to guessing	Guessing game as preferred strategy

	S7	Teacher is so fun!!	Positive perception of teacher
	S8	Because is nice teacher	Teacher-student relationship
	S9	Because you can do acting	Acting/drama-based learning
I learned to…	S1	Listening and saying	Listening and speaking skills
	S2	Listen and say words	Repetition and pronunciation practice
	S3	Asking the time	Functional English (asking questions)
	S4	Listen	Listening practice
	S5	Read the daily routine	Reading comprehension of routines
	S6	Listening	Listening practice
	S7	I can say long sentence	Oral production and confidence
	S8	Say new words	Vocabulary acquisition
	S9	Play the clock	Using props for learning routines
My favourite part!	S1	Simon Says game	Game-based learning activity
	S2	The story sound	Listening and story-based comprehension

	S3	Acting the words	Role-play with vocabulary
	S4	Acting the toothbrush	Acting with props
	S5	Toothbrush	Engagement with real-life prop
	S6	I like to play with clock	Enjoyment of authentic prop (clock)
	S7	Guess the school bag	Guessing game activity
	S8	Reading and listen	Integrated reading and listening
	S9	The toys	Use of classroom props for engagement

Table 4.7 *Generating Initial Codes of Observation 2*

Phase 3: Initial Thematic Map	
Theme	**Grouped Codes**
Engagement with Authentic Materials	Engagement with story text, Listening and story-based comprehension, Enjoyment of sound-based listening activity, Engagement with real-life prop (toothbrush, clock, toys), Reading comprehension of routines, Vocabulary acquisition
Preferred Learning Strategies	Game-based learning (Simon Says), Guessing games, Role-play and acting (acting words, toothbrush, routines), Integrated reading and listening, Oral production and confidence, Repetition and pronunciation practice

Peer and Social Interaction	Peer interaction/speaking practice, Group collaboration, Acting with friends, Sharing news, Teacher-student relationship, Positive perception of teacher
Skill Development	Listening and speaking skills, Reading comprehension, Functional English (asking the time), Oral production/long sentences, Pronunciation practice, Writing simple sentences
Motivation and Enjoyment	Enjoyment of gamed and activities, Enjoyment of props, Enjoyment of acting, Fun classroom environment, Positive motivation to learn English

Table 4.8 *Initial Thematic Map of Observation 2*
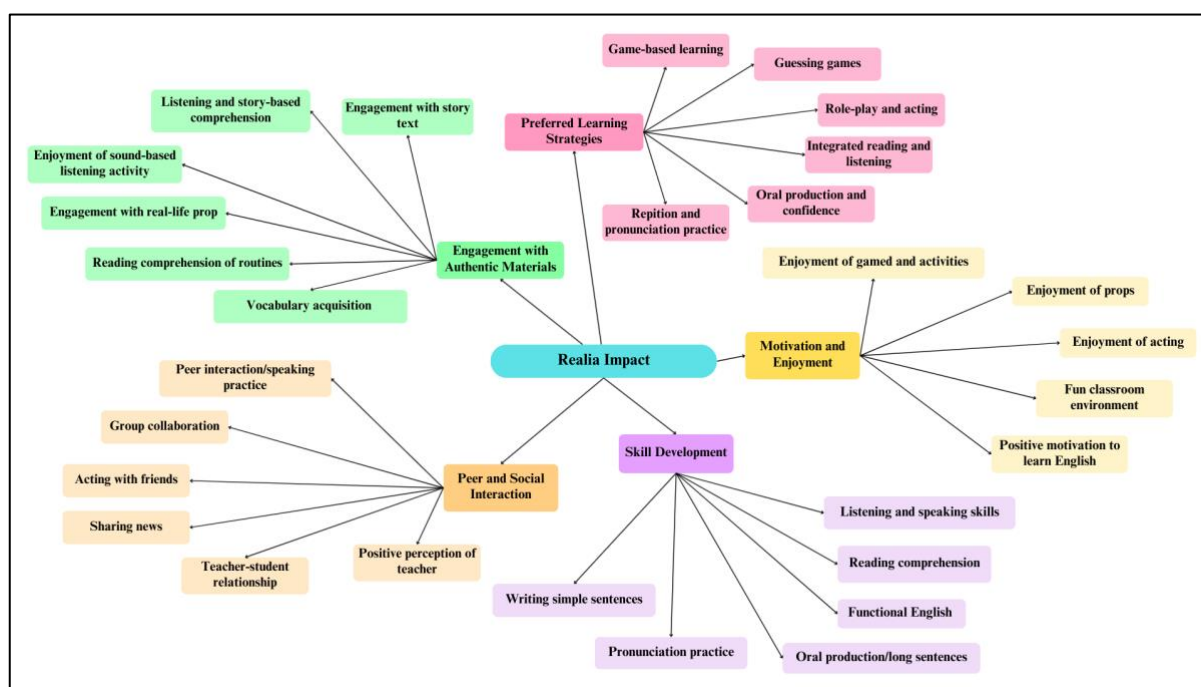
Figure 4.8.1 *Initial Thematic Map of Observation 2*

Phase 4: Revised Thematic Map		
Final Theme	**Sub-themes/Merged Ideas**	**Notes**
Engagement with Authentic Materials	Story-based engagement, Props (toothbrush, clock, toys),	Students were most engaged when authentic, relatable

	Listening and sound activities, Reading and vocabulary learning	materials (stories, props, sounds) were used
Preferred Learning Strategies and Activities	Game-based learning (Simon Says, guessing games), Role-play and acting, Repetition and oral practice	Students enjoyed interactive strategies such as games, role-play, and guessing
Social and Emotional Dimensions of Learning	Peer interaction and collaboration, Positive teacher influence, Motivation and enjoyment of class activities	Learning was reinforced by positive social interaction and strong teacher-student relationships

Table 4.9 *Revised Thematic Map of Observation 2*
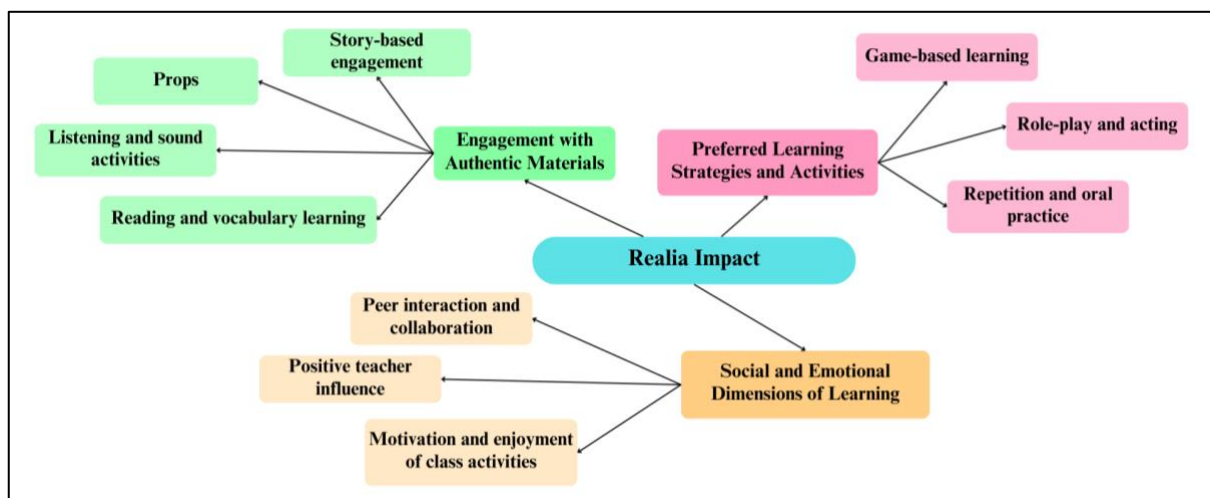
Figure 4.9.1 *Revised Thematic Map of Observation 2*

Phase 5: Final Thematic Map		
Theme	Definition	Relevant Research Question

Engagement with Authentic Materials	Students responded positively when authentic stories, sounds, and props (e.g., toothbrush, clock, toys) were used, as these materials made lessons more concrete, relatable, and engaging	RQ1, RQ3
Preferred Learning Strategies and Activities	Students showed strong preference for interactive strategies such as games, role-play, guessing and integrated and listening, which supported their participation and language practice	RQ2
Social and Emotional Dimensions of Learning	Students valued learning through peer collaboration, positive teacher influence, and the fun atmosphere of the class, which motivated them to engage more actively in learning English	RQ2, RQ3

Table 4.10 *Final Thematic Map of Observation 2*

Observation 2 Report

The findings from Observation 2 presents how authentic materials and interactive strategies shaped students' engagement and learning outcomes. First, *Engagement with Authentic Materials* was evident as students responded positively to real-life props such as *toothbrush*, *clock*, and *toys*. Their statements like "I like to play with clock" and "I like this class to act the brushing teeth" show how concrete and relatable objects made lessons meaningful, aligning with RQ1 and RQ3.

Second, students showed a strong preference for game-based approaches under the theme "*Preferred Learning Strategies and Activities*" such as Simon Says, guessing games, and role-play. These strategies motivated them to participate actively and practice language, reflecting RQ2. Finally, the theme of *Social and Emotional Dimensions of Learning* emerged, where

students valued collaboration, teacher influence, and the fun class atmosphere. Responses such as "*Because is nice teacher*" and "*I can learn to talk with friends*" reveal how peer interactive and positive teacher presence fostered motivation and confidence, linked to RQ2 and RQ3, as visible in **Table 4.10**. Overall, authentic materials, interactive activities, and supportive social dynamics combined to enhance both language practice and engagement.

Observation 3: Realia Impact

In Phase One, where I familiarise with the Data extracted from Observation 3, the students' responses were carefully examined and linked to this study's three research questions. Under RQ1 (effectiveness of authentic materials), 8 points of interest emerged, largely showing how authentic items like the clock and daily routine vocabulary (e.g., "*brush my teeth*", "*say the time*") helped learners connect English to real-life contexts. Responses such as "*I can say time*" and "*Say question time*" highlighted how authentic resources were effective in supporting comprehension and language use.

As shown in **Table 4.11**, 8 points were identified for RQ2 (preferred learning strategies), with a strong emphasis on game-based learning and speaking practice. Students repeatedly mentioned games as enjoyable (e.g., "*Because the game is fun*", "*Action game*", "*The game*") and valued opportunities to talk with peers and teachers (e.g., "*I love to speaking with friends and teacher*").

RQ3 (outcomes for teachers) accounted for 7 points, reflecting how teacher influence, interaction, and classroom practices shaped student engagement. Statements like "*Teacher are so nice*", "*We can ask question*", and "*Talking to teacher*", as shown in **Table 4.12**, emphasised the importance of teacher facilitation, while references to vocabulary learning (e.g., "*Learning*

to say") showed how material choice informed instructional outcomes. Altogether 23 points of interest were recorded, showing a balanced distribution across all 3 research questions.

Phase 1: Familiarisation with Data		
Research questions	**Codes**	**Initial points of interest**
1. What is the effectiveness of authentic materials in English language learning classrooms for generation Alpha students?	Use of props (clock), Action words/vocabulary, Saying daily routines (brush my teeth, say the time), Answering questions through English, Linking games with language learning	8
2. What are the preferred English language learning strategies of generation alpha students?	Game-based learning (action game, fun game, play), Speaking practice, Asking and answering questions, Peer interaction (talking with friends, speaking with teacher), Collaborative talking activities	8
3. How do the outcomes of integrating authentic materials in English language learning for Generation Alpha students assist teachers in materials selection?	Teacher influence (nice teacher, talking to teacher), Classroom interaction (talk together, speaking with teacher), Clock as a learning material, Question-answer routines, Speaking tasks guided by teacher	7

Table 4.11 *Familiarisation with Data of Observation 3*

Phase 2: Generating Initial Codes

Prompt	Student	Data extracts	Coded for
Why I like this class?	S1	We can meet teacher	Teacher-student interaction
	S2	Because the game is fun!	Enjoyment of game-based learning
	S3	Teacher are so nice	Positive perception of teacher
	S4	I like talking	Speaking opportunity
	S5	Because we can ask question	Questioning/interactive learning
	S6	I like to talk with clock!!!	Authentic material (clock) for speaking
	S7	I love to speaking with friends and teacher	Peer and teacher interaction
	S8	Because is fun	Motivation/enjoyment
	S9	We can talk together	Collaborative speaking
I learned to…	S1	To say brush my teeth	Vocabulary (daily routine)
	S2	To speaking	Speaking skills
	S3	To answer question	Functional English/ question and answer (Q&A)
	S4	Talking English	English speaking practice

	S5	To say the time	Vocabulary (telling time)
	S6	I learn to ask my friend	Peer interaction/ communicative skill
	S7	I can say time	Functional English (time expressions)
	S8	Learning to say	Vocabulary/ pronunciation
	S9	Say question time	Asking questions (functional English)
My favourite part!	S1	Action game	Game-based learning
	S2	Say my action	Speaking practice through action
	S3	Is asking my friend	Peer interaction/ questioning
	S4	Playing game	Game-based activity
	S5	Talk with friend	Peer communication
	S6	The clock!	Authentic material (clock)
	S7	Game play friend	Collaborative play
	S8	The game	Enjoyment of game
	S9	Talking to teacher	Teacher interaction

Table 4.12 *Generating Initial Codes of Observation 3*

Phase 3: Initial Thematic Map	
Theme	**Grouped Codes**

Student Motivation and Enjoyment	Enjoyment of game-based learning, Game-based activity, Action game, Enjoyment of game, Motivation/enjoyment, Positive perception of teacher, Teacher-student interaction
Speaking and Communication Opportunities	Speaking opportunity, Speaking skills, English speaking practice, Peer communication, Peer and teacher interaction, Collaborative speaking, Questioning/interactive learning, Peer interaction/questioning
Functional and Practical Vocabulary Learning	Vocabulary (daily routine), Vocabulary (telling time), Functional English/question and answer (Q&A), Functional English (time expression), Vocabulary/pronunciation
Use of Authentic and Interactive Materials	Authentic material (clock) for speaking, Authentic material (clock), Speaking practice through action

Table 4.13 *Initial Thematic Map of Observation 3*
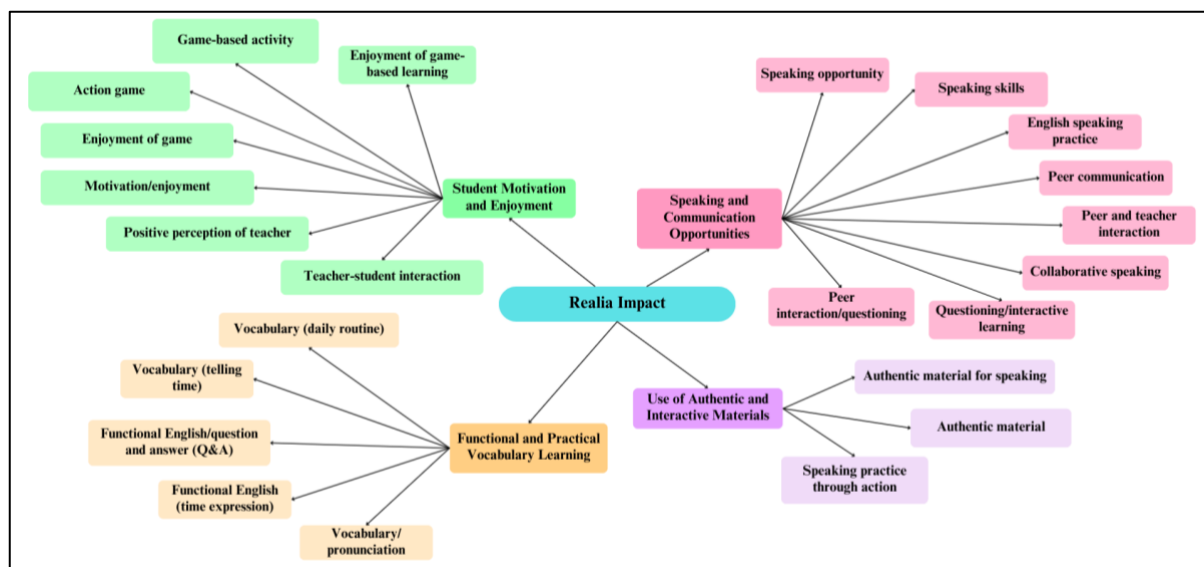
Figure 4.13.1 *Initial Thematic Map of Observation 3*

Phase 4: Revised Thematic Map		
Final Theme	**Sub-themes/Merged Ideas**	**Notes**

Motivation and Enjoyment in Learning	Enjoyment of game-based learning, Positive perception of teacher, Engagement through interactive play	Shows how games, fun classroom activities, and supportive teachers motivate students to enjoy learning English
Speaking and Interactive Communication	Opportunities for speaking, Peer and teacher interaction, Collaborative questioning and sharing	Reflects students' preference for practicing English through speaking with peers and teachers in interactive ways
Functional Vocabulary and Authentic Learning	Daily routine and time-related vocabulary, Use of authentic material (clock), Practical speaking practice	Highlights how students connect classroom learning to real-life contexts (e.g., telling time, routines) using authentic and hands-on materials

Table 4.14 *Revised Thematic Map of Observation 3*
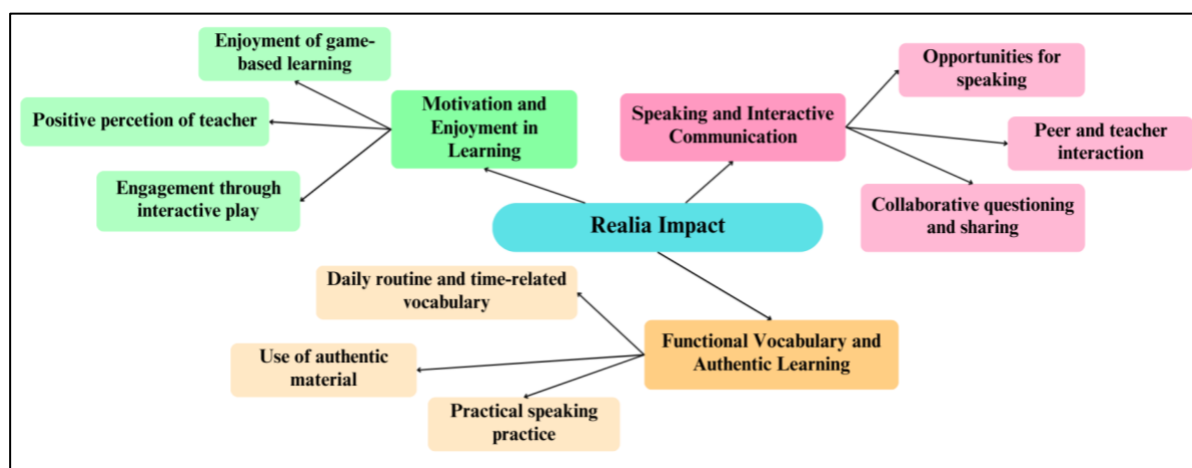
Figure 4.14.1 *Revised Thematic Map of Observation 3*

Phase 5: Final Thematic Map

Theme	Definition	Relevant Research Question
Motivation and Enjoyment in Learning	Students enjoy learning English when activities are fun, game-based, and supported by a positive teacher presence	RQ1. RQ2
Speaking and Interactive Communication	Students value opportunities to speak, ask questions, and interact with peers and teachers, which strengthens their preferred learning strategies	RQ2
Functional Vocabulary and Authentic Learning	Students learn practical vocabulary (e.g., time, routines) through authentic and hands-on materials, making lessons more effective and useful for teachers' material selection	RQ1, RQ3

Table 4.15 *Final Thematic Map of Observation 3*

Observation 3 Report

The analysis of Observation 3 shows that students' engagement and learning are strongly shaped by interactive and enjoyable classroom practices. The theme *"Motivation and Enjoyment in Learning"* shows that game-based tasks, playful activities, and teacher support foster a positive attitude toward English, reflecting the effectiveness of authentic and interactive materials (RQ1, RQ2), as illustrated in **Table 4.15**.

The theme *"Speaking and Interactive Communication"* emphasises how students prefer peer and teacher interaction, where speaking opportunities and collaborative questioning become their primary learning strategy, aligning closely with preferred strategies of Generation Alpha learners (RQ2).

The 3rd major theme *"Functional Vocabulary and Authentic Learning"* portrays how students connect lessons to real-life contexts, such as telling time or discussing routines, demonstrating the practical value of authentic materials for both learners and teachers (RQ1, RQ3). Collectively, these findings indicate that enjoyment, interaction, and real-life relevance are central to effective English learning in Generation Alpha classrooms.

Observation 4: Realia Impact

The analysis of student responses in Observation 4 revealed 29 initial points of interest distributed across the 3 research questions. For RQ1, 13 points emerged, mainly from students highlighting reading practice (e.g., "*We can read the story*", S1) and the use of authentic objects like cereal boxes and clocks that supported comprehension.

For RQ2, 14 points were identified, with strong emphasis on game-based learning, acting/role-play, and peer collaboration, showing that students engaged most when the lesson was interactive and play-oriented (e.g., "*I like to play the relay game*", S6; "*Read with friend*", S4) as visible in **Table 4.17**.

Table 4.16 shows RQ3 produced 2 points, where students explicitly noted the teacher's role and use of authentic materials (e.g., "*I can learn with teacher*", S5; "*Teacher use the clock*", S3). This distribution demonstrated that while authentic materials were effective in promoting reading and engagement (RQ1), students' strongest preference was for active, collaborative strategies (RQ2), with fewer responses directly reflecting outcomes for teachers (RQ3).

Phase 1: Familiarisation with Data		
Research questions	**Codes**	**Initial points of interest**

1. What is the effectiveness of authentic materials in English language learning classrooms for generation Alpha students?	Reading comprehension, Use of authentic objects/materials, Story engagement	13
2. What are the preferred English language learning strategies of generation alpha students?	Game-based learning, Collaborative/pee learning, Acting/role-play, Learning with toys	14
3. How do the outcomes of integrating authentic materials in English language learning for Generation Alpha students assist teachers in materials selection?	Teacher support, Use of materials for instruction	2

Table 4.16 *Familiarisation with Data of Observation 4*

Phase 2: Generating Initial Codes			
Prompt	**Student**	**Data extracts**	**Coded for**
Why I like this class?	S1	We can read the story	Reading comprehension (story-based learning)
	S2	Because very fun the game	Enjoyment of games/ game-based learning
	S3	I like the toys	Engagement with toys/ material-based learning
	S4	Read with friend	Peer-based reading/ collaborative learning
	S5	I can learn with teacher	Teacher scaffolding

	S6	I like to play the relay game	Active learning/game strategy
	S7	I love to learn with friends	Peer collaboration
	S8	Because I like to reading	Motivation through story engagement
	S9	Because you can learn to act	Role-play/acting strategy
I learned to…	S1	Reading Tom and Anna	Reading skills (authentic text)
	S2	English	Language learning (general)
	S3	Reading in English	Reading practice
	S4	Acting	Role-play as learning
	S5	Reading about story	Story-based reading
	S6	I learn to read	Reading practice
	S7	I do the acting	Acting/role-play
	S8	We learn to act with toys	Role-play with props
	S9	Reading time	Reading skills
My favourite part!	S1	Cereal box	Authentic material (cereal box)
	S2	Acting with cereal box	Acting + realia
	S3	Teacher use the clock	Teacher use of authentic material

	S4	Play with box	Play-based learning with material
	S5	Acting with friend	Role-play with peers
	S6	Is GAME!	Game-based learning
	S7	Toys and play	Play-based learning with toys
	S8	The toys and cereal box	Material-based role-play
	S9	Playing the alarm clock!!	Interactive authentic material

Table 4.17 *Generating Initial Codes of Observation 4*

Phase 3: Initial Thematic Map	
Theme	**Grouped Codes**
Reading and Story-based Learning	Reading comprehension, Peer-based reading/collaborative learning, Motivation through story engagement, Reading skills, Language learning, Reading practice, Story-based reading, Teacher scaffolding, Reading time
Game-based and Active Learning	Enjoyment of games/game-based learning, Active learning/game strategy, Game-based learning, Play-based learning with material, Toys and play
Role-play and Collaborative Learning	Role-play/acting strategy, Acting/role-play, Role-play with props, Role-play with peers, Material-based role-play
Use of Authentic Materials	Engagement with toys/material-based learning, Authentic material, Acting with cereal box, Teacher use of authentic

	material, Play-based learning with toys, Interactive authentic material

Table 4.18 *Initial Thematic Map of Observation 4*
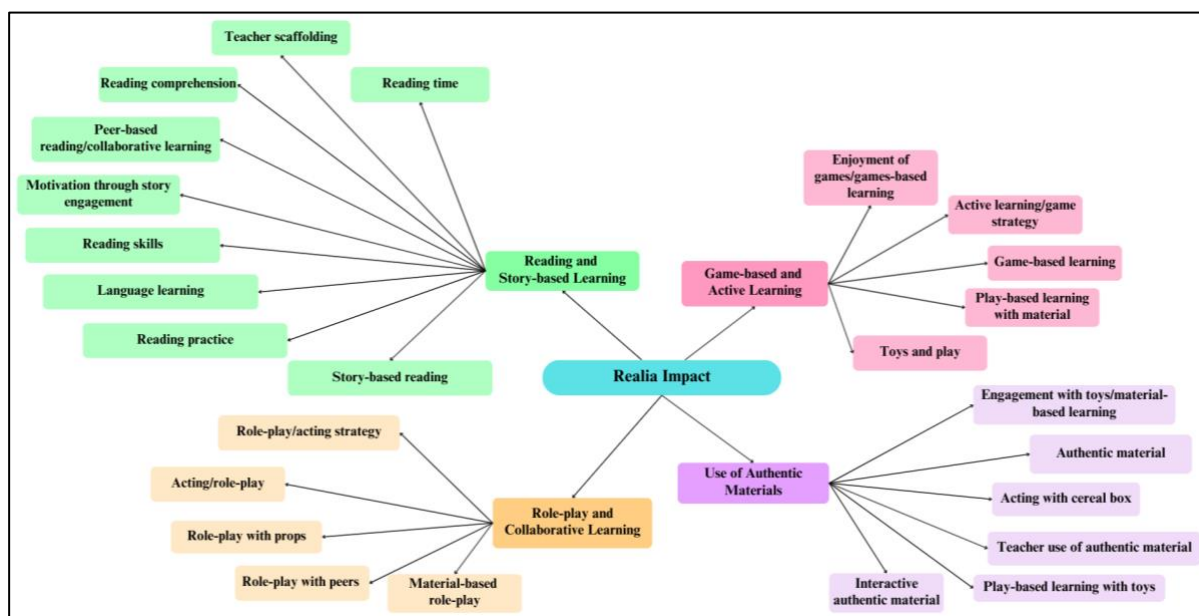
Figure 4.18.1 *Initial Thematic Map of Observation 4*

Phase 4: Revised Thematic Map		
Final Theme	**Sub-themes/Merged Ideas**	**Notes**
Reading and Story Engagement	Reading comprehension and practice, Story-based learning, Motivation to read, Teacher scaffolding in reading	Students enjoyed reading stories (Tom and Anna, English texts) and felt motivated to read with peers. Story-based activities and teacher support improved comprehension and confidence
Interactive and Game-based Learning	Enjoyment of games, Active learning through play, Toys	Games (relay game, guessing, clock, cereal box) and toys made learning active, fun, and motivating. Students highlighted play

	and materials as part of games	as their favourite elements, showing engagement through game-based strategies
Role-play with Authentic Materials	Acting/role-play, Using props (toys, cereal box), Collaborative acting with friends	Acting and role-play using real objects (props, toys, cereal box) encouraged creativity and peer collaboration. Authentic materials supported acting out routines, making English learning more meaningful

Table 4.19 *Revised Thematic Map of Observation 4*
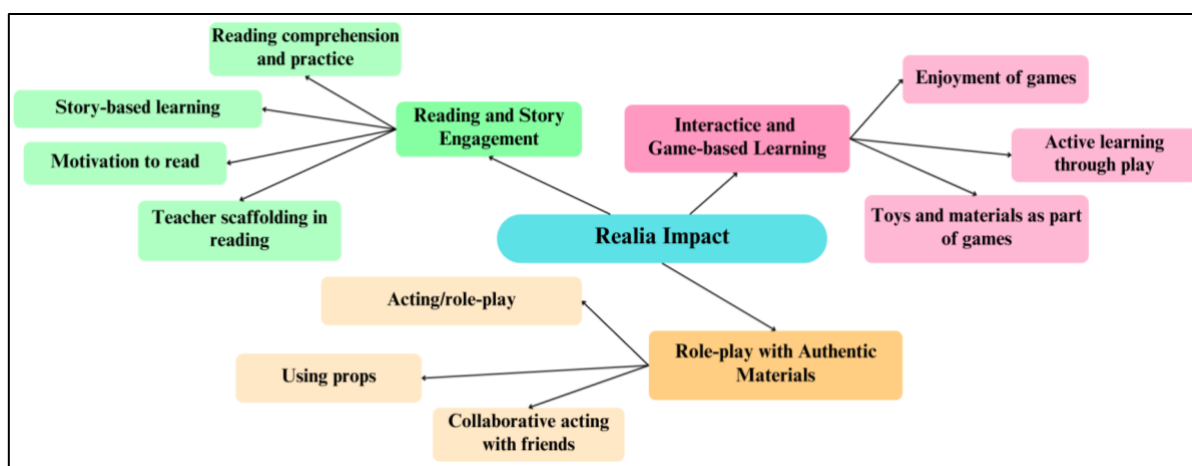
Figure 4.19.1 *Revised Thematic Map of Observation 4*

Phase 5: Final Thematic Map		
Theme	**Definition**	**Relevant Research Question**
Reading and Story Engagement	Students engage with stories to build comprehension, vocabulary, and confidence in reading with teacher and peer support	RQ1. RQ3
Interactive and Game-based Learning	Learners show high motivation and enjoyment when English learning is combined	RQ1, RQ2

	with games, toys, and playful activities that make lessons active and memorable	
Role-play with Authentic Materials	Students learn through acting and collaborative role-play using real-life props (e.g., toys, cereal box), which makes English use meaningful and socially interactive	RQ2, RQ3

Table 4.20 *Final Thematic Map of Observation 4*

Observation 4 Report

The refined themes from Phase 5 were integrated into a coherent analytical narrative to answer the research questions. The findings from Observation 4 showed 3 dominant themes: **(1)** *Reading and Story Engagement*, **(2)** *Interactive and Game-based Learning*, and **(3)** *Role-play with Authentic Materials*.

Students repeatedly emphasised their enjoyment of reading activities, especially story-based tasks (e.g., *Tom and Anna*), which motivated them to improve comprehension and vocabulary (RQ1, RQ3) as shown in **Table 4.20**. They also emphasised the value of games and playful activities, such as relay games, guessing with toys, and using the clock or cereal box, which enhanced motivation and made learning active and memorable (RQ1, RQ2).

Acting and role-play with authentic props (e.g., *toys*, *cereal box*) emerged as a strong theme, reflecting how students learned collaboratively and meaningfully by connecting classroom English to real-life contexts (RQ2, RQ3). Together, these themes demonstrate that authentic materials, when integrated with interactive and playful strategies, enhance both engagement and learning outcomes for Generation Alpha students.

Observation 5: Realia Impact

From the responses, 3 key research areas were identified, Under RQ1, students highlighted the impact of comics, pictures, cards, and toy cars in making reading easier, fun and meaningful. These authentic resources helped them acquire new vocabulary and practice integrated skills like reading and listening, resulting in 9 points of interest.

For RQ2, subjects showed strong preferences for interactive and collaborative approaches, such as games, acting, matching pictures, reading with friends, and peer questioning, as shown in **Table 4.21**, which indicate their inclination toward communicative and playful learning methods (7 points).

RQ3 revealed that students benefited from authentic visuals, integrated skills, and vocabulary-focused activities, all of which could guide the teacher in choosing engaging and effective materials that sustain interest (6 points). Overall, 22 points of interest were identified, demonstrating how authentic materials and interactive methods align with Generation Alpha students' motivations and strategies in learning English.

Phase 1: Familiarisation with Data		
Research questions	**Codes**	**Initial points of interest**
1. What is the effectiveness of authentic materials in English language learning classrooms for generation Alpha students?	Reading comic paper, Comic reading, Fun/easy reading, Matching with pictures, Learning with photos/cards, Toy car, Visual aids, New vocabulary acquisition, Listening and reading together	9
2. What are the preferred English language learning	Games, Acting transport, Matching activities, Reading with friends, Card	7

| strategies of generation alpha students? | play, Teacher question and answer, Asking friends about cars | |
| How do the outcomes of integrating authentic materials in English language learning for Generation Alpha students assist teachers in materials selection? | Authentic visuals (comic, cards, toys), Transport theme integration, Peer interaction, Speaking practice | 6 |

Note: row number "3." appears before "How do the outcomes..."

Table 4.21 *Familiarisation with Data of Observation 5*

Phase 2: Generating Initial Codes			
Prompt	**Student**	**Data extracts**	**Coded for**
Why I like this class?	S1	We can read the comic paper	Comic reading/ authentic text
	S2	I like the game	Enjoyment of games
	S3	Because I can act the bus and train	Role-play/acting with transport vocabulary
	S4	I like read comic	Enjoyment of comic reading
	S5	Because can read bicycle	Learning transport vocabulary
	S6	Because I like the matching with picture	Matching activity with visuals
	S7	I like to read with my friends	Collaborative reading
	S8	Because is fun!	Enjoyable learning experience

		Very fun and easy reading	Engagement with easy authentic reading
	S9		
I learned to…	S1	Reading and matching	Reading comprehension + matching activity
	S2	English	General language exposure
	S3	Reading	Reading practice
	S4	New words bus and car	Vocabulary acquisition
	S5	Reading the comic	Reading practice with comic
	S6	I learn to listen and reading together	Integrated listening and reading
	S7	I can say how I go to the school	Speaking about personal routines
	S8	We learned new words	Vocabulary learning
	S9	Asking my friend about cars	Peer questioning/ interaction
My favourite part!	S1	Comic paper!	Comic text as favourite material
	S2	Read about cars	Reading about transport
	S3	Reading the comic!	Comic-based reading
	S4	Matching the photo	Matching pictures with text
	S5	Pictures	Visual materials

	S6	Is teacher asking question	Teacher question and answer strategy
	S7	I can play with cards photo	Photo card activity
	S8	We play with card	Card-based learning
	S9	Playing with toy car	Toy-based authentic material

Table 4.22 *Generating Initial Codes of Observation 5*

Phase 3: Initial Thematic Map	
Theme	**Grouped Codes**
Engagement with Authentic Texts	Comic reading/authentic text, Enjoyment of comic reading, Engagement with easy authentic reading, Reading practice, Reading practice with comic, Comic text as favourite material, Reading about transport, Comic-based reading
Active and Play-based Learning	Enjoyment of games, Matching activity with visuals, Matching pictures with text, Visual materials, Photo card activity, Card-based learning, Toy-based authentic material
Role-play and Speaking Practice	Role-play/acting with transport vocabulary, Speaking about personal routines, Peer questioning/interaction
Vocabulary and Language Development	Learning transport vocabulary, Vocabulary acquisition, Vocabulary learning, General language exposure
Collaborative and Teacher-supported Learning	Collaborative reading, Teacher question and answer strategy, Integrated listening and reading

Table 4.23 *Initial Thematic Map of Observation 5*
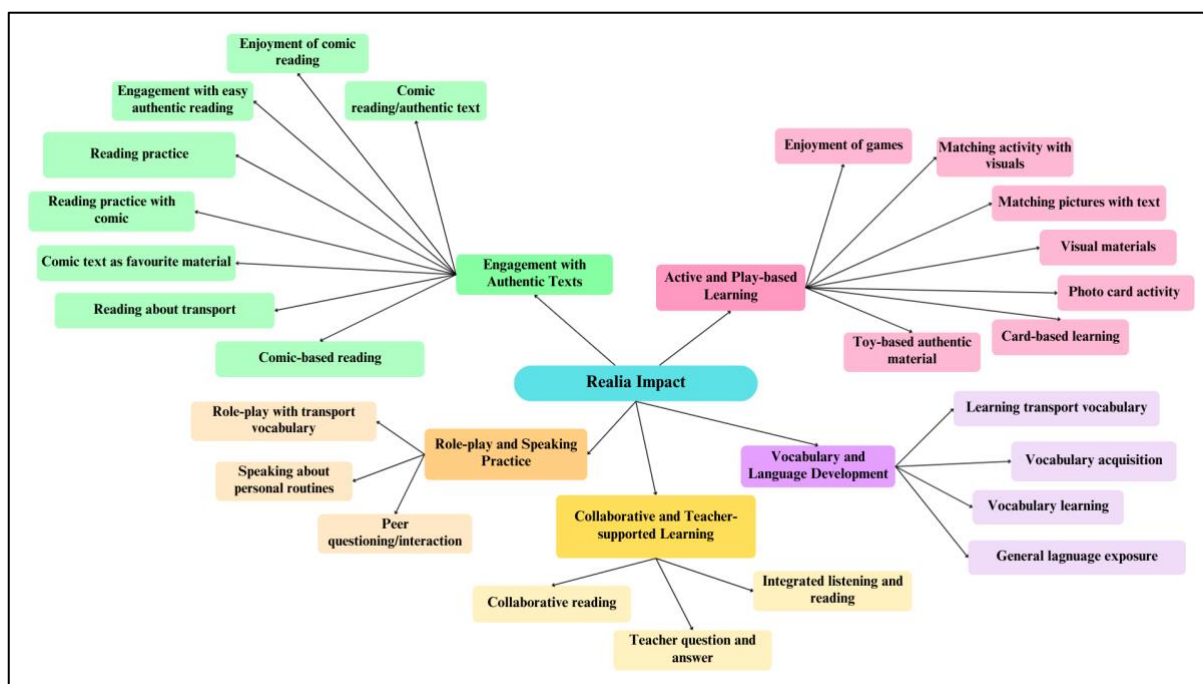
Table 4.23.1 *Initial Thematic Map of Observation 5*

Phase 4: Revised Thematic Map		
Final Theme	**Sub-themes/Merged Ideas**	**Notes**
Engagement with Authentic Materials	Reading comics as authentic text, Enjoyment of transport-related stories, Using toys and realia	Students showed strong interest in authentic learning materials like comics, toys, and visuals. The resources captures attention and motivated participation.
Play-based and Interactive Learning	Games and matching activities, Acting/role-play, Card and toy-based tasks, Teacher question and answer support	Fun, hands-on activities encouraged active involvement. Role-play and interactive questioning helped students practice English in meaningful contexts
Language Development	Vocabulary learning, Reading comprehension	Authentic texts and activities supported vocabulary acquisition,

through Contextual Learning	with comics, Speaking about routines, Collaborative peer learning	comprehension, and oral practice. Collaboration with peers reinforced learning

Table 4.24 *Revised Thematic Map of Observation 5*
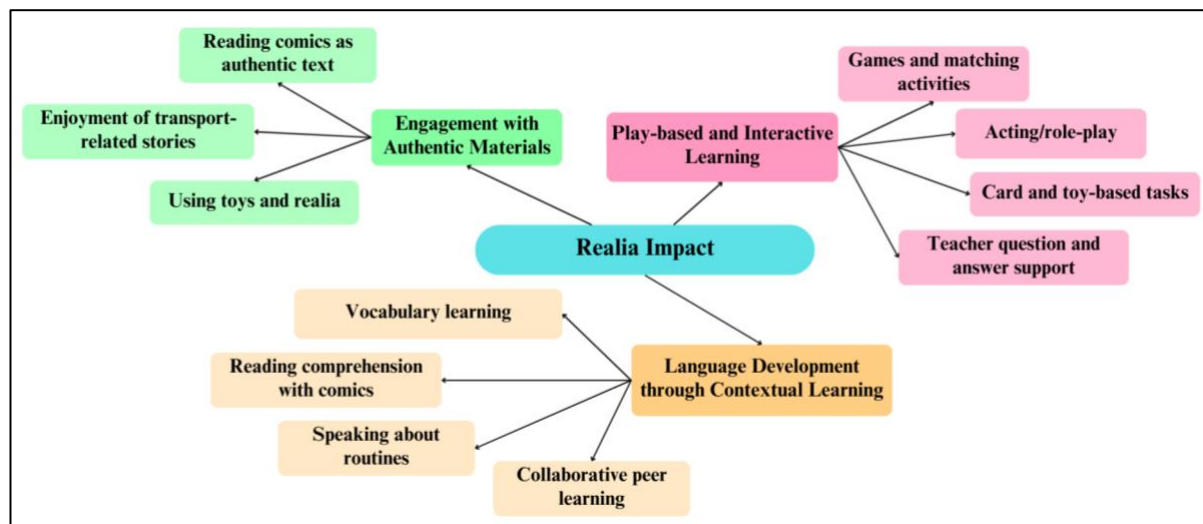
Table 4.24.1 *Revised Thematic Map of Observation 5*

Phase 5: Final Thematic Map		
Theme	**Definition**	**Relevant Research Question**
Engagement with Authentic Materials	Students were highly motivated by authentic resources such as comics, photos, and toys, which made learning meaningful and relatable	RQ1. RQ3
Play-based and Interactive Learning	Games, role-play, and card/toy-based activities encouraged participation, enjoyment, and peer collaboration during the lesson	RQ2
Language Development	Authentic materials supported vocabulary growth, reading comprehension, and speaking skills within real-life and familiar contexts	RQ1, RQ2, RQ3

through Contextual Learning		

Observation 5 Report

The analysis of Observation 5 uncovered that students' engagement and learning were strongly driven by authentic materials, play-based strategies, and contextualised language practice.

Comics, toy cars, and picture cards not only enhanced motivation but also connected learning to familiar, real-world objects, reflecting the effectiveness of authentic resources (RQ1, RQ3) as portrayed in **Table 4.25**. Strategic methods such as games, matching, and acting supported active participation and emphasised the subjects' preference for collaborative, interactive learning (RQ2).

Furthermore, the integration of vocabulary, reading, and speaking tasks withing authentic contexts showed how authentic materials can simultaneously strengthen multiple skills while making language use more practical and enjoyable (RQ1, RQ2, RQ3). Overall, these findings indicate that the teacher cold maximise learning impact by selecting authentic, game-based, and context-rich resources that resonate with students' interests and everyday experiences.

Observation 6: Video Impact

In Phase 1, the data were familiarised and coded into points of interest linked to the 3 research questions generated for this study. For RQ1, as displayed in **Table 4.26**, 9 points emerged mainly from students' emphasis on videos, YouTube video, story-reading, and the exit card. This shows that authentic digital and visual materials made the lesson more engaging.

For RQ2, 17 points were calculated across reading, writing, listening, and spelling, with students repeatedly emphasising multi-skill development such as "*Reading*", "*Listen*", "*Study and writing*", and "*I can spelling the English*" as visible in their responses from **Table 4.27**.

For RQ3, 8 points reflected how students valued the learning environment, friendships, enjoyment, and teacher support. Statements like "*Because you can make friends*" and "*Because I like this class*" reveal how relational and motivational aspects guided the teacher in designing effective classroom experiences.

Phase 1: Familiarisation with Data		
Research questions	**Codes**	**Initial points of interest**
1. What is the effectiveness of authentic materials in English language learning classrooms for generation Alpha students?	YouTube video, Watch video, Reading the story, Playing video, Exit card	9
2. What are the preferred English language learning strategies of generation alpha students?	Reading, Listening, Writing, Spelling, Playing guitar, Watching video	17
3. How do the outcomes of integrating authentic materials in English language learning for Generation Alpha students assist teachers in materials selection?	Motivation, Engagement, Emotional response, Skill awareness	8

Table 4.26 *Familiarisation with Data of Observation 6*

Phase 2: Generating Initial Codes			
Prompt	**Student**	**Data extracts**	**Coded for**
Why I like this class?	S1	We can meet friend and teacher	Social interaction
	S2	Because I like this class	General enjoyment

	S3	Because this class are so best	Emotional positivity
	S4	I like reading	Reading interest
	S5	Because I can learn	Learning value
	S6	I like reading!!! And so cold	Reading enthusiasm, environmental comfort
	S7	I love this class and I like class and read book	Attachment to class, reading engagement
	S8	Because is cool	Fun perception of class
	S9	Because you can make friends	Friendship, classroom bonding
I learned to…	S1	Reading, listen, study and writing	Multi-skill development
	S2	English	Language learning
	S3	Listen and reading	Listening and reading skills
	S4	Listen	Listening skill
	S5	Read English	Reading skill
	S6	I learn listen and write	Writing and listening
	S7	I can read book. I can spelling the English	Reading and spelling

	S8	We learned English	General English acquisition
	S9	Reading	Reading skill
My favourite part!	S1	I watch the video	Visual learning
	S2	Playing video	Gamified learning
	S3	Reading the story	Story-based reading
	S4	Watch a video	Video-based learning
	S5	Watching the video	Multimedia learning
	S6	Is exit card	Class activity
	S7	Play in friend. I can play guitar	Social play, creativity
	S8	The video	Visual stimulation
	S9	YouTube video	Digital learning, engagement

Table 4.27 *Generating Initial Codes of Observation 6*

Phase 3: Initial Thematic Map	
Theme	**Grouped Codes**
Social and Emotional Engagement	Social interaction, Friendship, Emotional positivity, General enjoyment, Fun classroom
Literacy and Language Skills	Reading interest, Reading skill, Listening skill, Writing skill, Spelling, English acquisition
Multimedia and Visual Learning	Watching videos, YouTube, Video-based learning, Digital learning

Motivation and Learning Value	Learning value, Class attachment, Class activities, Gamified learning, Play and creativity

Table 4.28 *Initial Thematic Map of Observation 6*
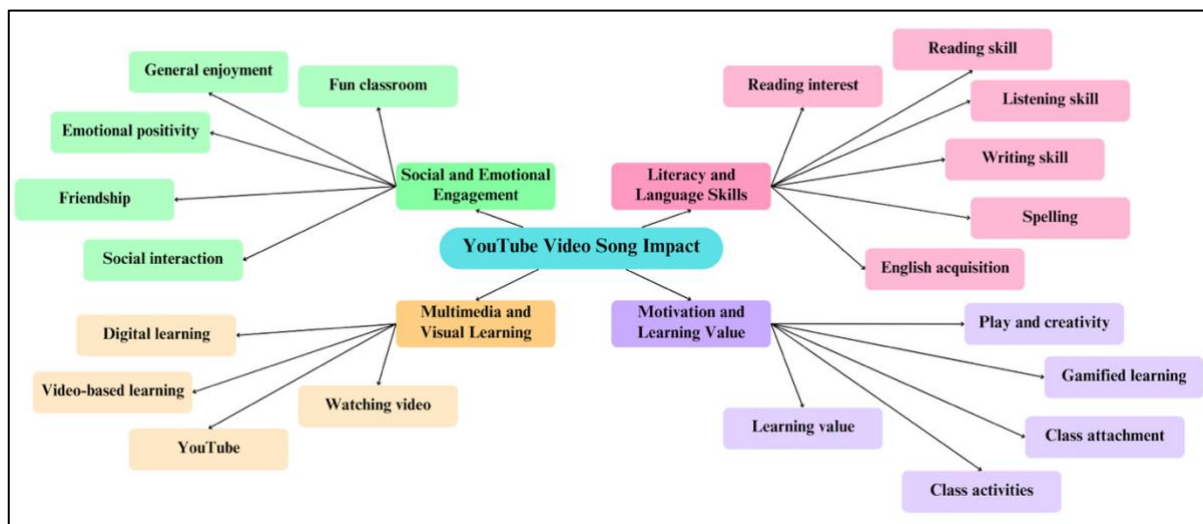
Figure 4.28.1 *Initial Thematic Map of Observation 6*

Phase 4: Revised Thematic Map		
Final Theme	**Sub-themes/Merged Ideas**	**Notes**
Positive Social Environment	Friendship, Teacher bond, Class enjoyment	Strong pattern of valuing relationships and environment
Reading and Core Literacy	Reading skill, Spelling, Listening, Writing	Students are aware and proud of literacy gains
Multimedia as a Key Strategy	YouTube, Video watching, Story reading	Digital tools are highly engaging to Gen Alpha
Enjoyment Boosts Motivation	Playing guitar, Exit cards, Fun activities	Enjoyment clearly enhances participation and confidence

Table 4.29 *Revised Thematic Map of Observation 6*
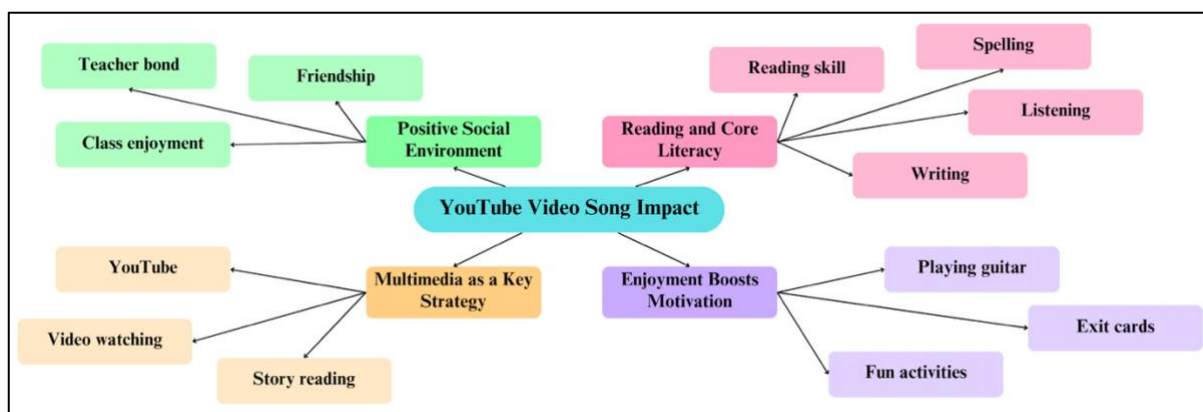
Figure 4.29.1 *Revised Thematic Map of Observation 6*

Phase 5: Final Thematic Map		
Theme	**Definition**	**Relevant Research Question**
Positive Social Environment	Students thrive in environments with strong peer and teacher relationships	RQ1, RQ2
Core Literacy through Enjoyable Reading	Reading is both a preferred activity and a learning outcome; links directly to authentic text use	RQ1, RQ2
Multimedia Engagement	Videos, YouTube, and digital stories increase attention, comprehension, and enjoyment	RQ1, RQ3
Motivation through Enjoyment	Enjoyable, gamified, and creative activities increase willingness to engage and participate	RQ2, RQ3

Table 4.30 *Final Thematic Map of Observation 6*

Observation 6 Report

Observation 6 shows 4 major themes: **(1)** *Positive Social Environment*, **(2)** *Core Literacy through Enjoyable Reading*, **(3)** *Multimedia Engagement*, and **(4)** *Motivation through Enjoyment* as shown in **Table 4.30**.

These findings indicate that Generation Alpha students respond best when authentic materials are embedded in fun, interactive, and socially supportive contexts. Digital media such as YouTube and videos not only sustain attention but also enhance comprehension **(Appendix 3)**, confirming the effectiveness of authentic, technology-driven resources (RQ1, RQ3).

At the same time, students demonstrated strong preferences for literacy-based strategies like reading, writing, and spelling, suggesting that integrating these core skills with enjoyable tasks makes English learning both meaningful and motivating (RQ1, RQ2). Importantly, enthusiasm–whether through games, or exit cards–directly boosted engagement, showing the value of embedding play and creativity into the lesson (RQ2, RQ3).

Observation 7: Realia Impact

In Phase 1 of Observation 7, 21 points of interest were calculated and distributed across the 3 research questions. For RQ1 with an identified 7 points of interest, students consistently highlighted reading, vocabulary development, and the use of authentic props (e.g., *whisk*, *broom*, *spray*, *pictures*) as illustrated in **Table 4.31**. These responses indicate that authentic and tangible materials supported comprehension and made learning more concrete.

For RQ2, subjects showed clear preference for interactive methods such as games, role-play, oral practice, collaboration with peers, and a positive classroom environment. The consolidation of repeated ideas (e.g., *multiple references to acting or speaking*) into single points demonstrates that these strategies are strongly preferred and reinforced across different prompts.

For RQ3, students' emphasis on real-life props, teacher-student relationships, and tools like the exit cards reveal that it is feasible to continue embedding authentic objects, reflective

tools, and integrated reading-acting tasks in the lesson design. Collectively, the consolidated points show that students learn best when authentic materials, interactive strategies, and supportive teaching practices are combines to create engaging and effective learning experiences.

Phase 1: Familiarisation with Data		
Research questions	**Codes**	**Initial points of interest**
1. What is the effectiveness of authentic materials in English language learning classrooms for generation Alpha students?	Reading comprehension, Reading with peers, Vocabulary development, Reading + listening, Writing new words, Enjoyment of authentic props (whisk, broom, spray, pictures), Exit card reflection	7
2. What are the preferred English language learning strategies of generation alpha students?	Games (whisk game, broom/spray play), Acting/role-play, Peer learning (reading with friends, asking), Speaking new words/actions, Using props for learning, Enjoyable classroom environment	8
3. How do the outcomes of integrating authentic materials in English language learning for Generation Alpha students assist teachers in materials selection?	Use of real-life materials, Positive teacher-students relationship, Encouraging reading + acting activities, Exit card as reflective tool	6

Table 4.31 *Familiarisation with Data of Observation 7*

Phase 2: Generating Initial Codes			
Prompt	**Student**	**Data extracts**	**Coded for**
Why I like this class?	S1	We can read to do things	Reading comprehension through authentic tasks
	S2	Because I like the whisk game	Game-based learning (authentic prop)
	S3	Because teacher is so nice	Positive teacher-student relationship
	S4	I like to learn	Motivation to learn
	S5	Because I can read	Reading skill acquisition
	S6	I like reading and playing cards	Reading + use of authentic materials (cards)
	S7	Because I can read with my friends	Collaborative learning (peer support)
	S8	Because I can say action	Oral practice/speaking
	S9	You can feel happy with teacher	Emotional engagement/ supportive teacher role
I learned to…	S1	Reading and listening	Reading + listening comprehension
	S2	I learn to say sweeping	Vocabulary development (action words)

	S3	Reading and acting	Integrated reading + drama learning
	S4	Listen	Listening skill
	S5	I learn to say and acting	Vocabulary + role-play
	S6	I learn to read	Reading skill
	S7	I can learn new words	Vocabulary learning
	S8	We learned to write new words	Vocabulary + writing
	S9	Reading English	Reading comprehension
My favourite part!	S1	I like to play with whisk	Authentic prop engagement (whisk)
	S2	Acting with the broom	Role-play with authentic prop
	S3	Listen the story!	Story listening activity
	S4	Play with spray	Authentic prop engagement (spray)
	S5	Playing with pictures	Visual aids as learning materials
	S6	Is the EXIT CARD!!	Gamified reflection activity
	S7	I like watering the plants!	Real-life action with prop
	S8	Broom and spray	Props for role-play
	S9	Acting with broom	Role-play with prop

Table 4.32 *Generating Initial Codes of Observation 7*

Phase 3: Initial Thematic Map	
Theme	**Grouped Codes**
Development of Reading and Listening Skills	Reading comprehension through authentic tasks, Reading skill acquisition, Reading + use of authentic materials, Collaborative reading with peers, Reading + listening comprehension, Reading comprehension, Listening skill, Story listening
Vocabulary and Oral Production	Oral practice/speaking, Vocabulary development, Vocabulary + role-play, Vocabulary learning, Vocabulary + writing
Authentic and Game-based Learning Materials	Game-based learning with whisk, Reading with authentic cards, Authentic prop engagement, Visual aids, Exit card activity, Real-life action with prop
Role-play and Collaborative Interaction	Acting/drama-based learning, Role-play with authentic props, Acting with peers, Interactive games
Teacher and Emotional Support	Positive teacher-student relationship, Emotional engagement/supportive teacher role, Motivation to learn, Students expressing happiness in class

Table 4.33 *Initial Thematic Map of Observation 7*
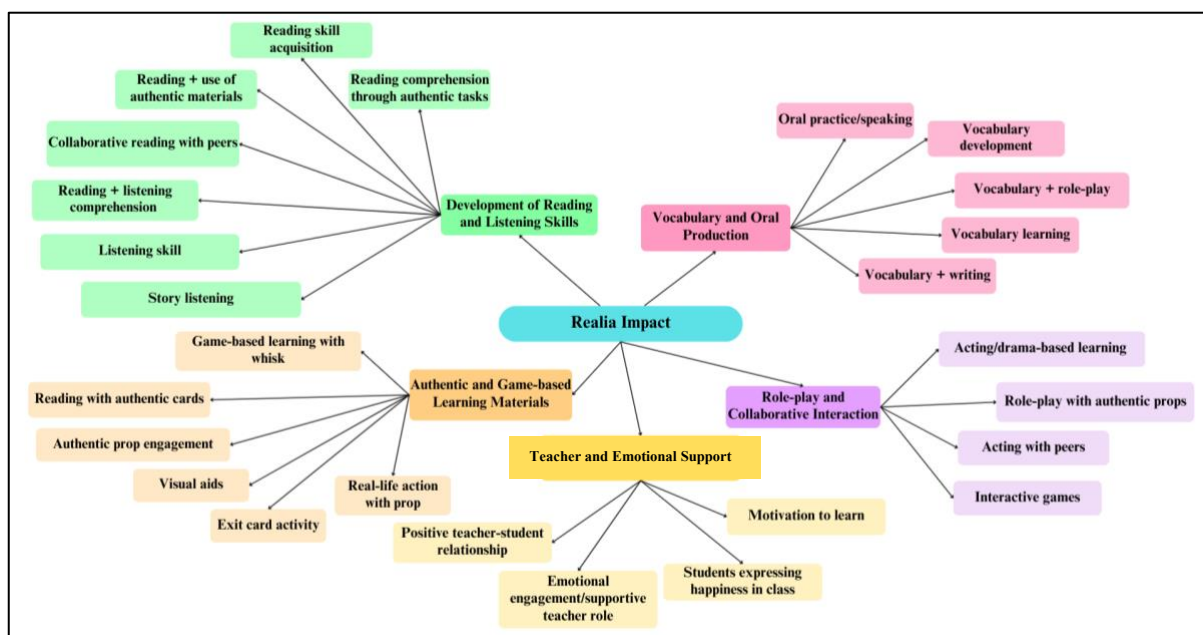
Figure 4.33.1 *Initial Thematic Map of Observation 7*

Phase 4: Revised Thematic Map		
Final Theme	**Sub-themes/Merged Ideas**	**Notes**
Language Skill Development	Reading and listening comprehension, Vocabulary building, Oral production and sentence construction	Students improved their core language skills by practising reading, listening, and learning new vocabulary, often through speaking and writing activities
Engagement through Authentic and Game-based Materials	Use of real-life props, Interactive games, Exit card reflection	Authentic objects and playful activities kept students motivated, showing that authentic materials enhance participation and comprehension
Social Interaction and Emotional Support	Acting and role-play with peers, Collaboration and peer learning, Teacher	Students valued working with friends and role-playing activities, supported by teacher praise, which

	encouragement and positive classroom environment	created a fun, emotionally supportive learning space

Table 4.34 *Revised Thematic Map of Observation 7*
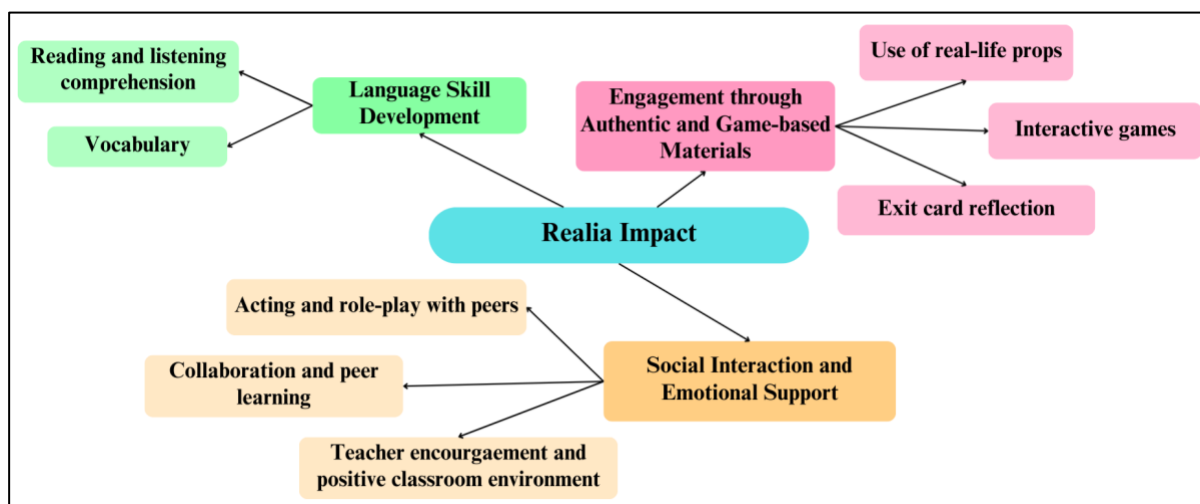
Figure 4.34.1 *Revised Thematic Map of Observation 7*

Phase 5: Final Thematic Map		
Theme	**Definition**	**Relevant Research Question**
Language Skill Development	Students strengthened reading, listening, vocabulary, and speaking skills through authentic classroom activities	RQ1, RQ2
Engagement through Authentic and Game-based Materials	Authentic props and interactive games made the lesson meaningful, fun, and effective for learning	RQ1, RQ2, RQ3
Social Interaction and Emotional Support	Peer collaboration, role-play, and teacher encouragement created a positive and supportive learning atmosphere	RQ2, RQ3

Table 4.35 *Final Thematic Map of Observation 7*

Observation 7 Report

Observation 7 illustrates 3 interconnected themes that reflect how the subjects engage with English learning. The theme "*Language Skill Development*" was evident as students practiced reading, listening, vocabulary, and speaking through activities grounded in authentic materials, showing that authentic inputs support comprehensive learning and oral practice (RQ1, RQ2).

As for the theme "*Engagement through Authentic and Game-based Materials*", it emerged strongly with students consistently emphasising the sue of props such as whisk, broom, and spray, as well as reflective materials like exit cards and picture-based tasks, as shown in **Table 4.35**. These tools made the lesson more holistic, enjoyable, and effective, indicating the importance of authenticity and interactivity in language teacher (RQ1, RQ2, RQ3).

The theme "*Social Interaction and Emotional Support*" highlighted the role of collaboration and teacher encouragement in sustaining motivation. Peer role-play, cooperative tasks, and a supportive teacher presence fostered both confidence and emotional safety, reinforcing students' preference for interactive and socially engaging learning (RQ2, RQ3).

These findings show that authentic materials, game-based strategies, and social interaction not only enhance language acquisition but also provide clear guidance for effective material selection and classroom practices.

Observation 8: Pictures Impact

In Observation 8, students' responses generated a total of 18 points of interest distributed across the 3 research questions. Under RQ1, students highlighted how authentic materials such

as stories, picture cards, puzzles, and visual aids supported their reading, comprehension, and vocabulary development. Statements like "*I can read story again*" and "*I learn the meaning*", as visible in **Table 4.37**, show that repeated reading and visual materials were central to making English input meaningful. Consolidation was done where responses overlapped, for instance, multiple references to "*reading English*" (S3, S4, S5) were merged into one point as they conveyed the same idea of reading practice.

For RQ2, with 6 points of interest as shown in **Table 4.36**, students emphasised enjoyment of game-based and interactive learning. Responses such as "*I like the game*", "*spinning game*", and "*basket game*" reveal that games were a strong motivational factor. Similarly, "I *can say English*" and "*To speaking*" were merged as one point under speaking practice, while "*Teacher say I do good job*" reflects the value of teacher feedback as a strategy that sustains motivation.

RQ3 with 5 points showed how these preferences can guide materials selection. Students consistently pointed to visuals (e.g., "*pictures!!*", "*picture cards*"), interactive tools (e.g., "*puzzles*", "*games*", "*cards*"), and teacher scaffolding as impactful. These consolidated responses suggest that the teacher benefitted from integrating authentic, visual, and interactive materials into classroom design.

Overall, the analysis demonstrates that subjects responded positively to a blend of authentic reading materials, interactive strategies like games and puzzles, and supportive teacher feedback.

Phase 1: Familiarisation with Data		
Research questions	**Codes**	**Initial points of interest**

1. What is the effectiveness of authentic materials in English language learning classrooms for generation Alpha students?	Reading story, Reading English, Reading practice, Learning meaning, Matching with text, Puzzle activity, Using pictures as learning aids	7	
2. What are the preferred English language learning strategies of generation alpha students?	Playing games, Using puzzles, Matching and sticking cards, Speaking English, Teacher guidance/feedback, Fun learning environment	6	
3. How do the outcomes of integrating authentic materials in English language learning for Generation Alpha students assist teachers in materials selection?	Use of picture cards, Visual aids, Teacher encouragement and scaffolding, Interactive materials	5	

Table 4.36 *Familiarisation with Data of Observation 8*

Phase 2: Generating Initial Codes			
Prompt	**Student**	**Data extracts**	**Coded for**
Why I like this class?	S1	I can read story again	Reading comprehension/ story engagement
	S2	I like the game	Enjoyment of games as learning strategy
	S3	Because this class so fun!	Fun and engaging classroom environment

	S4	I like teacher	Positive teacher-students relationship
	S5	We can play the puzzle	Puzzle-based learning strategy
	S6	I like pictures!! And so cool	Visual materials/ pictures
	S7	I love teacher show the pictures	Teacher using visuals
	S8	Because is fun	Fun learning environment
	S9	I like the spinning game	Interactive game activity
I learned to…	S1	I learn the meaning	Understanding meaning/ comprehension
	S2	Matching and read	Matching activity + reading
	S3	Reading English	Reading practice
	S4	Reading	Reading practice
	S5	I learned to reading	Reading skills
	S6	I learn to do matching	Matching activity
	S7	I can stick cards together	Using cards for learning
	S8	I can say English	Speaking English

		Teacher say I do good job!	Teacher encouragement/ feedback
My favourite part!	S1	Pictures!!!	Enjoyment of visual materials
	S2	Picture cards	Picture cards as learning tools
	S3	I like the pictures	Pictures as learning materials
	S4	I like the basket game	Interactive game activity
	S5	The pictures	Visuals as preferred learning
	S6	Pictures and cards	Visual and card-based materials
	S7	My favourite is playing cards	Playing cards as activity
	S8	The picture	Picture-based learning
	S9	My teacher!	Teacher-student relationship

Table 4.37 *Generating Initial Codes of Observation 8*

Phase 3: Initial Thematic Map	
Theme	**Grouped Codes**
Reading and Comprehension Skills	Reading comprehension/story engagement, Reading practice, Reading skills, Understanding meaning

Game-based Learning	Enjoyment of games as learning strategy, Interactive game activity, Puzzle-based learning strategy
Visual and Picture-based Learning	Visual materials/pictures, Teacher using visuals, Enjoyment of visual materials, Picture cards as learning tools, Pictures as preferred learning, Visual and card-based materials
Teacher's Role and Support	Positive teacher-students relationship, Teacher encouragement/feedback
Speaking and Vocabulary Development	Speaking English, Using cards for learning, Matching activity + reading, Matching activity
Classroom Environment and Enjoyment	Fun and engaging classroom environment, Fun learning environment, Feeling happy in class

Table 4.38 *Initial Thematic Map of Observation 8*
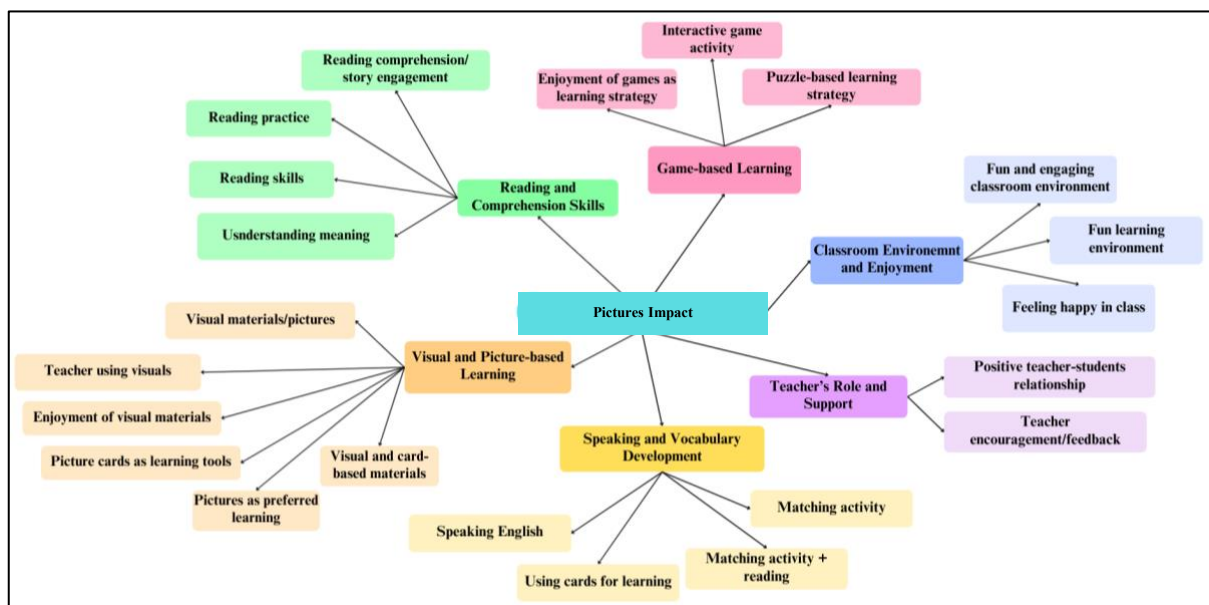
Figure 4.38.1 *Initial Thematic Map of Observation 8*

Phase 4: Revised Thematic Map		
Final Theme	**Sub-themes/Merged Ideas**	**Notes**

Literacy Development through Reading and Vocabulary	Reading comprehension and practice, Vocabulary building through matching and cards, Understanding meaning from stories	Students highlighted learning to read, comprehend, and acquire new words through authentic texts and activities, showing how authentic materials supported language growth
Interactive and Game-based Learning	Games, Enjoyment and fun in activities, Group-based learning through play	Engagement increased when learning was structured around games ad puzzles, reflecting Generation Alpha's preference for playful, interactive learning strategies
Visual and Teacher-supported Learning	Use of pictures and visuals, Teacher encouragement and support, Teacher modelling with visuals	Visuals and teacher scaffolding motivated students, making content easier to understand and encouraging confidence in participation

Table 4.39 *Revised Thematic Map of Observation 8*
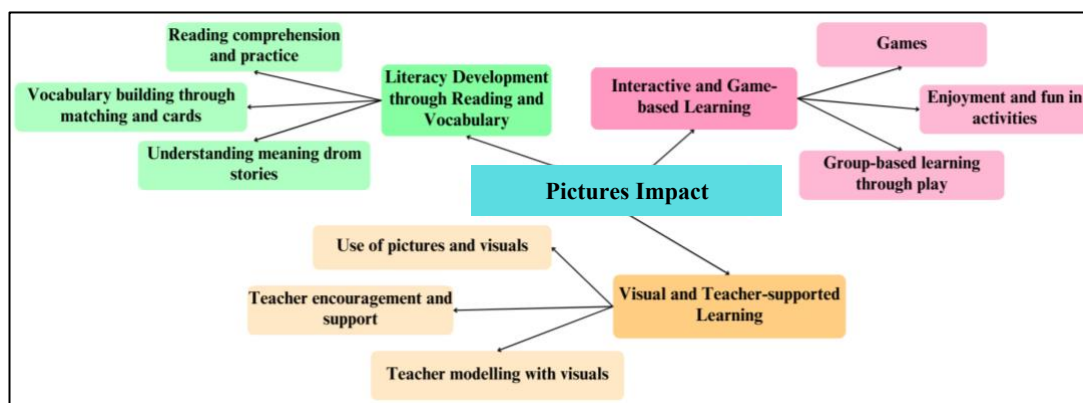
Figure 4.39.1 *Revised Thematic Map of Observation 8*

Phase 5: Final Thematic Map		
Theme	**Definition**	**Relevant Research Question**
Literacy Development through Reading and Vocabulary	Students learned to read, make meaning, and expand vocabulary through authentic materials such as stories, matching cards and puzzles	RQ1, RQ2
Interactive and Game-based Learning	Fun and interactive activities like spinning games, puzzles, and basket games motivated students and supported their preferred learning strategies	RQ2, RQ3
Visual and Teacher-supported Learning	Visual aids and teacher guidance made lessons engaging, accessible, and confidence-building for students	RQ1, RQ3

Table 4.40 *Final Thematic Map of Observation 8*

Observation 8 Report

Observation 8 revealed 3 main themes. The theme "*Literacy Development through Reading and Vocabulary*" was evident in responses like "*I like learn the meaning*" (S1) and "*Reading English*" (S3), showing how authentic texts and word-focused tasks built comprehension, which directly answers RQ1 and RQ2 as shown in **Table 4.40**.

The theme "Interactive and Game-based Learning" motivated subjects, with statements such as "*I like the spinning game*" (S9) and "*We can play the puzzle*" (S5), reflecting Generation Alpha's preference for playful, collaborative learning, correlating to RQ2 and RQ3.

The final emerging theme for this observation lesson is finalised as "*Visual and Teacher-supported Learning*", emerging strongly with responses like "*I like pictures!! And so cool*" (S6) and "*Teacher say I do good job!*" (S9). Overall, the results indicate that combining

authentic reading, gamified tasks, pictures, and visual-teacher scaffolding effectively engages young learners and enhances English acquisition **(Appendix 4)**.

Observation 9: Magazine Impact

For Observation 9, Phase 1, the analysis of subjects' responses presents 24 points of interest distributed across this study's research questions. Under RQ1 with 8 points, students showed how authentic materials like chants, magazines, and vocabulary tasks supported their learning. For example, S1 stated, "*I like to make chant*", and S6 added, "*I like the magazine*", as shown in **Table 4.42**, both pointing to authentic inputs that engaged them.

RQ2 (9 points) emphasised students' preferred strategies, particularly performance, group work, and movement-based activities as illustrated in **Table 4.41**. S2 shared, "To clapping and singing", while S9 noted, "Friends clap for me", reflecting their enjoyment of kinaesthetic and collaborative learning.

RQ3 with 7 points of interest revealed outcomes for the teacher in terms of effective materials and practices. Teacher modelling and feedback were especially valued. S4 stated, "*I like teacher showing the chant*", and S9 wrote, "*Teacher say I do good perform*", indicating how teacher involvement reinforced confidence and motivation. In sum, the consolidated points show that authentic materials, collaborative and performance strategies, and teacher-led modelling worked together to create an engaging and supportive English learning environment.

Phase 1: Familiarisation with Data		
Research questions	**Codes**	**Initial points of interest**
1. What is the effectiveness of authentic materials in English	Chant creation as authentic language practice, Use of	8

language learning classrooms for generation Alpha students?	magazine as authentic text, Action words and improving vocabulary	
2. What are the preferred English language learning strategies of generation alpha students?	Group work and collaboration, Singing, clapping, and dancing, Performing in front of peers	9
3. How do the outcomes of integrating authentic materials in English language learning for Generation Alpha students assist teachers in materials selection?	Teacher modelling and participation, Peer encouragement and feedback, Integrating creative tasks like magazines and helps teachers assess skills	7

Table 4.41 *Familiarisation with Data of Observation 9*

Phase 2: Generating Initial Codes			
Prompt	Student	Data extracts	Coded for
Why I like this class?	S1	I like to make chant	Chant creation/ authentic production
	S2	To clapping and singing	Kinaesthetic + musical learning
	S3	Because we do group work fun!	Collaborative learning
	S4	I like teacher showing the chant	Teacher modelling/ demonstration
	S5	We can make chant together	Group chant activity
	S6	I like the magazine	Use of authentic material (magazine)

	S7	I love teacher singing	Teacher modelling (authentic input)
	S8	Because we can dance	Dance/ movement learning
	S9	I like perform in front	Performance/ presentation
I learned to…	S1	I learn to make chant sentence	Chant composition/ language structure
	S2	I can clap with my friend	Rhythmic coordination with peer
	S3	Making English chant	Chant creation/English practice
	S4	Saying the action words	Vocabulary practice (action words)
	S5	I learn to use sparking word	Vocabulary enrichment
	S6	To do group chant	Group learning/ collaboration
	S7	I can speak the chant	Oral performance/ fluency
	S8	I can write the magazine	Writing using authentic material
	S9	Teacher say I do good perform	Teacher evaluation/ feedback
	S1	Chant with my group	Group chanting

My favourite part!	S2	Teacher clap with me	Teacher-student interactive activity
	S3	I like group perform	Peer collaboration performance
	S4	Making funny dance	Kinaesthetic/movement learning
	S5	Sparkling word	Vocabulary learning
	S6	Chant with acting	Role-play with chants
	S7	Teacher chant is my favourite	Teacher-led chanting
	S8	Dancing the chant	Movement-based learning
	S9	Friends clap for me	Peer feedback/ encouragement

Table 4.42 *Generating Initial Codes of Observation 9*

Phase 3: Initial Thematic Map	
Theme	**Grouped Codes**
Engagement through Creative and Kinaesthetic Activities	Chant creation, clapping, singing, Dance/movement learning, Role-play with chants, Performance/presentation, Group chanting, Funny dance, Acting with chants
Collaborative and Peer Learning	Group work, Group chant activity, Chanting with group, Peer collaboration performance, Rhythmic coordination with peers, Friends clapping/peer feedback
Teacher as a Model and Motivator	Teacher showing chant, Teacher singing, Teacher clap interaction, Teacher-led chanting, Teacher evaluation/feedback

Vocabulary and Language Development through Authentic Materials	Saying action words, Vocabulary enrichment, Use of magazine, Writing the magazine, Reading/writing with authentic materials
Confidence Building and Enjoyment	Enjoyment/fun, Liking to perform in front, Peer encouragement, Feeling motivated by teacher recognition

Table 4.43 *Initial Thematic Map of Observation 9*
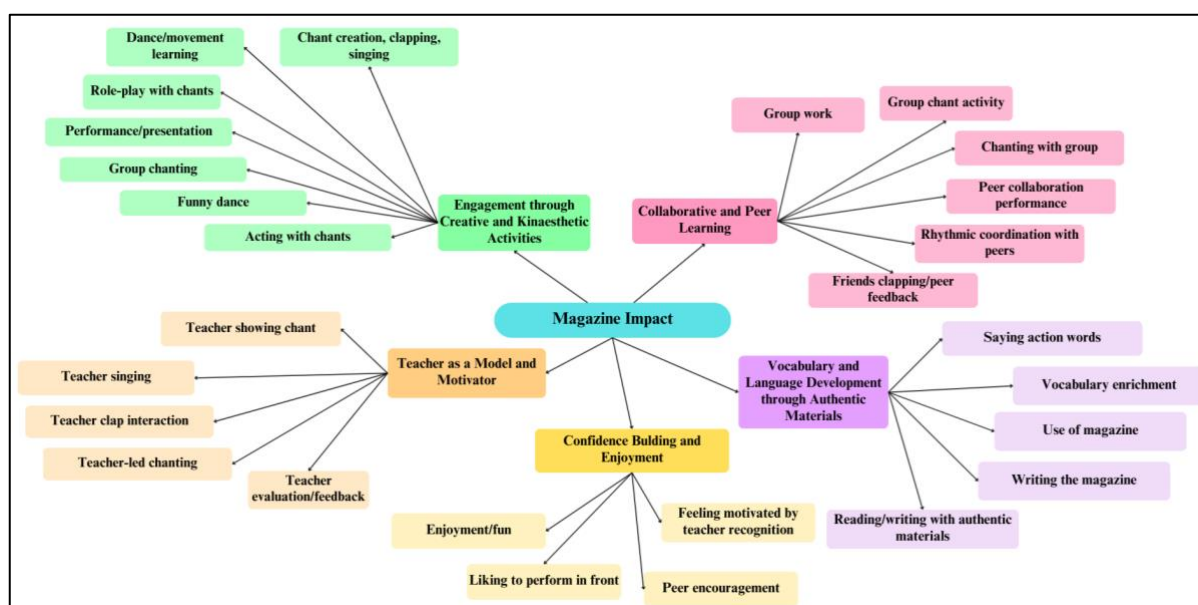
Figure 4.43.1 *Initial Thematic Map of Observation 9*

Phase 4: Revised Thematic Map		
Final Theme	**Sub-themes/Merged Ideas**	**Notes**
Creative and Kinaesthetic Engagement	Chanting, clapping, singing, dancing, acting, performance	Students enjoyed the lesson when they were active and creative, showing that physical movement and rhythm increased motivation and focus

Peer Collaboration and Social Learning	Group work, Group chanting, Peer support, Friends clapping	Learning was enhanced through peer interaction, where teamwork and shared performance boosted confidence and enjoyment
Teacher as Facilitator and Motivator	Teacher modelling chant, Teacher singing/clapping, Teacher feedback	Teacher guidance and encouragement motivated students' participation
Language Enrichment through Authentic Materials	Action words, Magazine reading/writing	Authentic and contextual resources helped students learn vocabulary and apply it creatively in chants and written tasks
Confidence and Self-expression	Performing in front, Teacher praise, Peer recognition	Students developed self-confidence and expressed themselves freely when supported by teacher and peers

Table 4.44 *Revised Thematic Map of Observation 9*
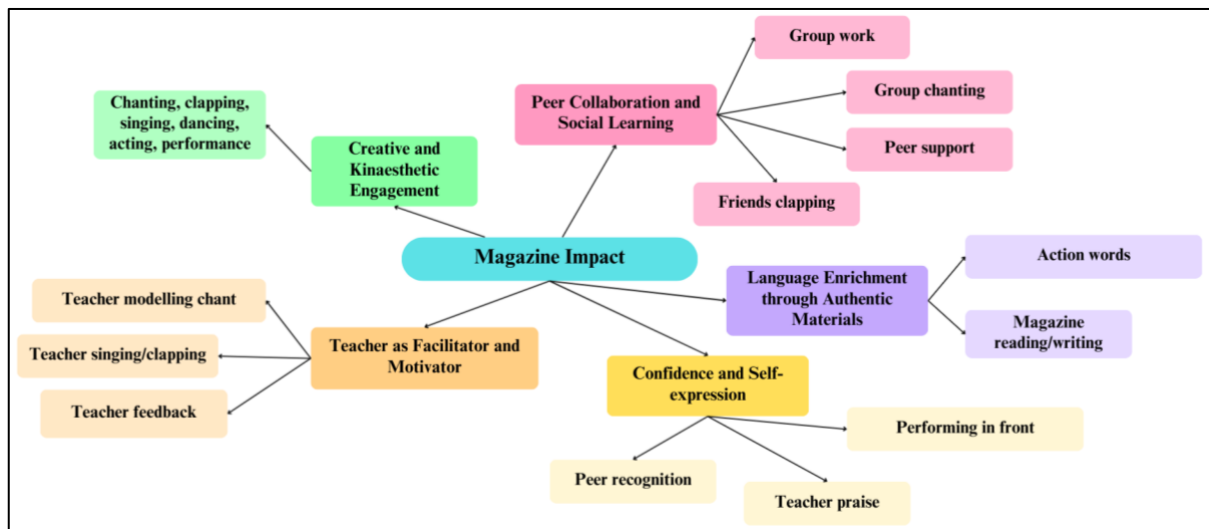
Figure 4.44.1 *Revised Thematic Map of Observation 9*

Phase 5: Final Thematic Map		
Theme	**Definition**	**Relevant Research Question**
Creative and Kinaesthetic Engagement	Students learn best when the lesson involves movement, rhythm, and creative expression like chanting, clapping, and dancing	RQ1, RQ2
Peer Collaboration and Social Learning	Group work and peer support enhance learning, making students more confident and engaged in English tasks	RQ2, RQ3
Teacher as Facilitator and Motivator	Teacher modelling, encouragement, and praise motivate students and make the lesson enjoyable	RQ1, RQ3
Language Enrichment through Authentic Materials	Authentic materials like chants, magazine, and action words help students learn vocabulary and apply it meaningfully	RQ1, RQ2
Confidence and Self-expression	Opportunities to perform and receive recognition build students' confidence and support language use	RQ2, RQ3

Table 4.45 *Final Thematic Map of Observation 9*

Observation 9 Report

The analysis of Observation explains how chants, performance, and authentic materials shaped students' motivation, strategies, and outcomes. Five themes emerged from the final map: **(1)** *Creative and Kinaesthetic Engagement*, **(2)** *Peer Collaboration and Social Learning*, **(3)** *Teacher as Facilitator and Motivator*, **(4)** *Language Enrichment through Authentic Materials*, and **(5)** *Confidence and Self-expression*.

Creative and Kinaesthetic Engagement was central, as students valued rhythm, chanting, and movement. For example, S2 said, "*To clapping and singing*", while S8 added, "*Because we can dance*". This reflects how physical and creative activity sustained motivation and learning (RQ1, RQ2). The theme "*Peer Collaboration and Social Learning*" was also prominent, with group work and shared performance providing confidence and enjoyment. S3 noted, "*Because we do group work fun!*" and S1 stated, "*I like to make chant*". This shows that collaboration supported engagement and reinforced RQ2 and RQ3.

The third theme emphasised the teacher's role as facilitator and motivator. Students appreciated teacher modelling and encouragement. S4 stated, "*I like teacher showing the chant*", and S7 mentioned, "*I love teacher singing*". This indicates the teacher's influence in making the lesson interactive and enjoyable (RQ1, RQ3). The theme "*Language Enrichment through Authentic Materials*" emphasised that chants and the magazine enriched vocabulary and provided meaningful context **(Appendix 5)**. S6 affirmed, "*I like the magazine*", connecting authentic materials directly to learning outcomes (RQ1, RQ2).

Finally, *Confidence and Self-expression* emerged as students valued opportunities to perform and be recognised. S9 expressed, "Teacher say I do good perform", illustrating how acknowledgement strengthened self-confidence and willingness to use English (RQ2, RQ3). This observation demonstrates that authentic, creative, and collaborative approaches foster both motivation and practical language development.

Observation 10: Infographic Impact

In Observation 10, a total of 23 points of interest were identified, as visible in **Table 4.46**, distributed across RQ1 (8 points), RQ2 (9 points), and RQ3 (6 points). Under RQ1, students

frequently emphasised the role of authentic materials in learning, such as "*I like the chores pictures*" (S6) and "*The poster pictures*" (S7), showing how visuals supported comprehension.

RQ2 points reflected students' strong preference for writing and spelling activities, with responses like "*I like to write sentence*" (S1) and "*Writing on whiteboard*" (S1), as shown in **Table 4.47**, emphasising hands-on strategies.

RQ3 points focused on teacher and peer support, as in "*I like teacher help spelling*" (S4) and "*My friend read my paper*" (S9), indicating the importance of scaffolding and collaborative learning in strengthening outcomes.

Phase 1: Familiarisation with Data		
Research questions	**Codes**	**Initial points of interest**
1. What is the effectiveness of authentic materials in English language learning classrooms for generation Alpha students?	Use of pictures and posters, Writing with visuals, Teacher scaffolding, Chores-related authentic materials	7
2. What are the preferred English language learning strategies of generation alpha students?	Writing sentences, Spelling practice, Exercises/game (mime, spelling, worksheet), Acting with words, Group collaboration	9
3. How do the outcomes of integrating authentic materials in English language learning for Generation Alpha students assist teachers in materials selection?	Teacher support and modelling, Use of chores as relatable content, Peer learning, Worksheets and posters guiding teaching	6

Table 4.46 *Familiarisation with Data of Observation 10*

Phase 2: Generating Initial Codes			
Prompt	**Student**	**Data extracts**	**Coded for**
Why I like this class?	S1	I like to write sentence	Writing sentences
	S2	I like spelling game	Spelling as activity
	S3	Because I can write about chores!	Writing linked to chores
	S4	I like teacher help spelling	Teacher scaffolding
	S5	We can write easy words	Writing simple vocabulary
	S6	I like the chores pictures	Using visual aids
	S7	I love teacher show the poster	Teacher using posters
	S8	Because I can write English words	Writing English vocabulary
	S9	I like the mime game	Mime/game activity
I learned to…	S1	I learning to spell vacuuming	Vocabulary spelling (chores word)
	S2	Writing sentence	Writing practice
	S3	Write the picture on paper	Writing using visuals
	S4	Write	Basic writing
	S5	I learned to write folding word	Vocabulary writing
	S6	I learn to write chores	Writing about chores
	S7	I can make sentence long	Extended writing
	S8	I can spelling	Spelling practice
	S9	The pictures and write	Writing the visuals

My favourite part!	S1	Writing on whiteboard	Writing on board
	S2	Spelling and doing actions	Spelling + action integration
	S3	I like my friends right my answer	Peer feedback
	S4	Making the sentence	Sentence construction
	S5	The new words inside long paper	Vocabulary learning
	S6	Doing the worksheet	Worksheet activity
	S7	The poster pictures	Poster as visual aid (infographic)
	S8	Making the chores	Writing linked to chores
	S9	My friend read my paper	Peer learning/sharing

Table 4.47 *Generating Initial Codes of Observation 10*

Phase 3: Initial Thematic Map	
Theme	**Grouped Codes**
Writing Skills Development	Writing sentences, Writing linked to chores, Writing simple vocabulary, Writing English vocabulary, Writing practice, Writing using visuals, Basic writing, Vocabulary writing, Extended writing, Writing on board, Sentence construction, Worksheet activity, Making the chores
Spelling and Vocabulary Building	Spelling as activity, Teacher scaffolding, Vocabulary spelling, Spelling practice, Spelling + action integration, Vocabulary learning

Use of Authentic Materials and Visual Aids	Using visual aids, Teacher using posters, Poster as visual aid, Pictures as writing support, The poster pictures
Collaborative and Peer Learning	Peer feedback, Peer learning/sharing, Friends read my paper, Collaborative acting/mime, Group activities (implicit from peer-based responses)
Engagement and Motivation	Mime/game activity, Enjoyment of games, Doing actions while spelling, Enjoyment of teacher's support

Table 4.48 *Initial Thematic Map of Observation 10*
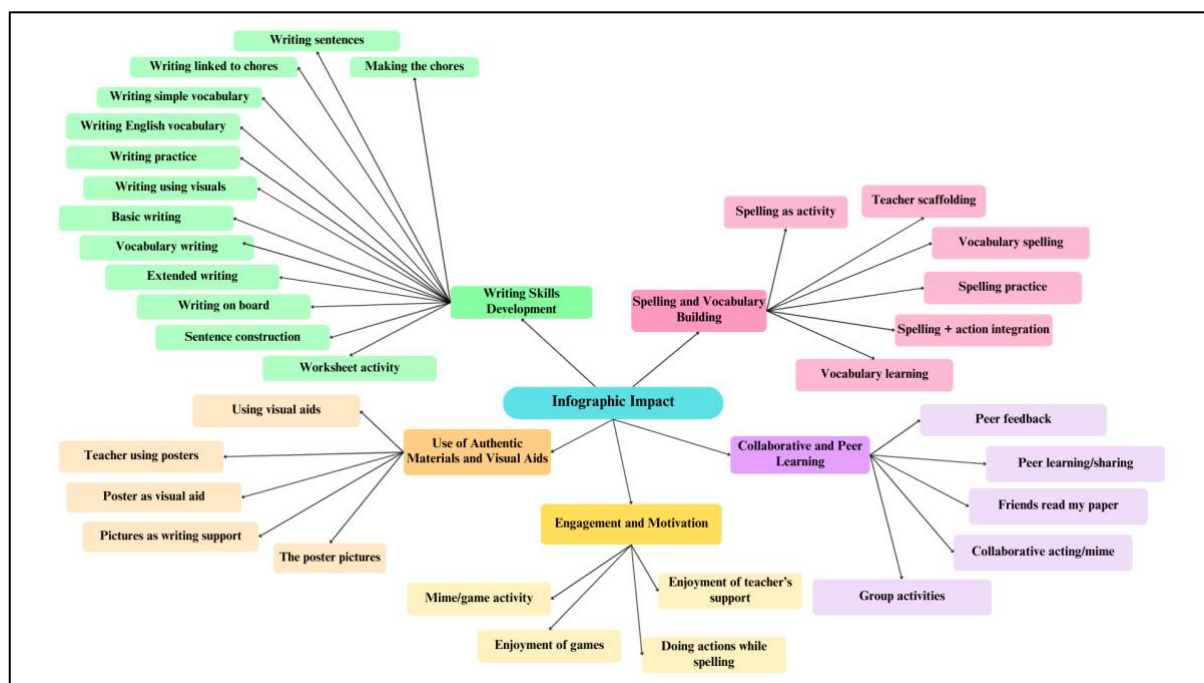
Figure 4.48.1 *Initial Thematic Map of Observation 10*

Phase 4: Revised Thematic Map		
Final Theme	**Sub-themes/Merged Ideas**	**Notes**
Writing and Spelling Development	Writing sentences and chores-related tasks, Spelling words and vocabulary building	Reflects how students practice English through sentence writing, spelling activities, and

		vocabulary expansion, showing progress in literacy skills
Authentic Materials and Visual Aids	Use of chores pictures and posters (infographic), Writing with visuals (worksheets, whiteboard, pictures)	Students benefit from concrete, visual supports (infographic, shores pictures, worksheets), making writing and vocabulary more adaptable
Collaborative and Motivational Learning	Peer support and feedback, Games, mime, and action-based spelling, Teacher scaffolding and encouragement	Students learn better when activities are interactive, fun, and collaborative. Teacher's role and peer involvement increase engagement and motivation

Table 4.49 *Revised Thematic Map of Observation 10*
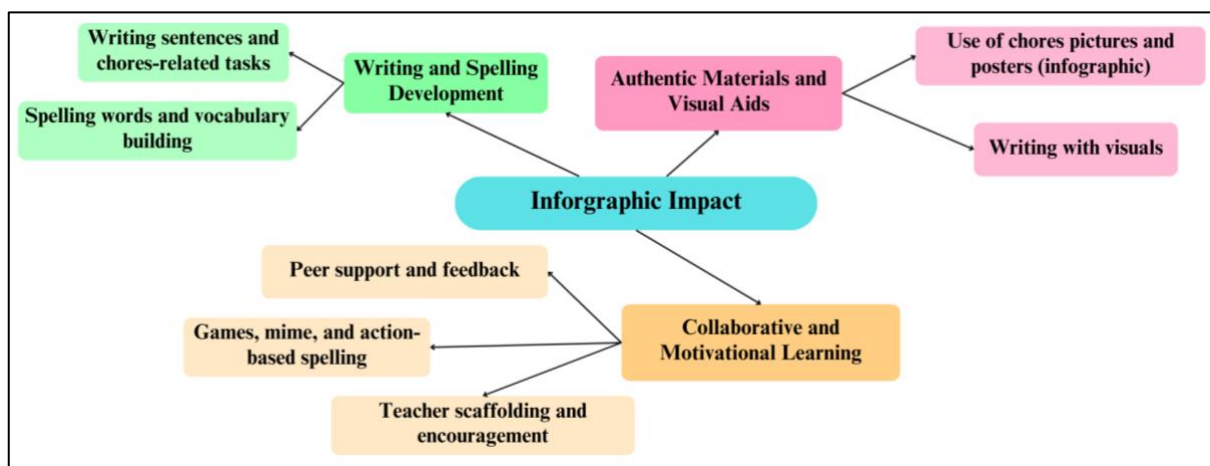
Figure 4.49.1 *Revised Thematic Map of Observation 10*

Phase 5: Final Thematic Map		
Theme	**Definition**	**Relevant Research Question**

Writing and Spelling Development	Students developed literacy skills by practising sentence construction, chores-related writing, and spelling activities	RQ1, RQ2
Authentic Materials and Visual Aids	Visual supports such as chores pictures, infographic, and worksheets helped students understand vocabulary and apply it effectively	RQ1, RQ3
Collaborative and Motivational Learning	Teacher scaffolding, peer support, and interactive games made writing tasks more engaging and encouraged confidence	RQ2, RQ3

Table 4.50 *Final Thematic Map of Observation 10*

Observation 10 Report

Observation 10 shows that students' engagement with English learning was strongly shaped by the emerging themes: **(1)** *Writing and Spelling Development*, **(2)** *Authentic Materials and Visual Aids*, and **(3)** *Collaborative and Motivational Learning*, as shown in **Table 4.50**.

Many students emphasised progress in literacy, such as "*I learn write*" (S1) and "*I can do sentence*" (S3), which demonstrates how structured writing and spelling tasks contributed to skill growth. The use of authentic materials and visual aids such as chores pictures, posters, and worksheets, were particularly impactful, with statements like "*I like the chores pictures*" (S6) and "*The poster pictures*" (S7), showing how visual prompts enhanced vocabulary understanding and sentence construction **(Appendix 6)**.

Collaboration and motivation were prominent, as reflected in responses such as "*I like teacher help spelling*" (S4) and "*My friend read my paper*" (S9), which emphasise the importance of teacher scaffolding and peer support in building confidence. Together, these

themes suggest that integrating authentic and visual materials with interactive support systems not only improved writing outcomes but also fostered motivation and confidence in learners, aligning with all three research questions.

Observation 11: Newspaper Comic Impact

For Observation 11, Phase 1, the points of interest show a strong balance across the three research questions, with 8 points each for RQ1 and RQ2, and 7 for RQ3 (23 total), as shown in **Table 4.51**. Under RQ1, most students referred to comics and Marvin as motivating authentic materials (e.g., "*I like Marvin*", "*The comic book*"), alongside story listening and visuals like *stickman drawings*, showing how texts and visuals enhanced comprehension.

For RQ2, students highlighted preferred strategies such as listening (e.g., "*Listen and match*"), guessing (e.g., "*Guessing the actions*"), matching, and action-based speaking (e.g., "*Say skateboarding*"), indicating an interactive, multi-sensory approach to learning.

Meanwhile, RQ3 points reflected how these outcomes guide teacher material selection: *comics and visuals as motivating tools*, *story-based listening to support comprehension*, and *scaffolding through questioning and guessing*. The consolidation of these points shows that students' enjoyment of comics and story visuals not only boosted engagement but also shaped strategy use and provided clear implications for effective material design.

Phase 1: Familiarisation with Data		
Research questions	**Codes**	**Initial points of interest**
1. What is the effectiveness of authentic materials in English language learning classrooms	Engagement with comics, Marvin comic appeal, Story listening, Use of comic visuals, Stick figure drawing, Learning	8

for generation Alpha students?	through story-based content, Guessing with story cues, New vocabulary from vlogs	
2. What are the preferred English language learning strategies of generation alpha students?	Listening activities, Guess games, Action-based learning, Matching tasks, Saying action/doing words, Answering questions, Speaking practice (skateboarding, sentences), Fun group interactions	8
3. How do the outcomes of integrating authentic materials in English language learning for Generation Alpha students assist teachers in materials selection?	Comics and visuals as motivating tools, Integrating authentic visuals (comic paper, Marvin comic), Combining listening + guessing + speaking, Providing scaffolding through actions, Students motivation from fun and story	7

Table 4.51 *Familiarisation with Data of Observation 11*

Phase 2: Generating Initial Codes			
Prompt	Student	Data extracts	Coded for
Why I like this class?	S1	I like to listen and guess	Listening + guessing game
	S2	I like the comic picture	Comic-based learning (visual material)
	S3	Because this class is fun!	Enjoyment/motivation
	S4	The comic book	Engagement with comic text
	S5	We can listen to story	Story-based listening

	S6	I liking the Marvin comic	Preference for authentic comic (Marvin)
	S7	I like the funny comic	Engagement with humour in authentic material
	S8	Because we can have fun	Positive learning environment
	S9	I like Marvin	Personal connection to authentic comic character
I learned to…	S1	I learn new word vlog	Vocabulary learning
	S2	Listen and match	Listening + matching activity
	S3	To say doing words	Action-based speaking
	S4	Guess the new words	Guessing/inferring meaning
	S5	To listen action words	Listening for action vocabulary
	S6	I learn to answer question	Responding to teacher questions
	S7	I can say skateboarding	Vocabulary use in speaking
	S8	I can guess the words	Guessing strategy
	S9	I learned the story	Story comprehension

My favourite part!			
	S1	Guessing the actions	Guessing game (action-based)
	S2	The comic	Comic as authentic material
	S3	I like the listening	Listening activity
	S4	Teacher action show	Teacher modelling actions
	S5	Comic	Comic-based activity
	S6	Stickman drawing	Visuals (comic/drawing)
	S7	Comic	Comic-based learning
	S8	Learn the comic paper	Authentic text engagement
	S9	Marvin comic	Preference for Marvin comic

Table 4.52 *Generating Initial Codes of Observation 11*

Phase 3: Initial Thematic Map	
Theme	**Grouped Codes**
Engagement with Authentic Comics	Comic-based learning (visual material), Engagement with comic text, Preference for authentic comic (Marvin), Engagement with humour in authentic material, Personal connection to comic character, Comic as authentic material, Stick figure drawing, Authentic text engagement
Active Learning Strategies	Listening + guessing game, Listening + matching activity, Guessing/inferring meaning, Guessing game (action-based)

Language Development through Actions and Vocabulary	Action-based speaking, Listening for action vocabulary, Vocabulary learning, Vocabulary use in speaking, Story-based listening, Story comprehension
Supportive and Fun Classroom Environment	Enjoyment/motivation, Positive learning environment, Teacher modelling actions, Responding to teacher questions

Table 4.53 *Initial Thematic Map of Observation 11*
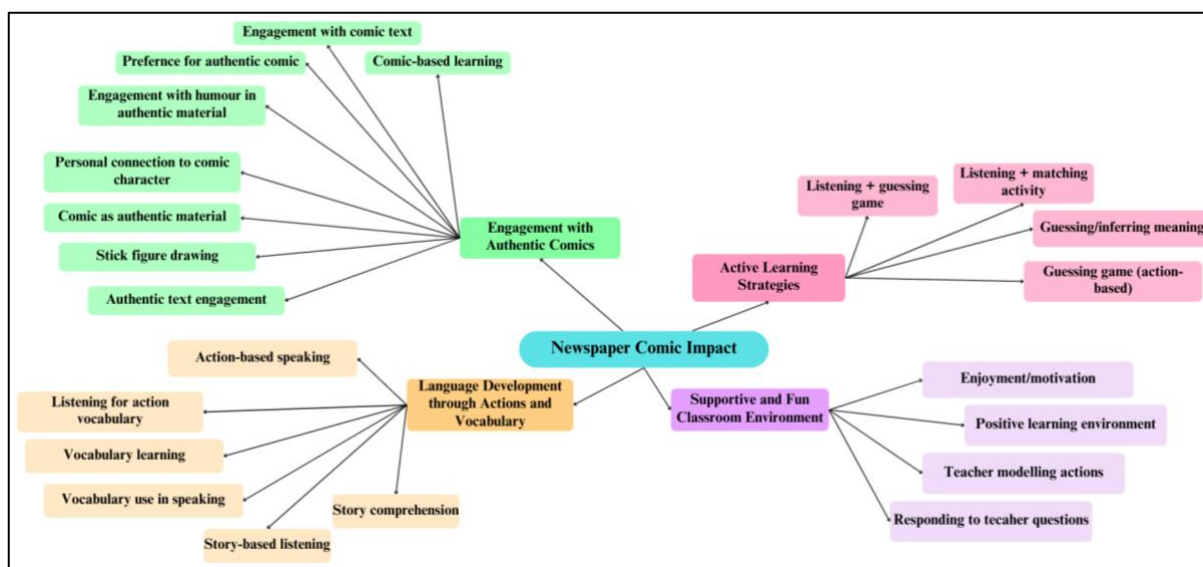
Figure 4.53.1 *Initial Thematic Map of Observation 11*

Phase 4: Revised Thematic Map		
Final Theme	**Sub-themes/Merged Ideas**	**Notes**
Authentic Comics as Learning Tools	Engagement with comic visuals, Enjoyment of Marvin comic, Connection to story and characters, Comic humour and stick figure drawing	Students find authentic comics motivating, fun, and relatable. Comics stimulate interest and help connect learning with real-life characters and visuals
Strategy-based Learning through	Listening + guessing, Matching activities, Inferring new words	Students prefer interactive strategies (guessing. Matching)

Guessing and Matching		which promote active participation and problem-solving in learning English
Language Development through Actions and Vocabulary	Action-based speaking, Learning new words, Listening for actions, Using vocabulary in sentences, Comprehending story content	Highlights how authentic materials supported vocabulary growth, sentence formation, and story understanding, with a focus on action words
Supportive and Fun Classroom Environment	Fun and enjoyment, Teacher support and modelling, Positive classroom atmosphere	Emphasises that the teacher's role and the enjoyable class environment motivated students and encouraged participation

Table 4.54 *Revised Thematic Map of Observation 11*
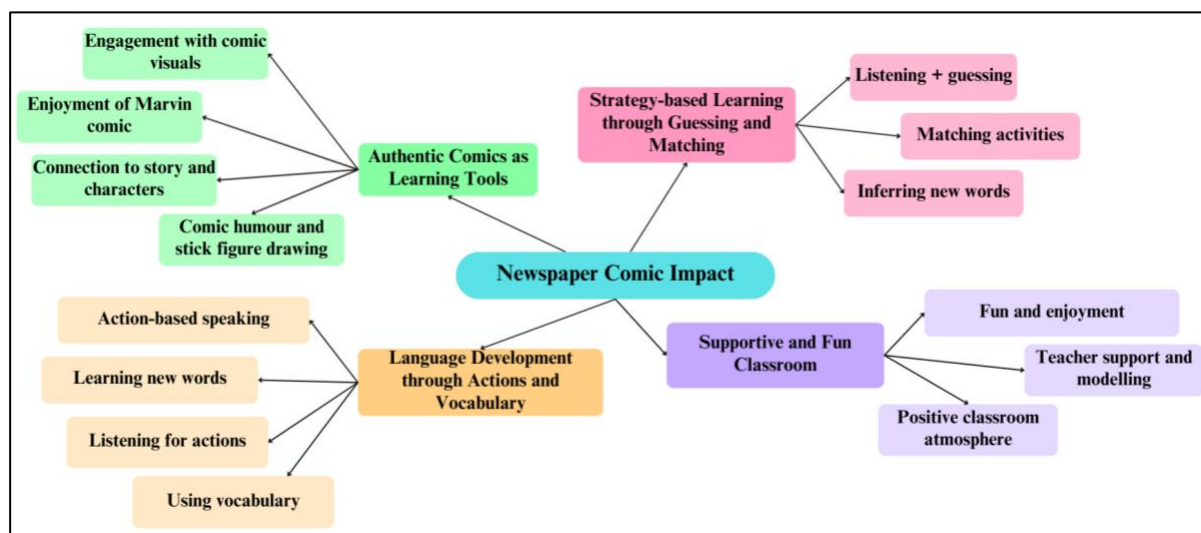
Figure 4.54.1 *Revised Thematic Map of Observation 11*

Phase 5: Final Thematic Map		
Theme	Definition	Relevant Research Question

Authentic Comics as Learning Tools	Comics made learning fun and relatable, showing their effectiveness in engaging students with authentic materials	RQ1, RQ3
Strategy-based Learning through Guessing and Matching	Students actively used guessing and matching strategies, reflecting their preferred learning methods	RQ2
Language Development through Actions and Vocabulary	Authentic tasks helped students expand vocabulary, practice action words, and improve comprehension	RQ1, RQ2
Supportive and Fun Classroom Environment	The enjoyable atmosphere and teacher support motivated participation and reinforced positive learning experiences	RQ1, RQ3

Table 4.55 *Final Thematic Map of Observation 11*

Observation 11 Report

The findings from Observation 11 presents how *authentic comics served a learning tools*, motivating students and supporting comprehension (e.g., "*I like Marvin*", "*The comic book*"). This confirms the effectiveness of authentic materials (RQ1, RQ3) by showing that comics both engaged learners and provided teachers with a relatable resource.

In terms of strategies, students consistently relied on guessing and matching (e.g., "*Guess the new words*", "*Listen and match*"), which indicates their preferred approaches to learning (RQ2). Moreover, the data revealed that action-based vocabulary tasks (e.g., "*I can say skateboarding*", "*To say doing words*") helped strengthen language development through authentic tasks (RQ1, RQ2) as evident in **Table 4.55**.

The emphasis on enthusiasm and teacher support (e.g., *"Because this class is fun!"*, *"Teacher action show"*) highlighted the role of a supportive and fun classroom environment (RQ1, RQ3) in sustaining motivation. Altogether, the analysis shows that authentic comics not only motivated students but also shaped their strategy preferences and guided teacher material selection, making the lesson both effective and enthusiastic **(Appendix 7)**.

Observation 12: Newspaper Comic Impact

In Observation 12, 22 points of interest were identified and distributed across the three research questions, as illustrated in **Table 4.56**. For RQ1 (7 points), the Marvin comic and story were repeatedly highlighted (e.g., *"I like the comic"*, *"Teacher make funny sounds read the comic"*), showing that authentic materials, enhanced by teacher performance, sustain engagement and enjoyment.

For RQ2 (9 points), students favoured peer interaction, pair dialogues, and role-plays (e.g., *"Doing the pair dialog"*, *"Say my friend name"*, *"Talking with my friend"*), alongside strategies like asking for help and polite speaking, pointing to a preference for collaborative and communicative learning.

For RQ3 (6 points), outcomes emerged in politeness and social interaction (e.g., *"To say excuse me please"*, *"I learn to be nice people"*), as visible in **Table 4.57**, with teacher modelling through comics and dialogue reinforcing practical language skills. Collectively, the consolidated points show that authentic comics, when paired with interactive strategies and teacher scaffolding, fostered both linguistic and social growth.

Phase 1: Familiarisation with Data		
Research questions	**Codes**	**Initial points of interest**
1. What is the effectiveness of authentic materials in English language learning classrooms for generation Alpha students?	Enjoyment of comics, Teacher-student interaction through acting and sounds, Use of Marvin story as engaging material, Reading comics aloud, Enjoyable and fun class atmosphere	7
2. What are the preferred English language learning strategies of generation alpha students?	Talking with friends, Pair dialogue, Sharing names, Acting with teacher, Asking teacher/friend for help, Speaking politely, Saying hello/excuse me, Using role-play, Group/pair communication	9
3. How do the outcomes of integrating authentic materials in English language learning for Generation Alpha students assist teachers in materials selection?	Polite language and social skills, Classroom interaction through names/dialogues, Teacher-led modelling of behaviour, Reinforcement of functional English	6

Table 4.56 *Familiarisation with Data of Observation 12*

Phase 2: Generating Initial Codes			
Prompt	**Student**	**Data extracts**	**Coded for**
Why I like this class?	S1	I like talk with my friend	Peer interaction/ collaborative learning

	S2	I like the comic	Engagement with authentic material (comic)
	S3	The class so fun	Enjoyment of classroom environment
	S4	I like acting with teacher	Teacher-students role play/drama
	S5	We can ask for help	Functional English/peer support
	S6	I like the comic!!!	Authentic text enjoyment (comic)
	S7	I can ask teacher name	Functional language use (asking names)
	S8	Because we can speak polite words	Politeness/ communicative competence
	S9	I like the activity to say name	Functional English/ identity-sharing
I learned to…	S1	I learn to ask for help	Functional English (asking for help)
	S2	Asking for help to my friend	Peer collaboration/ functional language
	S3	Sharing my name to everybody	Social interaction/ identity-sharing

	S4	Saying hello to my friends	Greetings/social English
	S5	To say excuse me please	Politeness/social language
	S6	I learn to be nice people	Politeness/character development
	S7	Speaking and talk	Oral production/ communicative English
	S8	I learn to speak nice words	Politeness/respectful language
	S9	English	General language learning
My favourite part!	S1	Doing the pair *dailog (dialogue)*	Pair work/role-play
	S2	Comic of Marvin	Engagement with authentic material (comic)
	S3	My name	Identity-sharing activity
	S4	Marvin cannot sleep	Authentic text engagement (story detail)
	S5	Say my friend name	Peer interaction/ functional English
	S6	Teacher make funny sounds read the comic	Teacher performance enhancing materials

		Make the funny Marvin sound	Teacher mediation /acting
	S7		
	S8	Talking with my friend	Peer talk/social communication
	S9	COMIC!	Authentic text enjoyment (comic)

Table 4.57 *Generating Initial Codes of Observation 12*

Phase 3: Initial Thematic Map	
Theme	**Grouped Codes**
Engagement with Authentic Materials	Enjoyment of comics, Authentic text detail, Teacher mediation of comics
Functional and Social Use of English	Asking for help, Asking names, Sharing name/identity, Saying hello, Politeness
Collaborative and Interactive Learning	Talking with friends, Peer interaction, Pair dialogue/role-play, Group/peer support, Enjoyment of class fun/social learning
Teacher as Facilitator	Teacher support/help, Teacher showing comic and making funny sounds, Teacher encouragement of politeness and participation

Table 4.58 *Initial Thematic Map of Observation 12*
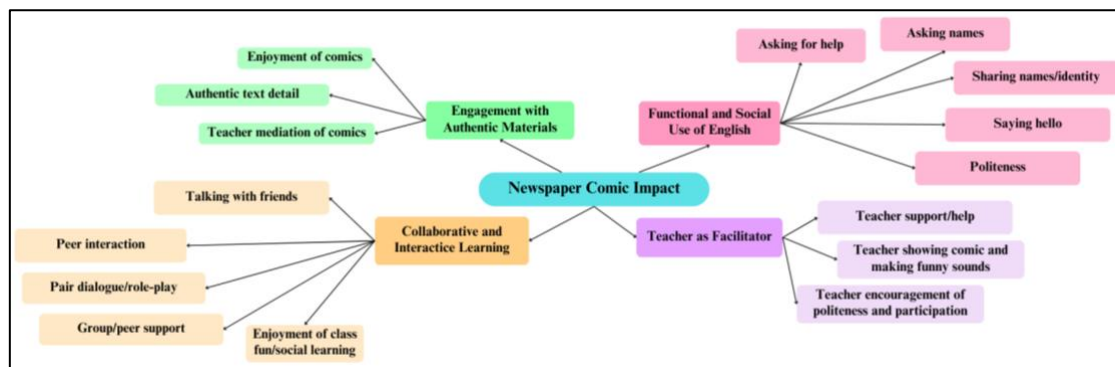
Figure 4.58.1 *Initial Thematic Map of Observation 12*

Phase 4: Revised Thematic Map		
Final Theme	**Sub-themes/Merged Ideas**	**Notes**
Authentic Materials as Engagement Tools	Comics, Marvin story, Funny teacher readings, Acting out dialogues	Authentic materials (comic texts, visual aids) made learning fun, memorable, and meaningful for students
Social and Functional Language Use	Asking for help, Greetings, Polite phrases, Name sharing	Authentic classroom interactions encouraged real-life communication and social use of English
Collaborative Classroom Interaction	Pair dialogue, Group work, Speaking with friends, Teacher-students rapport	Emphasises the importance of collaboration and teacher facilitation in motivating participation and learning

Table 4.59 *Revised Thematic Map of Observation 12*

Table 4.59.1 *Revised Thematic Map of Observation 12*

Phase 5: Final Thematic Map		
Theme	**Definition**	**Relevant Research Question**

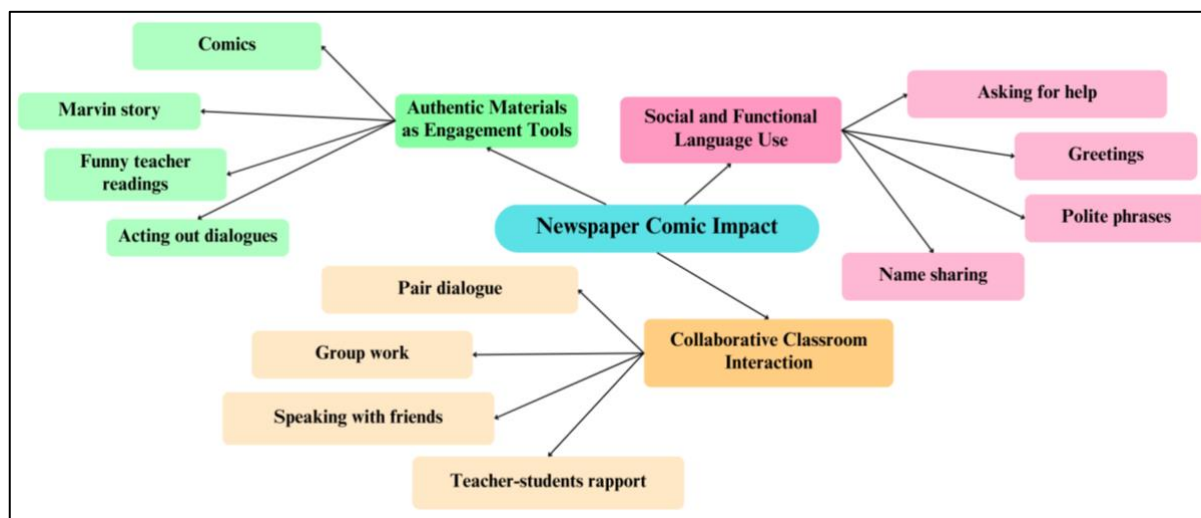|		
Authentic Materials as Engagement Tools	Authentic resources such as comics and teacher-led dramatization engaged students by making learning enjoyable and meaningful	RQ1, RQ3
Social and Functional Language Use	Classroom tasks supported the use of English for real-life communication, including greetings, polite requests, and asking for help	RQ2, RQ3
Collaborative Classroom Interaction	Interaction through pair dialogues, group activities and teacher-student rapport enhanced participation and confidence	RQ2

Table 4.60 *Final Thematic Map of Observation 12*

Observation 12 Report

Observation 12 demonstrates that authentic materials, social language functions,, and collaboration consistently shaped students' learning experiences. The first theme, "*Authentic Materials as Engagement Tools*", shows how the Marvin comic **(Appendix 8)** and teacher dramatization sustained enthusiasm and comprehension (e.g., "*I like the comic*", "*Teacher make funny sounds read the comic*"). This illustrates how authentic materials can directly support RQ1 and RQ3 by enhancing motivation and providing meaningful contexts for vocabulary development.

The theme "*Social and Functional Language Use*" highlights subjects' use of English for practical communication such as greetings and polite expressions (e.g., "*To say excuse me please*", "*I learn to be nice people*"), aligning with RQ2 and RQ3, as shown in **Table 4.60**, by linking classroom practices to real-world language use.

The theme "*Collaborative Classroom Interaction*" reveals how peer dialogue and group activities (e.g., "*Doing the paid dailog (dialogue)*", "*Talking with my friend*") supported

students' preferred strategies, particularly RQ2, by fostering confidence and active participation. Overall, Observation 12 shows that a balance of authentic input, functional practice, and social interaction creates an effective and engaging learning environment for the subjects.

Observation 13: Newspaper Comic Impact

In Observation 13, the students' responses generated 9 points under RQ1, 7 under RQ2, and 6 under RQ3, showing a strong emphasis on the effectiveness of authentic materials. Under RQ1, students consistently valued the comic and sports visuals as motivating and effective, e.g., "*The sports pictures*" and "*I learn to read new comic*", demonstrating how comics enhanced comprehension and engagement **(Appendix 9)**.

For RQ2, preferred strategies were centred on speaking, vocabulary-building, and kinaesthetic activities, such as "*Because I can say sports words*", "*I like to colour the comic*", and "*I write the words*", indicating diverse learning styles.

Meanwhile, RQ3 outcomes emphasised how the teacher could leverage comics, visuals, and humour to sustain motivation and collaborative learning, as seen in "*Nice the comic so funny*" and "*The pictures!*". The consolidation of these points reflects a balance where authentic materials both support comprehension and encourage active, strategy-based learning while also guiding teachers toward selecting engaging, contextually rich resources.

Phase 1: Familiarisation with Data		
Research questions	**Codes**	**Initial points of interest**
1. What is the effectiveness of authentic materials in English	Engagement with comics, Reading practice, Enjoyment of humour/fun,	9

language learning classrooms for generation Alpha students?	Focus on visual aids, Writing linked to materials	
2. What are the preferred English language learning strategies of generation alpha students?	Saying sports/doing words, Colouring as learning, Speaking with teacher, Pair/group reading, Sentence making, Writing practice	7
3. How do the outcomes of integrating authentic materials in English language learning for Generation Alpha students assist teachers in materials selection?	Sports and action verbs motivated learners, Comics support vocabulary expansion, Visuals/pictures strengthen comprehension, Learners prefer funny/entertaining materials	6

Table 4.61 *Familiarisation with Data of Observation 13*

Phase 2: Generating Initial Codes			
Prompt	**Student**	**Data extracts**	**Coded for**
Why I like this class?	S1	The sports pictures	Use of visuals
	S2	I like reading the sport	Reading authentic sports content
	S3	Because I can say sports words	Speaking sports vocabulary
	S4	I like to say what Marvin dog do	Speaking using comic character
	S5	Because can see the comic	Engagement with authentic comic
	S6	I like to colour the comic	Interactive/kinaesthetic learning

	S7	I love to read with friends	Collaborative reading
	S8	Because I can read the doing words	Learning action/ continuous tense words
	S9	I like because so funny	Motivation through humour in text
I learned to…	S1	Learning reading	Reading comprehension
	S2	I learn to say ing words	Learning verb forms
	S3	The sports words	Vocabulary acquisition
	S4	I can read	Reading fluency
	S5	I learn to read new comic	Reading authentic comic
	S6	I can read verb action word	Learning action verbs
	S7	I learned say the sports	Speaking vocabulary
	S8	The doing words	Vocabulary of actions
	S9	I write the words	Writing practice
My favourite part!	S1	Reading the comic	Enjoyment of comic reading
	S2	The puppy in comic	Engagement with comic characters
	S3	Playing sports	Relating learning to real-life sports
	S4	Comic	Engagement with authentic comic

	S5	Saying the sentence to teacher	Oral participation
	S6	Writing words	Writing practice
	S7	The pictures!	Visual materials
	S8	New comic	Interest in authentic comics
	S9	Nice the comic so funny	Motivation through humour

Table 4.62 *Generating Initial Codes of Observation 13*

Phase 3: Initial Thematic Map	
Theme	**Grouped Codes**
Engagement with Authentic Materials	Reading authentic sports content, Engagement with authentic comic, Interactive/kinaesthetic learning (colouring comic), Enjoyment of comic reading, Engagement with comic characters, Interest in authentic comics, Visual materials
Vocabulary and Language Skill Development	Reading comprehension, Learning verb forms, Vocabulary acquisition, Learning action verbs, Vocabulary of actions, Speaking vocabulary, Reading fluency, Writing practice, Oral participation
Motivation and Enjoyment	Motivation through humour in text, Collaborative reading with friends, Relating learning to real-life sports, Motivation through humour (comic), Enjoyment of pictures and visuals

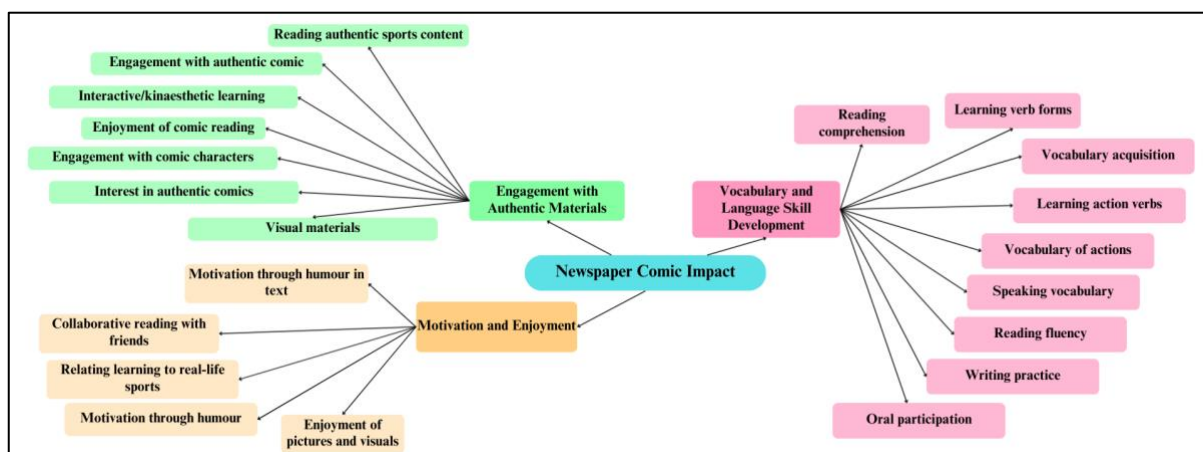**Table 4.63** *Initial Thematic Map of Observation 13*

Figure 4.63.1 *Initial Thematic Map of Observation 13*

Phase 4: Revised Thematic Map		
Final Theme	**Sub-themes/Merged Ideas**	**Notes**
Engagement with Comic Materials	Comics as authentic texts, Visual aids, Character-based engagement	Students show strong interest when lessons involve authentic comics, visuals, characters. Their engagement suggests authentic materials enhance attention and participation.
Language Skill Development	Reading comprehension and fluency, Vocabulary, Writing and sentence construction, Speaking practice	Students consistently reported learning to read, write, and say words. Focus was on vocabulary expansion and applying grammar. Authentic materials supported meaningful practice.
Motivation and Enjoyment	Fun and humour in comics, Collaborative learning with peers, Relating sports and daily life to lessons	Students emphasised "fun" and "funny" aspects, as well as learning together. Enjoyment and social interaction increased motivation, showing how authentic materials sustain enthusiasm.

Table 4.64 *Revised Thematic Map of Observation 13*
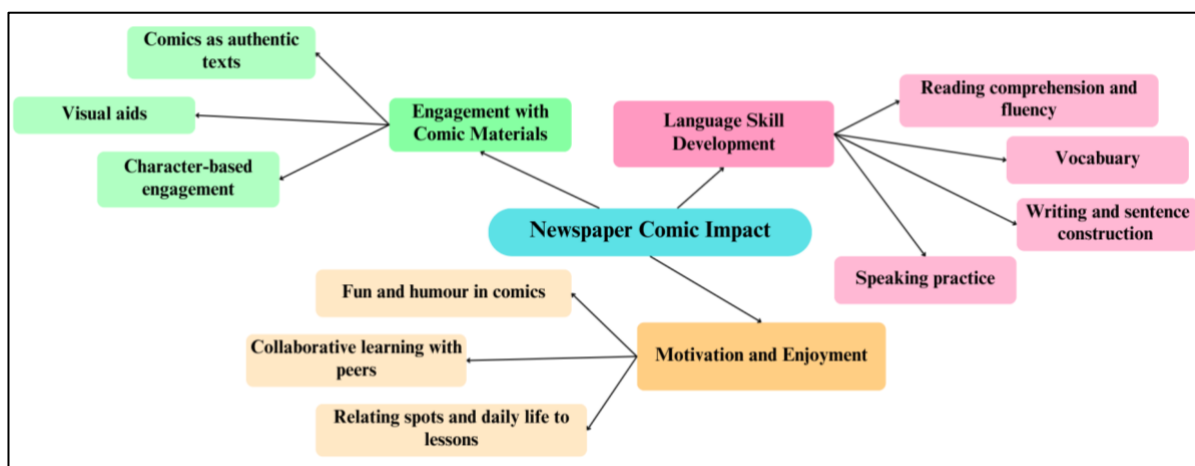
Figure 4.64.1 *Revised Thematic Map of Observation 13*

Phase 5: Final Thematic Map		
Theme	**Definition**	**Relevant Research Question**
Engagement with Comic Materials	Students are highly motivated and engaged when authentic comics, visuals, and character-based materials are used in lessons. These resources sustain attention and participation.	RQ1, RQ2
Language Skill Development	Authentic materials support growth in reading, vocabulary, writing, and speaking, helping students apply language effectively	RQ1, RQ3
Motivation and Enjoyment	Fun, humour, and collaborative tasks with authentic materials enhance motivation and social interaction, sustaining enthusiasm for learning	RQ2, RQ3

Table 4.65 *Final Thematic Map of Observation 13*

Observation 13 Report

The final analysis of Observation 13 shows that subjects' learning experiences were strongly formed by the integration of comics and visual materials, which acted as authentic

resources to sustain engagement and comprehension. The theme of "*Engagement with Comic Materials*" showed that learners were motivated by humour, visuals, and character-based contexts, as highlighted in responses like "*The sports pictures*" and "*Nice the comic so funny*". This directly supports RQ1 and RQ2, as indicated in **Table 4.65**, as authentic comics enhanced both effectiveness and preferred strategies.

The theme of "*Language Skill Development*" emerged from how reading, vocabulary, writing, and speaking skills were reinforced through these materials, for instance, "*I learn to say ing words*" and "*I write the words*", aligning with RQ1 and RQ3 by showing how materials selection contributes to effective skill-building.

The theme "*Motivation and Enjoyment*" emphasised how fun and collaborative elements kept students enthusiastic, as seen in "*I like because so funny*" and "*The pictures!*", linking to RQ2 and RQ3. The findings indicate that authentic come-based materials fostered comprehension and skill growth while elevating motivation, guiding the teacher toward material selection that balance enthusiasm with functional learning outcomes.

Observation 14: Newspaper Comic Impact

In Observation 14, the analysis identified 16 consolidated points of interest across the three research questions. For RQ1 with 5 points of interest, as visible in **Table 4.66**, students consistently referred to the *Marvin comic* as a motivating authentic material, with responses such as "*Marvin comic again because if funny*" and "*I love Comic!!*" showing its effectiveness in encouraging engagement in learning **(Appendix 10)**.

For RQ2, learners emphasised their preferred strategies, including worksheets, pair reading, acting with the teacher, and speaking action/time words, as reflecting in **Table 4.67**,

"*Doing the worksheet*" and "*The action teacher do*". These responses show their inclination toward interactive, collaborative, and task-based approaches.

For RQ3, with the accumulated 5 points of interest, students mentioned learning vocabulary, constructing sentences, and receiving teacher support, for example "*Find the meaning of word*" and "*I learn to answer questions*", indicating how the use of comics and structured tasks informs teachers' choices in materials and scaffolding. Collectively, the points show how comics and complementary activities balanced enthusiasm, strategy, and practical learning outcomes.

Phase 1: Familiarisation with Data		
Research questions	**Codes**	**Initial points of interest**
1. What is the effectiveness of authentic materials in English language learning classrooms for generation Alpha students?	Engagement with Marvin comic, Learning through visuals, Reading comic texts, Comic as humour, Comic as classroom material	5
2. What are the preferred English language learning strategies of generation alpha students?	Speaking words (action/time), Role-play of teacher actions, Pair reading, Collaborative learning, Worksheet activity, Writing tasks	6
3. How do the outcomes of integrating authentic materials in English language learning for Generation Alpha students assist teachers in materials selection?	Vocabulary learning, Comprehension, Sentence construction, Support from teacher, Using comic to teach time expressions	5

Table 4.66 *Familiarisation with Data of Observation 14*

Phase 2: Generating Initial Codes			
Prompt	**Student**	**Data extracts**	**Coded for**
Why I like this class?	S1	Marvin comic again because is funny	Engagement with comic/humour
	S2	I like the Marvin	Comic as authentic material
	S3	Say the words	Speaking practice
	S4	I can say morning and night	Vocabulary learning (time expressions)
	S5	I learn to use the action words	Vocabulary learning (action words)
	S6	Can say the words	Speaking/oral Practice
	S7	I can read	Reading skill
	S8	I love my teacher!	Teacher support/bond
	S9	I like the class	Classroom enjoyment
I learned to…	S1	I learn to answer questions	Comprehension
	S2	Find the meaning of word	Vocabulary learning (meaning)
	S3	Reading	Reading skill
	S4	English	General language learning
	S5	Put the words	Sentence construction
	S6	The worksheet I do	Worksheet activity
	S7	I learned Marvin ask the time	Using comic to learn time expressions

	S8	Read paper	Reading practice
	S9	I help my friend reading	Collaborative learning (peer support)
My favourite part!	S1	Comic pictures	Engagement with visuals/comic
	S2	Doing the worksheet	Worksheet activity
	S3	The comic make me laugh	Comic as humour/ enjoyment
	S4	I read with friend	Peer learning/ collaboration
	S5	I love Comic!!	Comic engagement
	S6	Writing the word	Writing skill
	S7	The action teacher do	Teacher demonstration
	S8	Marvin and his mother	Comic story engagement
	S9	Drawing Marvin	Creative extension of comic

Table 4.67 *Generating Initial Codes of Observation 14*

Phase 3: Initial Thematic Map	
Theme	**Grouped Codes**
Engagement with Authentic Teaching and Learning Materials	Comic as authentic material, Comic pictures, Comic as humour/enjoyment, Comic story engagement, Visual aids

English Language Skill Development	Speaking practice, Vocabulary learning (time expressions, action words, meaning of words), Reading skill, Comprehension, General English learning
Learning Activities and Classroom Strategies	Worksheet activity, Teacher demonstration, Teacher support/bon, Peer collaboration, Classroom enjoyment
Motivation and Enthusiasm	Fun/humour in comics, Linking the class, Enjoyment through teacher bond, Enjoyment in classroom activities

Table 4.68 *Initial Thematic Map of Observation 14*
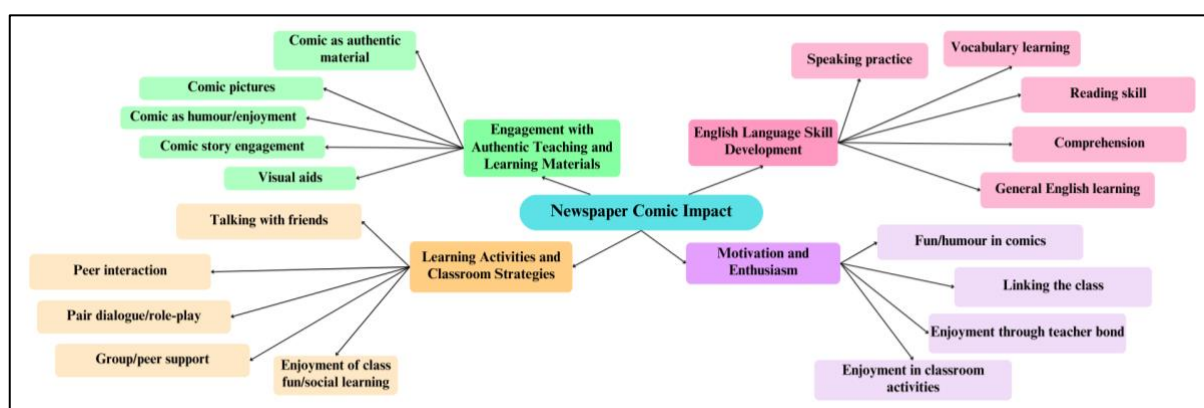
Figure 4.68.1 *Initial Thematic Map of Observation 14*

Phase 4: Revised Thematic Map		
Final Theme	**Sub-themes/Merged Ideas**	**Notes**
Engagement with Comic Materials	Comics as authentic texts, Visual aids, Humour and character-based engagement	Comics served as both fun and effective authentic materials, encouraging participation and retention
Language Skill Development	Vocabulary learning, Reading fluency and comprehension, Writing practice, Speaking practice, Question answering	Authentic materials provided contextual practice that supported holistic skill application

Classroom Interaction and Support	Teacher demonstrations and support, Worksheets as structured activity, Peer collaboration	Students valued structured guidance through teacher actions and worksheets, these interactions helped scaffold their learning in a collaborative environment
Motivation and Enthusiasm	Fun and humour from comics, Enjoyment of activities, Positive bond with teacher, General enthusiasm for class	Enjoyment, humour, and teacher-students relationships enhanced motivation and consistent engagement

Table 4.69 *Revised Thematic Map of Observation 14*
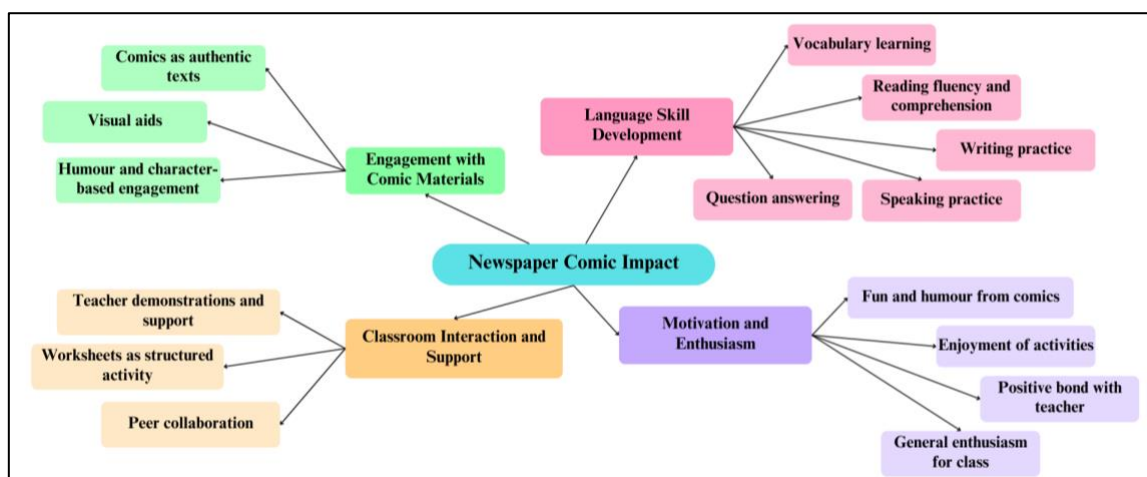
Figure 4.69.1 *Revised Thematic Map of Observation 14*

Phase 5: Final Thematic Map		
Theme	**Definition**	**Relevant Research Question**
Engagement with Comic Materials	Students are motivated and engaged through Marvin comics, pictures, and drawings, which serve as authentic materials making learning enjoyable and relatable	RQ1, RQ2

Language Skill Development	Students developed vocabulary, reading fluency, writing practice, and speaking skills through authentic and contextualised activities	RQ1, RQ2, RQ3
Classroom Interaction and Support	Learning was facilitated through teacher demonstrations, worksheets, and peer collaboration, showing how structured guidance and social interaction support learning	RQ2, RQ3
Motivation and Enjoyment	Fun activities, humour, and teacher-student relationships fostered enjoyment and sustained motivation to learn English	RQ1, RQ2

Table 4.70 *Final Thematic Map of Observation 14*

Observation 14 Report

The final themes from Phase 5 reveal how authentic materials, particularly the Marvin newspaper comic, formed student engagement and learning outcomes. The theme of "*Engagement with Comic Materials*", as illustrated in **Table 4.70**, shows that students consistently valued the comic as both entertaining and educational, with remarks such as "*Marvin comic again because is funny*" and "*I love Comic!!*", confirming its effectiveness (RQ1, RQ2).

"*Language Skill Development*" emerged through students' references to reading, writing, and vocabulary tasks (e.g., "*Find the meaning of word*", "*I learn to answer questions*") as shown in **Table 4.67**, demonstrating how authentic texts promote multi-skill growth and guide the teacher in materials selection (RQ1, RQ2, RQ3).

The theme "*Classroom Interaction Support*" emphasises the teacher's scaffolding (e.g., "*The action teacher do*", "*Doing the worksheet*") and peer collaboration, which shaped preferred strategies for learning (RQ2, RQ3).

Finally, "*Motivation and Enjoyment*" was evident in students' emphasis on fun and humour in learning (e.g., "*Because I can write English words*", "*The comic make me laugh*"), indicating how positive classroom dynamics sustain engagement (RQ1, RQ2). Together, these themes show a strong alignment between authentic materials, interactive strategies, and meaningful outcomes, reinforcing the pedagogical value of comics in Gen Alpha classrooms.

Observation 15: Newspaper Comic Impact

In Observation 15, a total of 13 points of interest were calculated across student responses, as shown in **Table 4.71**, consolidated under the 3 research questions. For RQ1 with 4 points collected, subjects highlighted how authentic materials such as comics and pictures supported learning, with statements like "*I like Marvin picture*" and "*Because the picture easy*" showing that visuals enhanced comprehension and elicited students' interest.

RQ2 identified 5 points of interest reflecting students' preferred strategies, where writing and spelling emerged as dominant methods (e.g., "*I learn spelling skateboarding*", "*I can do sentence*"), and multimodal activities like using pictures with writing were valued for reinforcing learning.

RQ3 with 4 points of interest emphasises teacher facilitation and classroom outcomes, where scaffolding (e.g., "*Teacher read funny*"), formative assessment (e.g., "*Teacher choose my answer*"), and structured tasks (e.g., "*Doing the worksheet*") showed how instructional approaches guided learning. Altogether, the analysis demonstrates that comics and visuals

engaged students effectively (RQ1), writing and spelling were preferred strategies (RQ2), and

teacher support shaped effective outcomes (RQ3).

Phase 1: Familiarisation with Data		
Research questions	**Codes**	**Initial points of interest**
1. What is the effectiveness of authentic materials in English language learning classrooms for generation Alpha students?	Engagement with Marvin comics and pictures, Reading and writing using comic-based prompts, Teacher's drawings/stickman as authentic visuals, Fun and easy-to-understand materials	4
2. What are the preferred English language learning strategies of generation alpha students?	Writing and spelling practice, Sentence construction, Using pictures as writing support, Teacher-led activities, Peer/teacher interaction	5
3. How do the outcomes of integrating authentic materials in English language learning for Generation Alpha students assist teachers in materials selection?	Comic-based resources encourage motivation, Picture-supported writing tasks enhance comprehension, Writing-focused activities show learner progress, Teacher creativity supports engagement	4

Table 4.71 *Familiarisation with Data of Observation 15*

Phase 2: Generating Initial Codes			
Prompt	**Student**	**Data extracts**	**Coded for**
Why I like this class?	S1	I like Marvin picture	Enjoyment from visual materials

	S2	Because teacher is so nice	Positive relationship with teacher
	S3	I like to write	Writing as preferred activity
	S4	Teacher read funny	Teacher scaffolding through engaging reading
	S5	I like because the comic	Engagement with comic material
	S6	Because writing is fun	Writing enjoyment/ strategy
	S7	I like because I finish sentence	Sense of achievement in writing
	S8	Because the picture easy	Pictures aid comprehension
	S9	I like to see teacher and friend	Social and teacher interaction motivation
I learned to…	S1	I learn write	Learning writing skill
	S2	I learn spelling skateboarding	Vocabulary and spelling learning
	S3	I can do sentence	Sentence formation
	S4	Spelling English	Language form
	S5	I spelling correct	Accuracy in spelling
	S6	Writing	Writing practice

	S7	I learn English	General English learning
	S8	I learn capital letter	Orthographic conventions
	S9	To write long sentence	Writing longer structures
My favourite part!	S1	Writing Marvin sentence	Writing linked to comic material
	S2	Spelling long word	Challenging spelling task
	S3	Teacher drawing stickman do sport	Teacher-created visuals
	S4	Saying my sentence	Oral sharing of writing
	S5	Using picture and write	Combining visuals and writing
	S6	The comic	Enjoyment of comic
	S7	Marvin is dinosaur	Engagement with creative comic content
	S8	Teacher choose my answer	Teacher formative assessment/validation
	S9	The picture	Visual material engagement

Table 4.72 *Generating Thematic Map of Observation 15*

Phase 3: Initial Thematic Map	
Theme	**Grouped Codes**

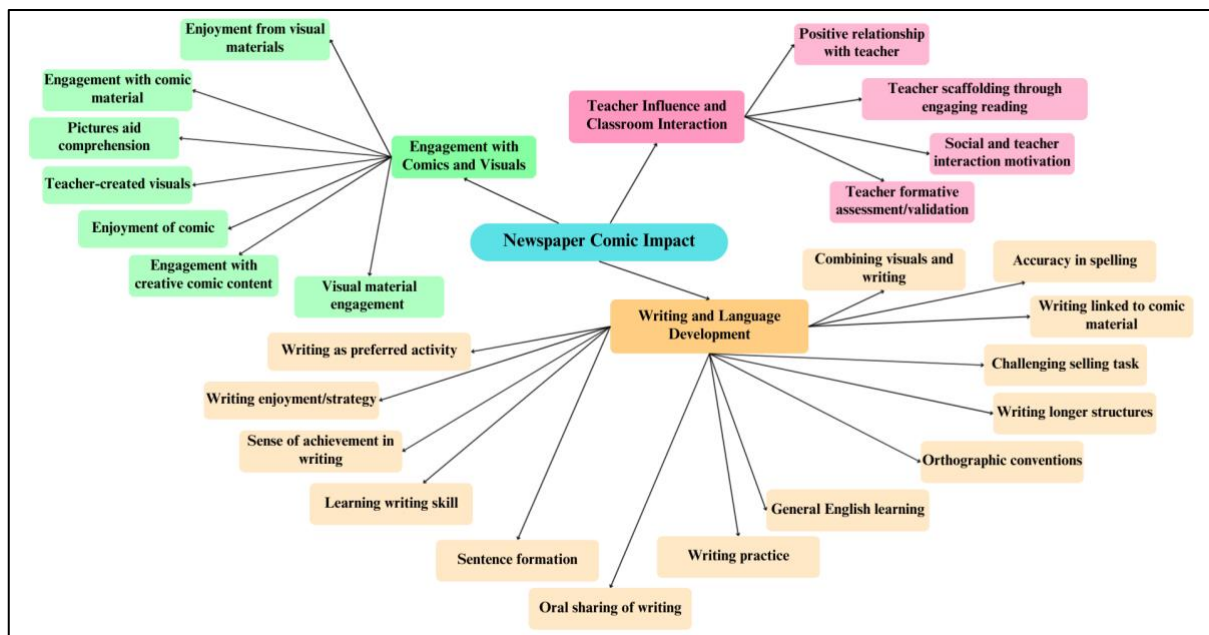|	
Engagement with Comics and Visuals	Enjoyment from visual materials, Engagement with comic material, Pictures aid comprehension, Teacher-created visuals, Enjoyment of comic, Engagement with creative comic content, Visual material engagement
Teacher Influence and Classroom Interaction	Positive relationship with teacher, Teacher scaffolding through engaging reading, Social and teacher interaction motivation, Teacher formative assessment/validation
Writing and Language Development	Writing as preferred activity, Writing enjoyment/strategy, Sense of achievement in writing, Learning writing skill, Sentence formation, Accuracy in spelling, Writing practice, General English learning, Orthographic conventions, Writing longer structures, Writing linked to comic material, Challenging selling task, Oral sharing of writing, Combining visuals and writing

Table 4.73 *Initial Thematic Map of Observation 15*

Figure 4.73.1 *Initial Thematic Map of Observation 15*

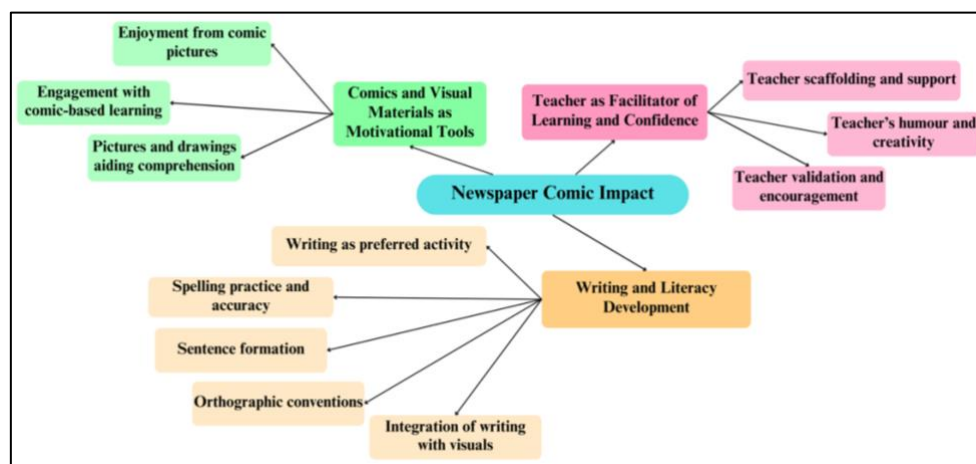| Phase 4: Revised Thematic Map		
Final Theme	**Sub-themes/Merged Ideas**	**Notes**
Comics and Visual Materials as Motivational Tools	Enjoyment from comic pictures, Engagement with comic-based learning, Pictures and drawings aiding comprehension	Students consistently linked visuals with enjoyment and ease of understanding, showing that authentic visual materials were effective motivators
Teacher as Facilitator of Learning and Confidence	Teacher scaffolding and support, Teacher's humour and creativity, Teacher validation and encouragement	Teacher influence shaped positive classroom climate, boosting confidence, participation, and interest in learning activities
Writing and Literacy Development	Writing as preferred activity, Spelling practice and accuracy, Sentence formation, Orthographic conventions, Integration of writing with visuals	Students highlighted writing tasks as both enjoyable and challenging. Their responses show progression from basic writing to longer, more accurate sentences

Table 4.74 *Revised Thematic Map of Observation 15*

Figure 4.74.1 *Revised Thematic Map of Observation 15*

Phase 5: Final Thematic Map		
Theme	**Definition**	**Relevant Research Question**
Comics and Visual Materials as Motivational Tools	Students engaged more with English learning when comics, pictures, and visual aids were used, showing that authentic visuals supported motivation and comprehension	RQ1, RQ2
Teacher as Facilitator of Learning and Confidence	Teacher's role in support, humour, and encouragement fostered a positive classroom atmosphere, making students feel confident to write, read, and share.	RQ2, RQ3
Writing and Literacy Development	Students valued writing tasks and showed progress, indicating authentic materials and teacher support improved literacy	RQ1, RQ2, RQ3

Table 4.75 *Final Thematic Map of Observation 15*

Observation 15 Report

The findings from Observation 15 emphasised the integrated role of authentic materials, teacher support, and literacy-focused tasks in shaping students' English learning experiences. First, comics and pictures emerged as effective motivation tools, with students expressing enthusiasm in using Marvin comics **(Appendix 11)** and visuals (e.g., "*I like Marvin picture*", "*Because the picture easy*"). This shows that authentic visual materials both stimulate engagement and support comprehension, aligning with RQ1 and RQ2.

Second, the teacher's presence was central in moulding learning outcomes. Students valued humour, encouragement, and scaffolding (e.g., "*Teacher read funny*", "*Teacher choose my answer*"), which not only motivated participation but also boosted confidence and

classroom interaction, as shown in **Table 4.75**, making learning meaningful. This connects strongly to RQ2 and RQ3, as it reflects preferred strategies and teaching implications.

Writing and literacy development were emphasised through spelling, sentence-making, and long writing tasks (e.g., "*I learn spelling skateboarding*", "*To write long sentence*"). These activities demonstrated how authentic materials combined with teacher guidance foster literacy growth, reinforcing both comprehension and production skills. This theme directly answers RQ1, RQ2, and RQ3, showing that authentic materials improve learning effectiveness, students prefer writing as a strategy, and the teacher gain insight into designing literacy-focused activities.

Overall, the report demonstrates that authentic visual materials (RQ1), writing and spelling (RQ2), and teacher scaffolding (RQ3) together create a balanced and effective English learning environment that motivates, engages, and develops subjects' literacy skills.

CHAPTER 5: DISCUSSION AND CONCLUSION

Discussion

The results of the analysis revealed that authentic materials contributed significantly to enhancing learners' engagement, motivation, and comprehension in English lessons. The findings corroborated with Treve (2023), who found that learners exposed to authentic materials outperformed those using traditional textbooks in areas such as vocabulary, reading comprehension, and writing. Similar results were also reported by Sabir and Hammad (2023), who argued that authentic tasks provided exposure to real-life language contexts, thereby improving both proficiency and learner confidence. Such engagement reflects the importance of contextualised materials in promoting communicative competence, particularly among younger learners.

Furthermore, the findings presented that Generation Alpha students demonstrated stronger preferences for digital and visually rich authentic materials. This aligns with the study by Bandara et al. (2024), which concluded that digital natives favour collaborative and multimedia-based learning modes that complement their short attention spans and reliance on technology. The findings also support Yong et al. (2024), who observed that Malaysian Generation Alpha learners favour online and screen-based authentic content that is fun, engaging, and productive, resulting in higher levels of retention and enthusiasm compared to conventional textbook-based instruction.

Another notable outcome of this study was the learners' sense of autonomy when interacting with authentic materials that mirrored real-life experiences, such as advertisements and community-based texts. This is supported by Anthonysamy and Singh (2023), whose study found that Malaysian ESL learners who employed autonomous learning strategies in conjunction with engaging materials reported higher self-efficacy and greater satisfaction, suggesting that authentic resources can foster learner independence by enabling meaningful connections between classroom tasks and real-world use. In addition to that, the findings revealed that the effectiveness of authentic materials was closely tied to the role of teachers in adapting content to suit learners' proficiency levels. While advanced learners thrived with minimal scaffolding, those at lower proficiency levels benefited when teachers provided simplified explanations, guiding questions, or supplementary visuals (e.g., reading aloud the context with funny intonation, providing actions that demonstrate the meaning of unfamiliar words). This is in line with Mohamad and Aziz (2024), who reported that Malaysian ESL teachers frequently adapt imported CEFR-aligned materials to better meet the linguistic readiness and cultural context of their learners. Such adaptation puts emphasis onto the fact that authentic materials, while effective, are not inherently feasible unless mediated by teacher expertise and sensitivity to learner diversity (Fitria, 2022).

Additionally, this study found that authentic materials not only improved linguistic skills but also fostered collaboration among learners. When presented with tasks such as group discussions around magazines or role-play based on real-life scenarios, students demonstrated higher levels of peer interaction and shared responsibility. This resonates with Jalil and Mohamad (2024), who found that collaborative learning with authentic, technology-enhanced writing tasks encouraged more active participation and negotiation of meaning, even among less proficient learners. Such outcomes indicate that authentic materials can function as both linguistic input and social learning tools, supporting the holistic development of language competence (Malik et al., 2025).

Finally, an important outcome from the study was that authentic materials appeared to stimulate metacognitive and self-regulated learning strategies among learners who engaged deeply with texts. For an example, when learners encountered unfamiliar vocabulary in authentic materials, many reported using strategies like guessing meaning from context, pausing to predict content, or rereading to ensure understanding. These findings are supported by Abdullah and Ismail (2025), whose study found that Malaysian ESL secondary students frequently used problem-solving and global metacognitive reading strategies when working with online texts, which related to improved comprehension and engagement. Similarly, Azmi and Zahari (2024) showed that Year 4 primary students using digital reading (e-books) experienced measurable gains in comprehension, particularly when the texts allowed for learner choice and were visually supported.

Conclusion

The present study investigated the accuracy and applicability of authentic materials for Generation Alpha English language learners in Malaysia primary classrooms. The findings

revealed that authentic materials substantially enhanced learner motivation, engagement, and comprehension, confirming the pedagogical value of contextualised and real-world resources in language instruction. This aligns with Treve (2023), who established that authentic materials improve multiple dimensions of language proficiency, and with Sabir and Hammad (2023), who demonstrated their impact on learner confidence in communicative contexts.

Moreover, the study highlighted Generation Alpha's distinct preference for digital and visually enriched resources, supporting the notion that instructional materials must adapt to learners' technological upbringing (Bandara et al., 2024; Yong et al., 2024). Importantly, the integration of authentic materials was also shown to encourage independent learning behaviours, echoing findings from Abdullah and Ismail (2025) and Azmi and Zahari (2024) on Malaysian learners' use of metacognitive and autonomous strategies when engaging with authentic texts.

In essence, the study affirms that authentic materials remain highly relevant and effective for contemporary classrooms, provided they are carefully adapted to the learners' developmental stage, language proficiency, and digital learning habits. For educators, the results emphasises the importance of blending traditional and modern authentic materials to achieve balanced instruction, while curriculum designers are encouraged to incorporate such materials systematically to ensure that language education keeps pace with evolving characteristics of Generation Alpha learners. Future research could further explore long-term impacts of authentic materials and compare their effectiveness across diverse Malaysian educational contexts.

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Appendices

Appendix 1 – Exit Card

Exit Card

Name ....

Class ....

Date ....

Why I like this class?
....
....

I learned to...
....
....

My favourite part!
....
....

Appendix 2 – News Article

The Star

Firefighters Save Kitten from Drain

26/3/2025

In Malacca a kitten was stuck in a drain. Its mother was meowing for help.

A person called the firefighters. They came quickly.

The firefighters used a rope to pull the kitten out. It took only a few minutes.

The kitten was safe and went back to its mother.

Appendix 3 – Video

Let's watch!

Appendix 4 – Pictures

sweeping	washing	baking	playing

mopping	watering the plants	making the bed	scrubbing

Appendix 5 – Magazine

Appendix 6 – Infographic

AGE APPROPRIATE CHORES

6-7 Years

- Sweep verandah & paths
- Clear the table after meals
- Water plants
- Tidy their room
- Take clothes to the laundry
- Set the table for dinner
- Pour drinks for meals

8-9 Years

- Peel Vegetables
- Make a simple salad
- Help to cook a meal
- Feed a pet
- Vacuum Bedroom
- Put their folded clothes away
- Take rubbish out to the bin

4-5 Years

- Put books & toys away
- Fill pet's water bowl
- Help to pack away groceries
- Get mail from the letterbox
- Empty Lunch Box
- Get plates & cutlery out for dinner
- Straighten bed in the morning

2-3 Years

- Replace toilet paper roll
- Take their cup & plate to the sink
- Get items from fridge for cooking
- Help to clear items after meals
- Help to feed pets
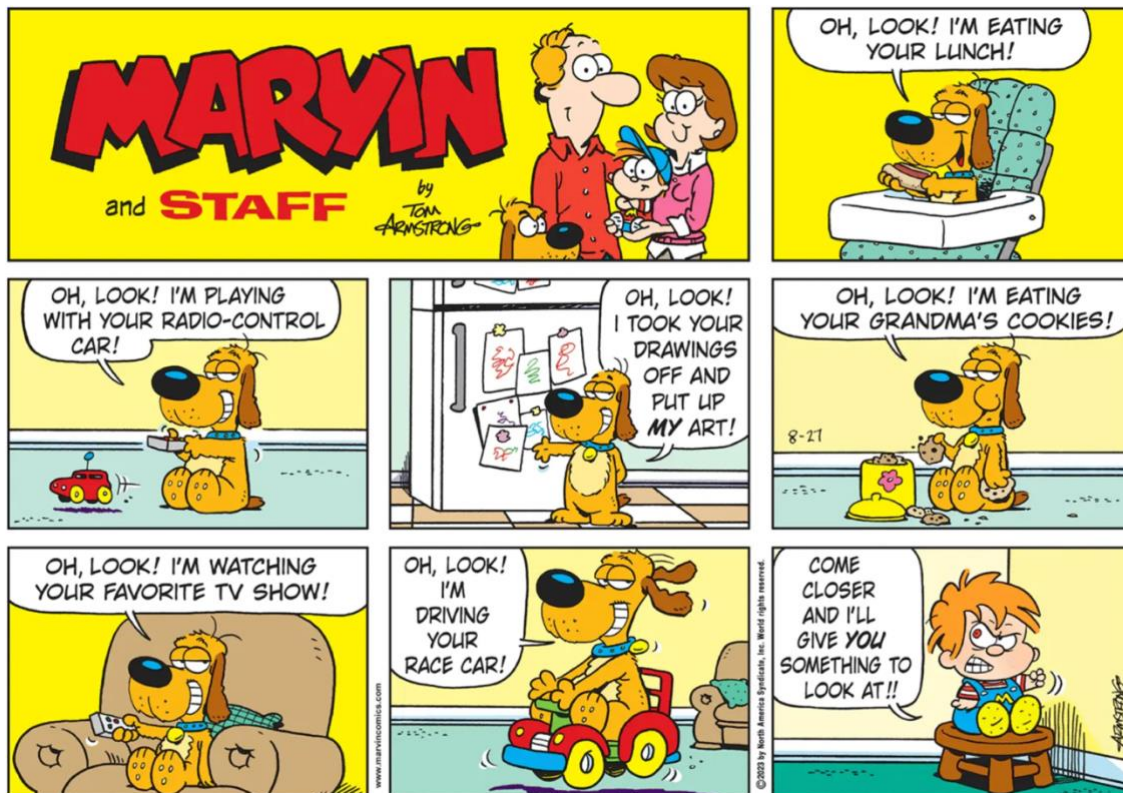- Help to tidy their room
- Help to take out recycling
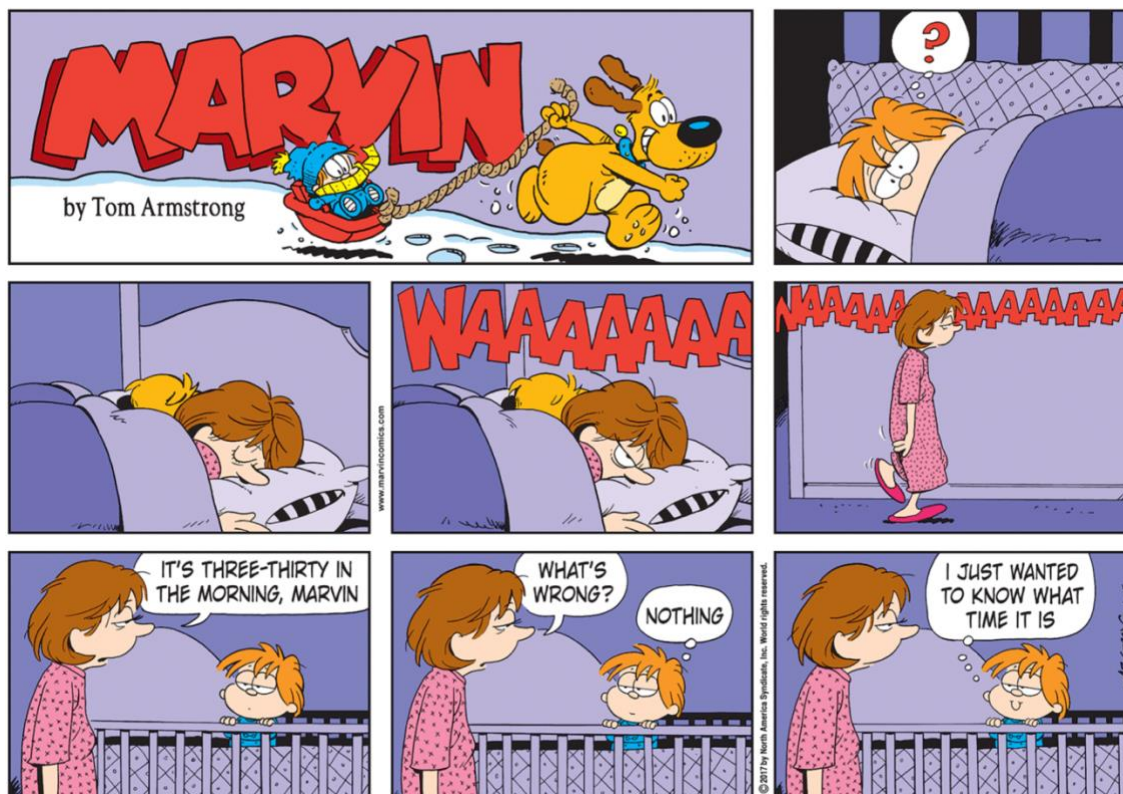
Appendix 7 – Newspaper Comic (Observation 11)

Appendix 8 – Comic (Observation 12)

Appendix 9 – Comic (Observation 13)

Appendix 10 – Comic (Observation 14)