

Article

A comparative analysis of task authenticity in EFL coursebooks: An evaluation of the Headway Pre-Intermediate and 8th-grade Turkish MoNE English textbook

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Abstract

In the field of English as a Foreign Language (EFL), the authenticity of classroom tasks is crucial in facilitating effective language learning. Authentic tasks allow learners to experience the language in a manner that is close to how the language is utilized in real life, thereby fostering communicative competence and learner motivation. "In the Türkiye setting, English language education is guided by a common national curriculum, and textbooks are prepared under the auspices of the Ministry of National Education (MoNE). Textbooks are authored by subject specialists and are implemented uniformly in state schools. However, despite their wide usage, relatively limited research has been conducted to evaluate these materials through the lens of task authenticity, which is a vital component of effective language learning. This study evaluates and compares the 8th-grade MoNE English coursebook and the internationally used Headway Pre-Intermediate textbook through the lens of Tomlinson's (2012) framework of authentic tasks. The analysis focuses on task design, the type of language elicited, and the extent to which tasks promote meaningful communication. Two tested assessment tools—Demir and Ertas's (2014) ELT Coursebook Evaluation Checklist and Arkan's (2008) Teacher Textbook Evaluation Form—were adapted and applied to both textbooks. The original binary YES/NO scores of the checklists were converted to 5-point Likert-scale means to allow for more nuanced comparison. Ersöz's (n.d.) authenticity level framework was also utilized to further place the analysis in an empirical context. Findings reveal that while the Headway textbook integrates a wider range of communicative, open-ended, and contextually rich tasks, the MoNE textbook relies heavily on mechanical activities such as translation, gap-filling, and controlled drills. These tasks expose learners to extremely narrow actual language use and provide little room for actual language use and do not address learners' genuine real-life communication skills. The study concludes by emphasizing the imperative need to develop task authenticity in nationally published textbooks so that language teaching is brought nearer to communicative and learner-centred teaching ideologies. The study highlights a pressing need for locally developed coursebooks to incorporate higher levels of task authenticity in order to better support learner engagement and the development of communicative skills in EFL classrooms in Türkiye.

Keywords

Task authenticity; EFL coursebooks; Headway pre-intermediate; coursebook evaluation

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Introduction

In the present day, the quality of coursebooks is critical in the teaching and learning process in the context of English as a Foreign Language (EFL) teaching and learning. These coursebooks affect both the way the teacher conducts a lesson as how the students develop language learning competencies. (Richards, 2001; Cunningsworth, 1995) Specifically, many EFL classrooms are heavily reliant on coursebooks as primary teaching and learning tools. (McGrath, 2002) In Türkiye, the Ministry of National Education (MoNE) chooses a single English coursebook for distribution throughout the country. This is intended to create one curriculum across the nation while ensuring all students have equal access to all learning materials and maintain the same educational standards. One such book is the 8th-grade English coursebook published under the supervision of the MoNE. This coursebook is widely used across public Turkish schools. This book plays an important part for students as it is one of the final coursebooks to be studied as part of compulsory English language learning and serves as a steppingstone to prepare students for high school. Alternatively, coursebooks often used in different educational contexts globally, like Headway Pre-Intermediate or Cutting Edge, are designed to align with the authenticity. The purpose of comparing the Turkish 8th-grade English coursebook and internationally used coursebooks is to illustrate the differences in levels of authenticity in tasks and opportunities for language use, as well as to expose students to communicative competence at a crucial stage in their learning experiences.

Authentic tasks in language learning materials are a vital aspect of developing communicative competence, bolstering student motivation/engagement, and facilitating productive, practical use of language. Authentic tasks provide students with contexts that connect and simulate real-world scenarios, allowing learners to experience language use in a relevant and meaningful way, preparing learners to communicate in English outside of the classroom (Bachman & Palmer, 1996; Tomlinson, 2012). Though authentic tasks are important, research suggests that many of the EFL coursebooks used in secondary education do not offer genuinely realistic activities, and instead include relatively controlled, decontextualized tasks that leverage grammatical accuracy over meaningful communication. This lack of connection between classroom learning and real-world use poses serious implications for practice at both ends of the educational spectrum, particularly in secondary school, where students begin to form, cement, and develop their use of language for their own future use whether professional or academic. Early and prolonged exposure to authentic tasks is essential and learners need to be prepared to use English confidently and successfully in their everyday use of the language (Tomlinson, 2012; Guariento & Morley, 2001).

The selection and use of a country-wide English as a Foreign Language (EFL) coursebook, especially in primary education, is an important decision influenced by pedagogical, and especially financial considerations. In Türkiye, the Ministry of National Education certifies and distributes a single coursebook for all schools. Although this strategy seeks to standardize and achieve equity in education, it fails to address the interests and needs of both teachers and students, resulting in inefficiencies in teaching and learning.

In many learning scenarios, foreign language course materials lack the authenticity required to engage learners and represent real-world language use, and coursebooks may be inadequate to meet this requirement and exposure since the student has not previously been exposed to the language. For example, in English as a foreign language (EFL) courses, teachers frequently skip sections of the lesson, such as listening or speaking tasks,

because neither the teacher nor the student knows how to carry them out and do them. As a result, students are reluctant to do these mechanical and inauthentic exercises, which have a damaging impact on the learning process.

While it is widely accepted that coursebooks are insufficient for authentic practice and do not perfectly meet all needs, it is vital to assess how well the materials are aligned with the goals of preparing students for real-world communication and meeting the linguistic and cultural demands of an interconnected world (Tomlinson, 2012).

This study attempts to fill this gap by evaluating the validity of assignments in an eighth-grade EFL coursebook approved for use in English Language classrooms in Türkiye. This study seeks to give insight into the material's limits by analyzing whether the book's exercises reflect real-world language usage and are appropriate for learners' requirements. The findings help improve the design and use of English language coursebooks in Türkiye, allowing them to meet the authenticity and effectiveness demands of both teachers and students.

Research questions

The following research questions guide the study.

1. To what extent do the tasks in the MEB and Headway Pre-Intermediate textbooks align with frameworks for task authenticity, such as those proposed by Tomlinson and Masuhara (2013)?

To address the answer for the question, a rubric will be developed based on key principles of task authenticity, including real-world relevance, purposeful communication, cognitive and affective engagement, and natural language use (Tomlinson & Masuhara, 2013). A representative sample of tasks—drawn from two or three units in each textbook—will be analyzed and rated for their authenticity using this framework. The findings will be compared across the two coursebooks to identify patterns in their alignment with authenticity principles.

Literature review

Importance of textbooks in ELT

The assessment of EFL textbooks has long been an important field of research due to their central role in affecting language learning and instruction. As Sheldon (1988) emphasizes, coursebooks frequently decide not just what to teach but also how to teach, demanding an examination to make sure alignment with communicational and pedagogical goals and learner requirements. In Türkiye, the Ministry of National Education's (MoNE) centralized selection and distribution of textbooks emphasizes the need to evaluate these materials, particularly in terms of task authenticity and contextual relevance. According to Razmjoo (2007), students who study with a coursebook report feeling significantly more confident and experiencing a sense of accomplishment and development. Therefore, the choice and assessment of language coursebooks are crucial to the comprehensive and successful teaching of foreign languages to students.

English teachers frequently desire a single textbook as a fundamental resource that covers everything for the class, according to Tomlinson (2012), who claims that textbooks are essential to save time, money, and additional effort. Most people agree that coursebooks are crucial teaching resources in English language classes, especially those where English

is being taught as a foreign language (EFL). In addition to being the primary source of language practice and input, they also function as tools for implementing curriculum, educational strategy, and cultural exchange (Cunningsworth, 1995; Hutchinson & Torres, 1994). Coursebooks are frequently required and standardized at the national level in many nations, including Türkiye. This influences the structure and content of education in schools.

According to Richards (2001), coursebooks include a prepared curriculum, integrated language skills, vocabulary input, grammatical explanations, and the task forms. These resources contribute to facilitating the methodical design of teaching. In widespread educational settings where teachers may have many different levels of knowledge or experience, they provide support. Coursebooks are often used by educators as a scaffold, a guide for creating and delivering lessons (McGrath, 2013).

In Türkiye, the Ministry of National Education (MEB) creates and provides free textbooks to all public elementary and secondary schools. These books are intended to support the ministry's language learning goals while following the national curriculum. Although the current model guarantees equality and accessibility, a number of studies have pointed out limitations in the way these textbooks handle intercultural material, communicative skills, and practical language usage (Arıkan, 2008; Tok, 2010; Yazıcı, 2021). MEB textbooks, according to critics, frequently prioritize controlled language exercises and grammatical frameworks above meaningful, learner-centered assignments.

Internationally produced coursebooks, like Headway Pre-Intermediate (Oxford University Press), on the other hand, are made for foreign markets and frequently use modern teaching approaches like communicative language teaching (CLT), integrated skills education, and task-based learning. These textbooks usually have a variety of task types, visually appealing layouts, and rich input resources designed to foster communicative fluency as well as linguistic understanding. Particularly, Headway has been recognized for its emphasis on practical language use, real-world topics, and clear grammar explanations (Soars & Soars, 2019).

However, there are drawbacks to international coursebooks as well. They might not be considerate of local cultural customs, academic standards, or curriculum objectives. Even well-designed commercial textbooks are rarely ideal for a specific teaching situation, as noted by McGrath (2013). Teachers and curriculum designers must thus critically assess textbook material and, if required, modify it to fit the requirements of students. In EFL environments, where learners might not be exposed to English outside of the classroom on a regular basis, this is particularly crucial.

Consequently, comparing national and international textbooks offers important insights into how various publishing and educational settings approach the creation and distribution of language materials. Researchers may examine concerns of task authenticity, cultural representation, and pedagogical balance through these comparisons, all of which have a direct effect on educational outcomes and student engagement.

Task authenticity in English language teaching

In foreign language teaching tasks carry a vital role because they provide the opportunity for production of the language. The definition of the task doesn't differ for the researchers although Nunan (1989) provides a comprehensive definition for the task which is "a piece

of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form. This type of lack of authenticity in tasks can make learning less interactive and effective, especially for younger students. Overcoming these challenges, therefore, requires frameworks like that of Tomlinson and Masuhara (2013), which stress the need to have tasks that are relevant, engaging, and reflect real-life situations. Despite their importance to coursebooks for elementary level students in Türkiye, such frameworks are not very often applied; it leaves a question mark in understanding how such coursebooks align with the real-life needs of students. Tomlinson and Masuhara's authenticity framework explains that the materials used in language learning should pay attention to utilizing real-world scenarios. Also, this framework emphasizes that the need of to create materials that promote learner engagement and performance, allowing students to participate actively in their learning process by exploring language autonomously. Furthermore, they emphasize the implementation of real-world applications, ensuring that activities represent actual communication objectives that students are likely to experience outside the classroom. These principles provide the study's evaluation perspective navigating the analysis of how well the coursebook tasks meet these kinds of standards.

Task authenticity in coursebooks which is the degree to which activities replicate language usage in the actual world is one of the most crucial factors. According to Guariento and Morley (2001), the knowledge gap between classroom instruction and real-world communication is filled by real-world assignments. So, instead of emphasizing meaningful activities, a lot of coursebooks concentrate on standard drill exercises (Tomlinson, 2012).

According to Bachman and Palmer (1996), task authenticity refers to the extent to which a classroom activity mirrors the roles, goals, and real-life contexts in which language is used beyond the classroom. A task is considered authentic when it requires learners to engage in meaningful communication for a practical, real-world purpose. Tomlinson (2012) contrasts authentic tasks with standard drill exercises, noting that the latter are often scripted, mechanical, and devoid of communicative intention. He emphasizes that authentic activities should involve individual decision-making, personal engagement, and the use of natural language. Building on this, Tomlinson and Masuhara (2013) propose a widely accepted framework that defines authentic tasks as those which include a genuine communicative goal, reflect social functions and real-life contexts, elicit natural language output, and foster learner autonomy and personal expression.

Nonetheless, several studies have demonstrated that many coursebooks, especially those created for regulated curricula, prioritize vocabulary learning and grammar accuracy above interpersonal communication. Consequently, exercises frequently lack an obvious objective, a realistic setting, or a way to engage learners in a meaningful way (Uçkun & Onat, 2008; Yazıcı, 2021). The need for critical textbook assessment frameworks that evaluate assignments' pedagogical and communicative qualities in addition to their linguistic content has grown as a result of this (Demir & Ertaş, 2014; Shak et al., 2022).

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Numerous studies have been conducted to evaluate EFL coursebooks; however, many of these evaluations tend to focus primarily on structural and grammatical accuracy, with limited attention given to real-world applicability and communicative function. More recent approaches, guided by frameworks such as Tomlinson and Masuhara (2013)-highlight the importance of task authenticity, cultural relevance, and learner-centered design. Despite growing awareness of these criteria, there remains a significant gap in the application of such frameworks to nationally distributed materials such as the 8th-grade Turkish MEB English coursebook. This raises concerns regarding the effectiveness of these materials in preparing learners for meaningful language use and intercultural communication. By conducting a comparative analysis with the internationally recognized textbook *Headway Pre-Intermediate*, this study seeks to identify the strengths and limitations of the MEB textbook in relation to Tomlinson's authenticity and contribute to the broader conversation on improving local language teaching resources.

Types of authenticity in English language teaching

In foreign language teaching, authenticity is a complex term which encompasses numerous features of language use in reality. Task authenticity, situational authenticity, and interaction authenticity are found to express authenticity effectively (Bachman & Palmer, 1996; Guariento & Morley, 2001). The similarity between classroom activities and reality regarding many features affects authenticity. The resemblance between language use in and out of class about purpose, content, and communication function is known as authenticity of task. The extent to which language use tasks aim at fulfilling purposes related to roles and situations of language use out of class is viewed as authenticity of task as postulated by Bachman & Palmer (1996).

Situational authenticity is related to how realistic the situation in which a task is carried out is. That is, it encompasses whether what is being carried out in a task is a realistic social situation, context, and goal which may be encountered by students in their lives outside the classroom. Although a task is grammatical correct, it may not be of much interest to students in preparing them for a real situation if there is a lack of context (Guariento & Morley, 2001).

Interactional authenticity concentrates on interaction types that emerge from an activity. It neither builds predetermined language structures but explores whether students are required to engage in meaning negotiation, communication roles, and irregular reactions to other people's utterances. Unpredictability of communication that occurs in real-life settings is depicted by interactionally authentic exercises that stimulate spontaneous use of language.

This study particularly focuses on task authenticity, despite the fact that all three aspects play a significant role in comprehensively grasping the concept of authenticity. Moving forward, the objective of the study on assessing the design of speaking/writing tasks in EFL coursebooks as well as the extent to which they promote enhanced communication, agency, or authenticity provides a rationale for not viewing the other two factors as distinct points of analysis. For instance, situational authenticity will be discussed as part of task authenticity.

Method

Research design

This study investigates and evaluates the level of task authenticity in two major English language teaching (ELT) coursebooks using a qualitative comparative case study approach based on the evaluation of documents. Instead of providing an overall evaluation of the relevant textbooks, the objective is to conduct a targeted comparison of the ways in which each book develops and presents speaking and writing assignments in terms of their authenticity, which is characterized as their similarity to real-world communication and their alignment with current educational theories of communicative language teaching (CLT).

This design is especially appropriate for a comparative approach because it makes it possible to identify thematic and structural differences between textbooks that support two different curricular frameworks: one that is internationally sold (Headway) and the other that is locally designed and distributed (MoNE).

Instrumentation

The evaluation tool employed in this study was created by amalgamating criteria from no less than three recognized sources, to address both theoretical as well as practical aspects of authenticity as conceptualized in ELT coursebooks. This choice of evaluation tools was made with a desire to strike a balance within theoretical foundations.

To evaluate the authenticity of tasks in the selected ELT coursebooks, this study employed a researcher-adapted composite instrument informed by a series of available evaluation instruments. The first baseline source was the ELT Coursebook Evaluation Checklist, which was created by Demir and Ertaş (2014). It provides a generic set of criteria for evaluating the overall quality of English coursebooks, including how well they cover language skills and conform to curricular objectives. Second, from a practitioner's point of view, Arıkan's (2008) Teacher Textbook Evaluation Form included criteria that pertained particularly to classroom use, communicative usefulness, and pedagogical worth. The third key idea was the Task Authenticity concept, which was published by Tomlinson and Masuhara (2013). It highlights the importance of contextual authenticity, space for learner agency within tasks, and a real-world communicative purpose that is meaningful.

These three instruments were combined to create a single checklist that was modified by the researcher and utilized as the last tool in the present research. This instrument was created to capture a variety of task authenticity aspects, including communicative intent, real-life context, natural language use, interaction possibilities, and learner inventiveness. It has eleven items, each of which is assessed on a 5-point Likert scale. This modified tool was used for twelve speaking and writing assignments from two different textbooks, enabling both qualitative and quantitative evaluation. Through the search for similar and complementary criteria, the three instruments were merged and categorized into eleven based on authenticity. The researcher struggled to modify and enhance the categories for a focus on task authenticity at the level of speaking and writing tasks without entirely replicating the instruments. This approach appears applicable for qualitative textbook assessment research published in journals at the national level, even though the final instrument for the project had not been psychometrically validated.

For clarity and consistency, checklist results—originally counted as YES/NO values—were converted to mean authenticity scores on a 5-point scale. Each task's total score was divided by the maximum possible and then multiplied by five, creating point-based averages in line with conventional Likert-style reporting in ELT research. This retained the interpretive utility of Ersoz's (n.d.) framework while allowing comparison of results between tasks and textbooks.

Data collection

The data for this study were collected from two English language teaching coursebooks: the 2024–2025 edition of the 8th-grade Turkish Ministry of National Education (MoNE) English coursebook and the internationally published Headway Pre-Intermediate (5th Edition) by Oxford University Press. These two textbooks were selected because they represent different traditions in coursebook production: the MoNE book is centrally produced to match national curriculum standards, whereas Headway is a globally marketed commercial coursebook built on communicative language teaching principles.

In order to facilitate a meaningful comparison between the two books, three thematically parallel units were selected: Teen Life / Things We Do, The Internet / Life Online, and Tourism / Travel and Holidays. From each thematic unit, one speaking and one writing task were purposively selected. This sampling strategy resulted in a total of six tasks per textbook and twelve tasks in total for analysis. Tasks were selected based on several criteria: they had to focus on productive skills, they needed to require meaningful learner output beyond isolated sentence construction, they needed to demonstrate potential for real-world application, and they had to feature open-ended or semi-guided structures allowing for personal expression.

Each selected task was extracted, documented, and prepared for analysis. The authenticity of each task was assessed using an eleven-item researcher-adapted checklist. This checklist was designed to evaluate communicative purpose, contextual realism, learner interaction potential, natural language use, and learner agency, among other dimensions critical to authentic task design. For each checklist item, tasks were evaluated with a simple "YES" if the criterion was met satisfactorily, or "NO" if it was not.

The data interpretation framework follows the evaluation model proposed by Ersoz (n.d.). According to this model, if a task receives more than 80% YES responses, it is considered "perfect" for the intended instructional context. If the number of YES responses falls between 60% and 80%, the task is deemed usable but requires adaptation. If the YES responses are below 60%, the task is considered unsuitable for the context. This model allows for a transparent, consistent, and actionable evaluation of the coursebook tasks' appropriateness.

To ensure consistency with Likert-style data presentation and enhance interpretability, the raw checklist scores—originally based on binary YES/NO responses across eleven authenticity criteria—were converted to a 5-point scale. This transformation was applied using the formula:

$$\text{Score (out of 5.0)} = \frac{\text{Number of YES responses}}{11} \times 5$$

Findings

The comparison of the speaking and writing tasks of the MoNE and Headway coursebooks across three thematically similar units revealed apparent differences in task authenticity. For the Teen Life / Things We Do unit, MoNE tasks were 3.9 (speaking) and 4.1 (writing), while those of Headway were considerably higher at 4.6 and 4.5 with greater open-endedness and learner personalization. Both books carried out the same tasks in the Internet / Life Online unit, wherein MoNE averaged 4.6 and 4.5, and Headway matched with 4.6 and 4.5. In the final Tourism / Travel unit, MoNE sustained good performance with 4.6 and 4.5, but the oral task of Headway recorded an upper 5.0, the highest figure in the research, due to its authentic role-play activity task; the writing task registered 4.5 again. While both coursebooks incorporate authentic features, Headway offers greater consistency in communicative realism and learner-centred design.

Table 1. Comparison of MoNE and Headway coursebooks' tasks

Unit	Skill	MoNE Score (out of 5)	MoNE Interpretation	Headway Score (out of 5)	Headway Interpretation	Unit
Teen Life	Speaking	3.9	Usable with adaptation	4.6	Perfect	Teen Life
Teen Life	Writing	4.1	Usable with adaptation	4.5	Perfect	Teen Life
Internet	Speaking	4.6	Perfect	4.6	Perfect	Internet
Internet	Writing	4.5	Perfect	4.5	Perfect	Internet
Tourism	Speaking	4.6	Perfect	5.0	Perfect	Tourism

The level of authenticity required in speaking and writing assignments in the MoNE and Headway textbooks is very different in structure, as shown in Table 1. Both speaking and writing are still "usable with adaptation" levels in the Teen Life lesson in MoNE, which means that teacher support is required since the activities are reflective of real-world actual uses of language. This is different in Headway since students are given more opportunities to fully engage with authentic communication contexts in the same unit. The fact that both textbooks scored highly in a similar way in the Internet unit indicates that authenticity is more dependent on subject than on activity resemblance. However, the perfect score attained by Headway on the speaking task in the Tourism category clearly verifies the dominance of role-playing tasks for the promotion of authenticity and engagement with a context. Although Headway supports task design focused on authentic communication, learner autonomy, and authentic engagement, as revealed by the table, the authenticity level of MoNE is upgraded to an acceptable category, and it is still required to follow certain patterns of communication.

Discussion

The findings of this study highlight clear differences in task authenticity between the MoNE and Headway coursebooks, reinforcing the importance of realistic, communicative task design in ELT. In line with Tomlinson's (2012) critique of mechanical drills, the

MoNE textbook—particularly in the Teen Life unit—tends to emphasize language form over meaningful communication. This is reflected in lower authenticity scores (3.9 for speaking and 4.1 for writing), with tasks lacking contextual depth and defined communicative roles. While not entirely inauthentic, these tasks fall short of Tomlinson and Masuhara’s (2013) criteria and would benefit from further adaptation.

What these findings show is that MoNE is similar to Headway in several units, particularly those related to “Internet/Life Online” and “Tourism/Travel”, in achieving equivalent scores but is typically described to have more limited task authenticity. Owing to the fact that these subjects tend to encourage communication objectives and reflect actual learner experience, curriculum selection is clearly significant in such observed similarities. Such authenticity is enhanced by context-based realism in relatively unorganized learning work. In particular, such observed congruence is not systematic. Unlike Headway, where such notions of authenticity are observed to be applied stringently in all units, MoNE seems to be less consistent in doing so, implying authenticity to be not only influenced by task-based design but by theme-based pertinence.

In contrast, Headway consistently demonstrates strong alignment with authentic task principles. Its Teen Life activities scored 4.6 and 4.5, incorporating open-endedness, personalization, and natural language use, echoing Bachman and Palmer’s (1996) emphasis on tasks that simulate real-world communication. Both textbooks performed well in the Internet / Life Online and Tourism / Travel units, where contemporary topics supported more authentic task design. MoNE’s improvement in these later units suggests increasing attention to contextual realism, though Headway’s consistent use of real-world roles—particularly in its travel role-play task, which scored a perfect 5.0—reflects a more deliberate application of authenticity theory.

Using Ersoz’s (n.d.) interpretive model, the study shows that even seemingly communicative tasks vary in authenticity depending on factors like purpose, language naturalness, and learner agency. While MoNE meets basic communicative standards with some variation, Headway maintains a more stable, learner-centered task design throughout. These findings reinforce the need to evaluate ELT materials not just on content or coverage, but on how well tasks prepare learners for real-world language use.

Conclusion

The study sought to make a comparison between the authenticity of productive skills exercises in two coursebooks of the English language: MoNE’s 8th-grade book and Headway Pre-Intermediate on the basis of an adapted checklist derived from current authenticity frameworks. The findings stated that although with communicative material, Headway is always higher in task authenticity, particularly in contextual realism, open-endedness, and involvement of the learner. MoNE’s efforts, although more haphazard in later units, were more variable and employed more controlled formats in earlier volumes. By employing a systematic assessment model and reorganizing raw checklist data onto a 5-point scale, this study offered a detailed comparison that went beyond surface analysis. Employment of Ersoz’s model of interpretation facilitated the determination of which activities were completely genuine and which needed to be adapted. These results highlight the significance of authentic task design in enabling genuine language learning and emphasize the need for materials that reflect the social and functional use of language in the external world.

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