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Investigating TEACHERS' PERCEPTIONS AND ADAPTATIONS OF AUTHENTIC TASKS IN FIRST-YEAR MIDDLE SCHOOL ENGLISH TEXTBOOKS: The case of Algiers-East

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Declaration

I ,**MANEL FOURAR LAIDI** , hereby declare that all the information presented in this dissertation has been conducted and written in accordance with academic standards and ethical principles.

The research project presented in this dissertation is entirely my own work and has been reviewed and approved by my supervisor Dr. Ladjini. I further confirm that this research has not been previously submitted to any other institution or university for the award of a degree. This work was carried out and completed at **Mohamed** Boudiaf University of M'sila, Algeria.

Certified:

Manel FOURAR LAIDI

Dedications

I dedicate this dissertation to:

the soul of my grandparents who recently gone.

Every person who encouraged me, believed in me and supported me.

to my dear friends who made this journey lighter and brighter with their encouragement and constant motivation.

To me

This work is for you all

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Abstract

This dissertation explores teachers' perceptions and adaptations of authentic tasks in the first - year middle school English textbook within EFL classrooms .The study is premised on the recognition that authentic tasks – activities that stimulate real- world language. Drawing on a mixed –methods research design. The study utilized an online questionnaire distributed to teachers' in one commune of the East of Algiers in addition to a textbook evaluation checklist. The data were subsequently analyzed using both descriptive and thematic analysis. The results indicate that while teachers generally agree on the pedagogical value of authentic tasks, several contextual challenges stop them from using them as intended. These challenges include large class sizes, limited teaching materials, heavy curricula, and varying students proficiency level .Consequently ,tutors adapt , create and modify some instructions to be simpler, shortening the tasks, adding local examples, and changing the order of activities. The study also found a gap between what teachers believe about authentic learning and what they actually do in class. This gap is caused by institutional, linguistic, and social factors specific to the Algerian education system. It is very important for those who design curricula, train teachers, and make educational policies in Algeria. The study suggests a cooperative approach to creating textbooks by involving experienced teachers. It also recommends training programs (for both new and current teachers) that clearly explain how to design and adapt real-life tasks in the classroom.

key words: authentic tasks, curricula, teachers 'perception ,task adaptation , EFL, contextual challenges

LIST OF ABBREVIATIONS

AT: Authentic Task

CLT: Communicative Language Teaching

EFL : English as a Foreign Language

MENFP : Ministry of National Education, Vocational Training and Professional Training (Algeria)

MS :Middle school

MOE :Ministry of Education

SLA :second language acquisition

TBLT : Task-Based Language Teaching

TBU : Textbook Unit

ZPD : Zone of Proximal Development

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CHAPTER ONE : Literature Review

GENERAL INTRODUCTION

1.1 Background of the study

The teaching and learning of English as a foreign language (EFL) in Algeria has been changed since twenty years ago , mostly notable with the introduction of the competence –based approach (CBA) that brought new emphasis on real –world language use ,the learner state and the teachers' role .The key element of this pedagogical approach is the use of authentic tasks. These serve specific communication skills that learners are expected to master in order to apply them in the everyday life .

Textbook play a pivotal role in language classroom in all types of educational institutions –state school ,colleges ,language school - all over the world. According to Lamie (1999) , that is why despite the development of new technologies that allow for higher quality teacher – generated materials , demand for textbook continues to grow and the Ministry of national education responds with new series .(Rahimpour& Hashemi, 2011) .

The use of textbook with first year middle school is a continuous and extension of what has been studied in the primary school .since it is the primary pedagogical tool available to most EFL teachers , it is in principle designed to incorporate such authentic tasks .However the degree to which these tasks actually satisfy the requirements of authenticity, and more critically how teachers perceive and adapt them .

In ELT practice , teachers often face the choice between using authentic materials and adapting them to suit their needs . Authentic materials are those that originate from real-life situations without being specially designed for language .In contrast , adapted materials are materials that have been modified to suit the needs and abilities of students Zahro et al,2026).

Statement of the Problem

Despite the official validation of real task-based pedagogy in Algeria's national English curriculum, reports and preliminary observations point to a wide gap between curricular prescription and classroom implementation. Teachers commonly cite challenges in carrying out the activities as intended, citing factors ranging from overcrowded classes and insufficient time to pupils' limited ability and a lack of relevant additional materials. Furthermore, the concept of 'authenticity' is frequently misinterpreted or inconsistently

implemented, resulting in significant diversity in how activities are viewed and executed across schools and classes. This study aims to present a systematic and empirically informed assessment of Algerian first-year middle school English teachers' perceptions of real activities in their designated textbook.

Research Questions

The present study is guided by the following research questions :

1/What are first year middle school EFL teachers' perceptions of the authentic tasks presented in the official English textbook?

2/To what extent do teachers consider these tasks to be genuinely authentic, pedagogical appropriate, and conducive to communicative competence development?

3/What type of adaptations do teachers make to the authentic tasks in the textbook, and what factors motivate these adaptations?

Research Hypothesis

In the light of research questions above and the broader literature on EFL teaching, the following hypothesis are proposed:

- Teachers generally hold a positive attitude toward authentic tasks in principle but encounter substantial contextual constraints that prevent their full implementation.
- The most common forms of adaptation include task simplification, linguistic scaffolding, and the substitution of culturally remote content with locally relevant equivalents.
- Institutional factors - particularly class size, lack of training in new methods, curriculum program pressure and the availability of material resources - are the primary determinants of adaptation decisions.

Objective of The Study

The aim of this study is to investigate Teachers' Perceptions and Adaptations of Authentic Tasks for the first-year middle school English Textbook , using mixed method to experiment with the data for the following objectives :

1. To explore and analyze first-year middle school EFL teachers' perceptions of authentic tasks in 'My Book of English -Year One' across multiple evaluative dimensions.
2. To investigate the institutional, pedagogical, and contextual factors that facilitate or constrain authentic task implementation at the first-year middle school level.
3. To generate evidence-based, context-sensitive recommendations for the improvement of authentic task design in middle school EFL textbooks and the strengthening of teachers' professional preparation for task-based instruction.

Significance of The Study

The purpose of this study is to investigate Teachers' Perceptions and Adaptations of Authentic Tasks for First Year Middle School English Textbook .It provides three contributions :First, it affords experimental data on the topic which has a systematic research attention in the Algerian context , also filling a notable gap in the literature .Second , it has a direct pedagogical implication for the design and selection of textbook activities, giving recommendations to curriculum developers in the national level. Third, it highlights the importance of professional development for target programs that equip teachers with the basic and practical skills to evaluate ,select, adapt authentic tasks.

Operational Definitions

Authentic tasks : are real – world assignment given to students that mimic the actual work adults or professionals do outside of the classroom.

Teachers' perception: refers to the thought, beliefs, attitudes and feeling that teachers hold about their work , their students or educational policies .

Teachers' adaptations: refers to how teachers modify , adjust and change their teaching styles ,lesson plans, or classroom materials to fit a new situation or meet the diverse needs of their students .

Dissertation Structure

This dissertation is organized as follow :Chapter one presents a comprehensive review of relevant theoretical and empirical literature . It is divided into two sections ,the first one “the authentic tasks” covering of authenticity in language teaching and task – based language teaching .Moreover, in the second section” textbook evaluation” covering textbook definition , characteristics of evaluation textbook, principle and criteria of textbook , teacher cognitions, textbook adaptation , the Algerian EFL course book .Chapter Two includes details the research methodology , including the research design , sample of population data collection instruments and the analytical procedures .This dissertation presents discussions and interpretations of the finding .It concludes with a general conclusion ;pedagogical limitations and suggestions .

Section one : Tasks Authenticity

Introduction

This chapter provides a theoretical part of the research .It begins with defining ~~the~~ authenticity ,authentic tasks ,activities from different researchers and educationists .It followed by a dealing with Task-Based –language teaching and the role of authentic tasks therein . After that, this chapter addressed the teacher cognition and textbook evaluation.

1 Authenticity in Language Teaching

1.2 Theoretical Foundation of Authenticity

The concept of authenticity has been the subject of considerable debate between scholars since the 1970s (Hymes ,1972; Canale & Swain ,1980 ; Widdowson , 1987) with the emergence of communicative language teaching (CLT). By arguing that language learning is most successful when it occurs through exposure to and participation in authentic communicative events (Nunan , 1989 ; Widdowson ,1978) the element that placed authenticity at the centre of the pedagogical operation for the EFL education .

The cornerstone of later authenticity theorizing was laid by Widdowson's (1978) essential difference between inauthentic texts (those created for reasons other than language instruction)and authentic language usage (language used for real life objectives).Widdowson (1978) introduced the controversial claim that the learner 's sincere interaction with a text is more important than the text 's source ,which has a lot of discussion .This analysis was broadened upon Breen (1985) ,who identified four different layers of authenticity that need to be addressed in EFL instruction : authenticity of the texts used , authenticity of the tasks done , authenticity of the classroom social situation, and authenticity of the learner's own interpretive acts .When evaluating EFL textbook , this numerous paradigm has proved very productive .

In the Algerian context ,(Hamidi ;Benaissa,2018) investigation of the high school textbook 'New Prospects 'applied a similar multi – dimensional lens , finding that while some texts in the book drew on

authentic sources , the tasks assigned to these texts failed to meet criteria for communicative authenticity ,requiring learners to perform artificial language exercises rather than genuine communicative activities .

In the Algerian middle school context ,where students encounter English as a school in a largely EFL environment with minor exposure to English outside the classroom (Benadla,2013) declared that authenticity presents a particular challenge .Learners may find tasks whose authenticity is based on the social reality of English –speaking nations uncomfortable and demoralizing .

1.3 Defining Authenticity

The notion of authenticity is popular these days. Many authors and speakers on human development, psychology, spirituality, and motivation have referred to being authentic, living authentically, and expressing oneself from a place of authenticity. It has been interpreted at the level of input as the use of samples of written or spoken language that were produced in real and meaningful purposes (Nunan, 1999). Merriam-Webster's dictionary defines authentic as genuine and real. Lebow (1993,as cited in Nguyen et al.,2025) described authentic activity as "experiences of personal relevance that permit learners to practice skills in environments similar to those in which the skills will be used." Collins and Brown (1989) described authentic activities as the "ordinary practices of the culture."

1.4 Defining Task

Is an activity that can stand alone as a unit (Rastegaran , 2016) and require comprehending ,producing ,manipulating or inter acting in the target language while attention is primary paid to meaning rather than form (Nunan, 1989), in contrast to exercise , which focus on form .

1.5 Authentic Tasks

According to(Newmann and Wehlage 1993), authentic activities are real-world tasks that a person can expect to encounter at work, at home, or in other social contexts. An important implication of these

definitions is that authentic activities have the potential to foster meaningful intellectual accomplishment and learning, since authentic learning activities are directly related to students' real-life experiences. Students at every level commonly complain that they do not perceive the relevance of the academic learning tasks assigned. If the learning tasks are authentic, then students can make direct connections between their new knowledge and prior experience. They can also apply the new learning to their current practice and future activities.

3.Characteristics of Authentic Tasks

Authentic learning tasks are designed to connect theoretical classroom knowledge with real –world practical experience. By engaging with these tasks students develop meaningful ,transferable skills through the following core characteristics as (Herrington et al., 2006) listed them :

• Real-world relevance : Activities match as nearly as possible the real-world tasks of professionals in practice rather than decontextualized or classroom-based tasks .In other words , students understand the practical relevance of what they are learning when tasks are grounded in real –world circumstance better than memorizing information for exams or tests.

• Ill-defined tasks : Tasks require students to define the tasks and sub-tasks needed to complete the activity, involving problems that are open to multiple interpretations .Learners must learn to navigate ambiguity ,identify core issues thereby they develop their critical thinking and fostering problem solving skills .

• Complex activities : These tasks require sustained investigation by students over an extended period this process encourages them to dive deeply into a topic, also mastering long – term project management skills.

•Multiple perspectives and resources : The task affords learners the opportunity to examine the problem from a variety of theoretical and practical perspectives using a variety of resources .

• Collaboration : Collaboration is integral to the task, both within the course and the real world, rather than being achievable by an individual learner alone . In other words ,these kind of tasks designed to be too complex for one person to solve it alone , making teamwork absolutely essential. Working together forces learners to share ideas and complete the required practice .

• Reflection: Activities enable learners to make choices and reflect on their learning both individually and socially. Students need opportunities to step back, think and understand what they are learning .

• Interdisciplinary integration : Tasks can be integrated and applied across different subject areas and lead beyond domain-specific outcomes. Authentic challenges require knowledge from multiple domains at once "science ,physics ,mathematics etc.." they call for knowledge.

• Integrated assessment or formative assessment: Assessment of tasks is seamlessly integrated with the major task in a manner that reflects real-world assessment . It shifts the focus from a single high –stakes final exam to the learning process itself Grading is not separate , .

• Polished products: Tasks culminate in the creation of a whole product valuable in its own right it could be like a presentation or working model , rather than in a basic worksheet .

• Multiple solutions: Tasks allow a range and diversity of outcomes open to multiple solutions of anoriginal nature .

4. **Types of Authentic Tasks**

According to the taxonomy suggested by Nunan (2004) and Willis (1996);tasks are classified according to their structural types (e.g., information – gap ,Problem solving) However ,their authenticity is assessed using multi-dimensional criteria established by Gulikers et al.(2004) ,which guarantees that tasks reflect real – world cognitive and social demands , the following

1.Simulated tasks **:** Rebuilding a real – life scenario within the classroom walls .e.g. a dialogue between a doctor and patient.

2.Pedagogic tasks : tasks designed specially for classroom that help students develop practical sub-skills .e.g. Spot the mistakes and correct them .

3.Performance –Based Tasks : students are required to produce a final product in order to demonstrate certain competences .e.g. Designing a travel brochure for a city .

4.Information –Gap Tasks : communicative task based on sharing information .e.g. solving a logic puzzle.

5.Problem -solving tasks: students are required to come up with a solution given a scenario and set of limitations.

to sum up , the strong foundation for assessing the pedagogical effectiveness of instructional materials is provided by the contrast between the complex features and the many taxonomies of real activities .The structural framework for classroom interaction is provided by certain task types , such as information –gap, stimulated role- play , and problem solving exercises , but these formats are transformed into genuinely authentic learning experience by the underlying traits of cognitive complexity ,social context ,and communicative necessity .These assignments guarantee that students are not just learning language forms in isolation but are also gaining the functional competence needed for real-world navigation by bridging the gap between classroom instruction and target language Use (TLU) domains .

5.Task - Based Language Teaching

5.1 The Evolution and Theoretical Foundations of Task-Based Language Teaching

Task-Based Language Teaching (TBLT) emerged in the 1980s as a pivotal pedagogical shift, primarily functioning as a "top-down" reaction to the perceived inadequacies of traditional, teacher-dominated, and form-oriented methodologies such as grammar-translation and audio-lingualism (Long & Norris, 2000; Van den Branden, 2006). This movement was spearheaded by second language acquisition (SLA) researchers and educators who sought to move beyond rote repetition toward an approach where students engage in functional tasks. As noted by Van den Branden (2006), these tasks invite learners to prioritize meaning exchange and utilize language for real-world, non-linguistic purposes (Long, 1985; Prabhu, 1987).

5.2 Navigating Global Pedagogical Shift.

While much of the theoretical development of TBLT occurred within Western European and North American academic circles, its practical application saw early, significant milestones in diverse contexts. A landmark instance was Prabhu’s (1987) Communicational Teaching Project in Bangalore. This project

established a crucial precedent for implementing task-centered instruction within a developing-country EFL (English as a Foreign Language) context, proving that the methodology's utility extended far beyond its initial theoretical boundaries. Today, the field has matured to a stage where decades of empirical research and classroom practice are synthesized to provide a comprehensive understanding of how TBLT facilitates language development (Van den Branden, 2006).

The country's shift to the free market economy in 2000s witnessed a growing attention to the instruction of English with the goal of integrating the learner in the world of modernity and global community through underscoring the exchange of ideas, experiences, and cultivating soft skills of critical thinking and tolerance (Ministry of Education 2005, 4). For instance, the Algerian school reform of 2003 marked the transition from 'Ecole Fondamentale' model3 (6 + 3 + 3) to the (5 + 4 + 3) model. This school reform also witnessed the introduction of the Competency-Based Approach (CBA) to add value to EFL instruction (Ghounane and Rebahi 2017).

The Algerian government has embraced the seventeen Sustainable Development Goals (SDGs) proposed by the United Nations in 2016 into its development strategy beyond 2030, underscoring the enhancement of education (Abderzag et al., 2024). Global Citizenship Education (GCE) which has gained importance after the Global Education First Initiative in 2012 was revisited in the 2030 agenda for SDGs in goal 4 on quality education. SDG 4.7, which is part of this goal, juxtaposes sustainability with the values of global citizenship, human rights, gender equality, peace, and cultural diversity. The overarching aim of GCE is to add value to national citizenship (Torres ,2017).

In response to the UN 2030 agenda of SDGs, the education reform of 2003 was revisited in 2016, resulting in the redesign of 'deuxième generation' (second generation) textbooks (Derrahi ,2021). Competency Based Language Teaching (CBLT) is constructed around the notion of 'competency,' which entails the focus on 'savoir-faire.' Considering the instruction of English, competencies refer to the practical implementation of language in real life contexts (Griffith and Lim 2014, 2) through engaging the learner in problem solving activities (Bouhadiba, 2018). Therefore, classes are expected to be 'learner-centered' with the teacher's role as a 'facilitator.' Tasks are organized around real-life

situations which require authentic texts and implicit instruction of grammatical structures. Assessment is mostly formative, i.e. learners accomplish projects throughout the course to demonstrate
the development of different competencies. Therefore, ‘paper-and-pencil tests’ are exclusively utilized for assessing writing proficiency (Griffith and Lim 2014). As (Hadjeris ,2025) claimed.

Conclusion

The shift of using such materials by teachers “ authentic activities “ which are included in the official course book , based on task –based language teaching method with EFL classes from the traditional way of using tasks in the textbook . This step took a large time to reform this course book to be at the same level or at least trying to reach the methods of teaching English with foreign classes .That is why authors know the importance of the quality of textbook to be qualified official document produced by the Ministry of National Education MNE. In the second section I tried to talk more about the textbook and it’s evaluation to to be validate document used by teachers and learners a like in real life context to communicate with English language in daily situations .

Section 2 :TEXT BOOK EVALUATION

Introduction

Textbooks are the key component in learning language .They are highly necessary materials in both teaching and learning process. They shape the way for teachers with the needed sources of lessons and information .In the same hand , they serve the students by a mean of learning .writers of textbooks work closely with educators and subject matter experts to create high-quality content that meets the needs of students and teachers alike. These books are often updated regularly to reflect the latest research, trends and advancements in a particular discipline.

1.Definition of Textbook

The term "Textbook" is defined by the Oxford Word power's Dictionary (2006) as "a book that teaches a particular subject and that is used especially in schools" .In addition to that, the Cambridge Advanced Learner's dictionary(2003) provided a similar definition for textbook; it is „a book that contains detailed information about a subject for people who are studying that subject. This reflected the real need for textbook in learning .For their part,(Richards and Schmidt 2002) defined textbook as "A book on a specific subject used as a teaching/learning guide, especially in school or college".Accordingly, textbooks serve as an instrument in conducting instruction and occupy an outstanding rank in education.

In the same field (Carpenter, L. 2024) clarified that a textbook is a comprehensive educational resource that serves as a primary source of information for students in a particular academic subject. These books are typically used in schools, colleges and universities to provide structured content and facilitate learning through a systematic approach. Textbooks are designed to cover a wide range of topics within a specific field of study, offering in-depth explanations, examples and exercises to help students grasp complex concepts and theories.

2.The Role of Textbook

According to Rudy (2003) the course book has become an almost universal element of ELT, playing a crucial and beneficial role in the daily task of teaching and learning English." Course books have multiple roles in ELT and can serve as:

-A resource for material presentation (spoken and written);

-A source of activities for learner practice and communicative interaction;

-A reference source for learners on grammar, vocabulary, pronunciation, etc.

-A source of stimulation and ideas for classroom language activities;

A syllabus (where they reflect learning objectives which have already been determined);

- A resource for self-directed learning or self-access work;

- A support for less experienced teachers who have yet to gain in confidence (Cunningsworth, 1995, 7) . Nunan (1998) argued that textbooks provide the basis of much of the language input and classroom practices learners receive and engage in.

3. Textbook Evaluation

Tomlinson(2003)defined textbook evaluation as" a procedure that involves measuring the value (or potential value) of a set of learning materials" . Besides, Genese (2001) stated that' textbook evaluation is a process of collecting, analyzing, and interpreting information. As a result of this process students will improve their language competence and educational programs will be more prosperous" (as cited in Rezaeian and Zamanian,(2015:106). To put it differently, textbook evaluation is an essential step that fosters and enhances the quality of learning and teaching. In addition , according to (Hutchinson and Waters,1987:97) textbook evaluation is basically a straightforward, analytical 'matching process: matching needs to available solutions' ,

4. Characteristics of Good Textbooks

Grant(1987)maintained that three main features should be available to have best course book: like the suitability to the needs, interests, and abilities, the suitability to the teacher and the target classroom .Besides, needs to meet the needs of official public syllabus or examinations(Belouahem,2008:92).

5. Principles for Evaluating Textbooks

Cunningsworth (1995) suggested the following criteria for evaluating course books:

1. They should correspond to learners' needs: They should match the aims and objectives of the language learning program.

2. They should reflect the real- world language use : . The content should use authentic materials for communicative purposes. Textbooks should be chosen that will help equip students to use language effectively for their own purposes.

3. They should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid 'method.'

4. They should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

According to (Leslie, E .1988)proposed some factors to say is this a course book is good or not, but before that he said that this evaluation method even in using checklist or questionnaire it is a subjective analysis because the researcher ,they see it from their point of view , in other words the analysis and the evaluation should take a various methods to judge the material of the authors the factor of Rating and are:

Rationale

Availability

User definition

Layout/graphics

Accessibility

Linkage

Selection/grading

Physical characteristics

Appropriacy

Authenticity

Sufficiency

Cultural bias

Educational validity

Stimulus/practice/re vision

Flexibility

Guidance

Overall value for money

6.Criteria of Textbook Evaluation

Textbooks are designed to serve the needs of less experience teachers. However, textbook evaluation is done for teachers who are not properly trained on how to choose, adapt, evaluate and use the textbooks. Cunningsworth (1995) as mentioned by Richards (2001, p.04) proposed four criteria for evaluating textbooks:

1. They should correspond to learners needs. They should match the aims and objectives of the language-learning program.

2. They should reflect the uses (present or future) which learners will make of the language. Textbooks should be chosen that will help equip students to use language effectively for their own purposes.

3. They should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid 'method'.

4. They should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner. We can say that these criteria are valuable for both learners and teachers. However, they may not always meet learners' or teachers' needs since situations differ from one context to another. On this ground, Cunningsworth (1995) adds general criteria, including forty five (45) criteria in eight (8) categories: aims/approaches, design/organization, language content and study skills, topic,

methodology, teacher's book and practical considerations. Azevedo (1978) recommended the following criteria for evaluating elementary TEFL textbooks: objectives, students' needs, content, design, organization, and general aspects related to cover, length of units and lessons, supplementary materials, teacher's book and its instructions, and student's workbook. Lee et al. (1998) claimed that the teacher should be aware of the following points so as to select a good English textbook:

-The textbook should not include long grammatical explanations; list of words and exercises translated from the native language to English and vice versa.

-It should provide examples that contain the language structure to be taught.

-It should guide students to learning by translation.

-Text structures and vocabulary should be attached to real life situations.

-It should comprise a variety of cartoons and dialogues to stimulate students to Learn.

7.Teacher Cognition and Textbook Use

7.1 **The concept of Teacher Cognition**

The complex web of knowledge , beliefs , attitudes and theories that teachers bring to their professional practice _ it has been a central concern of applied linguistic research since Freeman and Richards' (1996) seminal collection . Borg (2003,2006) proposes a comprehensive model of teacher cognition that encompasses teachers' prior language learning experiences , pre- service and in – service training , contextual circumstances ,and classroom practice , all of which interact dynamically to shape instructional decisions.

Furthermore (Snyder et al , 1992) distinguish between the intended curriculum as specified in official documents , the implemented curriculum as received by students .The merging of teacher cognition and textbook adaptation occurs exactly in the gap between these three levels .

8.Textbook Adaptation : Types and Motivations

Cunningsworth (1995) and McDnough and Show (1993) identify five models of textbook adaptations : addition(providing content that already exists) , deletion (omitting irrelevant or inappropriate content) modification (changing tasks ,texts to better suit learners), simplification (reducing linguistic or cognitive complexity), and reordering (rearranging the sequence of activities).These categories which have been further developed by Tomlinson (2011) .

In the same hand(McGrath, 2013) states that adaptations can be made by simplifying vocabulary, reducing text length, changing sentence structure, or adjusting cultural context. This material is typically used to ensure that the language input received by students is comprehensible and supports the learning process in a structured manner. (Tomlinson ,2012) explains that adapted materials enable teachers to provide the scaffolding necessary for students to understand language input more easily.

The motivation for adaptation are diverse and interrelated .Scholars have documented curricular pressure , learner proficiency ,cultural differences material resources limitations , time constraints and ideological disagreement with textbook pedagogy as among the most common drivers of teachers modification (Garton & Graves,2014) . In the Algerian context , these general factors are compounded by system – specific condition including large class sizes, multilingual classrooms and conflicts between high – level assessment systems that emphasis form- based knowledge and official communicative courses.

9.The Algerian EFL Context

9.1 Historical Overview of English Language Education in Algeria

English was introduced to the Algerian middle schools in 1993 as a compulsory foreign language after French. Since then , the curriculum has undergone a number of changes , the most notable of which occurred in 2003,2006, and 2023 .These changes introduce modification to the competency framework , text book design and assessment procedures .The current curriculum is based on the CBA ,formally requires a task – based approach to instruction with a focus on developing communicative competence across the four skills .

9.2 The First- Year Middle School English Textbook "My Book of English "

the official first year middle school English textbook , " My Book of English" 2025.It was written by a group of four inspectors ,headed by Bouaifel Nadia .It contains three thematic sequences and each one is divided into two sections .For each sections there are six lessons , these lessons composed of a range of tasks .Each sequence started with get ready lesson and ended with check your progress list for self -evaluation "learner him self ".

Conclusion

As English us a dominant language in the world , its status in Algeria is dramatically increasing due to the new technologies , science , business, etc .It is taught in primary ,middle and secondary schools and universities .The use of textbook must reach the new development of this generations in the all levels .

Specially tasks should be authentic and have real- life use in the learners daily activities .That is why I conducted I checklist evaluation about the authentic tasks in this course book.

Chapter Two:

Methodology , Findings and Discussion

Introduction

This chapter details the empirical research conducted for this study. It is organized into four distinct sections. The first segment provides an overview of the research design followed by a data analysis and interpretation of gathered data .The third section is dedicates the comprehensive discussion of the findings ,while the final portion addresses the limitations and implications and suggestions for further study in the field

1. Research design and methods

1.2 Research Method

This design involved the collection and analysis of both quantitative data "the big page" in the first phase ,which subsequently informed the collection and analysis of qualitative data the deep dive" in the second phase (Creswell &Plano clark,2017) .While the quantitative stage enabled the identification to be contextually rich in explanation ,the qualitative phase made it possible to identify broad patterns and statistical connections throughout the sample. The integration of this two phases guarantee methodological triangulation and improves the validity of the findings .

1.3 The Setting

The study was conducting online by distributing the questionnaire by the inspector to the first year teachers in one of the districts of East of Algiers .

1.4 Research Population and Sampling

The population of this study consists of 50 first – year middle school English teachers in this district. This number was narrowed to 28 participants .

2. The Research Instruments

To achieve the aims of the study targeted the teachers' adaptations and perceptions of authentic tasks in first year middle school textbook , a mixed method approach was used to collect quantitative and qualitative data. The tools were : a questionnaire for teachers and a checklist to evaluate the authenticity of tasks in the 1st year middle school textbook .

2.1.Description of Teachers' Questionnaire

Brown (2001) described questionnaires as written tools that offer respondents a set of questions to answer ,either by selecting responses from of pre –existing options or by transcribing their responses**.** A semi structured questionnaire was utilized to collect data on EFL teachers' perception and adaptations of authentic tasks in the first grade MS textbook .(**see appendix A)** this questionnaire was designed to gather both quantitative and qualitative data , comprising a combination of (likert – scale ,multiple choice) open endended questions such as WH questions ,explanations and suggestions ,closed – ended questions like checkboxes , yes /no ,to explore participants' viewpoints and experiences .It consists of 28 questions divided into five sections : the first phase about teachers 'Background Information (gender , teaching experience, academic qualification).The second section dealt with Perceptions regarding Authentic Tasks .The third sections gave out adaptation practices ,whereas the fourth one is about challenges of implementing authentic tasks in EFL Classes and the last one dealt with teachers 'suggestions and recommendations. The questionnaire was revised and corrected by the supervisor to ensure validity .My inspector distribute the questionnaire online to first year teachers .The findings are analyzed using statistical and thematic analysis.

2.1.1. **Piloting and Administrating "The Teachers' Questionnaire"**

" Every aspect of survey has to be tried out beforehand to make sure that it works as intended"(Oppenheim , 1992 .p 47) .The piloting stage is an importing process in research protocol to test the validity and reliability of research instruments .The pilot teachers are about 7 teachers of primary ,middle and high schools and even 2 are university teachers .The distribution of the piloted questionnaire helped in ensuring the clarity and understanding of the questionnaire sections .Teachers stated that the questions are clear, direct , various and have many options that cover the question. After that ,the questionnaire was sent to the inspector to share it with teachers from my district .

Measuring reliability

Measuring reliability is essential to ensure that instruments or methods produce consistent and dependable results .Cronbach's alpha is utilized as a statistical method to measure the internal reliability of a scale. It aims to assess the extent to which items in the questionnaire consistently measure the same construct and produce similar results .While a general threshold can be used to gauge consistency, academic research typically follows a standardized breakdown for interpretation:

$\alpha \geq 0.90$: Excellent consistency

$0.80 < \alpha < 0.90$: Good consistency

$0.70 < \alpha < 0.80$: Acceptable consistency

$0.50 < \alpha < 0.70$: Poor/Low consistency

Construct Validity

Construct validity was verified by calculating Spearman's Rank Correlation coefficients between individual items and the overall scale score, as detailed in Table (1).

Table (1). Spearman's Validity Coefficients

***Significant at the p =0.05**

	Correlation	**Significance**
Construct Validity of the Instrument	0.761	0.05*

The instrument demonstrated high construct validity with a significant correlation coefficient of 0.76 ($p \leq 0.05$). This confirms its internal consistency and suitability for measuring the study variables.

Reliability

The reliability of the instrument was assessed using Cronbach's Alpha. The following results demonstrate the internal consistency of the measure:

Table (1). Cronbach's Alpha Coefficients for Internal Consistency

Reliability Statistics	
Cronbach's Alpha	N of Items
0.700	28

As indicated in the reliability table above, the instrument exhibited high internal consistency, with a Cronbach's Alpha coefficient of 0.70. This robust value confirms the reliability of the scale and its suitability for the research.

2.2 **Description of text book evaluation checklist**

In the field of (ELT) English Language Teaching ,(Mukaundan et al .2011) reported that in order to evaluate materials such as textbooks for English Language Learning practitioners use checklist .According to (Brown,2001) textbook assessment checklist are made up of an extensive set of criteria that enable the review process to be carried out systematically . These criteria could include aspects such as a textbooks' physical appearance , its tasks ,exercises and activities ,coverage of language skills (reading ,writing, listening , speaking ,grammar and vocabulary) ,its relation to syllabus and curriculum ,and its compatibility with learners

3. Data Analysis and Interpretations

3.1 Teachers ‘ Questionnaire Analysis

Section 1 : background information

1/ **What is your gender ?**

Table 1: Participants' Gender Distribution.

	Frequency	Percent
Male	5	17.9
Female	23	82.1
Total	**28**	**100**

The quantitative breakdown of the respondent profile indicates a heavily weighted distribution toward the female demographic, which constitutes 82.1% of the total sample. Data trends further confirm a restricted male presence, representing a minority share of 17.9%. . Consequently, the statistical output reflects a high concentration of data points within the female category, defining the specific demographic parameters of this study.

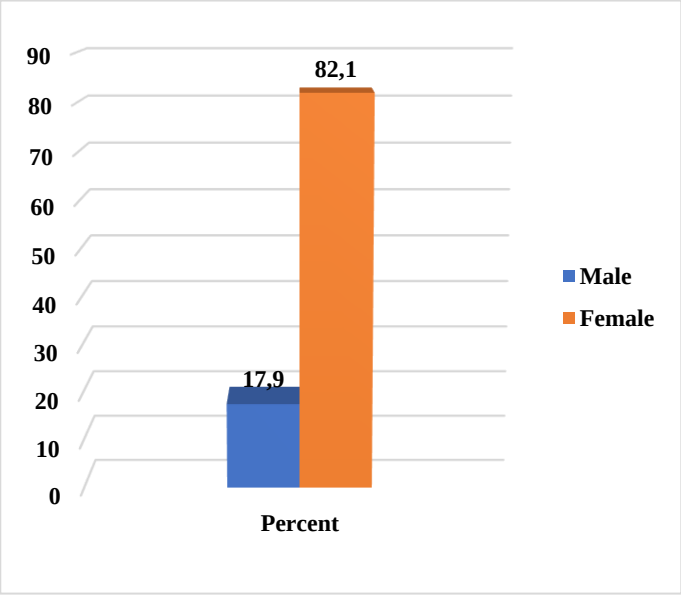


Figure 1: Gender of the Respondents

2/ What is your highest academic qualification ?

Table 2: Teachers' Academic Qualifications.

	Frequency	Percent
Bachelor's degree (Licence)	14	50
Master's degree	14	50
Doctorate (PhD)	0	0
Total	**28**	**100**

The educational data reflects an equal bimodal distribution, where the sample is split precisely between Bachelor's degree (Licence) holders at 50% and Master's degree holders at 50%. This symmetry establishes a cohort entirely concentrated within undergraduate and intermediate postgraduate levels, devoid of any representation from the doctoral tier. Consequently, the findings are derived from a population with a uniform academic ceiling, providing a balanced perspective between these two specific qualification stages.

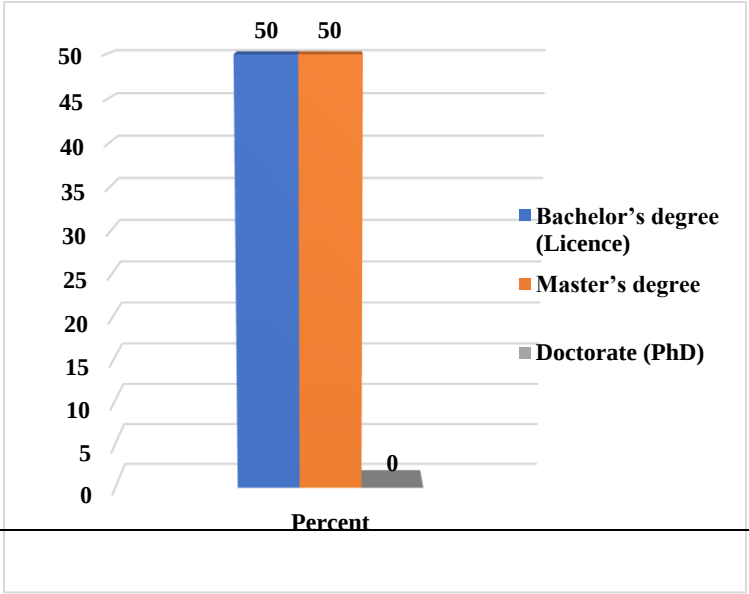


Figure 2: Levels of Academic Qualification.

3/Years of English Teaching Experience

Table 3 : Years of Teaching Experience.

	Frequency	Percent
0-5 years	13	46.4
6-16 years	11	39.3
17-22 years	0	0
More than 20 years	4	14.3
Total	**28**	**100**

Data regarding English teaching experience demonstrates a primary concentration in the early-career stage, with 46.4% of respondents reporting 0-5 years of tenure. This is closely followed by the mid-career bracket of 6-16 years, which accounts for 39.3% of the participants, suggesting a relatively youthful professional demographic. In contrast, the senior-most tier, representing those with more than 20 years of experience, constitutes a smaller minority at 14.3%. Collectively, these results indicate that over three-quarters of the cohort possesses fewer than 17 years of experience, reflecting a workforce largely comprised of novice to intermediate practitioners with a limited presence of veteran educators.

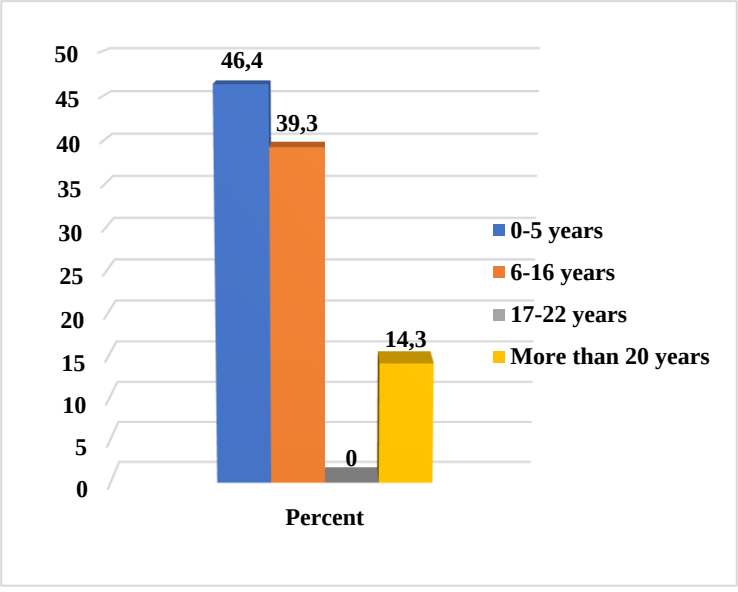


Figure 3: Distribution of Teaching Experience.

4/ What is the average size of your 1st year classes?

Table 4 : Average Class Size.

	Frequency	Percent
20–29 students	1	3.6
30–39 students	14	50
Mor than 40 students	13	46.4
Total	**28**	**100**

A systematic review of the classroom enrollment data suggests a clear progression toward high-density learning environments, beginning with the baseline finding that 50% of instructors manage groups of 30–39 students. This trend continues upward, as 46.4% of the sample reports even larger cohorts exceeding 40 students, thereby confirming that the vast majority of first-year settings are significantly crowded. In contrast, the frequency of smaller classes is nearly nonexistent, with the 20–29 student range representing a mere 3.6% of the data. Consequently, the evidence sequentially demonstrates a departure from small-scale instruction, establishing a professional reality defined by heavy student loads and the logistical challenges inherent to large-scale classroom management.

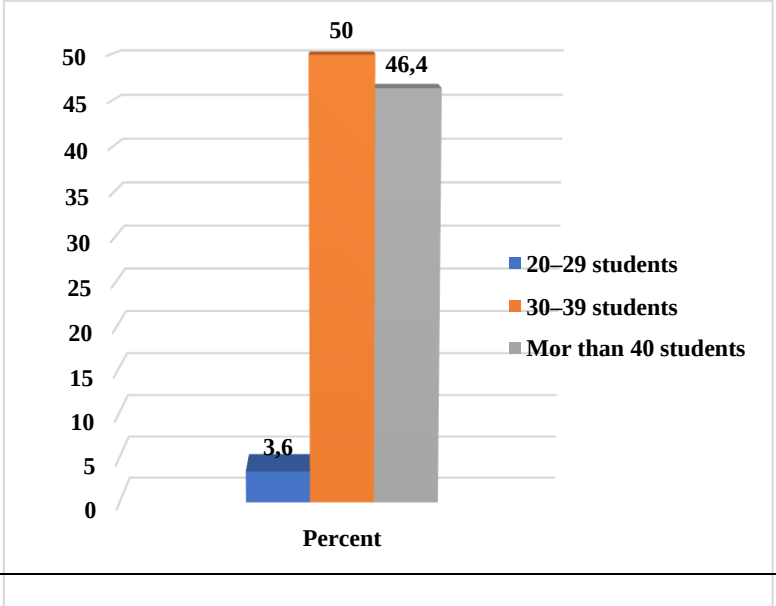


Figure 4: Class Size Distribution in 1st Year.

5/Have you received specific in -service training TBLT task-based language teaching?

Table 5: In-service TBLT Training Participation.

	Frequency	Percent
Yes	15	53.6
No	13	46.4
Total	**28**	**100**

The distribution of professional development data reveals a moderate disparity regarding specialized TBLT training, as 53.6% of the surveyed educators report having received in-service instruction. This majority is closely trailed by a significant 46.4% of respondents who lack formal training in this specific pedagogical framework. Such figures illustrate a narrow margin between trained and untrained staff, indicating that nearly half of the cohort may be implementing task-based approaches without the benefit of formal institutional guidance. Following this observation, the data suggests a critical need for expanded professional development programs to bridge the existing gap and ensure a more uniform application of TBLT methodologies across the teaching staff.

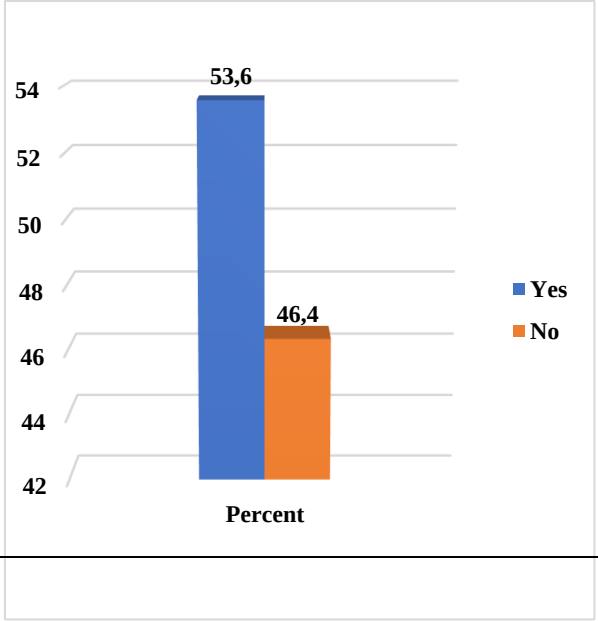


Figure 5: Status of TBLT Training.

Section 2 : perceptions regarding authentic tasks

6/ How would you rated your understanding of the concept of authentic tasks in EFL teaching?

Table 6: Self-Rated Understanding of Authentic Tasks.

	Frequency	**Percent**
Very limited — I had never heard of this term	0	0
Limited — I had heard it but could not define it clearly	5	17.9
Moderate — I had a general idea	12	42.9
Good — I was familiar with the concept	7	25
Excellent — I use the concept regularly in my teaching	4	14.3
Total	**28**	**100**

Regarding the self-assessed conceptual knowledge of authentic tasks, the data reveals a broad spectrum of comprehension, led by a 42.9% plurality of respondents who claim a "moderate" understanding. This general awareness is supplemented by 25% of the cohort who report a "good" level of familiarity, while a smaller segment of 14.3% indicates an "excellent" grasp through regular classroom application. Conversely, a combined minority of 17.9% acknowledges "limited" knowledge, specifically noting an inability to define the term clearly despite previous exposure. Sequentially, these findings illustrate that while most educators possess a foundational or functional awareness of authenticity in EFL, a significant portion still lacks the high-level mastery required for consistent practical implementation.

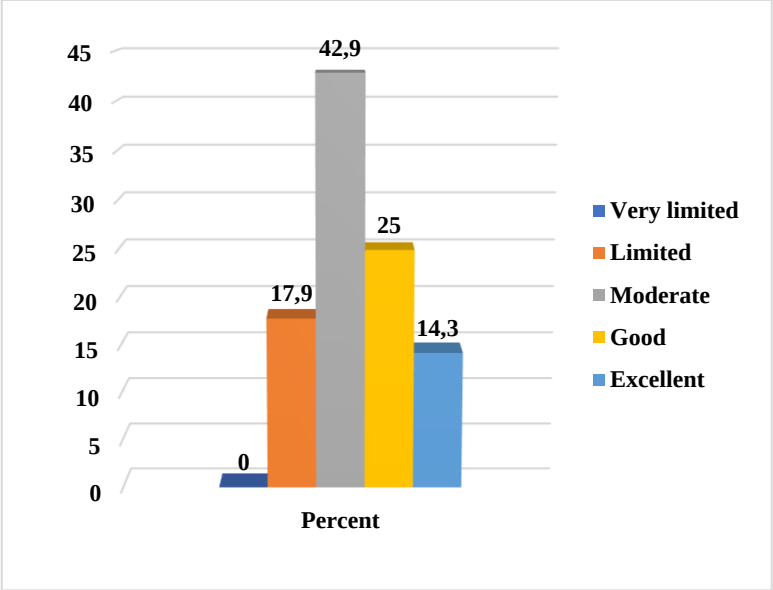


Figure 6 : Levels of Teachers' Conceptual Understanding.

7/ An authentic task refers to: a classroom activity that closely mirrors real-world language use outside the classroom.

Table7 : Participants' Recognition of Authentic Task Definition.

	Frequency	Percent
Strongly disagree	2	7.1
Disagree	2	7.1
Neutral	0	0
Agree	19	67.9
Strongly Agree	5	17.9
Total	**28**	**100**

An analysis of participant perceptions regarding the definition of authentic tasks reveals a high degree of conceptual alignment, with 67.9% of respondents in agreement that classroom activities should mirror real-world language use. This consensus is further strengthened by the 17.9% of the sample who strongly agree with this pedagogical definition, totaling a combined affirmative response of nearly 86%. In contrast, a small but

identical proportion of the cohort expressed dissent, with 7.1% disagreeing and another 7.1% strongly disagreeing with the statement. Consequently, these results sequentially establish that the majority of the surveyed educators hold a theoretically accurate understanding of authenticity in TBLT, despite a marginal segment of the population maintaining divergent views on the core characteristics of these tasks.

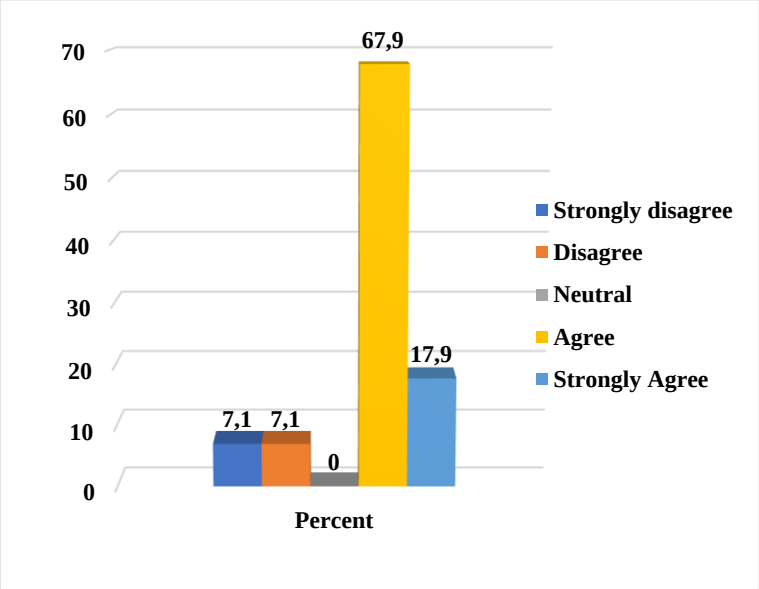


Figure 7: Conceptual Agreement on Authentic Tasks.

8/ Which of the following do you associate with authentic tasks?

Table 8: Characteristics Associated with Authentic Tasks.

	Frequency	Percent
Real -world communicative goals	18	21.2
Meaningful interaction between learners	16	18.8
Repetitive grammar drills	5	5.9
Integration of multiple language skills	9	10.6
Tasks that simulate real-life situations	20	23.5
Tasks based on students' interests and experiences	17	20
Total	**28**	**100**

The descriptive data concerning the associations with authentic tasks identifies a prioritization of situational relevance, as 23.5% of the responses specifically link the concept to tasks that simulate real-life situations. This is closely supported by 21.2% of the participants who associate authenticity with real-world communicative goals and 20% who emphasize the inclusion of students' interests and experiences. Furthermore, meaningful interaction between learners and the integration of multiple language skills account for 18.8% and 10.6% of the data, respectively. However, a minor yet notable portion of the cohort, 5.9%, still associates authentic tasks with repetitive grammar drills, a finding that deviates from standard TBLT definitions. Ultimately, these results indicate that while the majority of respondents identify communicative and situational factors as central to authenticity as (Tomlinson, 2017) declare that the authentic tasks require learners to perform real world actions , a small segment of the professional population continues to equate the term with traditional, form-focused instruction.

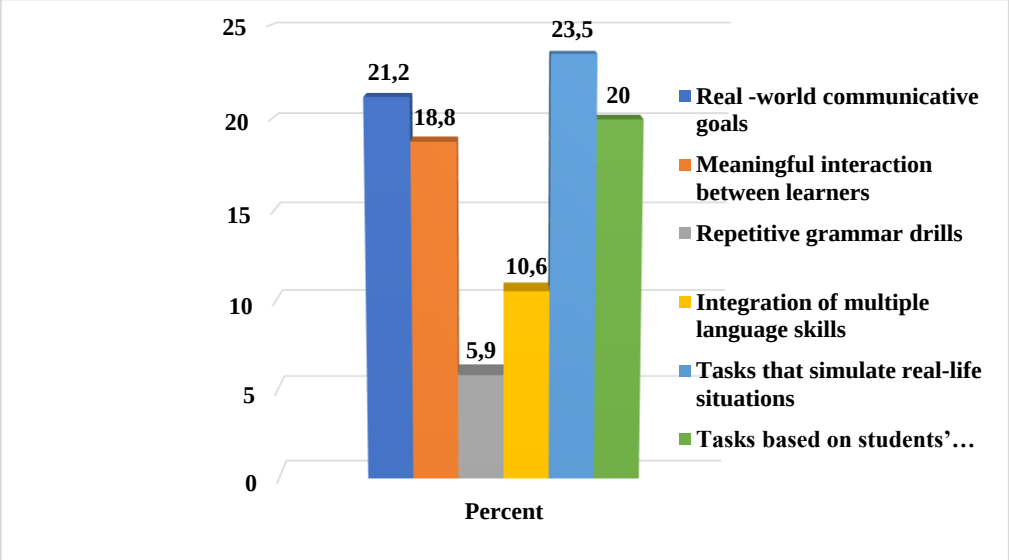


Figure8 : Teachers' Key Associations with Task Authenticity.

9/ Which type of authentic task do you find MOST represented in the 1st year middle school English textbook?

Table9 : Representation of Authentic Task Types in the Textbook.

	Frequency	Percent
Role-play / simulation	20	31.7
Information-gap task	11	17.5
Problem-solving task	11	17.5
Project-based task	2	3.2
Reading or writing for a real purpose	12	19
Opinion-sharing or discussion	7	11.1
Total	**63**	**100**

An assessment of the first-year middle school English textbook reveals that pedagogical content is predominantly characterized by role-play and simulation, which identified as the most frequent task type by 31.7% of respondents. This is followed by reading or writing for a real purpose at 19%, while information-gap and problem-solving tasks are perceived to be equally represented at 17.5% each. Furthermore, opinion-sharing or discussion activities account for 11.1% of the observations, whereas project-based tasks are noted as the least frequent with a representation of only 3.2%. Collectively, these results suggest that while the textbook offers a variety of communicative activities, (Austin , 1962)strongly agree with this points when he said providing structured opportunities to practice communicative acts within authentic tasks improves students engagements and built genuine intercultural communicative competence (Darong , 2024) the instructional focus is sequentially weighted toward simulated interactions, leaving more complex, longitudinal tasks like project work significantly underrepresented in the current curriculum.

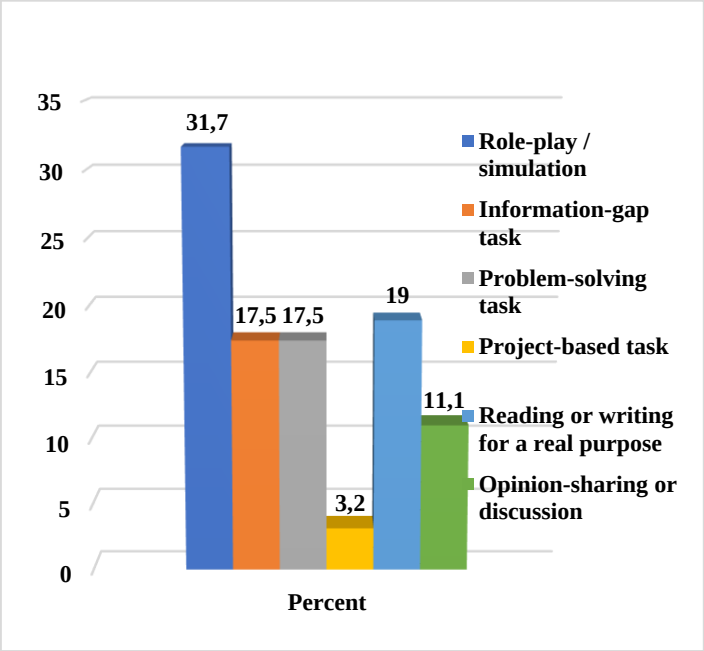


Figure9 : Most Frequent Authentic Tasks in the 1st Year Textbook.

Section 3 : Adaptation Practices

10/Regularly adapt the authentic tasks in the textbook.

Table 10: Frequency of Regular Task Adaptation.

Strongly disagree	1	3.6
Disagree	3	10.7
Neutral	6	21.4
Agree	12	42.9
Strongly Agree	6	21.4
Total	**28**	**100**

Evidence regarding the frequency of instructional modification indicates a proactive approach among the staff, with a 42.9% majority agreeing that they regularly adapt the authentic tasks provided in the textbook. This commitment to pedagogical flexibility is further underscored by the 21.4% of respondents who strongly agree with the practice, while an equal 21.4% maintain a neutral stance on the matter. Conversely, the data shows that

active dissent is relatively low, as only 10.7% disagree and a marginal 3.6% strongly disagree with the necessity of adapting these materials. Sequentially, these findings suggest that most educators perceive the standardized textbook content as a baseline that requires personal intervention or contextualization to meet the specific communicative needs of their students , the findings agree of what the scholars said,(Gilmore A,2007) and (Tomiilson ,B, 2010/2017)teachers frequently have to adapt tasks.

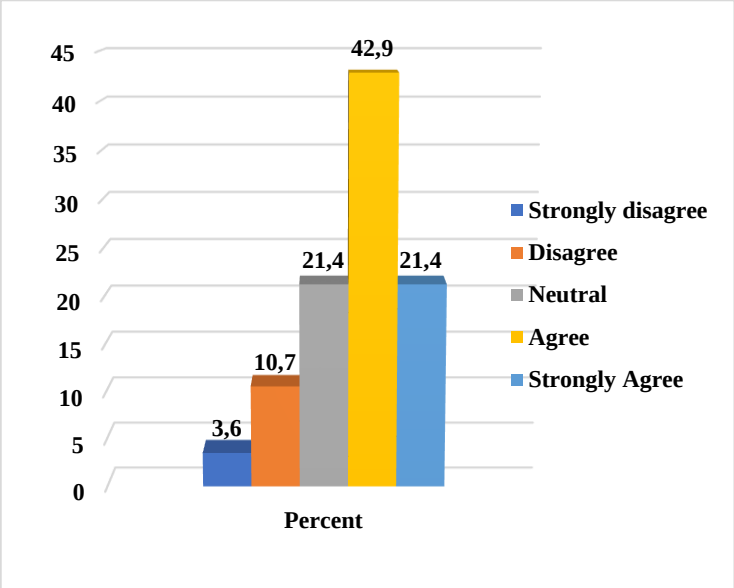


Figure : Adaptation Frequency of Textbook Tasks.

11/ Replace textbook tasks with your own authentic materials when necessary.

Table 11: Frequency of Replacing Textbook Tasks.

	Frequency	Percent
Strongly disagree	0	0
Disagree	2	7.1
Neutral	2	7.1
Agree	11	39.3
Strongly Agree	13	46.4
Total	**28**	**100**

The pedagogical data regarding the supplementation of classroom content highlights a high level of teacher autonomy, as 46.4% of participants strongly agree that they replace textbook tasks with their own authentic materials when necessary. This trend toward independent resource selection is reinforced by the 39.3% of respondents who agree with this practice, creating a combined consensus of over 85% of the cohort. On the lower end of the spectrum, the results show a limited reliance on the prescribed curriculum, with a minimal 7.1% remaining neutral and another 7.1% expressing disagreement. Consequently, these figures sequentially demonstrate that the majority of educators prioritize contextual relevance over strict adherence to standardized materials, actively creating external resources to bridge the gap between theoretical textbook exercises and authentic communicative practice.(Ellis , 2003)confirms the results they often replace tasks with meaning – focused tasks to foster genuine communicative competency.

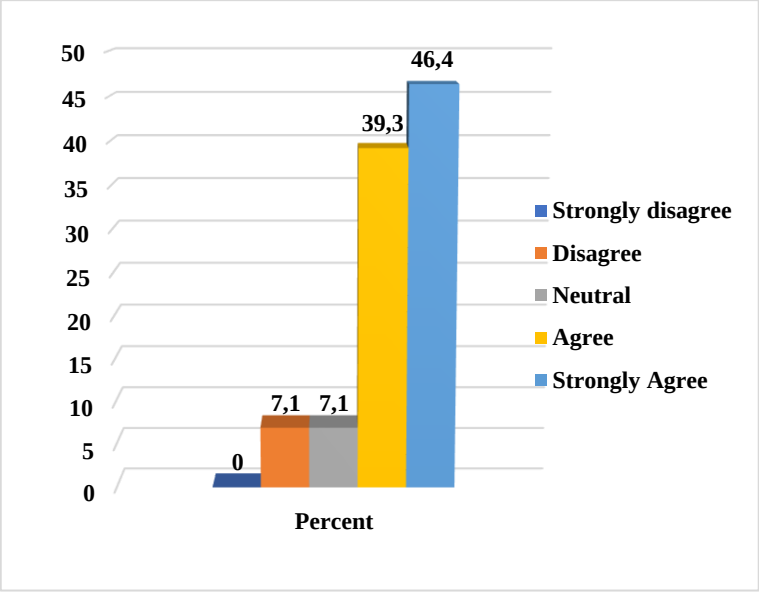


Figure11 : Use of Original Authentic Materials

12/ Adapting authentic tasks improves student engagement and language production.

Table 12 : Impact of Adaptation on Student Performance.

	Frequency	Percent
Strongly disagree	1	3.6
Disagree	1	3.6
Neutral	1	3.6
Agree	12	42.9
Strongly Agree	13	46.4
Total	**28**	**100**

A comprehensive analysis of educator perceptions indicates a strong professional consensus on the efficacy of task adaptation, with 46.4% of respondents strongly agreeing that such modifications enhance student engagement and language output. This perspective is further supported by 42.9% of the participants who express general agreement, suggesting a near-unanimous belief in the pedagogical value of tailoring content. In contrast, the data shows an extremely fragmented and minimal level of skepticism, with the categories of neutral, disagree, and strongly disagree each accounting for a mere 3.6% of the total. Consequently, these results sequentially validate the hypothesis that instructional flexibility is perceived as a primary driver of learner participation, effectively marginalizing traditionalist views in favor of a more dynamic, student-centered approach to language production. That is what (Tomlinson , 2017)argued that this way of adapting tasks ,create quantifiable positive shift in students achievements .

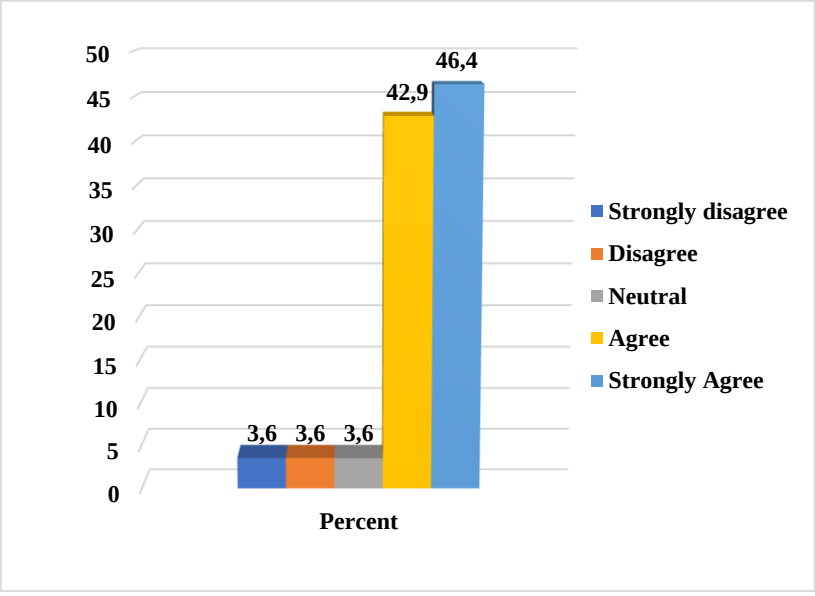


Figure12 : Perceived Benefits of Task Adaptation.

13/ When adapting a task, what do you mainly modify?

Table13 : Main Elements of Task Modification.

	Frequency	Percent
The language level	20	29
The content or topic of the task	9	13
The time allocated to the task	18	26.1
The interaction pattern (individual, pair, group)	14	20.3
The assessment criteria	8	11.6
Total	**69**	**100**

Results regarding the specific components of task adaptation identify a primary focus on linguistic accessibility, with 29% of the responses indicating that language level is the most frequently modified variable. Close behind, the temporal dimension of instruction is a significant concern, as 26.1% of the sample prioritizes adjusting the time allocated to the task. Furthermore, the logistical organization of the classroom is addressed by 20.3% of respondents who modify interaction patterns, such as shifting between individual, pair, and group work. This is followed by a smaller segment of practitioners who focus on the content or topic at 13%, while assessment criteria receive the least modification at 11.6%. Teachers can delete ,modify , reorder or simplify the tasks according to the needs and the level of their students this confirms (McGath ,2013). Collectively, these findings suggest that teachers sequentially prioritize the immediate linguistic and logistical constraints of their students over the fundamental thematic or evaluative structures of the lessons.

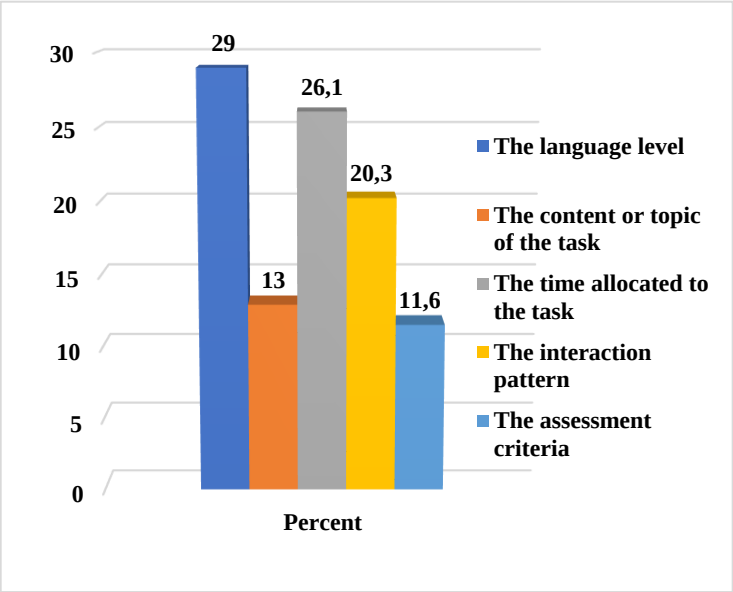


Figure13 : Types of Modifications Applied to Tasks.

Section 4 : Challenges of Implementing Authentic Tasks in EFL Classes

14/ Large class sizes make it difficult to implement authentic tasks as designed.

Table14 : Class Size as a Constraint.

	Frequency	Percent
Strongly disagree	2	7.1
Disagree	2	7.1
Neutral	3	10.7
Agree	5	17.9
Strongly Agree	16	57.1
Total	**28**	**100**

An investigation into the perceived barriers to TBLT implementation reveals that high student volume is considered a critical obstacle, with a substantial 57.1% of respondents strongly agreeing that large class sizes impede the execution of authentic tasks. This sentiment is reinforced by an additional 17.9% who agree with the

statement, resulting in a clear majority that views classroom density as a restrictive factor for pedagogical design. Meanwhile, a neutral stance is maintained by 10.7% of the cohort, leaving a small minority divided equally between disagreeing at 7.1% and strongly disagreeing at 7.1%. These results sequentially illustrate a dominant professional consensus that the physical and logistical realities of large-scale enrollment create significant friction, often preventing the authentic application of task-based methodologies as originally intended. As (Benadla,2013) said crowded classrooms are enable to move smoothly in the curriculum.

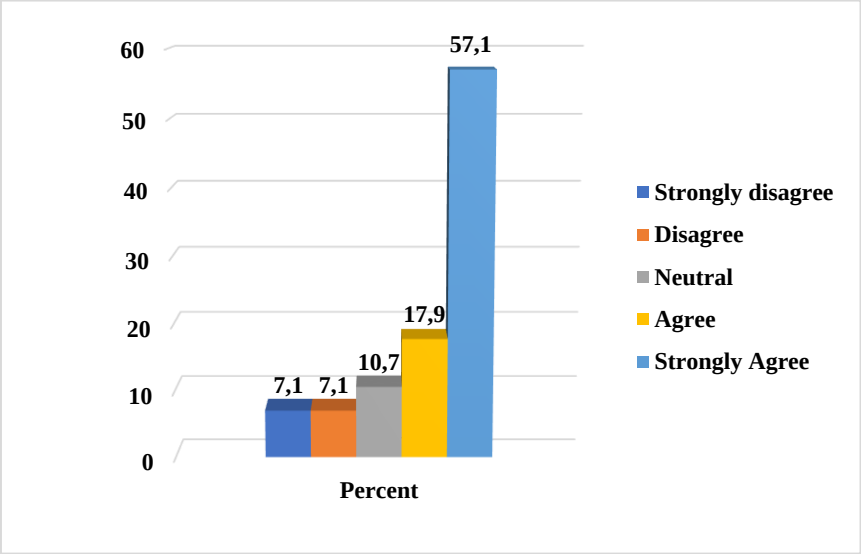


Figure14 : Impact of Large Classes on Implementation.

15/ Students' low English proficiency prevents effective authentic task implementation.

Table15 : Impact of Students' Proficiency Levels.

	Frequency	Percent
Strongly disagree	2	7.1
Disagree	3	10.7
Neutral	3	10.7
Agree	12	42.9
Strongly Agree	8	28.6
Total	**28**	**100**

A critical assessment of student performance factors indicates that linguistic limitations are viewed as a major hurdle, with 42.9% of the participants agreeing that low proficiency levels hinder the effective implementation of authentic tasks. This concern is further amplified by 28.6% of the respondents who strongly agree, suggesting that for a combined total of over 70% of the cohort, the gap between student ability and task complexity is a primary pedagogical challenge. Conversely, a neutral stance is held by 10.7% of the sample, which is mirrored by the 10.7% who express disagreement. Finally, a small minority of 7.1% strongly disagrees with the notion that proficiency is a preventative factor. Canale &Swain (1980) said when students posses low language proficiency, they will face linguistic deficit . Sequentially, these findings illustrate a prevailing academic consensus that successful task-based instruction is heavily contingent upon the learners' foundational language skills, often requiring significant scaffolding to bridge the existing competency gap.

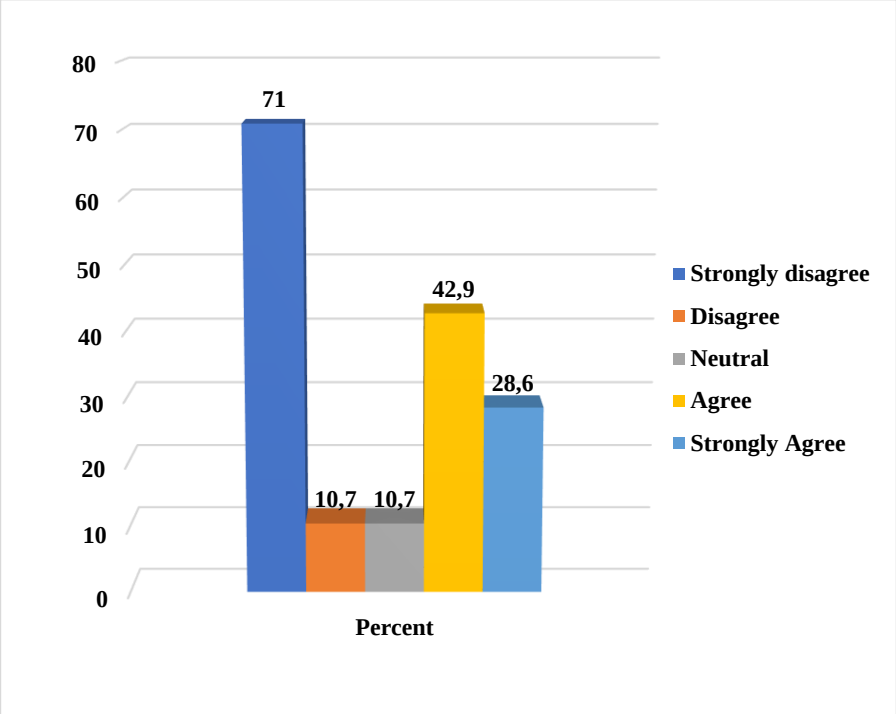


Figure15 : Language Proficiency as a Barrier

16/ Lack of teaching resources (technology, audio, supplementary materials) affects the implementation of authentic tasks

Table 16: Resource Availability and Task Delivery.

	Frequency	Percent
Strongly disagree	0	0
Disagree	2	7.1
Neutral	2	7.1
Agree	10	35.7
Strongly Agree	14	50
Total	**28**	**100**

The evaluation of infrastructural and instructional constraints reveals that a lack of teaching resources is considered a major impediment, with 50% of the respondents strongly agreeing that a deficit in technology and supplementary materials affects TBLT execution. This perspective is further bolstered by 35.7% of the cohort who agree with the statement, resulting in a combined majority of over 85% who identify resource availability as a critical success factor. In contrast, the data shows a very limited degree of institutional satisfaction, with only 7.1% of participants remaining neutral and another 7.1% expressing disagreement. Consequently, these results sequentially highlight a significant gap between pedagogical requirements and environmental realities, suggesting that the effective implementation of authentic tasks is heavily restricted by the current scarcity of essential technological and audio-visual support systems.

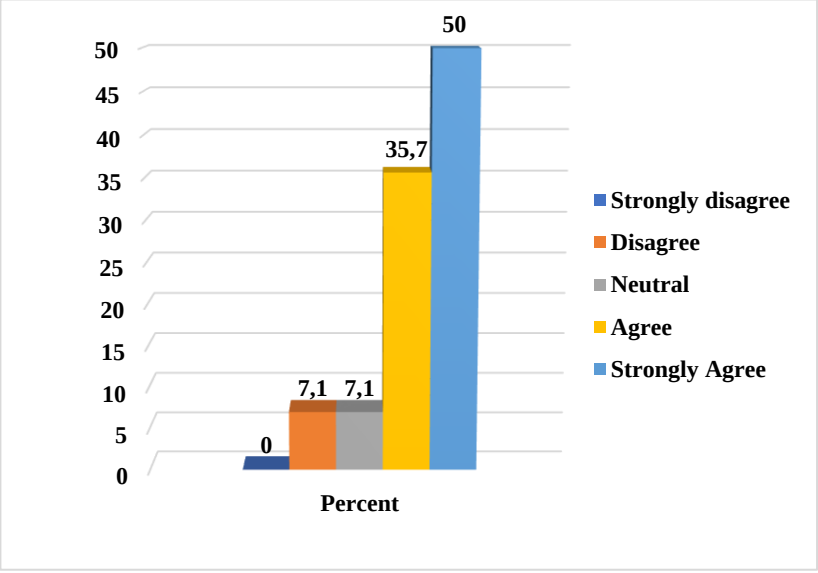


Figure16 : Impact of Resource Deficit.

17/ Insufficient training in TBLT limits your confidence in delivering authentic tasks

Table 17 : TBLT Training and Teacher Confidence.

	Frequency	Percent
Strongly disagree	2	7.1
Disagree	4	14.3
Neutral	3	10.7
Agree	14	50
Strongly Agree	5	17.9
Total	**28**	**100**

An analysis of the relationship between professional development and teacher efficacy reveals that a lack of specialized training is a primary source of instructional hesitation, with 50% of respondents agreeing that insufficient TBLT preparation limits their confidence. This finding is further supported by 17.9% of the cohort who strongly agree, indicating that for more than two-thirds of the participants, pedagogical delivery is hindered by a perceived knowledge gap. In contrast, a moderate segment of the population appears less affected by these training deficits, as 14.3% disagree and 7.1% strongly disagree with the statement, while 10.7% maintain a neutral position. Sequentially, these results establish that while a minority of educators feel self-assured in their practice, the prevailing trend suggests that the successful delivery of authentic tasks is heavily predicated on the provision of comprehensive in-service training to bolster teacher confidence.

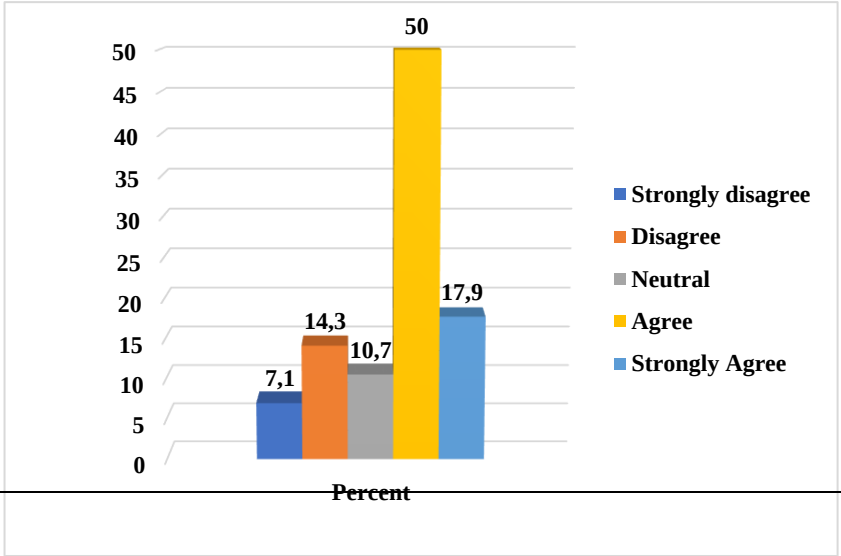


Figure17 : Training Deficit as a Challenge.

18/ Pressure to cover the full syllabus discourages experimentation with authentic tasks.

Table18 : Syllabus Coverage and Pedagogical Innovation.

	Frequency	Percent
Strongly disagree	1	3.6
Disagree	6	21.4
Neutral	2	7.1
Agree	10	35.7
Strongly Agree	9	32.1
Total	**28**	**100**

Regarding the impact of curricular demands on pedagogical innovation, the data indicates that syllabus completion serves as a significant deterrent to classroom experimentation. A 35.7% majority of respondents agree that the pressure to cover the full curriculum discourages the use of authentic tasks, while an additional 32.1% express strong agreement with this sentiment. Collectively, this suggests that nearly 68% of the teaching staff feels constrained by administrative or time-bound requirements. Conversely, a notable minority of 21.4% disagrees with this view, with a further 3.6% strongly disagreeing and 7.1% remaining neutral. (Synder et al .,1992) confirms the mandate finishing of the textbook prevent practicing open ended dialogue for example. Sequentially, these findings illustrate that while some educators manage to balance task-based learning with institutional mandates, the prevailing academic environment prioritizes syllabus coverage, often at the expense of the time-intensive experimentation required for authentic task implementation.

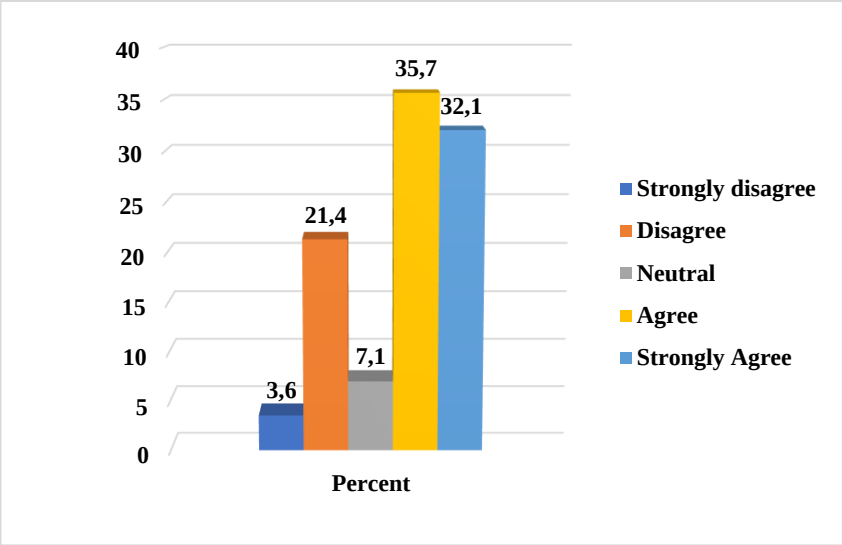


Figure18 : Impact of Curricular Pressure.

19 /Students' passive learning habits make it difficult to engage them in authentic tasks

Table 19 : Impact of Student Learning Habits.

	Frequency	Percent
Strongly disagree	0	0
Disagree	2	7.1
Neutral	3	10.7
Agree	13	46.4
Strongly Agree	10	35.7
Total	**28**	**100**

The analysis of learner behavior suggests that established academic habits represent a significant barrier to active participation, with 46.4% of respondents agreeing that passive learning tendencies complicate the engagement process. This concern is underscored by 35.7% of the cohort who strongly agree, indicating that for over 80% of the educators surveyed, student inertia is a primary obstacle to the communicative nature of TBLT.

In contrast, only a small fraction of the population reports a different experience, with 10.7% remaining neutral and a mere 7.1% disagreeing with the statement. These results sequentially highlight a systemic challenge where the transition from traditional, lecture-based reception to the active, collaborative requirements of authentic tasks is stalled by the students' own conditioned expectations of a passive classroom role.

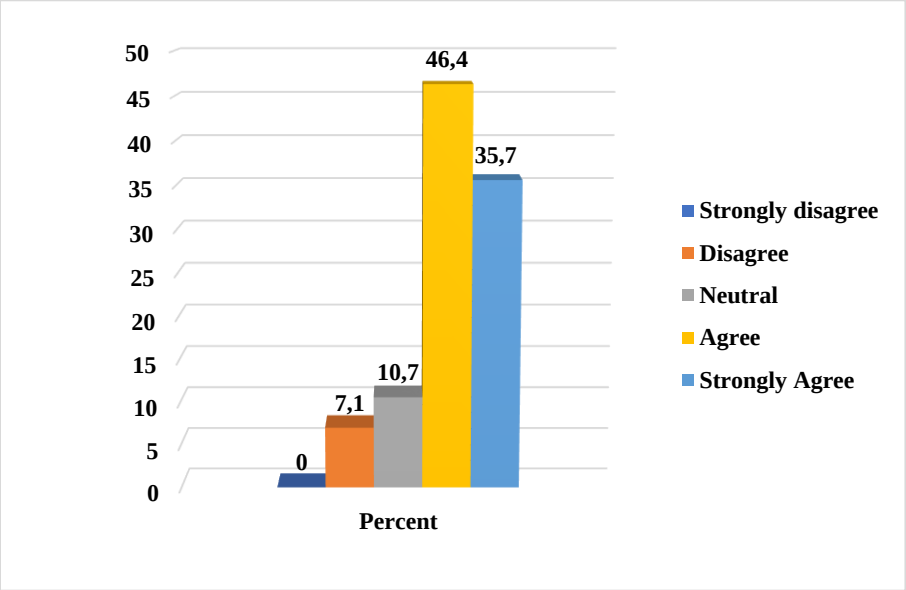


Figure19 : Passive Learning as a Constraint.

20/ Noise and classroom management issues arise during communicative authentic tasks.

Table20 : Communicative Task Management Issues.

	Frequency	Percent
Strongly disagree	1	3.6
Disagree	5	17.9
Neutral	7	25
Agree	8	28.6
Strongly Agree	7	25
Total	**28**	**100**

The data highlights a significant discrepancy between pedagogical intent and classroom reality. While over 85% of educators theoretically support authentic tasks and demonstrate professional agency by adapting materials, they are constrained by a "bottleneck" of logistical and systemic obstacles. Primary barriers include a critical lack of resources (85.7%), large class sizes (75%), and low student proficiency (71.5%). Furthermore, the pressure to complete the syllabus and manage passive learning habits often overrides the desire for innovation. Ultimately, while teachers remain ideologically committed to task-based learning, successful implementation is hindered by these practical constraints, suggesting that professional commitment alone is insufficient without institutional reform and targeted training.

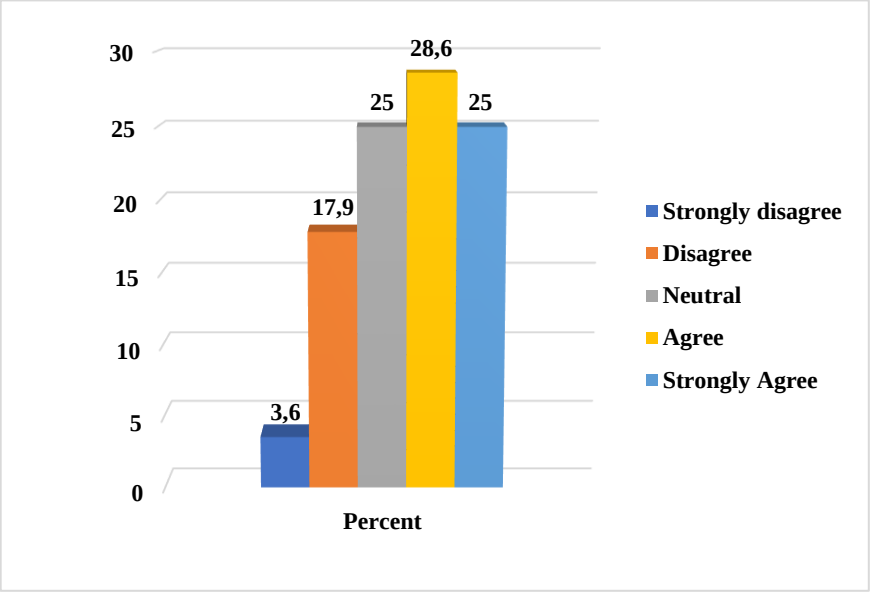


Figure20 : Noise Levels in Authentic Tasks.

21/ What do you consider the SINGLE greatest obstacle to using authentic tasks in your classroom?

The participants' feedback indicates that the implementation of authentic tasks is hindered by a complex interplay of structural and pedagogical constraints, ranging from physical classroom environment to institutional pressures. I have summarized these findings into the following key analytical points :

Classroom Density and Management :

Large class sizes and overcrowding are the primary obstacles, making classroom management nearly impossible. This density leads to excessive noise and chaos during communicative tasks, forcing teachers to stick to traditional, quieter methods.

Time and Syllabus Constraints:

Tight schedules and the pressure to cover the entire syllabus hinder the use of authentic tasks, which are often time-consuming. This is further complicated by students' passive learning habits and their lack of prior knowledge.

Logistical and Professional Gaps

The shortage of affordable authentic materials and lack of specialized teacher training limit pedagogical innovation. These factors, combined with the difficulty of meeting individual needs in oversized classes, create a major barrier to reform.

22/ How do you manage or overcome the constraints you face when delivering authentic tasks ? Please share any practical strategies you use.

The participants' feedback indicates that overcoming pedagogical constraints relies on a proactive combination of classroom reorganization and instructional adaptation. Teachers employ various practical strategies to maintain engagement and mitigate the challenges of large, time-limited classes. I have summarized the findings into the following key analytical points:

1. Collaborative Learning and Grouping

The most prevalent strategy is the use of pair and group work. By dividing learners into smaller units, teachers can better manage large numbers and transform overcrowded spaces into more interactive environments. This approach is specifically used to "keep learners busy" and ensure collective participation.

2. Instructional Adaptation and Scaffolding

Teachers emphasize adapting tasks to fit the learners' specific levels and needs. This includes "segmenting" complex tasks and choosing only the most essential materials. The use of visual aids, such as flashcards, ICT tools, and video-telling, serves as a scaffolding technique to bridge the gap between students' prior knowledge and the task's requirements.

3. Preparation and Time Management

Effective delivery is linked to rigorous planning and early preparation. Participants highlighted "preparing everything earlier" and allocating more time to the planning phase as a way to handle the pressure of the syllabus and limited classroom time.

4. Reinforcement and Feedback Loops

To ensure learning outcomes, teachers utilize repetition, revision, and remediation. Providing "constructive feedback" is also noted as a vital strategy for guiding students through authentic tasks, ensuring they remain on track despite the classroom constraints.

23/ How would you rate the quality of authentic tasks in the current 1st year middle school English textbook?

	Frequency	Percent
Very poor	1	3.6
Poor	7	25
Average	14	50
Good	6	21.4

Total	**28**	**100**

Table21 : Teachers' Evaluation of Textbook Tasks

An evaluation of the 1st year middle school English textbook reveals a lukewarm reception toward its instructional design, with exactly 50% of respondents rating the quality of authentic tasks as merely average. While a significant portion of the faculty finds the materials lacking—comprised of 25% who rate them as poor and 3.6% as very poor—only a small minority of 21.4% views the tasks as good. Notably, no respondents rated the tasks as "very good," indicating a general professional consensus that the current textbook provides a mediocre foundation for authentic language use. These results suggest that while the textbook is functional, there is a clear perceived need for higher-quality, more engaging tasks to bridge the gap between static curriculum and real-world application.

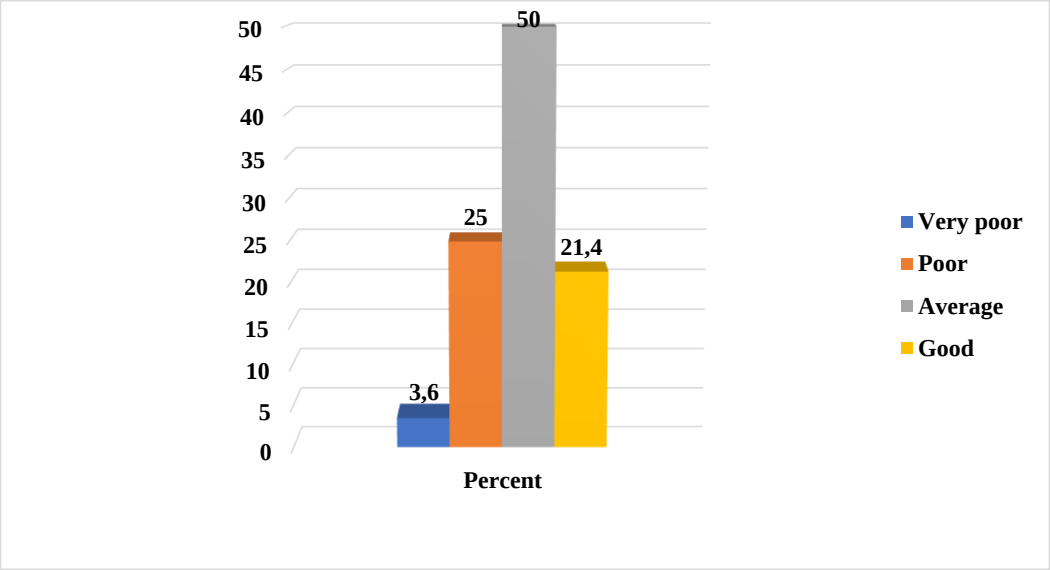


Figure 21: Quality Rating of Current Materials.

24 /Which type of authentic task would you like to see More in the textbook?

Table 22: Preferred Authentic Task Types for Future.

Role-play and simulation tasks	9	11
Project-based and creative tasks	9	11
Information-gap and problem-solving tasks	11	13.4
Real-world reading tasks (menus, signs, advertisements)	19	23.2
Writing for a real audience (letters, messages, notices)	11	13.4
Listening to authentic audio materials	13	15.9
Opinion-sharing and discussion tasks	10	12.2
Total	**82**	**100**

The data regarding preferred authentic tasks highlights a strong demand for functional linguistic literacy in the curriculum. Leading the results, real-world reading tasks (such as menus and advertisements) were the most requested at 23.2%, followed by a significant interest in authentic audio materials at 15.9%. Other communicative categories showed balanced support, with information-gap/problem-solving and writing for a real audience both receiving 13.4%, while opinion-sharing stood at 12.2%, and role-play and creative projects each accounted for 11%. These findings collectively suggest that educators want a curriculum shift away from abstract exercises toward tangible, everyday English use, ensuring students develop practical skills for navigating real-life media and social interactions.

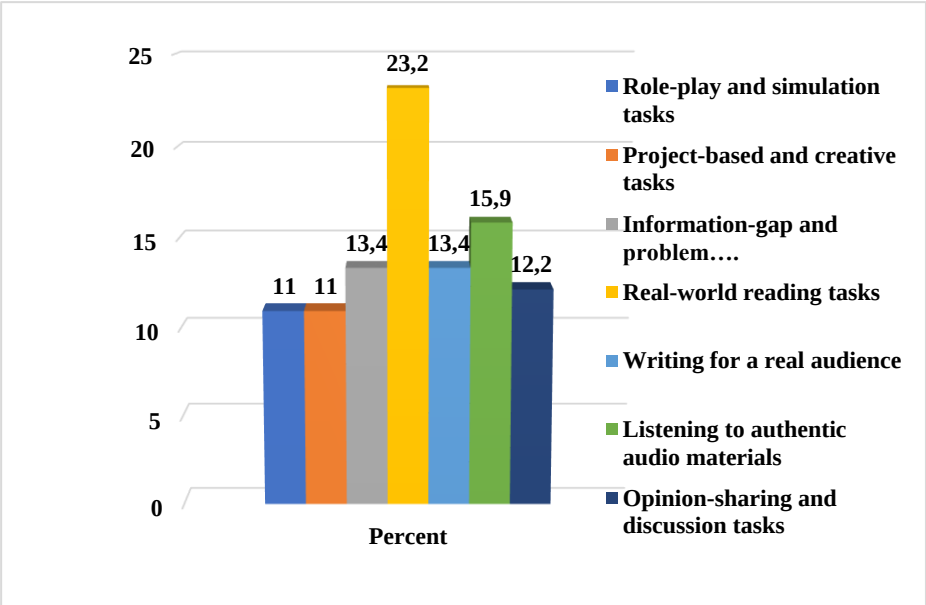


Figure22: Future Textbook Task Preferences.

25/ Do you think you need training in using such materials?

Table23:Perceived Need for Specialized Training.

	Frequency	Percent
Yes	**18**	**643**
No	**6**	**214**
Maybe	**4**	**143**
total	**28**	**100**

The data highlights a significant perceived gap in professional development, with a clear majority of 64.3% of educators stating that they require training to effectively use authentic materials. In contrast, only 21.4% feel confident enough to use them without further instruction, while 14.3% remain undecided. This strong demand for training suggests that while teachers are ideologically willing to implement authentic tasks, they feel technically under-equipped to do so. These findings indicate that the successful integration of Task-Based Language Teaching (TBLT) is not just a matter of changing textbooks, but requires a substantial investment in teacher training to build the necessary pedagogical confidence and expertise.

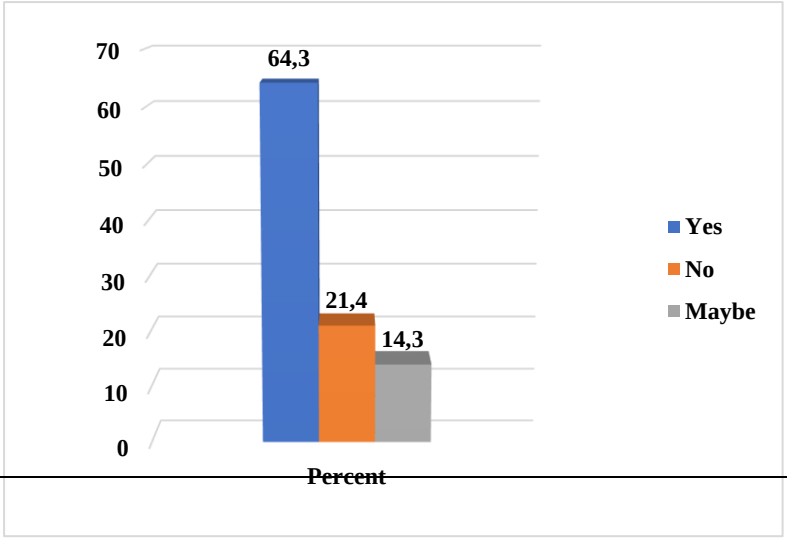


Figure23 : Training Requirements for Authentic Tasks.

26 /What kind of professional support would most help you implement authentic tasks more effectively?

Table 24: Required Forms of Professional Support.

	Frequency	Percent
In-service training workshops on TBLT and CLT	17	18.7
A teacher's guide with detailed adaptation suggestions	15	16.5
Access to supplementary authentic materials (audio, video, texts)	15	16.5
Smaller class sizes	20	22
More flexible curriculum timing	14	15.4
Peer collaboration and co-planning sessions	10	11
Total	**91**	**100**

The results indicate that the successful implementation of authentic tasks depends on a combination of structural and pedagogical support, with smaller class sizes emerging as the top priority at 22%. This is closely followed by a strong demand for in-service training workshops (18.7%), confirming that educators seek both a better environment and improved skills. Additionally, there is an equal need for detailed teacher's guides (16.5%) and supplementary authentic materials (16.5%), alongside calls for curriculum flexibility (15.4%) and peer collaboration (11%). These findings suggest that professional development alone is insufficient; teachers require systemic institutional reform and tangible resources to effectively translate communicative theories into classroom practice.

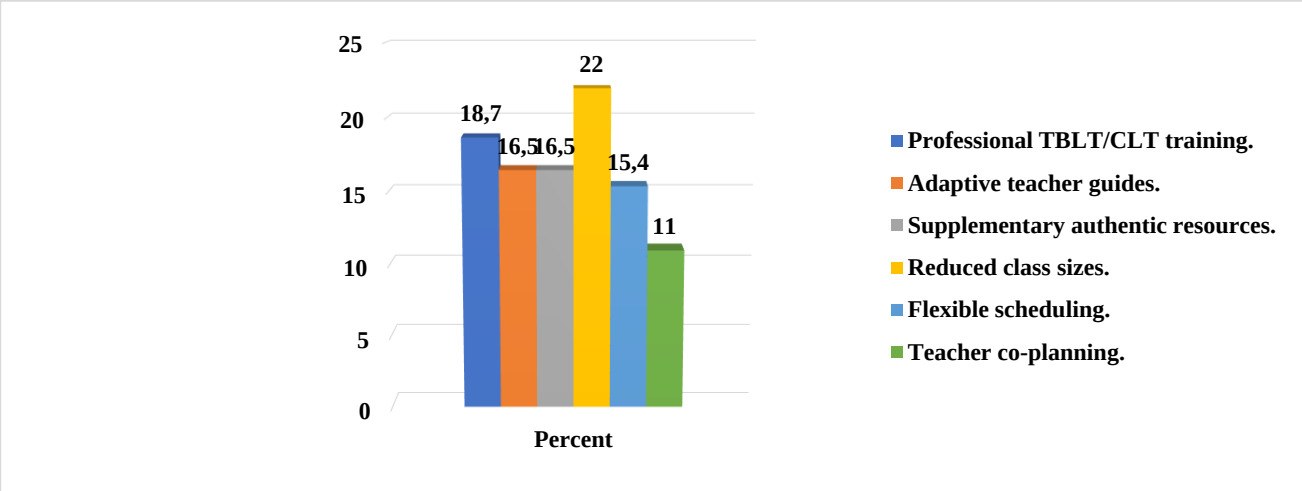


Figure24 : Support Types for Effective Implementation.

27/ If you could change ONE aspect of the authentic tasks in the 1st year middle school English textbook, what would it be and why?

The participants' feedback indicates that the authentic tasks in the 1st-year middle school textbook require significant pedagogical adjustments to bridge the gap between material design and classroom reality. I have summarized the findings into the following key analytical points:

1. Task Simplification and Level Suitability

A major concern among teachers is the complexity and length of the tasks. Many suggest simplifying the content to better match the linguistic level of 1st-year learners. Reducing the length of tasks is seen as essential to prevent student boredom and ensure that activities remain engaging rather than overwhelming.

2. Alignment Between Textbook and Teacher's Guide

One of the most critical findings is the lack of synergy between the textbook and the pedagogical guide. Participants noted a "gap" or contradiction between the two, suggesting that the textbook's allotment is often more practical than the guide's instructions. Resolving this inconsistency is a priority for more effective task delivery.

3. Shift Towards Active Participation

There is a call for changing the nature of interaction within the tasks, specifically moving from passive listening to more active "listening by speaking." Teachers also suggested incorporating more "interesting topics" and a better use of "sections and rubrics" to move students from a passive learning state to an active communicative one.

4. Collaborative Planning and Resource Support

The need for co-planning sessions and better "materials" was highlighted as a way to enhance the textbook's effectiveness. While some teachers expressed satisfaction with the current content, the majority focused on the need for better structural "alignment with the curriculum" to make the tasks more usable in real-classroom scenarios.

Section 5 : Suggestions and Recommendations

28/ Would you add any suggestions regarding the implementation of authentic tasks in English language contexts?

Synthesizing the participants' suggestions reveals a consensus on the necessity of a multifaceted reform, encompassing curriculum flexibility, physical learning environments, and teacher competence. The following points highlight the core areas for improvement:

1. Pedagogical Adaptation and Student-Centricity

A recurring suggestion is the need to align tasks with learners' age, level, and interests. Participants emphasized choosing "themes from daily life" (such as technology, hobbies, and friends) to boost motivation. Furthermore, there is a strong call for simplifying instructions to allow students to focus on communication rather than decoding complex linguistic structures, ensuring that the tasks remain truly "authentic" to their cognitive abilities.

2. Environmental and Structural Improvements

Teachers highlighted the necessity of providing specialized classrooms and moving beyond the traditional school walls through "educational field trips" (e.g., visits to shops or zoos). This suggests that the physical environment is currently a barrier to "real-world" language use. Additionally, designing a "practice book with real pictures" and more varied topics was proposed to replace or supplement existing materials.

3. Professional Development and Training

The data shows a significant demand for specialized teacher training. Participants feel that they need more guidance on how to "adopt the text to real circumstances," especially when dealing with large numbers of students. This underscores a gap between theoretical recommendations and the practical skills required to manage complex communicative tasks in constrained environments.

4. Promoting Collaborative and Active Learning

To overcome the limitations of the current system, teachers suggested "prioritizing group work" and "involving students in teaching." By devoting more time to speaking and collaborative activities, the learners' role shifts from passive recipients to active participants, which is the core objective of the Communicative Language Teaching (CLT) approach.

3.2.Textbook' tasks checklist evaluation Analysis

Sequence 1 : Habits &Preferences

Part 1 / Purpose of the evaluation & Rating framework

This professional evaluation instrument assesses the degree of AUTHENTICITY embedded in each task of Sequence 1 of the official Algerian MS1 English textbook. Authenticity — as defined by Nunan (1989), Gilmore (2007), and Willis (1996) — refers to the extent to which tasks reflect genuine, real-world communicative acts rather than artificial language manipulation. Four dimensions are evaluated for each task: (1) Real-world communicative purpose, (2) Contextual and cultural grounding, (3) Meaningful language use, and (4) Learner agency and interaction.

Part 2/ Task by Task Authenticity Checklist

Table 25 : A get ready :pre – learning Activities

Task	Authenticity criteria	Textbook evidence	Rating (1-4)
A–T1	Contextualised Vocabulary	Ss observe 12 daily-routine pictures and mime/act them. Real-world link: people actually perform morning routines;	2
A–T2	Conceptual Classification	Ss sort 12 images into Habits / Free Time / Preferences	2
A–T3	Personal Life Application	Ss create their own daily schedule (copybook)	4
A–T4	Contextualised – Routine Verbs	Gap-fill morning-routine passage	2

Table 26: B/ listen and interact oral input& Production

Task	Authenticity Criterion	Textbook Evidence	Rating
B–T1	Prediction / Anticipatory Listening	Film-strip image prediction before listening	3
B–T2	Global Listening Comprehension	First listening to verify predictions (Ilyes' morning routine).	4
B–T3	Total Physical Response	Ss mime actions while listening	3
B–T4	Selective Listening for Detail	Pick out 3 morning activities + bonus challenge.	3
B–T5	Critical Listening – T/F Evaluation	Ss evaluate 4 statements (T/F) about Ilyes' routine	3
B–T6	Sequence Listening (Story Order)	Order) Order 8 afternoon/evening pictures	3
B–T7	Guided Written Reconstruction	Complete after-school routine passage from pictures	2
B–T8	Personal Oral Production & Sharing	Ss share their own daily routines aloud	4

Table 27: C listen and consider : Grammar Induction

Task	Authenticity Criterion	Textbook Evidence	Rating
C–T1	Visual Decoding / Schema Activation Ss decode a spiral word-picture about Amina & Tinhinane	Ss decode a spiral word-picture about Amina & Tinhinane	2
C–T2	Intensive Listening – Character Data	Fill 3-column table (Tinhinane/Father/Mother routines)	3
C–T3	Inductive Grammar Discovery	Compare I go / He goes pairs to discover 3rd-person -s.	3
C–T4	Controlled Conjugation Practice	Add -s/-es/-ies to 7 verbs; complete 5 gapped sentences	1
C–T5	Grammar in Social Context .	story with correct verb forms.	3
C–T6	Negation Transformation Produce negative counterparts	Produce negative counterparts from positives.	2
C–T7	Question Word Completion (Script Replay)	) Fill Do/Does/Where/When/Who gaps post-listening	2
C–T8	Interactive Pair Work Reporting	Ask partner about routines; report back to class	4

Table 28:D /Read and Interpret

Task	Authenticity Criterion	Textbook Evidence	Rating
D–T1	Skimming for Topic /GIST	Choose best description of Emma's text from 4 options	3
D–T2	Scanning for Specific Information).	Extract 5 data categories (routine/meal/hobby/habit) into a table	3
D–T3	Inferential Comprehension (Oral)	Answer 4 questions about Emma orally.	4
D–T4	Lexis + Personal Reflection Writing	Synonyms/antonyms + 2 sentences on habits to keep/avoid	3

Table 29 : E /Write Together and Alone

Task	Authenticity Criterion	Textbook Evidence	Rating
E–T1	Collaborative Profile + Social Media Note .	Groups write a friend's mom profile and Instagram-style note.	4
E–T2	E–T2 Solo Email Production	Write an email about dad's daily routines using picture prompts	4
E–T3	Dialogue Writing on Preferences .	Groups write a dialogue on food/hobby/clothing preferences (but/too).	3
E–T4	Yennayer Cultural Email to E-pal Write about Yennayer traditions (dress, food, activities).	Write about Yennayer traditions (dress, food, activities).	4

Table 30: F /Pronunciation and Progress Check

Task	Authenticity Criterion	Textbook Evidence	Rating
F–T1	Phonological Discrimination (-s sounds)	Ss practise /s/ /z/ /ɪz/ triplet; read poem; odd-one-out listening	2
F–T2	Metacognitive Self-Assessment Ss	Ss self-evaluate against 11 learning outcomes. Authentic: self-assessment	4

Textbook Evaluation Tasks Authenticity Analysis and interpretation

The results show that the section of get ready has four tasks , got an average of authentic tasks 2.5 /4 ,which indicates the 63% and the dominant criteria is contextualized vocabulary . As it known this part is phase that prepare the student about the following lesson and it contains activities cover the four skills.

The second section "B" about listen and interact contains 8 tasks and got 85% .In this part the student only listen to the new language form and interact by repeating or the teacher create a context even to play a role dealing with the target lesson points. This section is output skill and have a high percentage of authenticity of activities where the dominant criteria here is real – world communicative purposes as I have said before.

The third section listen contains also 8 tasks and reach 70 % of authenticity ,because here the use of inductive grammar is high .

In the fourth section is about reading the average of authenticity is 80 percent , the course book provides authentic text features in its 4 texts .

The writing section catch out the highest average of authenticity by 88 percent with 4 tasks ,because the process writing touch the personal life of the student and makes him in real life situation .

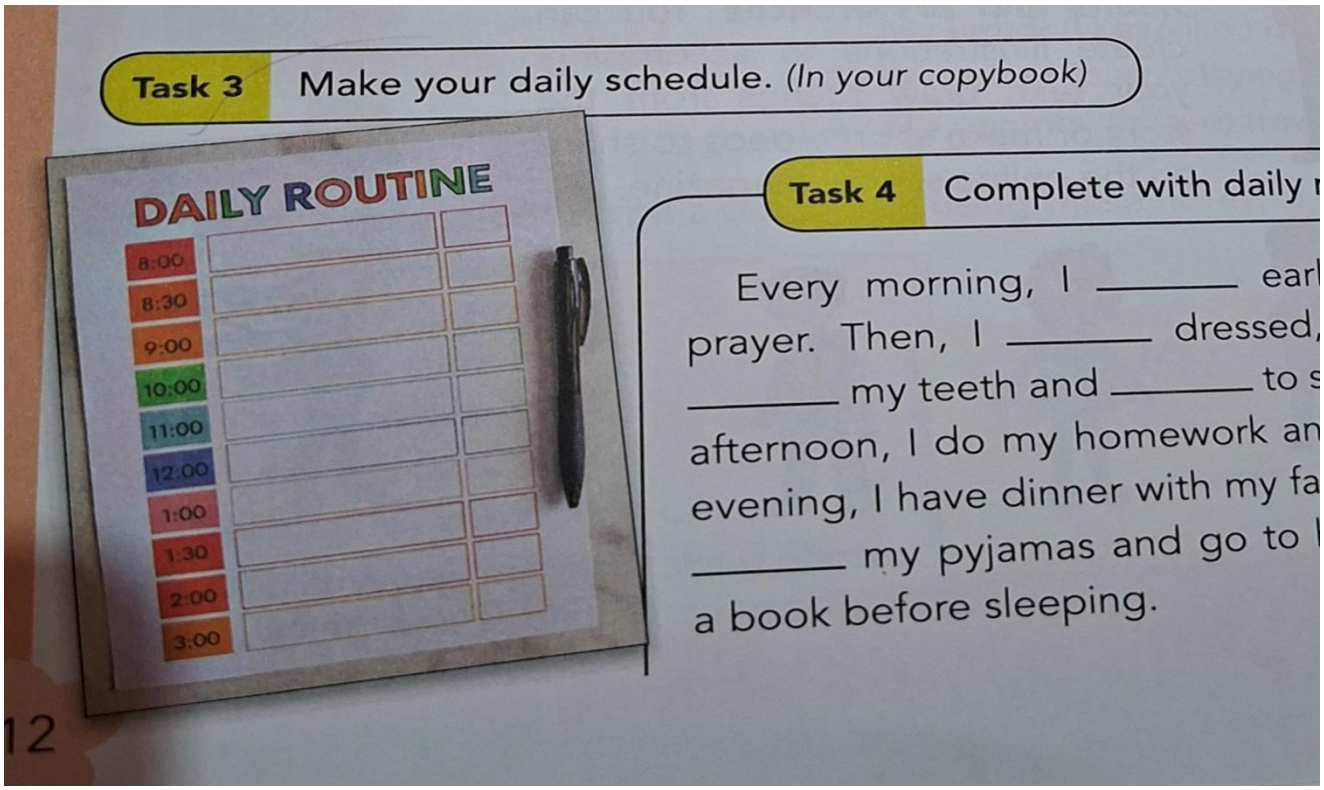
Finally, the section of pronunciation has 75percent of authenticity using phonological : intonation ,stress, vowels and consonants. Gulikers et al.(2004)claimed that the authentic tasks develop skills and sub – skiils.

Overall Authenticity Profile

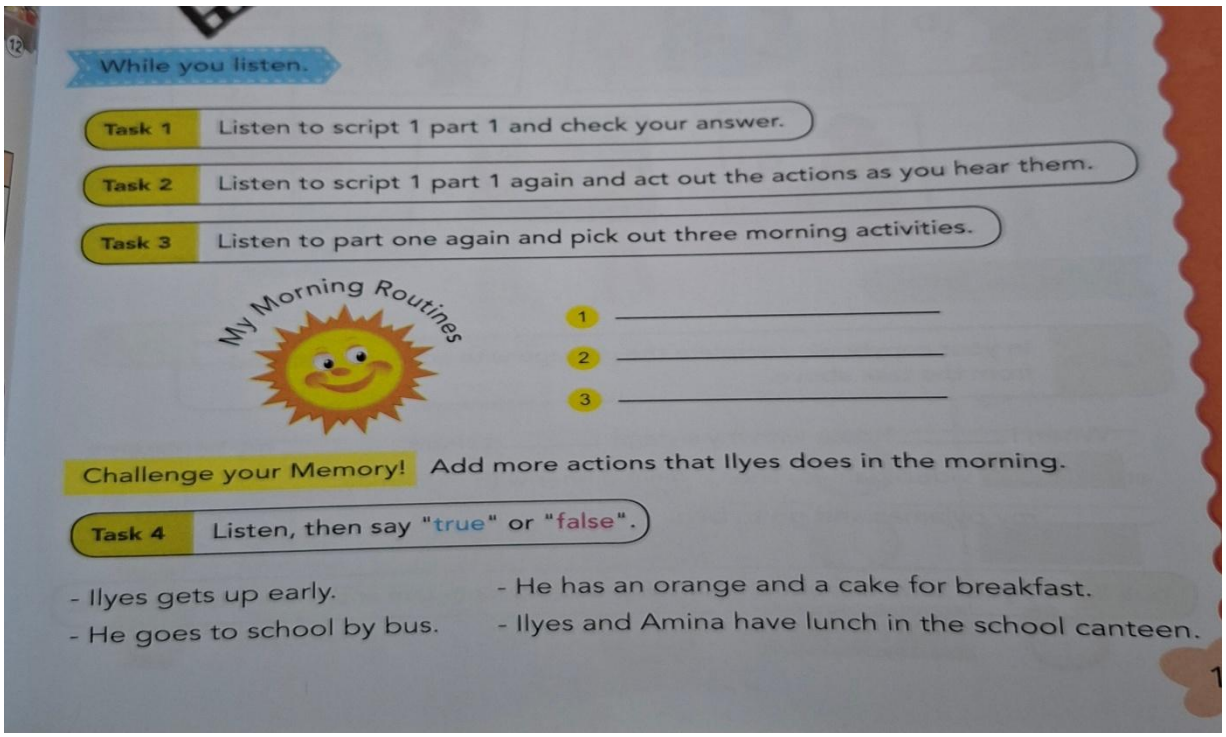
Sequence 1 demonstrates a strong overall commitment to communicative authenticity .This places the sequence in the most full authentic band - meaning the majority of its tasks have genuine real – world equivalents and serve meaningful communicative purposes . This a positive finding for a official document ,where many curricular materials default to decontextualised grammar drills.

Examples of the most authentic tasks in each part

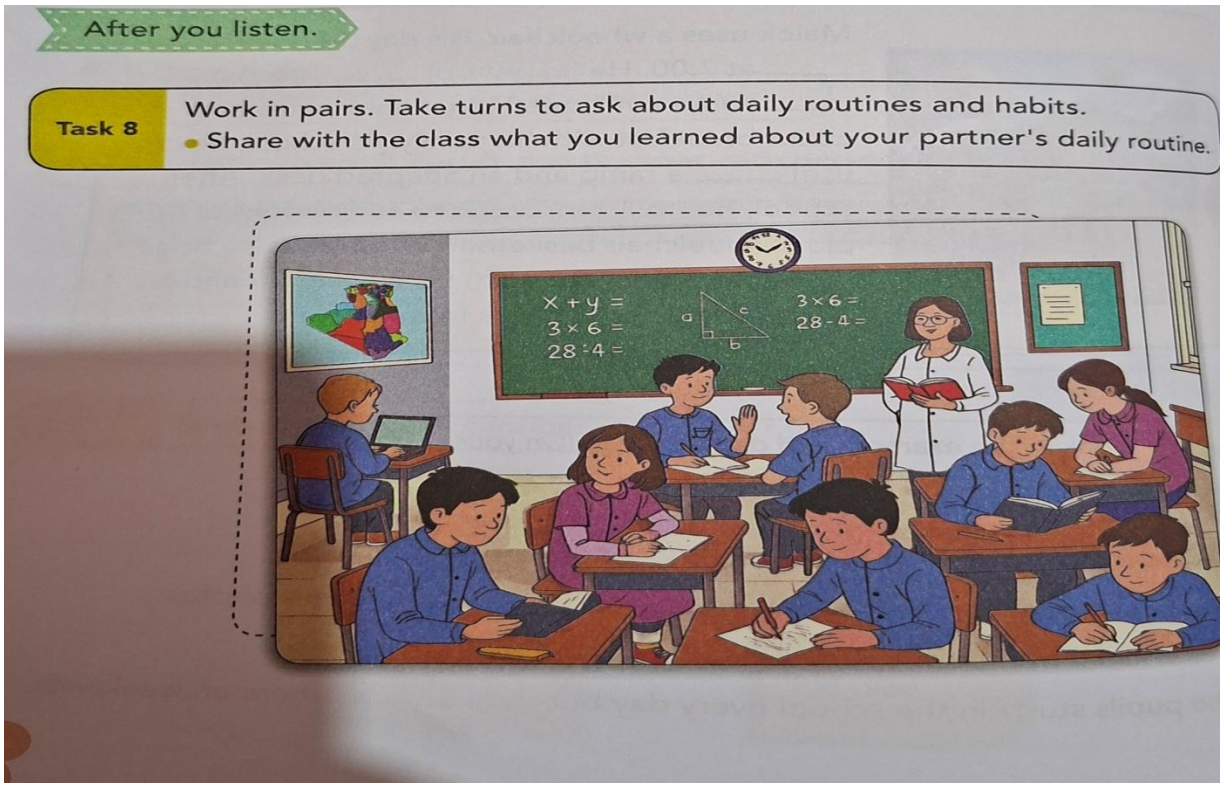
1/ GET ready task 3



PICTURE : Listen and interact



Picture 3 / Listen and consider



Picture 4/ Write Together " group work task"

Write Together



Read Amina's Instagram story about her mother's typical day. Within your group, choose a common friend and write a short note about his/her mother's typical day. Tell what she does every day, what her hobbies are and how she feels at the end of the day.

My Mom's Typical Day.

a - time she gets up.
b - favourite breakfast.
c - house chores.
d - a good habit.
e - bed time.

Instagram

Amina B.

My Mom's Typical Day.

°My mom wakes up early at 6:00.
°She likes drinking coffee for breakfast.
°Mom cleans the house and prepares meals.
°She likes eating and watching TV.
°Mom goes shopping in the afternoon.
°She reads pages of her book before sleeping.
°She goes to bed very late.

238.640 Me gusta

Make your friend's mom's profile, complete it, then use it to write the note.

Drafting
Revising
Editing
Redrafting
Sharing

Writing steps:
Make sure you follow these steps.

My Friend's Mom Typical Day.

4 .Discussion of the Main Findings

4.1 Teachers' Questionnaire

The finding of this questionnaire reveal the following points : first, teachers have a limited knowledge of the authentic tasks and the way they can adapt , select or modify activities from the course book and this is a result of the lack training of new programs provided by the curriculum writers - here is the gap that raises . It led to misuse and poor treat of these tasks in the textbook ; therefore, leaving students as passive recipients in the learning process in contrary to what the authentic activities are made " to assign real – life context and use the language to communicate freely .The main constraints of achieving this are: large classes, no pre- training of new programs , no cooperative work with the materials writers and teachers and the absence of the authentic materials . This systematic flaw can only be treated if the policymakers set a strict schema to follow before the implementation of the authentic tasks in the new course book and reduce the number of students at least to let students be attached to new methods of learning foreign language .

4.2 Evaluation of textbook ' tasks authenticity

The checklist evaluation of the textbooks' tasks authenticity provides many information and the main one is that the majority of tasks used in this course book are real life activities which improve the devolepment of the creators of this materials and trying to keep pace with the development in utilizing advanced educational methods . It is true that I analyzed only one sequence so ,how can I give a general judge based on its results ;to answer this question ,I have taught this level for five months this school year and I confirm the results gained from authenticity of these tasks .They are really qualified ,simple and useable .

5. Limitations of the study

While this research provided valuable insights ,it is important to mention its limitations. They are summarized in the following points:

- This study is limited to public middle schools in the East of Algiers .Therefore , it is not possible to generalize the gained results all over the Algerian middle schools .

- The number of participants decreased from 50 to 28 because some teachers did not respond.

- This research has a macro level analysis ; however , it can be complemented with micro level analysis . The latter is a study done with interviews with teachers to see their perception and adaptation of the textbook tasks and observations the case study to see how does the interaction between learners and teachers while using authentic tasks and the obstacles they face to apply them in classroom . Accordingly, a combination of both macro and micro evaluation study will provide extensive feedback and great help to this thesis in order to explore the authentic tasks or non – authentic tasks done by teachers in the classroom.

- As it is the first study conducted to evaluate the teacher's perceptions and adaptations of authentic tasks of the first year middle school textbook, the result need to be checked and testified by larger group of teachers and learners from different regions of Algeria.

6. Suggestions and Pedagogical Implications

Based on the results finds in this research the following points are recommended:

1/ Time allocated for English subject should be increased .

2/ Students numbers should be decreased to an average of 20 per class.

3/ Materials such as data show, copies and computers have to take a place in the Algerian schools to be used effectively.

4/ There should be a cooperative work between experienced teachers and the authors to create a useful textbook

5/ There should be a pre – training for all teachers about the use and impact of authentic tasks with EFL classes.

6/ Teachers must develop their professional competencies by attending seminars ,workshops and even classroom observations .

7/ The Ministry of Education should light the curriculum for students to grasp what have been studied well and use it in real life situations .Also , teachers have a plenty of time to work in comfort atmosphere and produce more effectively.

General Conclusion

This dissertation has examined teachers' perceptions and adaptations of authentic tasks in the first-year middle school English textbook in Algeria. Through a mixed-methods sequential explanatory design involving a questionnaire survey of 28 teachers, check list evaluation of textbook' tasks.The study has produced a set of empirically grounded findings that illuminate the complex intersection of curricular intention, teacher cognition, and classroom practice in the Algerian EFL context.

The study found that teachers' conceptual understandings of authenticity are heterogeneous and often theoretically imprecise, a condition attributable in large part to the insufficiency of pre-service and in-service training in this domain. Teachers' assessments of the textbook's authentic tasks are moderately negative, with particular concerns raised about cultural relevance and linguistic appropriateness. Task adaptation is universal among the sample, with simplification, scaffolding addition, and content substitution emerging as the most prevalent strategies. The primary motivating factors are structural and contextual rather than ideological, with class size, time constraints .

The significant effect of in-service training on conceptual understanding underscores the critical role of professional development in equipping teachers to engage meaningfully and reflectively with task-based pedagogy. Teachers who had been exposed to TBLT frameworks through training were not only better positioned to evaluate the authenticity of textbook tasks but also more likely to make principled, theory-informed adaptations rather than purely pragmatic ones. This finding lends strong empirical support to advocacy for expanded, TBLT-focused in-service training programmes within the Algerian educational system

In conclusion, this study affirms that Algerian middle school English teachers are not passive implementers of official curricula but reflective professional agents who actively negotiate the gap between policy intention and classroom reality. The challenge for educational policy and research is to better support these teachers in making this negotiation principled, theoretically informed, and ultimately more beneficial for the learners in their care.

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Appendences

Appendix A : Teacher's online questionnaire

I. Background Information

1.What is your gender?

□ Female
□ Male

2 **What is your academic qualification**?

- Licence degree
- Master's degree
- Doctorate (PhD) degree
- Other ……..

3/ **Years of teaching experience**?

- 0–5 years
- 6–16 years
- 17–22 years
- More than 20 years

4/What is the average size of your 1st year middle school English class?

- 20–29 students
- 30–39 students
- More than 40 students

5/ Have you received any training in task-based language teaching (TBLT)

- Yes,
- No

II. Perceptions regarding Authentic Tasks

6/ How would you rated your understanding of the concept of authentic tasks in EFL teaching?

□ Very limited — I had never heard of this term
□ Limited — I had heard it but could not define it clearly
□ Moderate — I had a general idea
□ Good — I was familiar with the concept
□ Excellent — I use the concept regularly in my teaching

7/ An authentic task refers to: a classroom activity that closely mirrors real-world language use outside the classroom

1-Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree

8/**Which of the following do you associate with authentic tasks? (Select all that apply)**

□ Real-world communicative goals
□ Repetitive grammar drills
□ Meaningful interaction between learners
□ Tasks based on students' interests and experiences

□ Decontextualised vocabulary exercises
□ Integration of multiple language skills
□ Tasks that simulate real-life situations

9/Which type of authentic task do you find MOST represented in the 1st year middle school English textbook?

□ Role-play / simulation
□ Information-gap task
□ Problem-solving task
□ Project-based task
□ Reading or writing for a real purpose
□ Opinion-sharing or discussion
□ I do not recognise any of these types in the textbook

III. ADAPTATION PRACTICES

10/ I regularly adapt the authentic tasks in the textbook to suit my learners' needs?
—

Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly

11/Replace textbook tasks with my own authentic materials when necessary

Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly

12/Adapting authentic tasks improves student engagement and language production

Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree

' 13/When adapting a task,you mainly modify? (Select all that apply)
(Select all that apply)

□ The language level (vocabulary or grammar)
□ The content or topic of the task
□ The task type
□ The time allocated to the task
□ The instructions or scaffolding provided
□ The interaction pattern (individual, pair, group)
□ The assessment criteria

IV. Challenges of Implementing Authentic Tasks in EFL Classes

14/Large class sizes make it difficult to implement authentic tasks as designed

Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree

15 /Students' low English proficiency prevents effective authentic task implementation

Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree

16/Lack of teaching resources (technology, audio, supplementary materials) affects the implementation of authentic tasks

Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree

17/Insufficient training in TBLT limits my confidence in delivering authentic tasks
Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree

18/Pressure to cover the full syllabus discourages experimentation with authentic tasks.

Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree

19/ Students' passive learning habits make it difficult to engage them in authentic tasks.

Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree

20/ Noise and classroom management issues arise during communicative authentic tasks Knowledge of Authentic task
Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree

21/ What do you consider the SINGLE greatest obstacle to using authentic tasks in your classroom?

…….

22/ How do you manage or overcome the constraints you face when delivering authentic tasks? Please share any practical strategies you use

……

23/ How would you rate the quality of authentic tasks in the current 1st year middle school English textbook?

- □ Very poor
- □ Poor
- □ Average
- □ Good
- □ Excellent

2**4/ Which type of authentic task would you like to see more in the textbook? (Select up to 3) (Select all that apply)**

- □ Role-play and simulation tasks
- □ Project-based and creative tasks
- □ Information-gap and problem-solving tasks
- □ Real-world reading tasks (menus, signs, advertisements)
- □ Writing for a real audience (letters, messages, notices)
- □ Listening to authentic audio materials
- □ Opinion-sharing and discussion tasks

25/Do you think you need training in using such materials ?

YES .NO . MAYBE

26/What kind of professional support would most help you implement authentic tasks more effectively?

- □ In-service training workshops on TBLT and CLT
- □ A teacher's guide with detailed adaptation suggestions
- □ Access to supplementary authentic materials (audio, video, texts)
- □ Smaller class sizes
- □ More flexible curriculum timing
- □ Peer collaboration and co-planning sessions

27// If you could change ONE aspect of the authentic tasks in the 1st year middle school English textbook, what would it be and why?

……

Recommendations

V. SUGGESTION AND RECOMMENDATIONS

28/.Would you add any suggestions regarding the implementation of authentic tasks in English language contexts?

……
……
……

Appendix B : Evaluation textbook tasks authenticity

Score	Authenticity Level	Description
4	Fully Authentic	Task mirrors real-world language use; genuine communicative purpose; socially and culturally situated.
3	Mostly Authentic	Task closely resembles real-world use with minor simplification; clear communicative function.
2	Partially Authentic	Some realistic features but still primarily form-focused; limited communicative purpose.
1	Low Authenticity	Artificial, decontextualised drill; no real-world equivalent; purely linguistic manipulation.

Part 2/ task by task authenticity checklist

A/ get ready :pre – learning Activities

Task	Authenticity criteria	Textbook evidence	Rating (1-4)
A–T1	Contextualised Vocabulary /	Ss observe 12 daily-routine pictures and mime/act them. Real-world link: people actually perform morning routines;	
A–T2	Conceptual Classification	Ss sort 12 images into Habits / Free Time / Preferences	
A–T3	Personal Life Application	Ss create their own daily schedule (copybook)	
A–T4	Contextualised Cloze – Routine Verbs	Gap-fill morning-routine passage	

Appendix B : Evaluation textbook tasks authenticity

B/ listen & interact oral input& Production (p 13-15)

Task	Authenticity Criterion	Textbook Evidence	Rating
B–T1	Prediction / Anticipatory Listening	Film-strip image prediction before listening	
B–T2	Global Listening Comprehension	First listening to verify predictions (Ilyes' morning routine).	
B–T3	Total Physical Response	Ss mime actions while listening	
B–T4	Selective Listening for Detail	Pick out 3 morning activities + bonus challenge.	
B–T5	Critical Listening – T/F Evaluation	Ss evaluate 4 statements (T/F) about Ilyes' routine	
B–T6	Sequence Listening (Story Order)	Order) Order 8 afternoon/evening pictures	
B–T7	Guided Written Reconstruction	Complete after-school routine passage from pictures	
B–T8	Personal Oral Production & Sharing	Ss share their own daily routines aloud	

C /listen and consider : grammar induction

Task	Authenticity Criterion	Textbook Evidence	Rating
C–T1	Visual Decoding / Schema Activation Ss decode a spiral word-picture about Amina & Tinhinane	Ss decode a spiral word-picture about Amina & Tinhinane	
C–T2	Intensive Listening – Character Data	Fill 3-column table (Tinhinane/Father/Mother routines)	
C–T3	Inductive Grammar Discovery	Compare I go / He goes pairs to discover 3rd-person -s.	
C–T4	Controlled Conjugation Practice	Add -s/-es/-ies to 7 verbs; complete 5 gapped sentences	
C–T5	Grammar in Social	story with correct verb	

	Context .	forms.	
C–T6	Negation Transformation Produce negative counterparts	Produce negative counterparts from positives.	
C–T7	Question Word Completion (Script Replay)	) Fill Do/Does/Where/When/Who gaps post-listening	
C–T8	Interactive Pair Work Reporting	Ask partner about routines; report back to class	

D /Read & Interpret

Task	Authenticity Criterion	Textbook Evidence	Rating
D–T1	Skimming for Topic /GIST	Choose best description of Emma's text from 4 options	
D–T2	Scanning for Specific Information).	Extract 5 data categories (routine/meal/hobby/habit) into a table	
D–T3	Inferential Comprehension (Oral)	Answer 4 questions about Emma orally.	
D–T4	Lexis + Personal Reflection Writing	Synonyms/antonyms + 2 sentences on habits to keep/avoid	

E /Write Together & Alone

Task	Authenticity Criterion	Textbook Evidence	Rating
E–T1	Collaborative Profile + Social Media Note .	Groups write a friend's mom profile and Instagram-style note.	
E–T2	E–T2 Solo Email Production	Write an email about dad's daily routines using picture prompts	

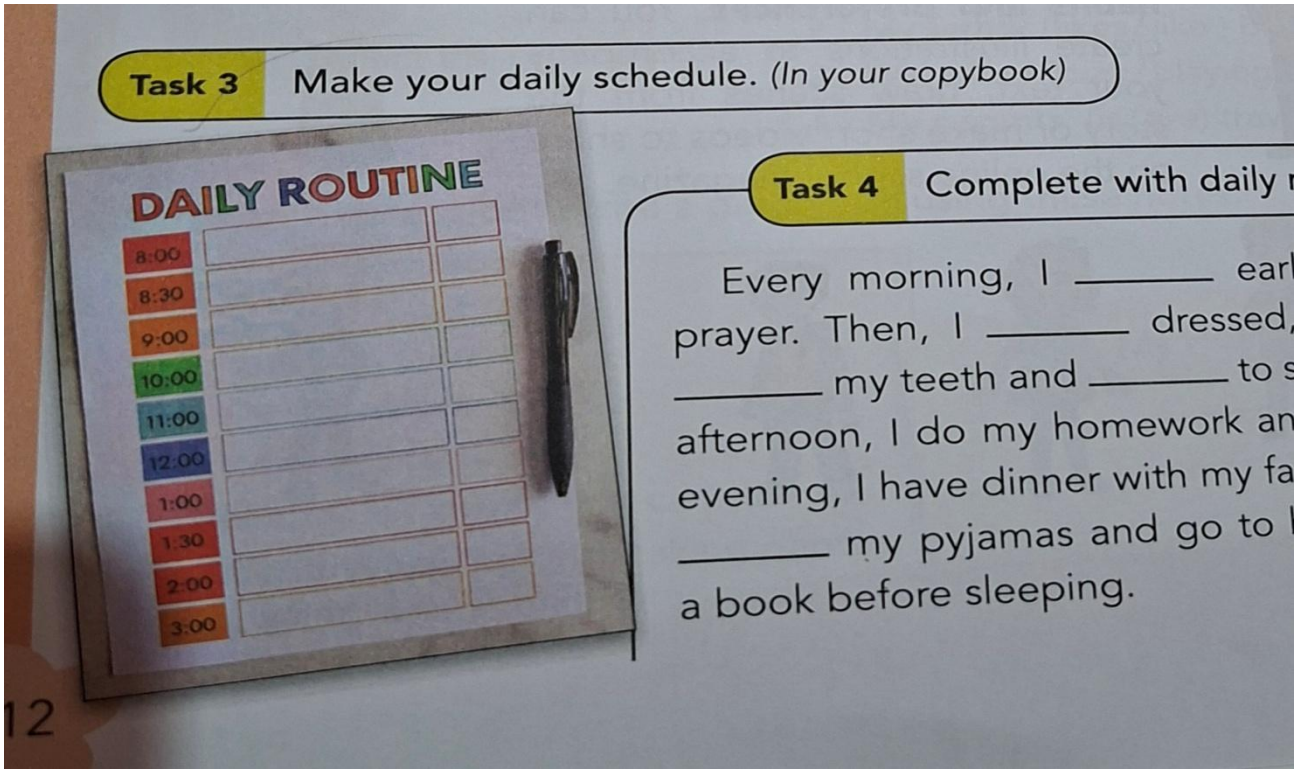
E–T3	Dialogue Writing on Preferences .	Groups write a dialogue on food/hobby/clothing preferences (but/too).	
E–T4	Yennayer Cultural Email to E-pal Write about Yennayer traditions (dress, food, activities).	Write about Yennayer traditions (dress, food, activities).	

F /Pronunciation &Progress Check

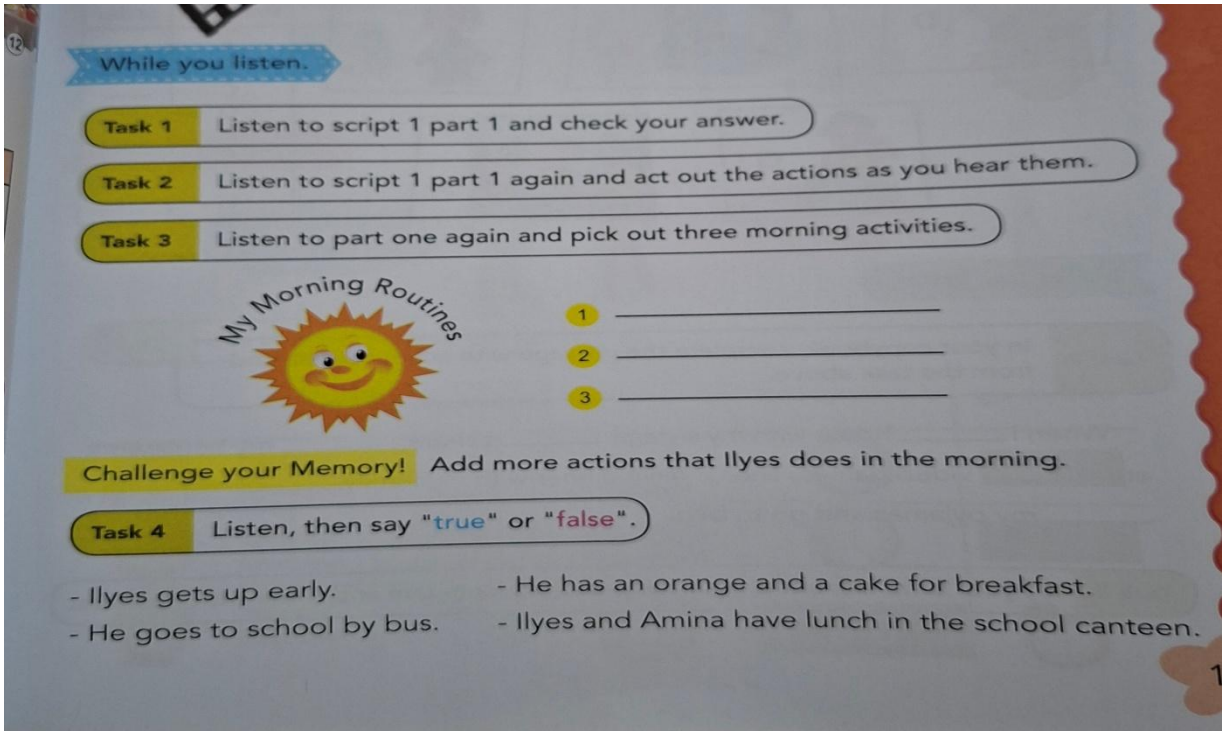
Task	Authenticity Criterion	Textbook Evidence	Rating
F–T1	Phonological Discrimination (-s sounds) F–T2 Metacognitive Self-Assessment Ss self-evaluate against 11 learning outcomes. Authentic: self-assessment is a genuine lifelong learning skill and mirrors CEFR portfolio reflection	Ss practise /s/ /z/ /ɪz/ triplet; read poem; odd-one-out listening	
F–T2	Metacognitive Self-Assessment Ss	Ss self-evaluate against 11 learning outcomes. Authentic: self-assessment	

Appendix C Pictures of authentic tasks

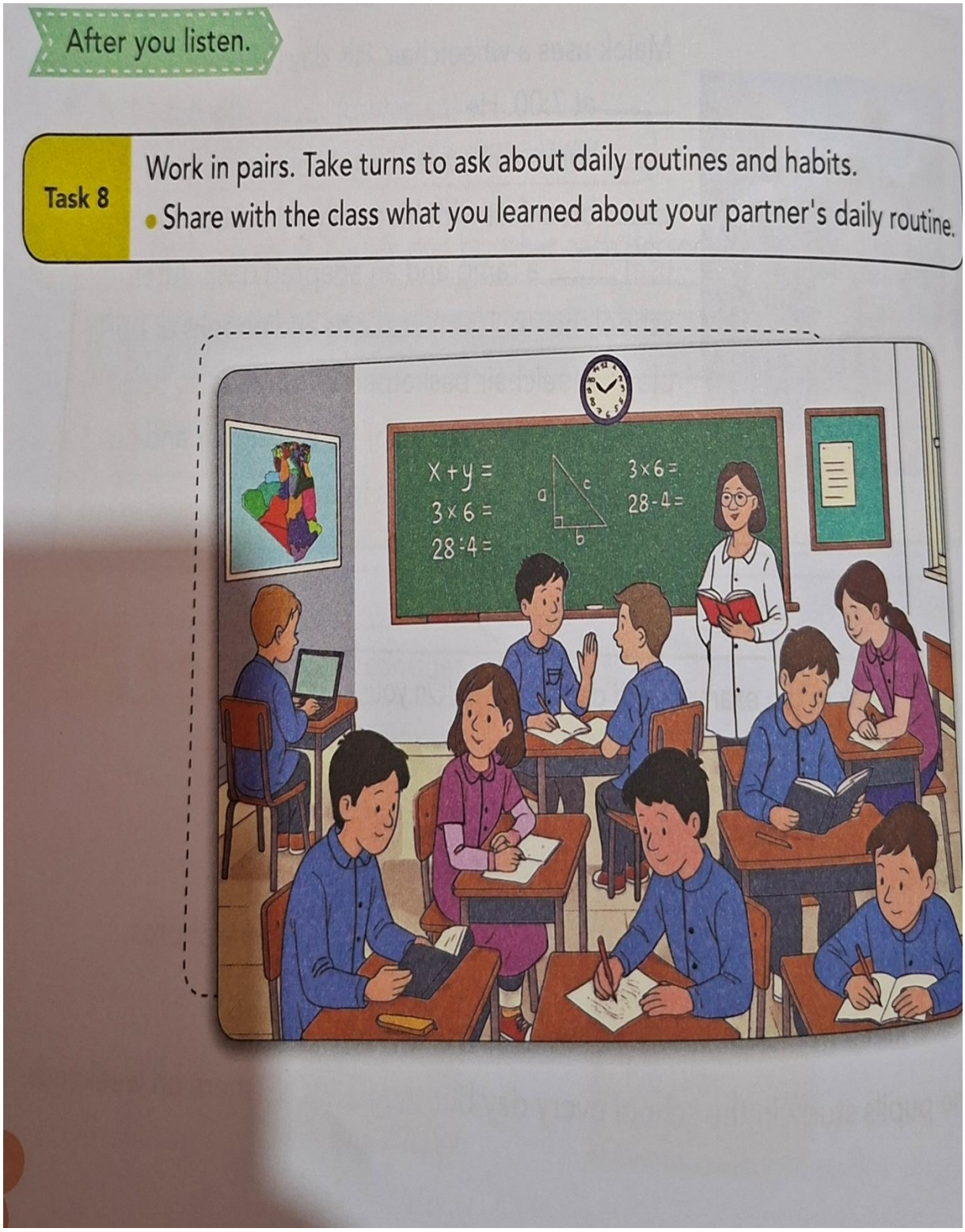
Picture 1



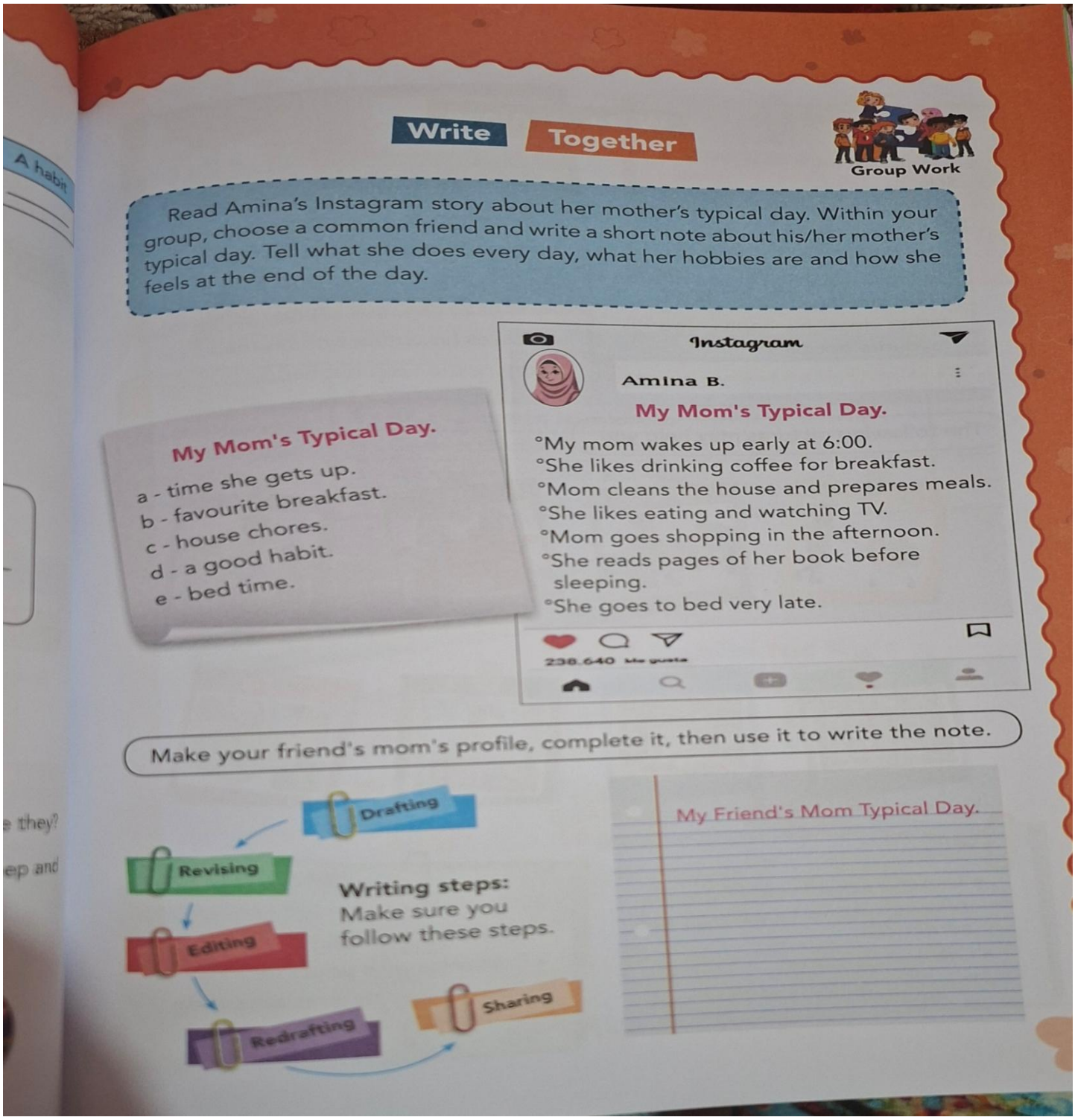
PICTURE 2



Picture 3


After you listen.
Task 8
Work in pairs. Take turns to ask about daily routines and habits.
Share with the class what you learned about your partner's daily routine.
X+y=
3×6=
28÷4=
a
c
b
3×6=
28÷4=

Picture 4


Write Together
Group Work
Read Amina's Instagram story about her mother's typical day. Within your group, choose a common friend and write a short note about his/her mother's typical day. Tell what she does every day, what her hobbies are and how she feels at the end of the day.
My Mom's Typical Day.
a - time she gets up.
b - favourite breakfast.
c - house chores.
d - a good habit.
e - bed time.
Instagram
Amina B.
My Mom's Typical Day.
°My mom wakes up early at 6:00.
°She likes drinking coffee for breakfast.
°Mom cleans the house and prepares meals.
°She likes eating and watching TV.
°Mom goes shopping in the afternoon.
°She reads pages of her book before sleeping.
°She goes to bed very late.
238,640
Make your friend's mom's profile, complete it, then use it to write the note.
Drafting
Revising
Editing
Redrafting
Sharing
Writing steps:
Make sure you follow these steps.
My Friend's Mom Typical Day.

ملخص :

تستكشف هذه الأطروحة تصورات المعلمين وتكييفاتهم للمهام الواقعية في كتاب اللغة الإنجليزية للصف الأول الإعدادي ضمن فصول اللغة الإنجليزية كلغة أجنبية. تنطلق الدراسة من إدراك أن المهام الواقعية هي أنشطة تحفز استخدام اللغة في الحياة اليومية. وبالاعتماد على منهجية بحثية مختلطة، استخدمت الدراسة استبيانًا إلكترونيًا وُزِّع على المعلمين في إحدى بلديات شرق الجزائر العاصمة، بالإضافة إلى قائمة تقييم للكتاب المدرسي. ثم حُلِّلت البيانات باستخدام التحليل الوصفي والموضوعي. تشير النتائج إلى أنه على الرغم من اتفاق المعلمين عمومًا على القيمة التربوية للمهام الواقعية، إلا أن العديد من التحديات السياقية تحول دون استخدامها بالشكل الأمثل. تشمل هذه التحديات كبر حجم الفصول، ومحدودية المواد التعليمية، وكثافة المناهج الدراسية، وتفاوت مستويات إتقان الطلاب. ونتيجة لذلك، يقوم المعلمون بتكييف بعض التعليمات وتعديلها لتكون أبسط، وتقصير المهام، وإضافة أمثلة محلية، وتغيير ترتيب الأنشطة. كما وجدت الدراسة فجوة بين ما يعتقده المعلمون عن التعلم الواقعي وما يمارسونه فعليًا في الفصل. يعود هذا التفاوت إلى عوامل مؤسسية ولغوية واجتماعية خاصة بنظام التعليم الجزائري. وهو أمر بالغ الأهمية لمن يصممون المناهج الدراسية، ويدربون المعلمين، ويضعون السياسات التعليمية في الجزائر. تقترح الدراسة نهجًا تعاونيًا في إعداد الكتب الدراسية من خلال إشراك المعلمين ذوي الخبرة. كما توصي ببرامج تدريبية (للمعلمين الجدد والحاليين على حد سواء) تشرح بوضوح كيفية تصميم مهام واقعية وتطبيقها في الفصل الدراسي.

الكلمات المفتاحية: مهام واقعية، مناهج دراسية، تصورات المعلمين، تكييف المهام، اللغة الإنجليزية كلغة أجنبية، تحديات سياقية.