

Authenticity of texts and tasks in secondary school foreign language learning:

Proposal of a Model for Authenticity and Assessment of Textbooks.

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Abstract

The phenomenon of globalisation has transformed various aspects of society and communication has played a pivotal role in this process, with English emerging as a global language due to its historical tradition, political expediency, and desire for commercial, cultural, and technological contact. Foreign language learning, especially English language learning, has been extensively studied to achieve effective communication in a globalised world. Authenticity in foreign language teaching has been recognized as crucial for fostering cultural understanding, promoting intercultural communication skills, and facilitating meaningful language use, attending the necessities of globalisation. However, defining and understanding the parameters of authenticity is essential for its effective implementation. This final master's degree project examines authenticity in foreign language learning and proposes an authentic model for integrating authentic materials in language classrooms along with the assessment of the use of authentic materials in three of the most used English textbooks in Spain, highlighting the need for improvements in incorporating language varieties, cultural content, interdisciplinary learning, and interactive activities. The findings reveal that the textbooks analysed lack representation of English language varieties, fail to adapt to students' proficiency levels, and have limited interconnection with other disciplines. Additionally, they lack significant cultural content and employ minimal interactive activities, which negatively impact student engagement and motivation. The project emphasizes the importance of addressing these faults and provides guidelines for incorporating authentic materials to enhance the authenticity and effectiveness of foreign language teaching. Overall, this project contributes to the understanding and implementation of authenticity in foreign language learning, offering insights and recommendations for teachers and curriculum developers to create more authentic language learning environments.

Key words: authenticity, communication, culture, English language, language learning,

Introduction

In the contemporary era, the phenomenon of globalisation has exerted a transformative influence on eclectic dimensions of society. This paradigm shift towards societies that are experiencing increasing levels of interconnectedness can be attributed to a confluence of critical factors. Some scholars, as Geoffrey Garret (2000, p. 941), ascribe these factors to international market integration (trade, multinational production, and international finance), while others argue for a more comprehensive framework encompassing broad-ranging factors: technological innovations, growth of networks of communication, increasing interdependence and interaction between countries and peoples, amongst others (Mazilu, 2010). Almost every single reason behind globalisation, whatever they may be, share a common axis without which any of the intervening processes could have taken place, that is, communication.

David Crystal was right at stating that a language must “include historical tradition, political expediency, and the desire for commercial, cultural or technological contact” (2003, p. 5) to become global. Therefore, English has come to meet all the necessary requirements to become a global language. In fact, in the mid-eighties, David Crystal himself had already given us a glimpse of the number of English first language (L1) speakers and second language (L2) speakers: about a billion of English users (1985, p. 9) which have now reached at least 1.45 billion (Eberhard, Simons, & Fenning, 2023). However, under Crystal’s premises, this number may vary significantly, taking into consideration the speaker’s proficiency in the traditionally examined skills, i.e., speaking, reading, writing, and listening (2003, p. 9)

As a matter of course, foreign language (FL) learning, especially English language learning, has been subject of study over centuries. Hence, heterogeneous FL teaching methods have been developed, sparking ongoing discussions regarding their effectiveness. To understand the complexities of this matter, it is necessary to delve into the most primary objective in the FL learning: the ultimate aim is to attain the necessary competencies for reaching effective communication in a globalised world, namely,

general competences and communicative language competences (Council of Europe, 2001a).

The role of authenticity in FL teaching has been essential in the development of these competences since it fosters cultural understanding, promotes intercultural communication skills and encourages a more realistic and meaningful use of language, addressing the demands of globalisation. Nonetheless, to fully comprehend the role and limitations of authenticity, it is necessary to critically examine and define specific parameters for this concept.

1.1. Authenticity: delimiting the concept

Gilmore was accurate at explaining that:

The debate over the role of authenticity, as well as what it means to be authentic, has become increasingly sophisticated and complex over the years and now embraces research from a wide variety of fields including discourse and conversational analysis, pragmatics, cross-cultural studies, sociolinguistics, ethnology, second language acquisition, cognitive and social psychology, learner autonomy, information and communication technology (ICT), motivation research and materials development. (Gilmore, *Authentic materials and authenticity in foreign language learning*, 2007, p. 97)

In *Authentic materials and authenticity in foreign language learning*, Alex Gilmore explores the different perspectives over the concept from literature review:

1. Authenticity relates to the language produced by native speakers for native speakers in a particular language community (Porter & Roberts, 1981; Little & Singleton, 1991)
2. Authenticity relates to the language produced by a real speaker/writer for a real audience, conveying a real message (Morrow, 1977; Porter & Roberts, 1981; Swaffar, 1985; Nunan, 1988; Benson & Voller, 1997)
3. Authenticity relates to the qualities bestowed on a text by the receiver, in that it is not seen as something inherent in a text itself, but is imparted on it by the reader/listener (Widdowson, 1978; Breen, 1983)
4. Authenticity relates to the interaction between students and teachers (Van Lier, 1996)
5. Authenticity relates to the types of task chosen (Breen, 1983; Bachman, 1991; Van Lier, 1996; Benson & Voller, 1997; Lewkowicz, 2000; Guariento & Morley, 2001)
6. Authenticity relates to the social situation of the classroom (Breen, 1983; Arnold, 1991; Lee, 1995; Guariento & Morley, 2001; Rost, 2002)
7. Authenticity relates to assessment (Bachman, 1991; Bachman & Palmer, 1996; Lewkowicz, 2000)

8. Authenticity relates to culture, and the ability to behave or think like a target language group in order to be recognized and validated by them (Kramersch, 1998)

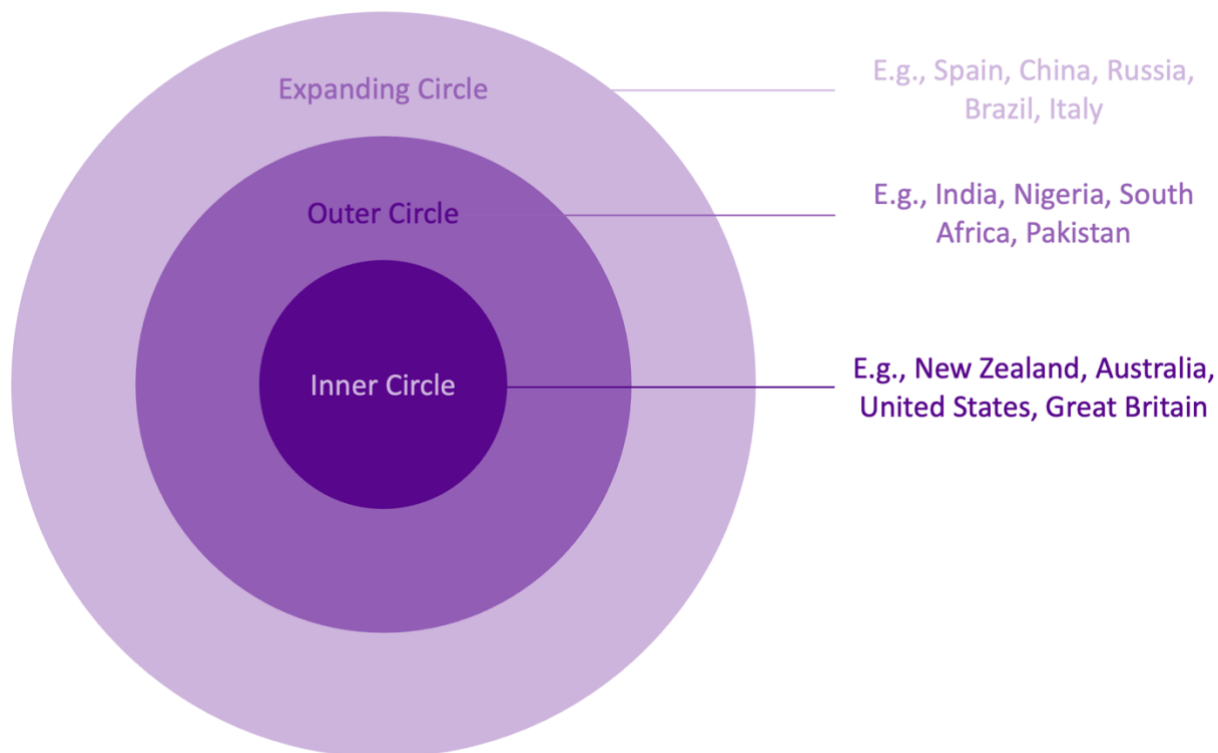
(2007, p. 98)

1.1.1. Insights on definitions from the literature review

Regarding the **first definition** given by Porter, Roberts, Little and Singleton, it is important to emphasise their attempt to limit authenticity to the language produced by and for native speakers (NS). However, taking a broader perspective, we must consider David Crystal's initial observations on the number of English speakers: The number of L2 speakers surpasses that of L1 speakers. Hence, restricting authenticity solely to nativeness becomes trivial in today's context and can be seen as outdated as it defies reality (Gilmore, 2017, p. 300). To address this, we need to consider Kachru's three concentric models (Kachru, 1990):

Figure 1

Kachru's three concentric models



Note. Adapted from “World Englishes and applied linguistics,” by Kachru, 1990, *World Englishes*, 9(1), p. 3.

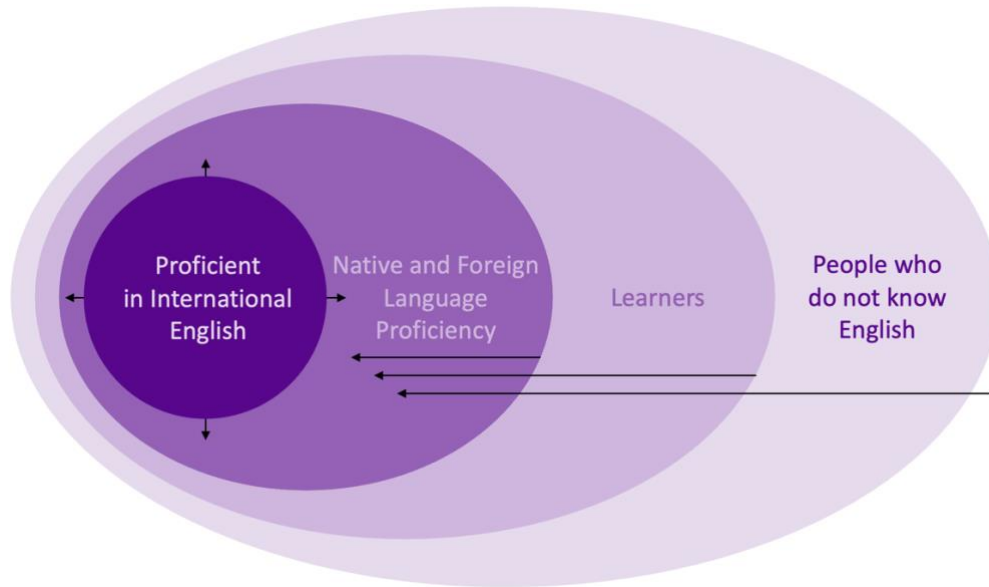
The omission of certain language users, or submission under others, disregards the reality by directly referring to those in the inner circle, the one encompassing NS varieties. Conversely, this definition of authenticity fails to acknowledge the legitimate and prevalent use of the English language by those speakers from the outer and expanding circles. In light of these considerations, Gilmore (2017) rises the following question to teacher trainers:

- (i) What varieties of English are most appropriate for target learners in a particular context and why? (p. 301)

The scope of this discussion expands when we consider David Graddol's modifications to the three concentric models, which incorporates potential language shifts (Graddol, 1997). Notwithstanding, the model that could bring a possible solution for these questions is the Centripetal Circles Model of International English proposed by Modiano (1999):

Figure 2

Centripetal Circles Model of International English



Note. Adapted from “International English in the global village,” by Modiano, 1999, *English Today*, 15(2), 22-27.

The concept of authenticity in Kachru's model is tied to the linguistic norms of specific circles based on the nativeness of the speaker, whereas the Centripetal Circles Model turns the focus proficiency in International English. This model, therefore, offers a viable solution for addressing the aforementioned question:

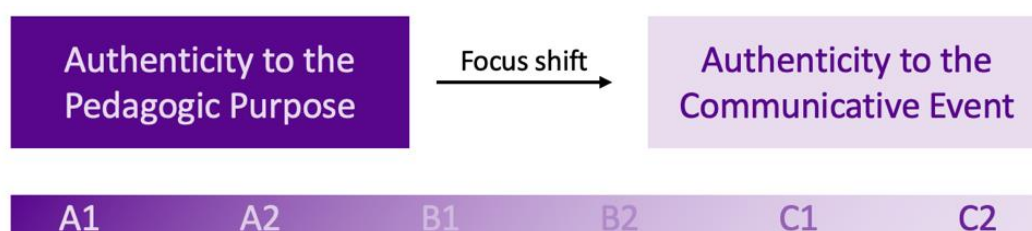
- (i) The most appropriate varieties of English for target learners in a particular context would depend on several factors. Instead of focusing solely on inner-circle varieties, we should rather consider native and, also, proficient exponents from any traditionally considered variety. Then, the selection should be based on the learners' needs, their communicative goals, and the global context in which they are likely to use English.

Based on this foundation, we can highlight that authenticity is primarily associated with proficiency rather than nativeness.

Regarding the **second definition**, it categorises as authentic to those language models that “come from a genuine communicative event as opposed to being something deliberately created for the purposes of language teaching” (Gilmore, 2017, p. 301). This perspective distinguishes authenticity or genuineness from contrivance and stands in contrast to the **third definition**, which suggests that any spoken or written text, irrespective of whether it is genuine or contrived, can serve as a means for learners to engage and learn, thereby serving an authentic pedagogic purpose. These two outlooks demonstrate a notable divergence: (1) authenticity to the communicative event and, (2) authenticity to the pedagogic purpose. To promote a clearer understanding of authenticity in FL teaching, it is crucial to consider the proficiency of the students. Genuine texts used in classrooms can pose difficulties for learners at lower proficiency levels, while serving as a valuable tool for those at higher levels. Therefore, as students' proficiency advances, the focus must be on the shift from authenticity to the pedagogic purpose to authenticity to the communicative event.

Figure 3

Focus shift from authenticity to the pedagogic purpose to authenticity to the communicative event as student's proficiency advances.



Regarding the **fourth definition**, it is important to acknowledge that authenticity encompasses the exploration of *personal meaning* derived from the encounters the students face (Gilmore, 2017, p. 305) and is “a context-bounded, multi-dimensional and dynamic process of interpretation, validation and (co)construction of a text, a task or a lesson in general” (Külekçi, 2015, p. 318).

In light of these considerations, it becomes evident that authenticity is closely tied to contextualisation and the construction of a student's own interpretation of materials within the classroom. "Texts, tasks, learners, teacher and broader contextual (emotional, physical, social, political or cultural) factors all come together to create a unique, and constantly changing, environment [...]" (Gilmore, 2017, p. 305). Hence, the role of the teacher in selecting appropriate materials to propitiate an authentic environment is decisive. The **fifth definition** brings light on task selection, "In this context, tasks such as ordering from a menu in a restaurant role-play or taking notes from a university lecture might be considered more authentic than substitution drills or controlled grammar exercises" (Gilmore, 2017, p. 302). These definitions diverge regarding the necessity of a contextualized task-based language teaching, which typically "takes real world tasks as the source and model for pedagogical action" (Sánchez, 2009, p. 52).

In this sense, authenticity directly relates to contextualisation, which is evaluated by the presence of the following elements (Perin, 2011):

- Interdisciplinary learning (Berns & Erickson, 2001)
- Student's informal knowledge use (Goldman & Hasselbring, 1997)
- Active and student-centered learning (Dirkx & Prenger, 1997; Dowden, 2007)
- Student collaboration (Johnson, 2002)
- Use of explicit literacy strategies (Paquette & Kaufman, 2008)
- Authentic assessment (Johnson, 2002)
- Teacher collaboration to identify real world examples (Orpwood et al., 2010)
- Professional development (Stone et al., 2006)

Regarding the **sixth definition**, authenticity in foreign language teaching is also linked to the social situation of the classroom. This perspective emphasises the importance of creating an authentic and genuine classroom environment that mirrors real-world social interactions. According to Breen (1983), Arnold (1991), Lee (1995), Guariento and Morley (2001), and Rost (2002), the social dynamics within the classroom

play a crucial role in promoting authentic language use and interaction. Hence, an authentic classroom setting is characterised by the encouragement of students to engage in meaningful communication with the classroom participants. This can be achieved through collaborative group activities, discussions, debates, and role-plays that simulate real-life situations, as Gilmore has exposed, again, having a clear nexus with task selection.

Furthermore, as a result of an authentic task-based language teaching approach, assessment is another dimension to consider. The **seventh definition** highlights the importance of designing assessment tasks that, once again, reflect real-life language use. Authentic assessment methods go beyond those traditional tests and quizzes and focus on evaluating the students' ability to apply their language skills in practical and meaningful ways. Wiggins, describes authentic assessment as:

[...] engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. The tasks are either replicas of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field. (Wiggins, 1993, p. 229)

Lastly, authenticity is closely tied to culture and the ability to behave or think like a target language group in the **eighth definition**. Kramsch (1998) argues that authenticity in language learning involves not only linguistic competence but also cultural competence: learners should strive to understand and adopt the cultural norms, values, and behaviours associated with the target language community. Notwithstanding, this perspective “has been criticized for overemphasizing a native speaker model of effective communication when the communicative needs of non-native speakers are often very different” (Gilmore, 2017, p. 301)

This definition, therefore, needs a readjustment as that one proposed by Bryam and Fleming (1998), supporting that learners should acquire “abilities to understand different modes of thinking and living, as they are embodied in the language to be learnt, and to reconcile or mediate between different modes present in any specific interaction” (p. 12). Hence, thanks to this modification, authenticity relates to the understanding, appreciation and respect of other cultures.

1.1.2. Final insights: What does authenticity relate to?

In conclusion, authenticity in foreign language learning is a multifaceted concept that encompasses various dimensions. It relates to factors such as the language produced by native/proficient speakers, the qualities imparted on a text by the reader, the interaction between students and teachers, the types of tasks chosen, the social situation of the classroom, assessment methods, and cultural competence. However, a clear shift must be made from focusing solely on nativeness to considering proficiency and contextualization as key aspects of authenticity. Authenticity is closely tied to the construction of personal meaning and interpretation by students within the classroom, and the role of the teacher in selecting appropriate materials and creating an authentic environment is crucial. Task selection, collaborative activities, and simulations of real-life situations contribute to authenticity in language learning. Additionally, authentic assessment methods and the understanding and appreciation of different cultures are important components of authenticity. Finally, authenticity in foreign language learning is primarily associated with proficiency, contextualization, and the ability to engage meaningfully with the language in real-world contexts.

1.1.3. The real perception of authenticity

Most of the definitions discussed in the previous section share a common basic understanding of the authenticity, while others restrict the term. Nonetheless, Gilmore expresses his strong agreement with the second definition, making a special emphasis on the need of a real language, audience, message, and speakers. Richard Pinner brings light under the authentic debate in *The Nature of Authenticity in English as a Foreign Language: A Comparison of Eight Inter-related Definitions* (2017) by carrying quantitative and qualitative analyses on how these definitions are perceived by students and teachers.

1.1.3.1. A quantitative analysis on authenticity

Pinner (2016) devised a Likert scale questionnaire for each of the definitions that Gilmore presented in *The nature of authenticity in English as a foreign language: a comparison of eight inter-related definitions*, adapting them into different statements in the following way:

Figure 4

Questions and Short Questions developed by R. S. Pinner.

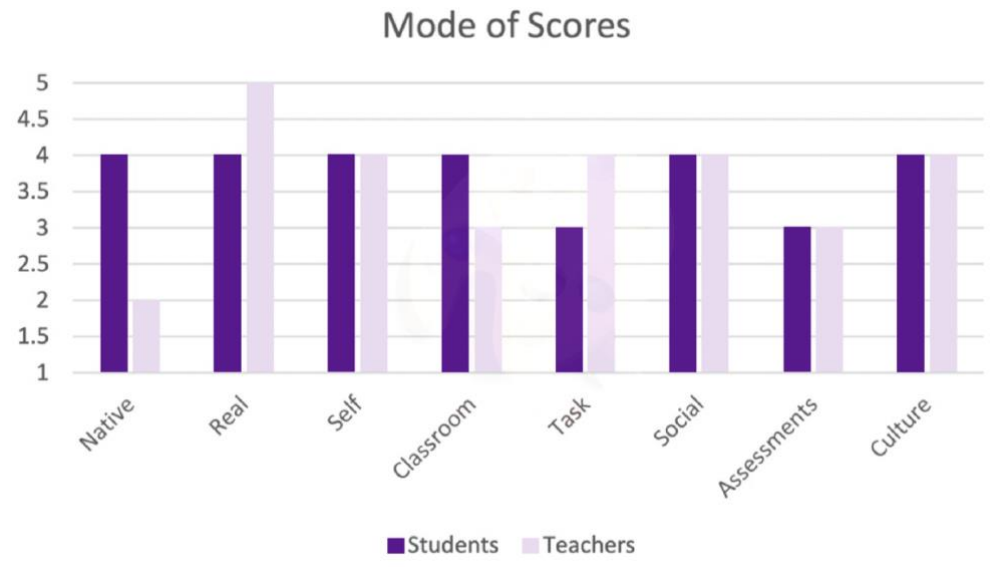
Question (adapted from Gilmore, 2007)	Short Q.
Authenticity means the language produced by native speakers for native speakers.	Native
Authenticity means the language produced by a real speaker/writer for a real audience, conveying a real message.	Real
If I think something is authentic, that makes it authentic. Each person decides how authentic they think something is.	Self
The interaction between students and teachers is authentic.	Classroom
Authenticity is the types of task chosen. It is not the texts we use in class but the way we use them in class.	Task
The social situation of the classroom affects how authentic things are.	Social
Things are authentic if they help me prepare for my assessments.	Assessments
Culture is authentic, and the ability to behave or think like a target language group in order to be recognized and validated by them.	Culture

Note. Adapted from “The nature of authenticity in English as a foreign language: a comparison of eight inter-related definitions.,” by Pinner, 2016, *ELTWO Journal*, 9(1), 78-93.

This Likert scale questionnaire was submitted to Japanese students and professors, yielding the following outcomes:

Figure 5

Students' and teachers' responses to the Likert scale questionnaire on Gilmore's eight definitions of authenticity



Note. Adapted from “The nature of authenticity in English as a foreign language: a comparison of eight inter-related definitions.,” by Pinner, 2016, *ELTWO Journal*, 9(1), 78-93.

The analysis of the questionnaire exposed a considerable low consistency for the eight definitions of authenticity provided by Gilmore. The varied nature of the definitions and the diverse responses from the participants contributed to the lack of a reliable pattern, aligning with the argument that authenticity is individual and contextually dependent (Pinner, 2016). Two particular outcomes warrant particular attention, including:

- When comparing teacher’s and student’s responses, there is a tendency for students to agree with the first definition, relating authenticity to nativeness.
- Teachers placed more importance on tasks compared to students. (p. 84)

Pinner, qualified this previous study as “unfortunate[,] since statistical tests will not yield any interesting or conclusive patterns for analysis” (Pinner, 2016, p. 84). Quite the contrary, my personal interpretation on Pinner’s results is that authenticity relates to each of the definitions provided by Gilmore (this idea will be expanded in *Section 1.2. A proposal for an authentic model*).

1.1.3.2. A qualitative analysis on authenticity

Along the same lines, Pinner (2016) conducted a qualitative analysis by presenting to the students and teachers the following two questions:

- (1) Do you think authenticity is a good or bad thing in the language learning classroom? Why, why not?
- (2) In your opinion, how can we define authenticity in language learning materials? What does authenticity mean? What are some of the problems with authenticity? What are some of the advantages? (p. 84)

Pinner considered the results of this analysis were more illuminating. The authentic debate presented now two new subbranches: the “correct” English debate and the native debate. On the one hand, the students demonstrated confusion and wide-ranging interpretations of the understanding of authenticity, often associating it with correctness and nativeness, emphasising the importance of studying authentic language for the purpose of acquiring *correct* English, recalling the debate on standard variations of English (Pinner, 2016, p. 85). On the other hand, the teachers demonstrated a shift in their understanding of authenticity, moving away from culturally embedded definitions and embracing a broader and more inclusive perspective (Pinner, 2016, p. 87). In fact, an example from the responses that Pinner collected by a teacher, makes direct reference to the native debate that has been presented previously in this project:

Is only the English produced by L1 speaker authentic? The answer is no, I think. Because too many people from non-English speaking countries speak English as a real communication tool. We can't decide which English is authentic or not. Therefore, I think all English used in real communication is authentic. (Tomoko) (Pinner, 2016, p. 87)

Pinner, came to the conclusion that seeking a single definition of authenticity is a misstep and, instead, proposed a continuum approach that incorporates social and contextual dimensions (Pinner, 2016). This flexible framework recognizes the complexity of language learning and allows for a more nuanced understanding of authenticity in different contexts. The study concluded by recommending future research that is

contextually situated, localized, and sensitive to global influences to better comprehend the intricacies of authenticity.

1.2. A proposal for an authentic model

Once assessed the various perspectives in the literature review, taking into account the eight most referred definitions of authenticity. My intention in this section is to propose an authentic model that responds to the real necessities of FL teaching, as Pinner (2016) pointed out, this model intends to serve as a basis for the analysis of this final master's degree project in Section 4., in which texts and tasks in FL learning will be evaluated, and as a guide for teachers who wish to incorporate authentic materials in their classrooms.

As demonstrated in the previous section, the numerous definitions of authenticity, albeit having different focuses, respectively, relates authenticity to:

1. **Proficiency (P)** in the intervening elements in the communicative process.
2. **Genuineness (G)** in the communicative process that adapts to the language learner's proficiency in the language from a focus that relates authenticity to the pedagogic purpose to authenticity to the communicative event (See Figure 3).
3. **Contextualised learning (C)** where students explore *personal meaning* derived from tasked-based learning; integrating interdisciplinary learning, informal knowledge use, student-centred learning, collaboration, literacy strategies, authentic assessment, teacher collaboration to identify real world examples and professional development.
4. **Meaningful communication (M)** within the classroom participants.
5. **Real-life mirroring assessment (R).**
6. **Awareness of culturally different modes of living and thinking (A).**

Having delimited the six intervening factors for authenticity to occur, it would be necessary to elaborate a classifying rubric for authentic materials that could measure its use in FL teaching. In the following section I will focus on those areas that would provide support to my analysis in Section 4 (proficiency (P), genuineness (G), contextualised learning (C) and awareness of culturally different modes of living and thinking (A)).

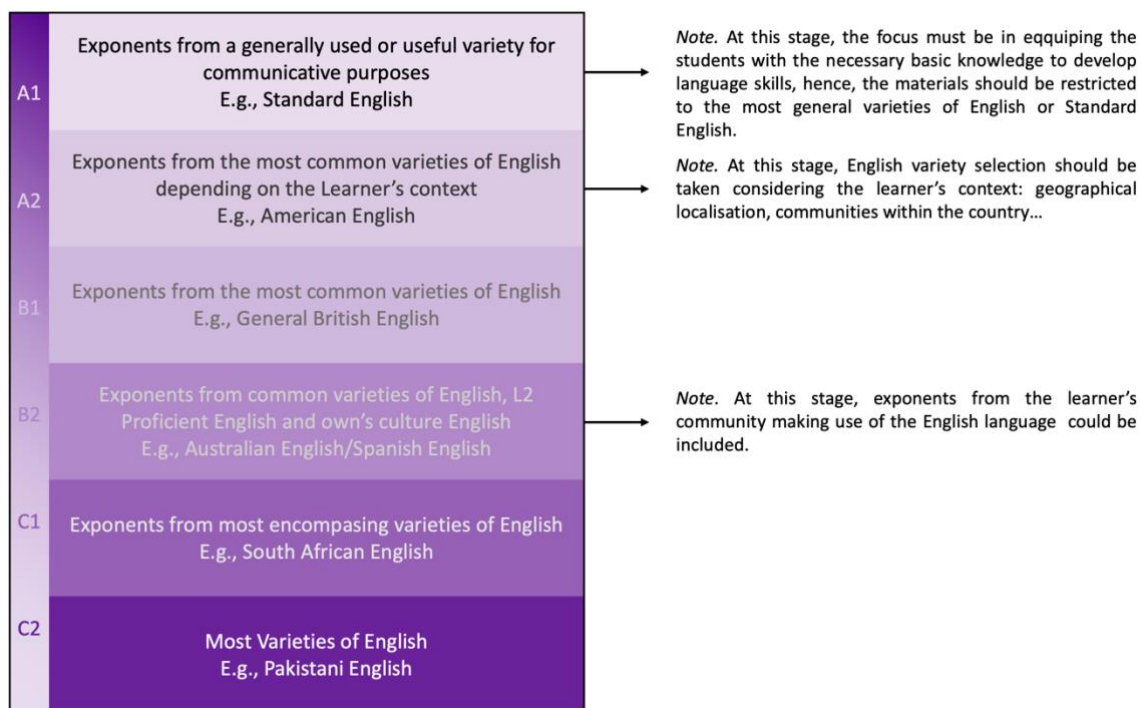
1.2.1. Proficiency (P).

Under this parameter we can find two intervening factors under the definition of *proficiency* we have discussed in the previous section:

A. Proficiency to the materials: Authentic materials generally present a proficient use of the English language, i.e., the texts and audios used in FL teaching follow a consistency in the grammar, pronunciation and vocabulary used by the language producer. This indicator does consider L2 proficient speakers/writers in real contexts, hence, the first intervening criterion would be the use of materials produced by what Modiano refers to as “proficient in international English” and native and foreign language proficient users or, simply, proficient English users. To address this concern along with the proficiency of the learners, I propose the following model for an integrated use of authentic materials:

Figure 5

Proficiency to materials and authenticity correlation in the FL learning by levels.



The previous figure proposes a level-oriented intervention for the use of authentic materials in FL teaching. We must now consider that the use of authenticity in the classrooms is highly limited by the proficiency of the students: Could A1/A2 level students understand real texts produced by English proficient writers? The most typical answer would be a big no unless those texts were adapted. As a matter of course, FL teachers must bear in mind this consideration upon the selection of the materials for their classes. Furthermore, the proposal encompasses a perspective that respects the current global context where the English-speaking community is no longer solely represented by British or American English users.

The proposal I have created attempts to serve as a guideline for those teachers wishing to incorporate authentic materials in their lessons and, in addition, to evaluate the authenticity of materials in regards to the first definition provided by Gilmore, taking into considerations the modifications done in Section 1.1.1. where the term *native* was replaced by *proficient*. As a method of assessment, the following chart may be of help:

Figure 6

Proficiency to materials and authenticity evaluation

In the materials we can find...	A1	A2	B1	B2	C1	C2
Exponents from a generally used or useful variety for communicative purposes	1	0	0	0	0	0
Exponents from the most common varieties of English depending on the Learner's context		1	0.5	0.33	0.25	0.2
Exponents from the most common varieties of English			1	0.66	0.5	0.4
Exponents from common varieties of English, L2 Proficient English and own's culture English				1	0.75	0.6
Exponents from most encompassing varieties of English					1	0.8
Most Varieties of English						1

Note. This rubric, as the following rubrics that will be presented throughout this project, evaluates from 0 to 1 the assessment over the characteristic discussed in FL classrooms.

B. Proficiency to the teacher: As an element of the classroom, the teacher plays an essential role as discussed in the previous section. The teacher's proficiency or mastery of the English language is, therefore, another element that could be considered in the presence of authenticity in the classrooms. Although I won't be considering this parameter subject of study (since it is unpractical), it is important to understand that the teacher's proficiency would facilitate the conveyance of real messages in real contexts. Nevertheless, what can be subject of study under this parameter would be the use of English in the language classroom. To address this concern along with the proficiency of the learners, there must be a shift in the vehicular language from L1 to L2 in FL lessons across levels. To this respect, and understanding that the more the L2 language is used in class, the more authentic our lessons will be (attending to the definitions given by Gilmore), Elena Shvidko (2017), provides a series of recommendations:

[...] school administrators should strive to create an out-of-class environment that would also be perceived by students as a learning area [...] [.] This can be achieved through the implementation of various activities, with both academic and social purposes, including conversation tables, speech contests, and interest clubs. [...] (Shvidko, 2017, p. 44)

In addition, Shvidko adds:

program administrators [teachers when designing learning situations] should aim at establishing an environment in which learners will be encouraged to use the target language—for example, through academic and social activities—but at the same time, in which they will have freedom to speak their L1 when needed. [...] (2017, p. 45)

1.2.2. Genuineness (G)

When considering the genuineness of materials for FL teaching, it is essential to make the following distinctions:

- **Contrived materials:** Materials designed especially for language learning.
- **Adapted materials:** Modified authentic materials for language learning purposes.
- **Authentic materials:** Material retrieved from real communication processes.

Considering the discussions presented in the Section 1.1.1. we can conclude that the adaptation of materials or use of adapted materials for pedagogic purposes is necessary, as displayed in Figure 3. However, this adaptation must be limited to the learner's proficiency. To address this concern along with the proficiency of the learners, I propose the following model for a progressive integration of genuine materials in LF teaching and, as a matter of consequence, authenticity in the language classroom:

Figure 7

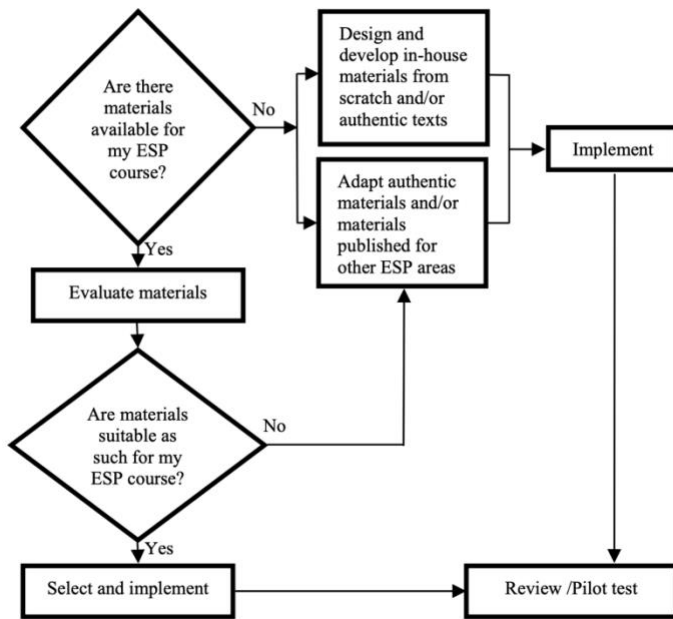
Genuineness of materials and its correlation in the FL learning by levels.



The use of contrived and adapted materials in lower levels is justified by the difficulty the students present to understand materials that have been produced for an English-speaking community. The search for authentic materials in these situations might be arduous. Therefore, unless either these materials are adapted to the proficiency of the students or level-oriented authentic material are found, the use of contrived materials facilitates initial approaches from students to the real use of language. On the contrary, in higher levels, it is imperative to expose English students to real communicative processes, as we have discussed so far, and materials can be found according to the learner's level more easily. However, adaptation would be necessary in most of the cases according to the pedagogic purpose; in this regard, Bocanegra-Valle (2010, pp. 145-153) proposes the following selection process for an evaluation of the materials to use in classrooms:

Figure 8

Flowchart on material selection and development

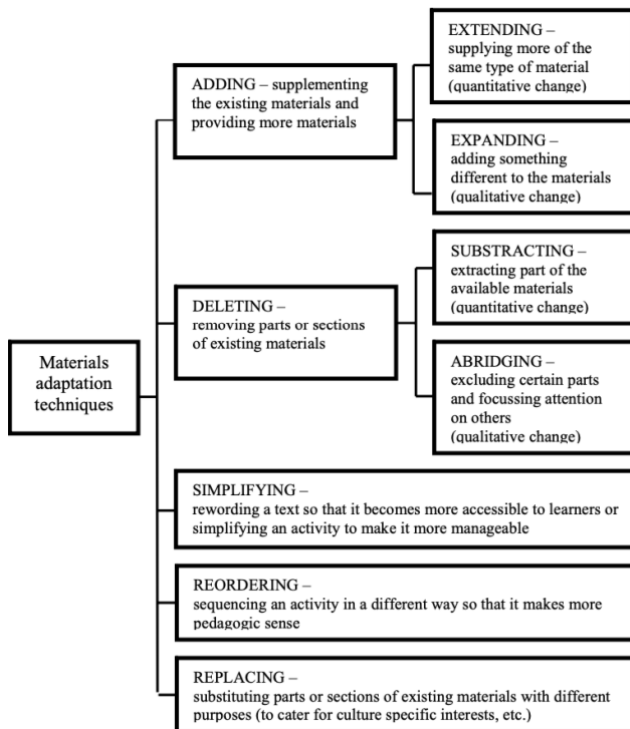


Note. Adapted from “English for Professional and Academic Purposes,” by Bocanegra-Valle, 2010, *English for Professional and Academic Purposes*, 141-167.

Bocanegra-Valle (2010) also includes the following chart to understand material adaptation techniques.

Figure 9

Material Adaptation Techniques



Note. Adapted from *Adapting classroom materials*, by Islam, C. & Mares C., 2003, *Developing Materials for Language Teaching*, 72-100.

Figure 8 helps to facilitate teacher’s work in finding authentic materials for their classrooms by considering the hard task it is to find authentic materials without the need of being adapted to certain English learners’ groups. On the other hand, Figure 9 represents the major techniques used in the adaptation of materials from which teachers should inspire when adapting authentic materials.

Considering Figure 7, where I proposed an intervention on how contrived, adapted, and authentic materials should be worked out in the English classroom, the following assessment rubric might be of help for teachers identifying what materials to use in their lessons.

Figure 10

Genuineness of materials (contrived, adapted, and authentic) evaluation in the FL learning by levels.

The materials are...	A1	A2	B1	B2	C1	C2
Contrived	1	0.5	0.25	0.12	0	0
Adapted		1	0.8	0.7	0.6	0.5
Authentic			1	1	1	1

1.2.3. Contextualised learning (C)

According to the foundation in the literature review section, when considering contextualised learning, we must bear in mind the following factors, which are, then, the result my own interpretations on the research carried in Section 1.1.1.

- **Task-based learning:** as stated in the literature review, a task-based learning methodology in classrooms would propitiate an authentic environment where students would have to face real-mirroring activities.

- **Intervening disciplines:** a more contextualised learning, and, hence, more authentic, is that that integrates contents from other disciplines (e.g., sciences, mathematics, history...)
- **Informal knowledge:** in contextualised learning students have to make use of a knowledge that is not constructed through formal education (i.e., informal knowledge). Therefore, in the learning process, the students would have to interpret the materials (tasks, texts, audios...) by associating ideas and understandings from all the environments in which they develop (personal, familiar...)
- **Collaboration:** as authenticity has been directly related to context and the interactions between the elements of the context, collaboration must be, then, another factor to consider when evaluating authenticity. This collaboration might be well represented by the tasks presented and methodology used in FL teaching.
- **Authentic assessment:** As a matter of course, the result of seeking a higher use of authentic materials is an authentic assessment, that is, the use of real-like situations for the evaluation of the students' results of the learning process.
- **Development of professional skills:** the use of authentic materials can be translated into a series of resources that would create the necessary environment for the students to develop professionally through skills that also align with the key competences.

These six factors must be taken into account when considering the way in which learning is contextualised and, therefore, the level of authenticity of certain materials, lessons, learning situations... To elaborate an objective method of assessment to contextualised learning, I propose the following Likert scale, which, clearly, would have to adjust to the materials to assess (e.g., the authenticity of the assessment cannot be studied through analyses of isolated categorised materials such as texts).

Figure 11

Likert scale for the evaluation of contextualised learning

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The material is tasked-based or supported by tasked-based learning.	0	0.5	0.5	0.75	1
Other disciplines intervene in the learning process.	0	0.5	0.5	0.75	1
The students need informal knowledge to use the material.	0	0.5	0.5	0.75	1
The material is collaborative or supported by collaborative tasks.	0	0.5	0.5	0.75	1
The assessment is contextualised and authentic.	0	0.5	0.5	0.75	1
The students develop professional skills.	0	0.5	0.5	0.75	1

1.2.4. Awareness of culturally different modes of living and thinking (A)

Authenticity directly relates to culture and, therefore, it must also be subject of study under the assessment of authentic materials. Factors such as the relevance, the presence of multicultural elements, authentic and accurate cultural content and the result of reflection must be assessed when evaluating the authenticity of materials. The following Likert scale, again, proposes an objective method of assessment:

Figure 12

Likert scale for the evaluation of contextualised learning

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The material is culturally relevant.	0	0.5	0.5	0.75	1
The text presents multicultural elements.	0	0.5	0.5	0.75	1
The cultural content is authentic and accurate.	0	0.5	0.5	0.75	1
The cultural content promotes reflection and self-awareness.	0	0.5	0.5	0.75	1

1.1.3. Authenticity and Key Competences

The previous section analysed the crucial factors in the presence of authenticity. These are clearly linked to certain competences that helps students' development. Under the scope of this final master's degree project, we must now address the Spanish Education System and its approach to the development of the key competences (Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria). Once carried the discussions presented in the previous sections, we can now demonstrate that the use of authenticity in FL classrooms would indirectly foster the development of the key competences present in the curriculum.

The linguistic and plurilingual competences essentially refers to, respectively, (1) the ability to use language effectively and accurately in different communicative contexts and (2) the ability to communicate effectively in different languages. Authenticity, therefore, plays a crucial role in the development of the linguistic and plurilingual competences in the classroom, engaging the students with real-world language produced by native or proficient users. Authentic materials, such as texts, videos, and audios, provide learners with a certain grade of exposure –depending on their adaptation– to natural language use. This exposure helps students develop their listening, speaking, reading, and writing skills by familiarising them with the way in which native/proficient users communicate.

On the other hand, authentic tasks, such as role-plays, simulations, and real-life communication activities, allow students to apply their language skills in meaningful and real-like contexts, encouraging students to think critically while developing their skills in problem solving, and expression in the target language.

Furthermore, authenticity encourages students to develop an open attitude towards different languages (and/or cultures), fostering the appreciation of linguistic diversity and promotes the recognition of the value of language. Through authentic materials and tasks, the students gain a deeper understanding of the interconnectedness of languages and cultures, as well as the benefits of being plurilingual in a globalised world.

Lastly, authenticity in the development of plurilingual competence goes beyond focusing solely and uniquely on native speaker models. It acknowledges the legitimacy and importance of different language varieties and the proficiency of non-native speakers.

Authenticity, in addition, plays a crucial role in the development of the **STEM (Science, Technology, Engineering, and Mathematics) competence** in the classroom. The STEM competence aims to develop skills and knowledge that the students will find necessary in real-world problems, tasks, and experiences that reflect the challenges and practices of these disciplines. Hence, authentic tasks and projects help students develop practical skills such as data collection, experimentation, analysis, and even interpretation of, for instance, climate change articles.

Digital competence encompasses a range of skills, knowledge, and attitudes necessary for the students to navigate and effectively make use of digital technologies. By incorporating authentic digital materials and experiences, students can improve their *digital literacy*, specially taking into account that seeking for authentic materials nowadays goes hand in hand with digital materials (from social networks, online magazines, etc.) This approach allows students to familiarise with digital technologies in meaningful ways and develop practical skills that are transferable to other disciplines. Students learn to navigate and evaluate online information, discerning reliable sources from misleading or biased ones and develop digital research skills.

Personal, social, and learning-to-learn competence covers a range of essential skills and attitudes that are crucial for the overall personal development and success in the classroom and beyond. By creating an environment that mirrors real-world interactions and challenges, the students learn to recognise their strengths and improvement area.

Tasks such as collaborative activities and simulations that replicate real-life interactions help students to develop their communication skills cooperating effectively with their mates and working in particular interpersonal relationship abilities such as active listening and empathy. This way, authenticity also contributes not only to the learning-to-learn competence, through authentic tasks, but also to the lifelong learning competences.

Citizenship competence refers to the knowledge and skills that are necessary for an active and responsible participation in society. Authenticity, then, plays a crucial role in developing citizenship competence within the classroom by the use of authentic tasks and experiences, students are exposed to real-world examples and challenges that relate to civic and democratic values.

Authenticity plays a vital role in developing **entrepreneurship competence** in the classroom since authentic tasks can enable students to apply their creativity, critical thinking. Furthermore, authenticity fosters the development of the interpersonal and communication skills necessary for entrepreneurship. Students can take collaborative projects, negotiate partnerships, and present their ideas to stakeholders.

On the other hand, **Cultural Awareness and Expression Competence** is a crucial aspect of language learning and education in general. Authenticity plays a significant role in the development of this competence by exposing students to real-world cultural contexts and promoting intercultural communication skills and providing them with the opportunity to explore and understand different cultures, traditions, and perspectives.

To sum up, authenticity is instrumental in developing the key competences that should be developed during the secondary education period (Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria).

Purpose of this project and Methodology.

Now that we have the theoretical foundation on what authenticity is, understanding how it develops essential skills in the FL students, and a model for an assessment of the authenticity of materials. My intention in this project is to implement the elaborated criteria to evaluate the authenticity of texts and tasks in secondary education. For this purpose, I will analyse the texts and tasks presented in three of the most used textbooks for levels in the Canary Islands, ranging between A2 and B2 levels. These books are:

- *Way To English* by Burlington Books (Marks & Devlin, 2016).
- *Trends Bachillerato 1* (Rubio Santana & Baines, Trends Bachillerato 1, 2015)
- *Trends Bachillerato 2* (Rubio Santana & Baines, Trends Bachillerato 2, 2015)

The main goals are, then: (1) to evaluate objectively (results) and (2) subjectively (discussion) the presence of authenticity in the most used materials in the FL teaching of secondary education and (3) state if their approach is similar to my proposed intervention for the use of authentic materials according to the learner's proficiency level.

1.3. Analysis of the texts.

The first objective is to analyse the authenticity of the texts presented in the textbooks. For these purposes, I will implement the criteria for assessment elaborated in the previous section, focusing on those characteristics that can be subject of study attending to the nature of texts, i.e., proficiency (P), genuineness (G), contextualised learning (C) and awareness of culturally different modes of living and thinking (A).

1.3.1. Materials.

The texts to be analysed are those from the “Reading” section from each of the books. Find below a summary of each to contextualise the analysis.

Text 1. (Way To English) The text presents wingsuit jumping as an extreme sport that allows people to fly horizontally at high speeds using a wingsuit and parachute. It emphasises the need for extensive training and prior skydiving experience to ensure proper preparation. While accidents can still occur, the tragic death of stuntman Mark Sutton during a wingsuit jump serves as evidence of the risks involved (Marks & Devlin, 2016).

Text 2. (Way To English) The text discusses the popular TV series "Game of Thrones" set in the mythical land of Westeros. It portrays a world filled with kings, queens, murder, loyalty, and intrigue. The story revolves around three feuding aristocratic families, namely the Starks, the Lannisters, and the Targaryens, as they vie for power. The show is known for its suspense, violence, and addictive nature, particularly with the looming threat of winter over the kingdom (Marks & Devlin, 2016).

Text 3. (Way To English) The text explores the mystery of two children with green skin who appeared in the village of Woolpit. They spoke an unknown language, and although the boy died, the girl recovered and learned English. Writer Paul Harris theorises that the children might have come from the nearby village of Fornham St Martin, inhabited by Flemish immigrants. The hypothesis suggests they heard bells from a nearby town through underground tunnels, and the green skin colour could be attributed to a dietary deficiency. However, the mystery remains unsolved with other possible explanations still open (Marks & Devlin, 2016).

Text 4. (Way To English) The text highlights the thriving existence of ants on Earth for millions of years. It explains that ants live in colonies, each with a distinct smell that provides a sense of belonging. The queen leads the colony, while workers perform various tasks such as foraging and cleaning. Ants prioritise the well-being of the community over their own safety and work together to overcome obstacles. The text suggests that humans could learn from ants' cooperative nature to foster better relationships (Marks & Devlin, 2016).

Text 5. (Way To English) The text discusses marketing professionals' use of various strategies to influence consumer behaviour and encourage purchases. It mentions that shiny objects attract attention and are associated with quality. Additionally, it explains how eye contact, even from pictures, can influence purchasing decisions. Pricing tactics such as using numbers just below a round figure create the perception of a better deal. The text advises consumers to be aware of these tactics when shopping (Marks & Devlin, 2016).

Text 6. (Way To English) The text introduces Boyan Slat, a Dutch boy who discovered the problem of plastic pollution in the ocean and developed a solution. It explains that traditional methods of cleaning up plastic were ineffective and harmful to sea life. Boyan's plan, using floating barriers to collect the plastic, gained attention after a viral TED talk. He founded the Ocean Cleanup foundation and received widespread support and funding. The text emphasises Boyan's emphasis on raising public awareness about plastic pollution (Marks & Devlin, 2016).

Text 7. (Way To English) The text tells the story of Ed Buckley, who regained his abilities through music therapy after suffering brain damage from a car accident. It explains that playing the piano helped reconnect his brain's neurons, aiding memory, coordination, and movement. With support, Ed regained speech and walking abilities and even met his idol, Chris Martin (Marks & Devlin, 2016).

Text 8. (Way To English) The text showcases Amar Latif, who founded Traveleyes, a travel agency for visually-impaired individuals. It explains that each blind traveller is accompanied by a sighted companion who describes their surroundings. The tours emphasise using all senses and visiting schools for blind children to promote inclusivity and change perceptions. Traveleyes provides unique experiences for the visually-impaired, fostering connections and dispelling misconceptions (Marks & Devlin, 2016).

Text 9. (Trends Bachillerato 1) The text discusses the use of social media during Hurricane Sandy, highlighting its role in keeping people informed, connected, and facilitating event reporting despite power outages and communication disruptions. It mentions that the superstorm generated over 4 million social media posts, making it a top trending topic. While acknowledging the presence of misinformation, the text emphasises the valuable information and support social media provided to affected New Yorkers (Rubio Santana & Baines, Trends Bachillerato 1, 2015).

Text 10. (Trends Bachillerato 1) The text narrates the story of Alec, a skilled cat burglar attempting to steal diamonds from a house. It explains his carefully planned approach, including cutting a hole in a window and crossing a ladder to reach the safe behind a painting. However, as he takes the diamonds and celebrates his success, the alarm suddenly goes off (Rubio Santana & Baines, Trends Bachillerato 1, 2015).

Text 11. (Trends Bachillerato 1) The text features the experiences of three individuals engaging in extreme activities. It mentions Jessie attending a stunt training course and successfully performing various stunts, Max enjoying bodyflying in a wind tunnel, and Kyle describing the thrill of caving, from crawling in narrow tunnels to discovering magnificent underground caves (Rubio Santana & Baines, Trends Bachillerato 1, 2015).

Text 12. (Trends Bachillerato 1) The text discusses the challenge of spotting lies and provides tips for detecting deception. It mentions observing behaviour when someone is telling the truth, listening carefully to changes in their voice, observing body language and appearance, and paying attention to facial expressions. However, it notes that these signs are not foolproof, and professional training may be necessary to become a proficient lie detector (Rubio Santana & Baines, Trends Bachillerato 1, 2015).

Text 13. (Trends Bachillerato 1) The text presents the film "Argo" directed by Ben Affleck, which is based on real events but incorporates fictional elements for political tension and suspense. It depicts the rescue mission of six Americans who pretend to be Canadian filmmakers to escape Iran. While acknowledging criticism for its lack of factual accuracy, the text praises the film for its well-made and entertaining nature, with scenes of humour and a documentary-like feel. It suggests that despite its imperfections, the film keeps viewers engaged and is worth watching (Rubio Santana & Baines, Trends Bachillerato 1, 2015).

Text 14. (Trends Bachillerato 1) The text discusses the resurgence of the old tradition of bartering in modern times due to environmental benefits, economic difficulties, and technological connectivity. It mentions offline practices such as swishing parties and markets, as well as online platforms facilitating exchanges. The text highlights how trading and sharing help people save money and reduce waste, reinventing age-old practices for the modern age (Rubio Santana & Baines, Trends Bachillerato 1, 2015).

Text 15. (Trends Bachillerato 1) The text raises concerns about athletes' use of dangerous drugs to enhance their performance and the emerging threat of gene manipulation as a more sinister method. It mentions the lack of reliable detection methods for gene doping and speculates that athletes may already be collaborating with scientists to create genetically enhanced super athletes. While gene alteration techniques have been tested on animals, the long-term effects on humans remain unknown (Rubio Santana & Baines, Trends Bachillerato 1, 2015).

Text 16. (Trends Bachillerato 1) The text explores the cultural differences in consuming insects as food. It mentions that while many find the idea repulsive, insect consumption is common in many cultures and even present in everyday food products. It explains that eating habits are influenced by culture, with regions abundant in insects having a tradition of insect consumption. The United Nations promotes insects as a valuable food source to address global food challenges, particularly as the world population grows and food scarcity becomes a concern (Rubio Santana & Baines, Trends Bachillerato 1, 2015).

Text 17. (Trends Bachillerato 2) The text discusses the challenges and opportunities in the sixth form, emphasising subject choices, intense studying, and the importance of enjoying what one learns. It also mentions the benefits of the common room, free time, school trips, and after-school clubs at Renford (Rubio Santana & Baines, Trends Bachillerato 2, 2015)

Text 18. (Trends Bachillerato 2) The text delves into Amy Chua's parenting approach known as the "Tiger Mother" method and its strict rules and high expectations. It acknowledges that parenting styles are influenced by culture and discusses the academic success achieved by some Chinese parents, raising the question of the effectiveness of Tiger parenting (Rubio Santana & Baines, Trends Bachillerato 2, 2015)

Text 19. (Trends Bachillerato 2) The text explores the bystander effect, explaining that individuals are less likely to help when others are present. It mentions factors such as shared responsibility and social norms contributing to this phenomenon. The text highlights how empathy and connection to the victim, as well as the presence of friends or relatives, can motivate individuals to act. It also mentions that some countries have implemented laws to encourage social responsibility (Rubio Santana & Baines, Trends Bachillerato 2, 2015)

Text 20. (Trends Bachillerato 2) The text tells the story of Saroo, a young boy from India who gets lost on a train and is eventually adopted by an Australian couple. Years later, using Google Earth, he embarks on a search to find his lost family. After a long search, he recognises familiar landmarks and successfully finds his way back to his village (Rubio Santana & Baines, Trends Bachillerato 2, 2015).

Text 21. (Trends Bachillerato 2) The text discusses the potential of expensive lab-grown meat as a solution to the environmental impact and resource consumption of traditional meat production. It mentions obstacles such as maintaining optimal conditions and public acceptance. However, the scientist involved remains optimistic about the potential impact. The text also highlights the viewpoint of the author, a vegetarian, who sees lab-grown meat as a step towards reducing animal deaths (Rubio Santana & Baines, Trends Bachillerato 2, 2015).

Text 22. (Trends Bachillerato 2) The text explores the phenomenon of brood parasitism, where certain species deceive other individuals into raising their offspring. It mentions examples such as the cuckoo finch and cuckoo catfish. The text highlights the survival advantage of this behaviour, allowing parents to allocate their resources towards producing more offspring. Brood parasitism is observed in various animal species and is considered a clever adaptation for reproductive success (Rubio Santana & Baines, Trends Bachillerato 2, 2015).

Text 23. (Trends Bachillerato 2) The text discusses the documentary "Scrappers," which explores the thriving scrap-metal industry in the UK. It showcases individuals who collect and sell discarded metal for profit. The film highlights various characters, including Michael, who runs a scrap-metal company, ex-convict Adam, grandfather and grandson Charlie and Alfie, and Cheryl, the only woman in the field. Despite the challenges and hard work involved, these individuals find success and support themselves through the scrap-metal business (Rubio Santana & Baines, Trends Bachillerato 2, 2015).

1.4. Analysis of the tasks.

The analysis of tasks will be carried by considering the nature of the task: activity or exercise, evaluating the parameters of contextualised learning (C), meaningful communication (M) and Real-life mirroring assessment (R)

Results

In this section, I will dispose the results of the analyses explained in the previous section.

1.5. Results on the analyses of texts.

1.5.1. Results of the test on Proficiency (P).

Figure 13

Assessment of the exposition to English varieties to students in the textbook Way To English

Text	Title	Book	Course	Level	English Used	Assessment
1	The Sky Is Our Limit Wingsuit Jumping School	Way to English - ESO 4	4 ESO	A2	Standard British English or General Variety	1
2	Game of Thrones	Way to English - ESO 3	4 ESO	A2	Standard British English or General Variety	1
3	The Green Children	Way to English - ESO 2	4 ESO	A2	Standard British English or General Variety	1
4	Ants: All for One and One for All	Way to English - ESO 1	4 ESO	A2	Standard British English or General Variety	1
5	Consumers: Watch Out	Way to English - ESO 0	4 ESO	A2	Standard British English or General Variety	1
6	Cleaning Up the Sea	Way to English - ESO 1	4 ESO	A2	Standard British English or General Variety	1
7	From Coma to Cold Play	Way to English - ESO 2	4 ESO	A2	Standard British English or General Variety	1
8	Traveleyes: Through Someone Else's Eyes	Way to English - ESO 3	4 ESO	A2	Standard British English or General Variety	1

Figure 14

Assessment of the exposition to English varieties to students in the textbook Trends – 1 Bachillerato

Text	Title	Textbook	Course	Level	English Used	Assessment
9	Social Media Helps in a Storm	Trends - 1 Bachillerato	1 BACH	B1	Standard British English or General Variety	0.5
10	The Cat Burglar	Trends - 1 Bachillerato	1 BACH	B1	Standard British English or General Variety	0.5
11	Go for it!	Trends - 1 Bachillerato	1 BACH	B1	Standard British English or General Variety	0.5
12	Can You Tell?	Trends - 1 Bachillerato	1 BACH	B1	Standard British English or General Variety	0.5
13	Argo	Trends - 1 Bachillerato	1 BACH	B1	Standard British English or General Variety	0.5
14	Let's Swap	Trends - 1 Bachillerato	1 BACH	B1	Standard British English or General Variety	0.5
15	Dying to Win	Trends - 1 Bachillerato	1 BACH	B1	Standard British English or General Variety	0.5
16	Cricket for Dinner	Trends - 1 Bachillerato	1 BACH	B1	Standard British English or General Variety	0.5

Figure 15

Assessment of the exposition to English varieties to students in the textbook Trends – 2 Bachillerato

Text	Title	Book	Course	Level	English Used	Assessment
17	Welcome to Renford Sixth-Form College	Trends - 2 Bachillerato	2 BACH	B2	Standard British English or General Variety	0.33
18	Tiger Parenting	Trends - 2 Bachillerato	2 BACH	B2	Standard American English or General Variety	0.66
19	To Help or Not to Help?	Trends - 2 Bachillerato	2 BACH	B2	Standard British English or General Variety	0.33
20	Lost and Found	Trends - 2 Bachillerato	2 BACH	B2	Standard British English or General Variety	0.33
21	The Meat You Eat	Trends - 2 Bachillerato	2 BACH	B2	Standard British English or General Variety	0.33
22	Nature Cheats	Trends - 2 Bachillerato	2 BACH	B2	Standard British English or General Variety	0.33
23	Scrapers	Trends - 2 Bachillerato	2 BACH	B2	Standard British English or General Variety	0.33

1.5.2. Results of the test on Genuineness (G).

The submission of the texts under the criteria explained in Section X, have brought the following results.

Figure 16

Assessment of the genuineness of texts in the textbook Way To English

Text	Title	Book	Course	Level	Most probably	Assessment
1	The Sky Is Our Limit Wingsuit Jumping School	Way to English - ESO 4	4 ESO	A2	Highly Adapted/Contrived	0.75
2	Game of Thrones	Way to English - ESO 3	4 ESO	A2	Highly Adapted/Contrived	0.75
3	The Green Children	Way to English - ESO 2	4 ESO	A2	Highly Adapted/Contrived	0.75
4	Ants: All for One and One for All	Way to English - ESO 1	4 ESO	A2	Highly Adapted/Contrived	0.75
5	Consumers: Watch Out	Way to English - ESO 0	4 ESO	A2	Highly Adapted/Contrived	0.75
6	Cleaning Up the Sea	Way to English - ESO 1	4 ESO	A2	Adapted	1
7	From Coma to Cold Play	Way to English - ESO 2	4 ESO	A2	Adapted	1
8	Travelers: Through Someone Else's Eyes	Way to English - ESO 3	4 ESO	A2	Highly Adapted/Contrived	0.75

Figure 17

Assessment of the genuineness of texts in the textbook Trends – 1 Bachillerato

Text	Title	Textbook	Course	Level	Most probably	Assessment
9	Social Media Helps in a Storm	Trends - 1 Bachillerato	1 BACH	B1	Adapted	0.8
10	The Cat Burglar	Trends - 1 Bachillerato	1 BACH	B1	Highly Adapted/Contrived	0.5
11	Go for it!	Trends - 1 Bachillerato	1 BACH	B1	Highly Adapted/Contrived	0.5
12	Can You Tell?	Trends - 1 Bachillerato	1 BACH	B1	Highly Adapted/Contrived	0.5
13	Argo	Trends - 1 Bachillerato	1 BACH	B1	Highly Adapted/Contrived	0.5
14	Let's Swap	Trends - 1 Bachillerato	1 BACH	B1	Highly Adapted/Contrived	0.5
15	Dying to Win	Trends - 1 Bachillerato	1 BACH	B1	Highly Adapted/Contrived	0.5
16	Crickets for Dinner	Trends - 1 Bachillerato	1 BACH	B1	Adapted	0.8

Figure 18

Assessment of the genuineness of texts in the textbook Trends – 2 Bachillerato

Text	Title	Book	Course	Level	Most probably	Assessment
17	Welcome to Renford Sixth-Form College	Trends - 2 Bachillerato	2 BACH	B2	Highly Adapted/Contrived	0.4
18	Tiger Parenting	Trends - 2 Bachillerato	2 BACH	B2	Adapted	0.7
19	To Help or Not to Help?	Trends - 2 Bachillerato	2 BACH	B2	Highly Adapted/Contrived	0.4
20	Lost and Found	Trends - 2 Bachillerato	2 BACH	B2	Adapted	0.7
21	The Meat You Eat	Trends - 2 Bachillerato	2 BACH	B2	Highly Adapted/Contrived	0.4
22	Nature Cheats	Trends - 2 Bachillerato	2 BACH	B2	Highly Adapted/Contrived	0.4
23	Scrapers	Trends - 2 Bachillerato	2 BACH	B2	Adapted	0.7

1.5.3. Results on the tests on contextualised learning (P).

Figure 19

Assessment of contextualised learning of texts in the textbook Way To English

Text	Title	Book	Course	Level	Disciplines	Informal knowledge	Professional skills	Assessment
1	The Sky Is Our Limit Wingsuit Jumping School	Way to English - ESO 4	4 ESO	A2	Yes	No	Yes	0.66
2	Game of Thrones	Way to English - ESO 3	4 ESO	A2	No	No	No	0
3	The Green Children	Way to English - ESO 2	4 ESO	A2	Yes	No	No	0.33
4	Ants: All for One and One for All	Way to English - ESO 1	4 ESO	A2	Yes	No	No	0.33
5	Consumers: Watch Out	Way to English - ESO 0	4 ESO	A2	No	No	No	0
6	Cleaning Up the Sea	Way to English - ESO 1	4 ESO	A2	Yes	No	No	0.33
7	From Coma to Cold Play	Way to English - ESO 2	4 ESO	A2	No	No	Yes	0.33
8	Traveleeyes: Through Someone Else's Eyes	Way to English - ESO 3	4 ESO	A2	Yes	No	Yes	0.66

Figure 20

Assessment of contextualised learning of texts in the textbook Trends – Bachillerato 1

Text	Title	Book	Course	Level	Disciplines	Informal knowledge	Professional skills	Assessment
9	Social Media Helps in a Storm	Trends - 1 Bachillerato	1 BACH	B1	Yes	No	No	0.33
10	The Cat Burglar	Trends - 1 Bachillerato	1 BACH	B1	No	No	No	0
11	Go for it!	Trends - 1 Bachillerato	1 BACH	B1	Yes	No	Yes	0.66
12	Can You Tell?	Trends - 1 Bachillerato	1 BACH	B1	Yes	No	No	0.33
13	Argo	Trends - 1 Bachillerato	1 BACH	B1	No	No	No	0
14	Let's Swap	Trends - 1 Bachillerato	1 BACH	B1	No	Yes	No	0.33
15	Dying to Win	Trends - 1 Bachillerato	1 BACH	B1	Yes	No	Yes	0.66
16	Crickets for Dinner	Trends - 1 Bachillerato	1 BACH	B1	No	Yes	Yes	0.66

Figure 21

Assessment of contextualised learning of texts in the textbook Trends – Bachillerato 2

Text	Title	Book	Course	Level	Disciplines	Informal knowledge	Professional skills	Assessment
17	Welcome to Renford Sixth-Form College	Trends - 2 Bachillerato	2 BACH	B2	Yes	Yes	Yes	1
18	Tiger Parenting	Trends - 2 Bachillerato	2 BACH	B2	Yes	No	No	0.33
19	To Help or Not to Help?	Trends - 2 Bachillerato	2 BACH	B2	No	Yes	No	0.33
20	Lost and Found	Trends - 2 Bachillerato	2 BACH	B2	Yes	No	No	0.33
21	The Meat You Eat	Trends - 2 Bachillerato	2 BACH	B2	Yes	No	Yes	0.66
22	Nature Cheats	Trends - 2 Bachillerato	2 BACH	B2	Yes	No	No	0.33
23	Scrapers	Trends - 2 Bachillerato	2 BACH	B2	Yes	No	Yes	0.66

1.5.4. Results on the test on and awareness of culturally different modes of living and thinking

Figure 22

Assessment of the awareness of culture of texts in the textbook Way To English

Text	Title	Book	Course	Level	Relevant	Multicultural	Authentic and Accurate	Reflection	Assessment
1	The Sky Is Our Limit Wingsuit Jumping School	Way to English - ESO 4	4 ESO	A2	No	No	No	No	0
2	Game of Thrones	Way to English - ESO 3	4 ESO	A2	Yes	No	No	No	0.25
3	The Green Children	Way to English - ESO 2	4 ESO	A2	Yes	No	No	No	0.25
4	Ants: All for One and One for All	Way to English - ESO 1	4 ESO	A2	No	No	Yes	No	0.25
5	Consumers: Watch Out	Way to English - ESO 0	4 ESO	A2	No	No	No	No	0
6	Cleaning Up the Sea	Way to English - ESO 1	4 ESO	A2	No	No	Yes	Yes	0.5
7	From Coma to Cold Play	Way to English - ESO 2	4 ESO	A2	No	No	Yes	Yes	0.5
8	Travelees: Through Someone Else's Eyes	Way to English - ESO 3	4 ESO	A2	No	No	Yes	Yes	0.5

Figure 23

Assessment of the awareness of culture of texts in the textbook Trends – 1 Bachillerato

Text	Title	Book	Course	Level	Relevant	Multicultural	Authentic and Accurate	Reflection	Assessment
9	Social Media Helps in a Storm	Trends - 1 Bachillerato	1 BACH	B1	Yes	No	Yes	Yes	0.75
10	The Cat Burglar	Trends - 1 Bachillerato	1 BACH	B1	No	No	No	No	0
11	Go for it!	Trends - 1 Bachillerato	1 BACH	B1	No	No	Yes	No	0.5
12	Can You Tell?	Trends - 1 Bachillerato	1 BACH	B1	Yes	No	Yes	Yes	0.75
13	Argo	Trends - 1 Bachillerato	1 BACH	B1	No	No	Yes	No	0.25
14	Let's Swap	Trends - 1 Bachillerato	1 BACH	B1	Yes	No	Yes	Yes	0.75
15	Dying to Win	Trends - 1 Bachillerato	1 BACH	B1	Yes	Yes	Yes	Yes	1
16	Crickets for Dinner	Trends - 1 Bachillerato	1 BACH	B1	Yes	Yes	Yes	Yes	1

Figure 24

Assessment of the awareness of culture of texts in the textbook Trends – 2 Bachillerato

Text	Title	Book	Course	Level	Relevant	Multicultural	Authentic and Acurate	Reflection	Assessment
17	Welcome to Renford Sixth-Form College	Trends - 2 Bachillerato	2 BACH	B2	No	No	No	No	0
18	Tiger Parenting	Trends - 2 Bachillerato	2 BACH	B2	Yes	Yes	Yes	Yes	1
19	To Help or Not to Help?	Trends - 2 Bachillerato	2 BACH	B2	No	No	No	Yes	0.25
20	Lost and Found	Trends - 2 Bachillerato	2 BACH	B2	Yes	Yes	Yes	Yes	1
21	The Meat You Eat	Trends - 2 Bachillerato	2 BACH	B2	Yes	No	No	Yes	0.5
22	Nature Cheats	Trends - 2 Bachillerato	2 BACH	B2	Yes	No	Yes	No	0.5
23	Scrapers	Trends - 2 Bachillerato	2 BACH	B2	No	No	Yes	No	0.25

1.6. Results on the analysis of tasks

In this section I will display the analysis carried throughout the textbook's representation of exercises and activities.

1.6.1. Way To English

Way To English divides the sections of each unit into: reading, grammar, listening, speaking, vocabulary, pronunciation and writing. Therefore:

Figure 25

Tasks in Way To English for each skill

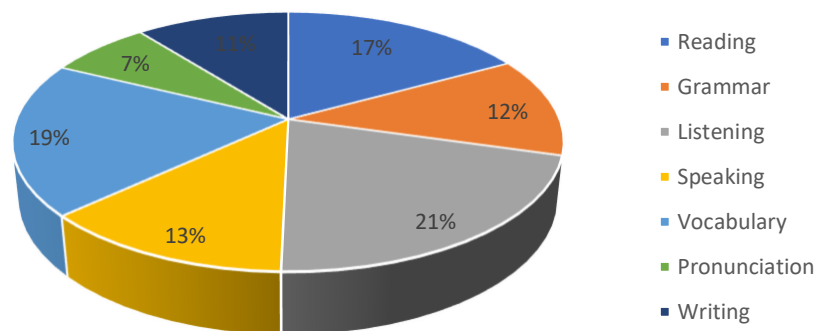


Figure 26

Reading: Comparison between exercises and activities in Way To English

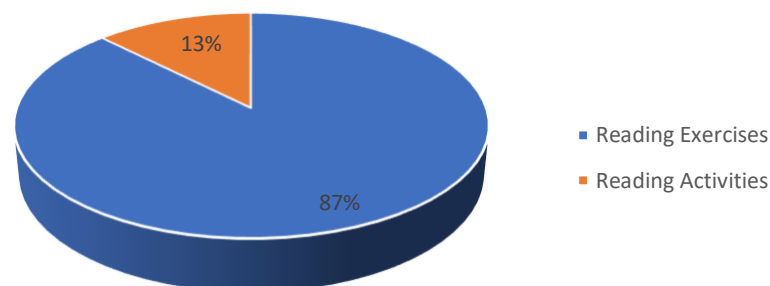


Figure 27

Listening: Comparison between exercises and activities in Way To English

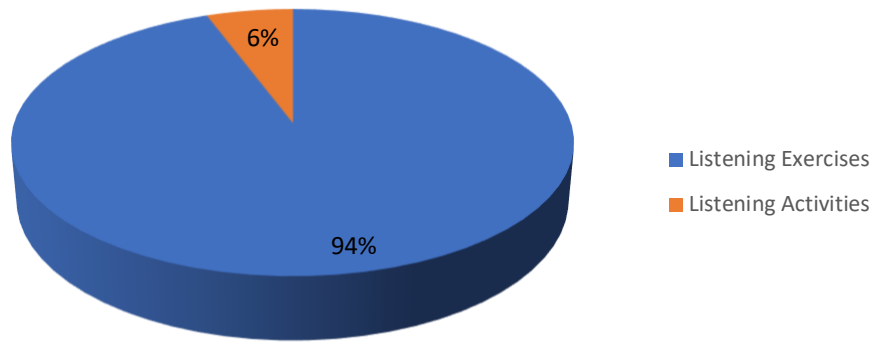


Figure 28

Grammar: Comparison between exercises and activities in Way To English

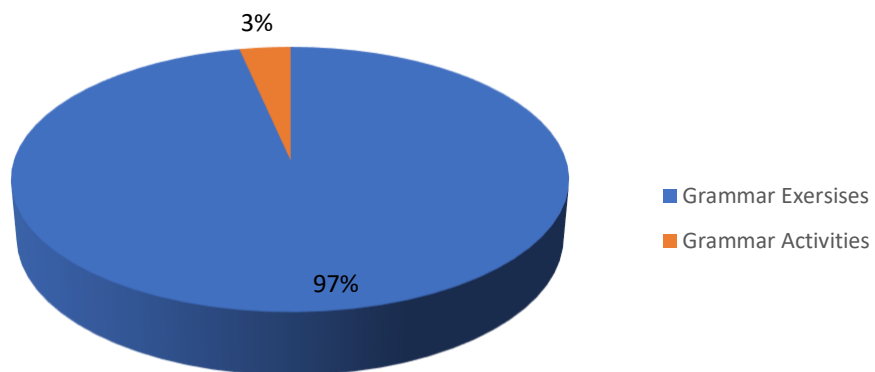


Figure 29

Speaking: Comparison between exercises and activities in Way To English

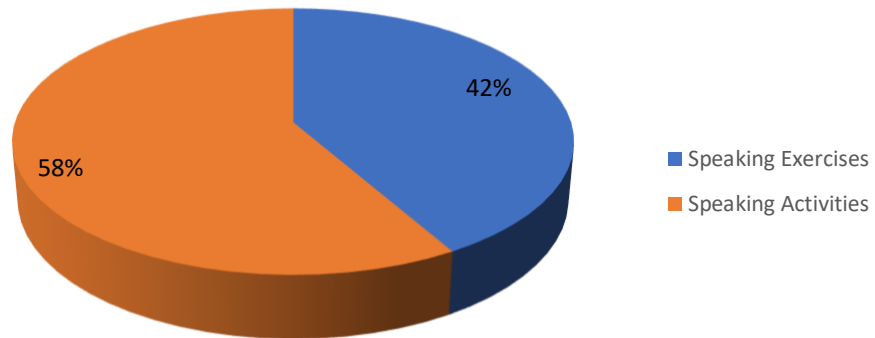


Figure 30

Vocabulary: Comparison between exercises and activities in Way To English

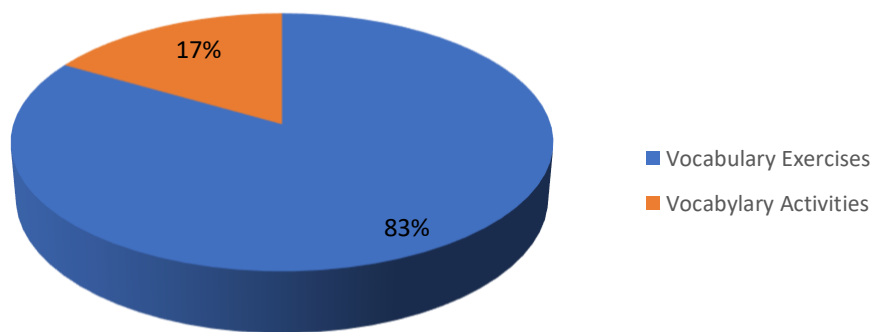


Figure 31

Pronunciation: Comparison between exercises and activities in Way To English

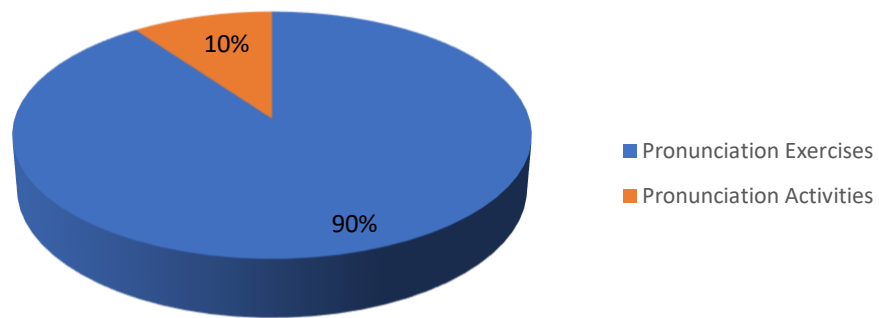
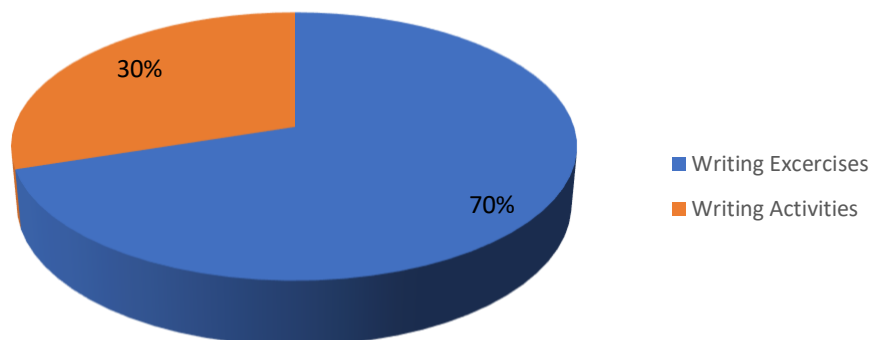


Figure 32

g: Comparison between exercises and activities in Way To English



1.6.2. Trends – 1 Bachillerato

Way To English divides the sections of each unit into: reading, grammar, listening, speaking, vocabulary, and writing. Therefore:

Figure 33

Tasks in Trends 1 Bachillerato for each skill

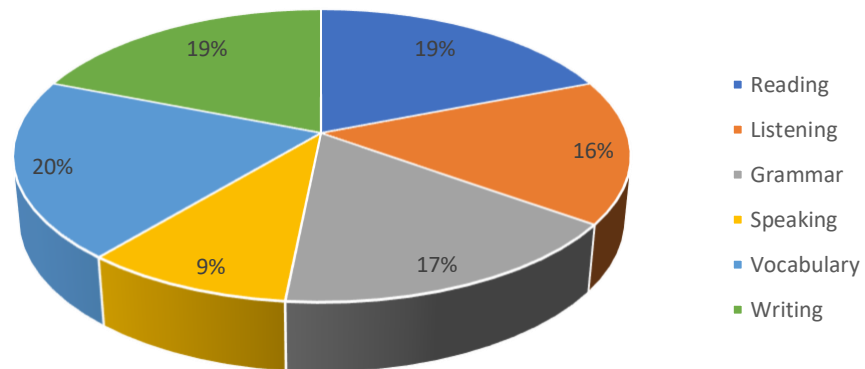


Figure 34

Reading: Comparison between exercises and activities in Trends 1 Bachillerato

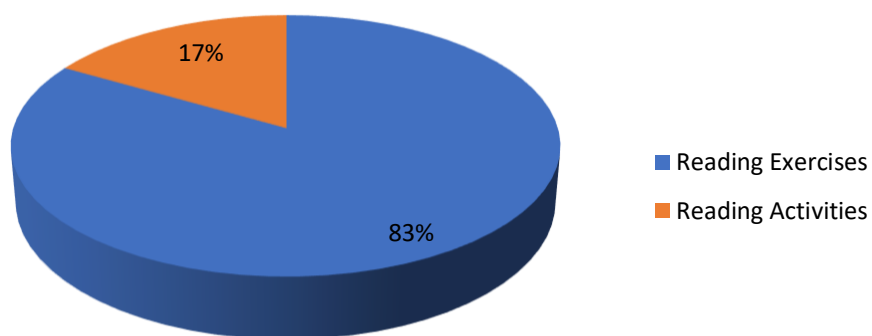


Figure 35

Listening: Comparison between exercises and activities in Trends 1 Bachillerato

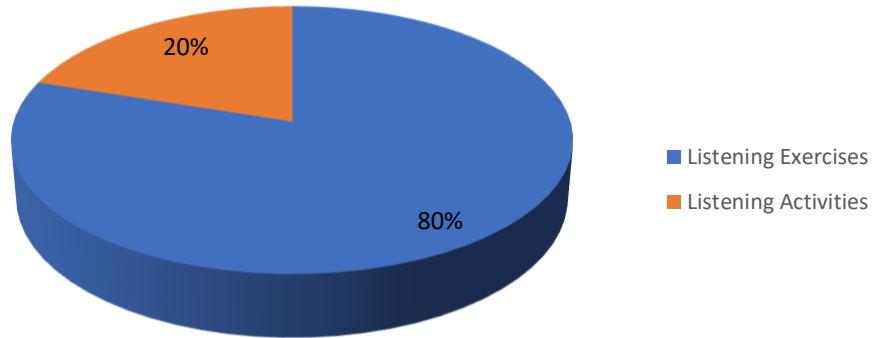


Figure 36

Grammar: Comparison between exercises and activities in Trends 1 Bachillerato

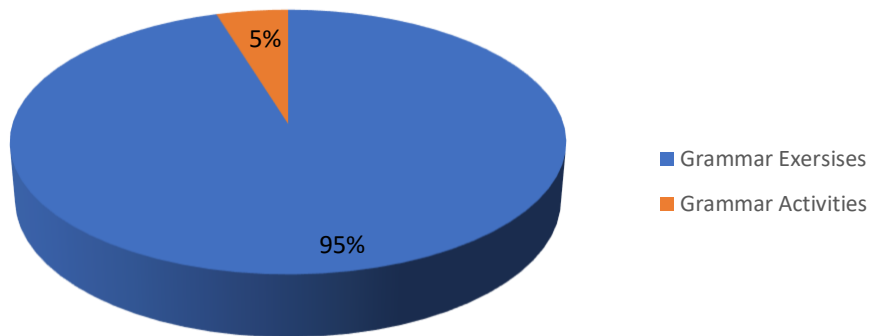


Figure 37

Speaking: Comparison between exercises and activities in Trends 1 Bachillerato

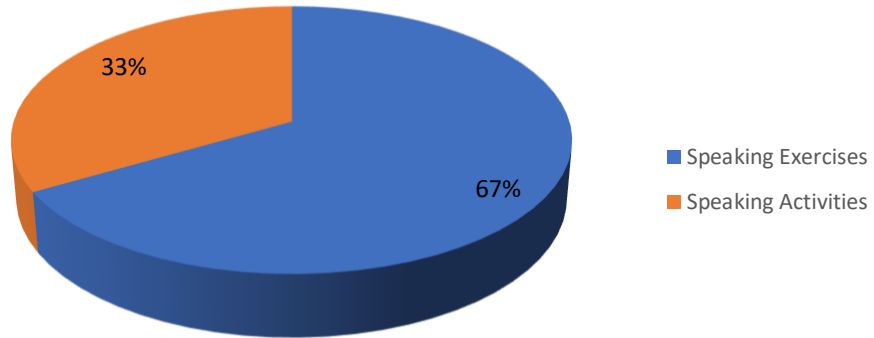


Figure 38

Vocabulary: Comparison between exercises and activities in Trends 1 Bachillerato

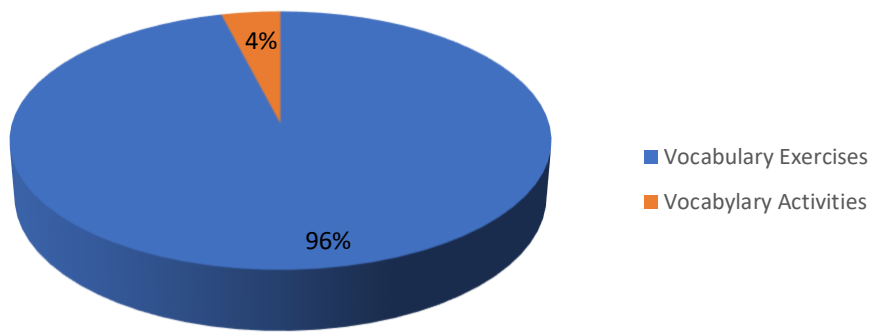
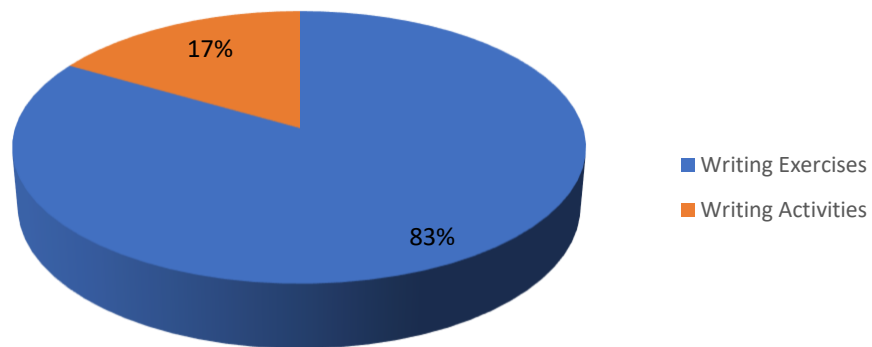


Figure 39

Writing: Comparison between exercises and activities in Trends 1 Bachillerato



1.6.3. Trends – 2 Bachillerato

Figure 40

Tasks in Trends 2 Bachillerato for each skill

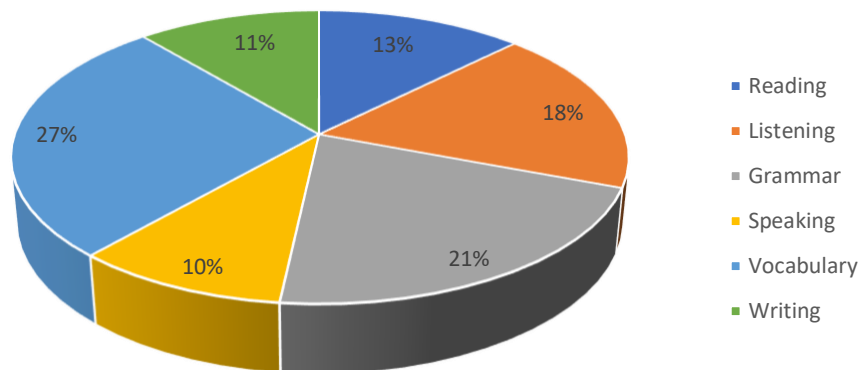


Figure 41

Reading: Comparison between exercises and activities in Trends 2 Bachillerato

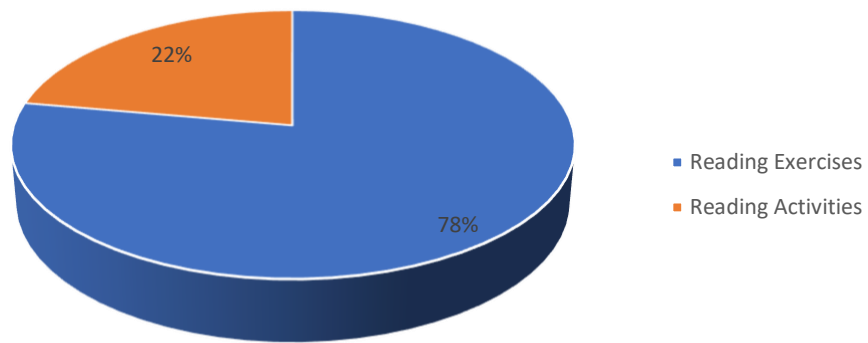


Figure 42

Listening: Comparison between exercises and activities in Trends 2 Bachillerato

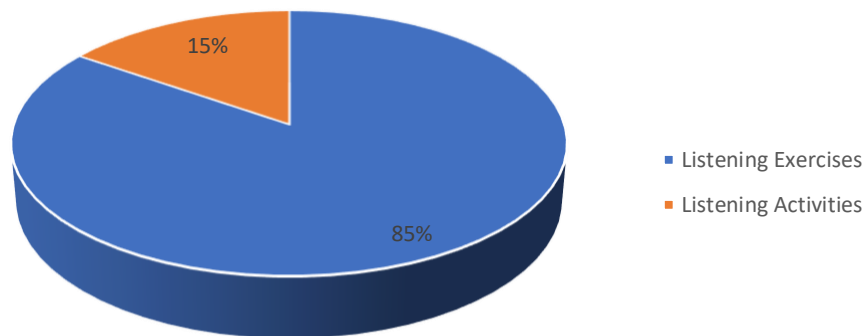


Figure 43

Grammar: Comparison between exercises and activities in Trends 2 Bachillerato

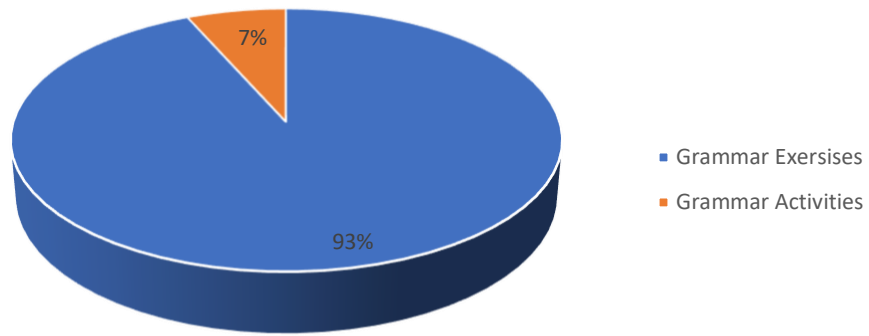


Figure 44

Speaking: Comparison between exercises and activities in Trends 2 Bachillerato

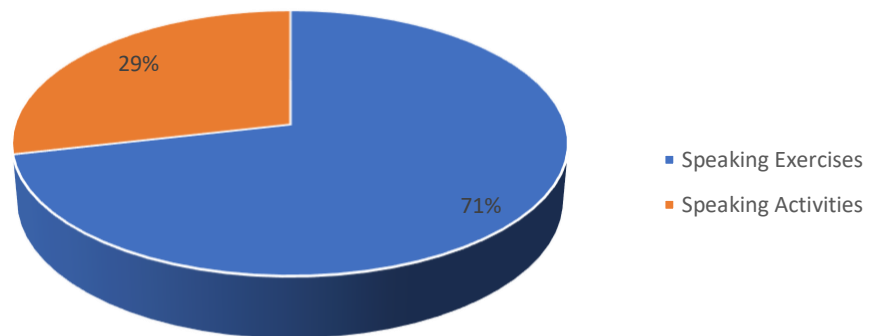


Figure 45

Vocabulary: Comparison between exercises and activities in Trends 1 Bachillerato

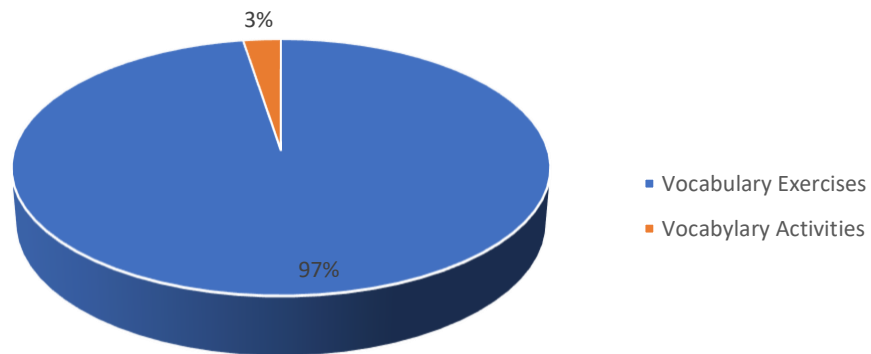
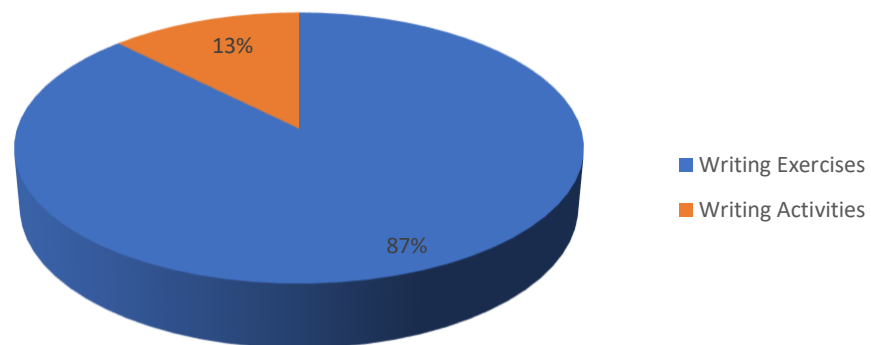


Figure 46

Writing: Comparison between exercises and activities in Trends 1 Bachillerato



Discussion and Conclusion

This section aims to debate on the results presented in the previous section, for that purpose by giving voice to the numbers and figures from the analyses. To justify the discussion, I will be using the results of the assessments considering the authentic scale (the numerical results of the analysis) which correlates the implementation of authentic materials by considering other factors such as the proficiency of the students.

When considering the results of this analysis it is important to mention that the suggestions that I proposed in Section 1 have not had correspondence in the use of authenticity in the textbooks studied. While it is true that the texts present in *Way To English* present exponents (lexicon and expressions) from general varieties of the English language (mainly Standard English or standard British English) attending the necessities of the students (we must take into account that incorporating other variations on the language at this level would be a hinderer for the learning process), those presented in the books *Trends 1 Bachillerato* and *Trends 2 Bachillerato* seem to maintain the same patterns although the proficiency level of the students is supposed to be higher.

Under these results, we can grasp that the text offered are not as authentic as they could be since the textbook omits certain language varieties that can be introduced to the learners without any negative attitude towards the learning process. Varieties such as General American English could have been introduced in the texts so that the learners can have a closer approach to the real use of language by familiarising with other words (e.g., not only the typical dichotomies between *chips* and *crisps*, but also the connotations of today's globalised world in which English users make use of trends in words).

Through this study we can now conclude that *Way To English* have had a good approach to expose students to the real use of language (1 in the authenticity scale), while *Trends 1 Bachillerato* (0.5 in the authenticity scale) and *Trends 2 Bachillerato* (0.37 in the authenticity scale) have failed to adapt not only to the proficiency of the students of the level covered, but also to represent English.

These previous results expose the need for the integration of more exponents of different varieties of English in the textbooks of the first and second years of Bachillerato.

On the other hand, the results of the **genuineness** test are less preoccupying, generally speaking, although there is still a big need to incorporate more adapted/authentic texts, the textbooks include a similar approach as the one I did in the creation of the proposal for an authentic model in which the integration of authentic materials should be, also, gradual according to the proficiency of the students. In this case, the textbook *Way To English* got a 0.81 in the authentic scale, *Trends – 1 Bachillerato* got a 0.57, while *Trends – 2 Bachillerato* got a 0.52. These numbers, although declining, showcase the gradual implementation of authentic materials in their corresponding levels.

These results expose the need for the integration of more authentic/adapted materials in the textbooks of the first and second years of Bachillerato.

The test on **contextualised learning** showcases a lack of interconnection between the texts used in the textbooks and other disciplines, the informal knowledge of the students and the development of professional skills. As demonstrated in the literature review, these aspects are crucial in the presence of authenticity in FL lessons. The results (*Way to English* (0.33), , *Trends – 1 Bachillerato* (0.37,), *Trends – 2 Bachillerato* (0.52)), expresses the need of more disciplines interrelation in the texts used in textbooks to propitiate a more authentic environment.

These results expose the need for the integration of more contextualised learning plans and strategies in the textbooks of the first and second years of Bachillerato.

Lastly, the results of the assessment of the awareness of culture in the texts presented in the textbook showcase a lack of cultural content in the texts used in the textbooks studied (*Way To English* (0.28), *Trends – 1 Bachillerato* (0.625), *Trends – 2 Bachillerato* (0.5)). These indicators shows that the texts used in the fourth year of secondary education does not encompass almost any relevant cultural content.

Therefore, thanks to the carried analysis we can argue that there is a big need for textbooks to use more cultural content in their texts.

The results on the tasks analyses showcase a minimum use of activities in the three books in most of the tasks, showcasing the lack of engagement and motivation since activities provide a more interactive and dynamic learning experience compared to exercises. Activities can increase the student's motivation and interest in learning the language by involve real-world scenarios, simulations, or problem-solving tasks that make the learning process more relevant.

Instead of simply practicing grammar rules or vocabulary through isolated exercises, activities provide opportunities for students to use the language in a meaningful way. This helps them develop their communication skills, exposing students to the target language as it is used by native/proficient speakers in real contexts. This exposure helps students develop a better understanding of the language's cultural aspects, idiomatic expressions, and nuances. Activities, additionally, often involve collaboration and interaction among students. Collaborative activities promote active participation and the development of social skills.

In summary, the analysis of the textbooks indicates the following findings:

1. There is a need for textbooks to incorporate more language varieties and authentic materials, as *Trends 1 Bachillerato* and *Trends 2 Bachillerato* fail to adapt to the proficiency level of students and lack representation of English language varieties.

2. The textbooks demonstrate a gradual implementation of authentic materials, with *Way To English* achieving the highest score on the genuineness test. However, there is still a need to incorporate more adapted/authentic texts.

3. There is a lack of interconnection between the texts used in the textbooks and other disciplines, informal knowledge of students, and the development of professional skills. This hinders the presence of authenticity in foreign language lessons, emphasising the need for more interrelated disciplines in the texts.

4. The texts used in the fourth year of secondary education lack relevant cultural content, indicating a need for textbooks to incorporate more cultural references.

5. The analysis indicates that the textbooks have a minimal use of activities, which negatively impacts student engagement and motivation. By incorporating more interactive and dynamic activities, such as real-world scenarios, simulations, and problem-solving tasks, the textbooks can provide students with opportunities to use the language meaningfully and develop their communication skills. Collaborative activities can also promote active participation and the development of social skills among students. In conclusion, the analysis of the textbooks emphasizes the need for improvements in the

In conclusion, the analysis highlights the need for textbooks to include more language varieties, authentic materials, interrelated disciplines, cultural content and activities. Addressing these areas would enhance language learning and create a more authentic educational experience for students in the first and second years of Bachillerato.

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