



EXAMINING ADAPTATION PRACTICES IN ENGLISH LANGUAGE TEXTBOOKS: A CLOSER LOOK AT AUTHENTICITY

ANA R. LUÍS 

University of Coimbra, Portugal

aluis@fl.uc.pt

ABSTRACT. Authentic texts in English Language Teaching (ELT) textbooks are highly valued for their ability to provide learners with exposure to real-world language. In Portuguese ELT textbooks, very often authentic texts are marked as "adapted", but few discussions have been raised about how they are adapted in ELT textbooks and what elements are considered during text adaptation. Given the central role textbooks play in language teaching and learning, examining textbook writers' adaptation practices can help teachers make informed choices about how to best use such materials. The goal of this paper is to examine the nature of text adaptations in Portuguese ELT textbooks and the extent to which authentic texts are modified. To accomplish this, two corpora have been manually compiled: one consisting of 37 adapted texts extracted from two Portuguese ELT textbooks, and the other comprising their unmodified, authentic counterparts. Each adapted text was compared to its corresponding original source using a predefined set of criteria. Findings reveal that adapted texts differ from the authentic source with respect to size, while changes at the level of language, such as modifications to vocabulary and syntax, are very rare.

Keywords: authentic texts, adaptation, ELT, materials development, textbooks.

EXAMEN DE LAS PRÁCTICAS DE ADAPTACIÓN EN LOS LIBROS DE TEXTO DE LENGUA INGLESA: UNA APROXIMACIÓN A LA AUTENTICIDAD

RESUMEN. Los textos auténticos en los libros de texto de inglés como lengua extranjera (ILE) son muy valorados por su capacidad de proporcionar a los alumnos una exposición al lenguaje del mundo real. En los libros de texto de ILE portugueses muy a menudo los textos auténticos se marcan como "adaptados", pero se han planteado pocos debates sobre cómo se adaptan y qué elementos se tienen en cuenta durante la adaptación del texto. Examinar las prácticas de adaptación es importante porque los libros de texto desempeñan un papel fundamental en la enseñanza y el aprendizaje de lenguas. Conocer las decisiones de los autores de libros de texto ayuda a los profesores a tomar decisiones informadas sobre la mejor manera de utilizar dichos materiales. El objetivo de este trabajo es examinar la naturaleza de las adaptaciones textuales en los libros de texto de ILE portugueses y hasta qué punto se modifican los textos auténticos. Para ello, se han compilado manualmente dos corpus: uno compuesto por 37 textos adaptados extraídos de dos libros de texto portugueses de ILE, y el otro compuesto por sus homólogos auténticos no modificados. Cada texto adaptado se comparó con su correspondiente fuente original utilizando un conjunto de criterios predefinidos. Los resultados revelan que los textos adaptados difieren de la fuente auténtica en cuanto al tamaño, presentan una simplificación lingüística mínima y, con bastante frecuencia, no se identifican con precisión la fuente y la autoría.

Palabras clave: textos auténticos, adaptación, ILE, desarrollo de materiales, libros de texto.

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1. INTRODUCTION

Textbooks continue to play a central role in English Language Teaching (ELT) classrooms worldwide, providing a structured and organised approach to language teaching and learning. Textbooks act as a guide for both teachers and students, as a teaching and learning resource, offering a structure that outlines lesson content and providing coherence to individual lessons and the overall course. In essence, the textbook serves as the ELT syllabus, which teachers and students are expected to follow (Richards).

One of the fundamental building blocks of textbooks is the teaching materials which are either selected or produced to align with the curriculum and meet the needs of both teachers and students. These materials consider the linguistic, cultural, and pedagogical aspects and include various types, such as written, audio, and visual resources. While some materials are specifically produced for textbook purposes (contrived materials), others are obtained from authentic sources, often aimed at advanced language learners.

Authentic texts hold particular significance in language learning due to their ability to expose learners to real-life language as it is authentically used in real-world

contexts (Gilmore, “Comparison”; “Authentic”). These texts include newspapers, literature, advertisements, interviews, poems, song lyrics, and other genres. Crucially, their source, authorship and date of publication assures teachers and learners of their genuineness (Mishan, *Designing*, “Reconceptualising”). While the inclusion of authentic materials in ELT textbooks provides real-world language exposure, it is equally important to ensure that these materials are suitable for learners. As noted by Masuhara: “Materials exist in the market regardless of their alignment with users’ social contexts, curriculum, needs, wants, or assessment.” (279-80). This is where the practice of text adaptation becomes essential. Adaptation involves modifying authentic texts to make them more appropriate for language learners while retaining their original meaning and purpose.

Recent interest in textbook research on materials development devotes much attention to authentic materials and their adaptation (Masuhara and Tomlinson; Norton and Buchanan). This includes investigating the advantages and challenges of incorporating authentic materials into language teaching (McDonough et al.) and the relevance of task authenticity in facilitating language acquisition (Bolster; Guariento and Morley; Mishan, “Reconceptualising”). Studies also recognise the importance of teacher adaptation in ensuring that materials meet the specific needs of their students (Garton and Graves; Masuhara and Tomlinson). Thus, understanding the adaptation practices of textbook writers is crucial for teachers to make informed choices about using these materials effectively (Darin; Gray; Bolster).

Whereas the extensive body of literature on adaptation focuses on textbook materials by teachers, the process of textbook production has received limited research attention despite its importance in the field of education. Although some studies have examined principles of materials development and the effects of textbooks on instructional methods (Atkinson, “Exploring”), there exists a noticeable gap in investigating the creative processes inherent in coursebook design and the challenges encountered by authors (Atkinson, “Problems”). Coursebooks, particularly in the context of ELT, play a critical role in organising classroom activities, with a significant portion of classroom content being shaped by them (Harwood, “Content”; “Coda”). The necessity for a more profound comprehension of the coursebook development process, the ideologies they promote, and their implications for scientific education and pedagogical strategies is apparent, underscoring the need for additional research in this domain to improve teaching efficacy and student learning outcomes.

This raises questions about how texts are adapted and about what elements are considered during text adaptation. Given the central role that textbooks have when it comes to language learning, becoming aware of textbook writers’ decisions helps teachers make informed choices about how to best use such materials.

However, despite the pressing relevance, very little research about the practices of textbook writers is known. As recently highlighted by Harwood (Coda 181-82):

materials production research, that is, research investigating ‘the processes by which textbooks are shaped, authored, and distributed, looking at textbook

writers' design processes, the affordances and constraints placed upon them by publishers, and the norms and values of the textbook industry as a whole' (Harwood, 2013a, p. 2) is surely the most neglected type of materials research.

In an earlier study, Clavel-Arroitia and Fuster-Márquez (126) highlight the substantial presence of authentic materials but the lack of transparency about the adaptation practices of ELT textbook writers:

Meanwhile, opportunities to access authentic language materials have risen exponentially thanks to the internet and the development of communication technologies. However, we are still in the dark as to how those genuine texts are actually handled by individual teachers.

This study aims to address the gap in research on adaptation practices within English language textbooks by identifying the alterations made during the adaptation process. By specifically examining textbooks designed locally for Portuguese schools, the study seeks to answer the question: To what extent do texts labelled as "adapted" differ from their authentic counterparts?

2. BACKGROUND

2.1. *Authenticity and language learning materials*

The concept of authenticity is central to our understanding of language learning and teaching. Authenticity, in the context of language, is a concept that reflects the use of genuine, unmodified materials that faithfully replicate the complexities of real-world language. Authentic materials are any materials not specifically prepared for pedagogical purposes or designed for language learners (Mishan, *Designing*). They can include a wide range of materials, such as literature, art, newspapers, magazines, websites, videos, music, television, advertisements, dialogues, radio broadcasts, and video clips (Buendgens-Kosten).

The importance of using authentic materials in ELT classrooms has been well-documented in the literature. Authentic materials not specifically prepared for pedagogical purposes add a real-life element to the learning experience and expose the learner to a more realistic language use, as it is employed in everyday life and genuine communication (Mishan and Timmis; Nuttal). Incorporating authentic materials can have a profound impact on the development of language skills as learners are exposed to an array of styles, registers, and genres, reflecting the complexity and richness of real-world communication (Bell and Gower).

The significance of authentic materials extends beyond language skills. They serve as windows into the social, historical, and cultural aspects of the language, enabling learners to explore the broader context in which the language is embedded. The use of authentic texts in the ELT classroom can also help to develop learners' intercultural competence, providing students with genuine cultural information and authentic views of the world (Kramsch and Sullivan). One of the

most compelling advantages of authentic materials is their motivational impact on learners (Mercer 2014). Authentic materials can be more motivating for learners than inauthentic ones, as they are often more relevant to their interests and needs (Mishan, *Designing*). When learners are able to successfully understand and use authentic materials, it can help to boost their confidence and motivation to continue learning (Gray). While authentic materials provide valuable language input, their suitability for language learners varies, making materials adaptation a common necessity in ELT.

Authentic materials, while rich in genuine language use, can often be complex, containing linguistic and cultural elements that challenge learners. This complexity may hinder comprehension and slow down the language learning process. Adaptation serves a fundamental role in ELT materials, with its primary purposes being to enhance readability, facilitate comprehension, make materials more learner-oriented, and improve language intake. These adaptations extend to various types of educational materials, including texts, exercises, tasks, and multimedia resources, ensuring their suitability for the intended audience (Masuhara and Tomlinson).

Adaptation can also ensure that content is culturally relevant and sensitive to the learners' backgrounds. Teachers can make cultural adaptations by replacing examples and anecdotes with those more familiar to the students, creating a more inclusive learning experience. Fundamentally, the process of adaptation acknowledges that not all materials are automatically suitable for language learning and that some degree of modification may be necessary. The centrality of adaptation is reflected in the vast literature on materials development which discusses the benefits and challenges of adaptation and provides guidance of principles and procedures for adaptation (Masuhara).

Within this context, text adaptation emerges as a key component of this larger process (Garton and Graves). Text adaptation serves as a vital component in ELT materials. It aims to align authentic texts with the needs of language learners while at the same preserving the authenticity (Tomlinson; Luís, "adaptação"). It involves the process of modifying authentic texts to render them more learner-friendly while retaining their fundamental meaning and purpose (McDonough et al.). In essence, the overarching objective is to enable learners to engage with authentic texts at their respective language proficiency levels while still exposing them to real language usage. There are two traditional types of text adaptation, namely linguistic simplification and linguistic elaboration (Tomlinson), each serving distinct purposes in enhancing learners' access to authentic texts (Masuhara; Bolster).

One prevalent model of text adaptation centres on linguistic simplification, which aims to minimise the disparity between the language of authentic texts and the linguistic competence of learners (Widdowson). Within this context, Hirvela notes that "(s)implification, then, is the result of a carefully constructed attempt to rearrange discourse so as to match the linguistic needs and abilities of learners at a specific point in their language development." (135).

In addition, simplification can be threefold (McDonough et al.). At the level of sentence-structure, adaptation involves reducing sentence length or rephrasing complex sentences into simpler ones. At the lexical content level, adaptation aims to control the introduction of new vocabulary items by referring to what students have already learned. In addition, there is also adaptation of grammatical structures, which involves simplifying challenging grammatical content, such as shifting from passives to actives or from reported speech to direct speech. All three domains of adaptation should enhance text comprehension without compromising the original content (Gilmore, “Authentic”).

An alternative method of text adaptation is known as linguistic elaboration (Long and Ross). This method involves linguistically adapting the language without eliminating unfamiliar lexical items, altering the naturalness of linguistic forms, or diminishing the original content of the text. Hence, rather than opting for linguistic simplification, they advocate for “elaboration” of the language. The process of linguistic elaboration entails augmenting the text’s redundancy by utilising diverse linguistic resources, such as repetition, paraphrasing, synonyms, segmentation, and repetition (Long). Likewise, it can involve “adding to the original text rather than removing or replacing existing content” (Nation 59), by providing additional linguistic information through paraphrasing, redundancy, synonyms, heteronyms, or definitions of low-frequency words. In the case of implicit information or cultural references, content elaboration may involve adding footnotes, glossaries, or supplementary explanations within the text (Mishan, *Designing*; “Global”; Rathert and Cabaroğlu; Yano et al.).

Having surveyed some of the ways in which teachers can make authentic texts more accessible and pedagogically suitable, the following section shifts focus to the main topic of this paper, namely specific strategies employed by textbook writers in adapting texts during the textbook production process.

2.2. *Text adaptation in textbooks*

As previously mentioned, authentic texts in Portuguese ELT textbooks are often identified as “adapted”, which literally means that they are different from the source. It is a widespread and accepted practice that textbook writers adjust authentic texts and materials before they reach the hands of teachers and students. The labelling of these texts as “adapted” also implies that they are pedagogically suitable. In fact, an online survey conducted during our research revealed that Portuguese ELT teachers interpret “adapted” as meaning that texts have been adjusted to better meet the language needs of students. As one teacher put it: “Textos adaptados são textos com uma linguagem mais simples” (Adapted texts are texts with a simpler language). However, as mentioned earlier, the precise nature and scope of these adaptations are typically not detailed in textbooks, nor is the rationale behind these changes made clear (Clavel-Arroitia and Fuster-Márquez).

This knowledge gap is particularly intriguing, considering the central role that materials play in the teaching and learning process (Harwood, “Content”; Tomlinson and Masuhara). Without a clear understanding of how authentic texts have been handled in textbooks, teachers who generally rely on these textbooks lack crucial information about the quality and adequacy of what they perceive as carefully curated teaching materials.

Clavel-Aroitia and Fuster-Márquez stand out as some of the few researchers who have openly examined the quality of text adaptation. Their study primarily focuses on the authenticity of authentic texts in international ELT textbooks and on the degree to which authentic texts retain their authenticity. They reveal that a significant proportion of texts identified as authentic exhibited varying degrees of changes, such as linguistic simplifications, cultural alterations, and content modifications, most of which lacked clear pedagogical purpose. These findings contribute to the small body of literature trying to understand the nature and purpose of adaptations in textbooks. Shedding light on the ambiguity surrounding “adapted” texts, encourages greater transparency about the extent and purpose of adaptations so that teachers can make informed choices about the materials they use.

3. METHODOLOGY

3.1. *Materials*

In the first stage of our study, we assembled two distinct datasets: one containing the adapted texts (Corpus 1) and the other comprising their authentic counterparts (Corpus 2).

For Corpus 1, the selection process began with ensuring that each text had an identifiable and accessible original source. This was essential for our study, as it allowed us to examine how the adapted texts differed from their authentic counterparts. Textbooks often include contrived texts, so identifying authentic sources was crucial. We ensured that each adapted text could be paired with its authentic counterpart in Corpus 2. Achieving this involved a meticulous manual online search, including searching for the title or parts of the text if the source was not explicitly given or was inaccurately provided. Texts for which we could not find the source were excluded from the corpus.

With respect to thematic consistency, only texts related to the specified thematic units, “Multiculturalism” and “Consumerism,” were included to maintain consistency in subject matter.

Regarding the appropriate proficiency level, the texts were selected from textbooks designed for 11th grade Portuguese students with a B2 level of English proficiency, ensuring the materials were suitable for the target student group. This level was chosen based on the assumption that textbooks at higher proficiency levels are more likely to use authentic (rather than contrived) materials.

Concerning diversity in publication, we chose texts from two different textbooks (TB1 and TB2) published by different publishers and authored by different groups of writers to capture a broader range of adaptation practices. Finally, to ensure accuracy, all texts were manually extracted and carefully reviewed to properly identify and categorize the adapted texts.

As a result of applying these criteria, Corpus 1 included a total of 37 texts, with 19 texts from TB1 and 18 texts from TB2. While 37 texts may not constitute a large corpus, our results demonstrate that they reveal a robust pattern of adaptation practices.

For Corpus 2, the second dataset, we obtained the authentic counterparts by following the online links provided within the textbooks, typically located at the end of each text. Each text in Corpus 2 corresponded to the authentic source of the adapted text in Corpus 1.

3.2. Procedure

Our study combined a quantitative and qualitative analysis. It involved a detailed textual examination of each adapted text alongside its authentic source to identify deviations. This examination, which was carried out manually, was guided by four main categories and corresponding sub-categories: structural change, linguistic change, acknowledgment of the source, and acknowledgment of authorship, as shown in Table 1.

Table 1. Categories and sub-categories for text analysis.

Structural adaptation (McDonough et al. 2013)	Linguistic adaptation (McDonough et al. 2013)	Acknowledgment of source (Mishan, <i>Designing</i>)	Acknowledgment of authorship (Mishan, <i>Designing</i>)
Text Deletion	Linguistic Simplification	Inaccurate	Inaccurate
Text Reconstruction	Linguistic Elaboration	Absent	Not Acknowledged
Structural Authenticity	Lexical Substitution Linguistic Authenticity	Accurate	Accurate

“Structural adaptation”, also known as “restructuring” (McDonough et al.), evaluates the impact of adaptation on the size and organization of texts. This criterion assesses whether adapted texts maintain the structural authenticity of the original material, focusing on their integrity and originality.

“Linguistic adaptation” examines linguistic simplification (McDonough et al. 69-78), specifically, changes in vocabulary and syntax in authentic texts. This process

is crucial to determine whether the adaptations make the language more accessible and comprehensible for learners.

“Acknowledgement of source”, or “provenance” (Mishan *Designing* 18), informed by the research of Clavel-Arroitia and Fuster-Márquez, is essential for assessing whether the sources of textbook texts are properly acknowledged. This enables both teachers and students to effectively locate and engage with the original texts.

“Acknowledgement of authorship”, cited in Mishan (*Designing* 18) and derived from Clavel-Arroitia and Fuster-Márquez, explores how adaptations handle the attribution of original authors. While source and authorship are often linked, it is crucial to examine them independently to ensure ethical and educational standards are upheld, confirming the accurate recognition of both source and authorship.

4. RESULTS

After conducting a detailed comparison between the adapted texts and their source material, we broke down each of the four categories into subcategories. In this section, we present our results by examining the common adaptation practices across both textbooks and how they apply individually to TB1 (=19) and TB2 (=18).

4.1. Structural adaptation

Within the category “Structural Adaptation”, we identified three patterns, namely “Text Deletion”, “Text Reconstruction” and “Structural Authenticity”, as illustrated in Figure 1.

a. “Text Deletion” constitutes the most widespread adaptation practice, which involves the removal of sentences and paragraphs, resulting in a reduction in the length of the original text. For example, a 400-word adapted text in TB2 has been taken from different paragraphs of a 4400-word long text. Text Deletion was the most common type of structural change, being the dominant pattern in both TB1 (47%) and TB2 (78%).

b. “Text Reconstruction” results from substantial structural change through the reordering of selected parts of the original text or by amalgamating parts from more than one authentic text. This intriguing adaptation practice was observed in TB1 (16%).

c. “Structural Authenticity” was observed mainly in artistic texts, such as poems and lyrics, which undergo minimal structural changes. This practice was consistent in both TB1 (21%) and TB2 (22%), showing that the number of texts falling into this category was relatively small.

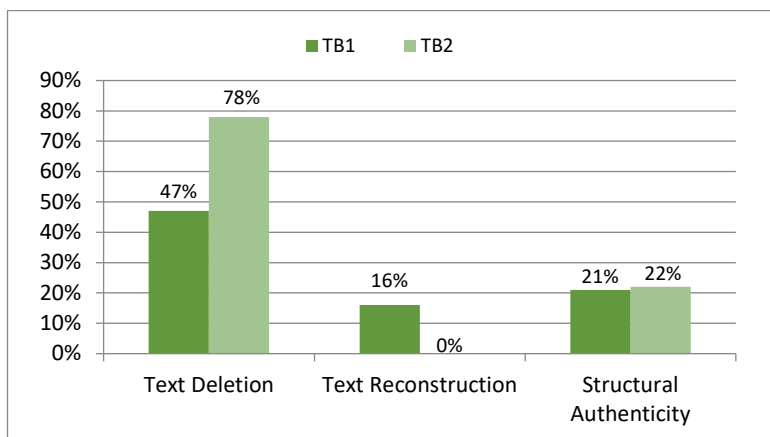


Figure 1. The structural adaptation of texts.

4.2. Linguistic adaptation

“Linguistic Adaptation” was broken down into four subcategories: “Linguistic Simplification”, “Linguistic Elaboration”, “Lexical Substitution” and “Linguistic Authenticity” (Figure 2).

a. “Linguistic Simplification” involves modifications of vocabulary and sentence structure to align the text with learner language proficiency. The most striking outcome of the category “Linguistic Adaptation” was the absence of genuine linguistic simplification (0%) in both textbooks. What we found instead were instances that appeared to be simplification but were, in fact, by-products of substantial structural changes. This indicates that there was a lack of specific attention given to simplifying complex language in both textbooks, and this absence of linguistic simplification was consistently observed.

b. “Linguistic Elaboration”, on the other hand, focuses on providing additional information to enhance language learning. This pattern, however, was also quite infrequent and generally only present in highly reconstructed texts. For the purpose of our analysis, we counted linguistic elaboration only when the texts preserved their structural authenticity. Under these conditions, we observed this pattern exclusively in TB2 (22%).

c. “Lexical Substitution” refers to the replacement of names of entities, whether human or otherwise, that are absent from the original text. In TB2 (11%), we found original names being replaced by entirely different ones, resulting in a substantial alteration of the text’s overall meaning.

d. “Linguistic Authenticity” is observed when texts do not undergo any linguistic changes. The overwhelming absence of linguistic adaptation was the most striking outcome of the combined results, namely 84% of texts. This means that the majority of texts fall within this category, with TB1 showing 100% and TB exhibiting 67% of

linguistic authenticity. In TB1 the linguistic features of the text, such as vocabulary and sentence structure, remained unaltered. As such, there was no simplification or modification aimed at making the text easier to understand or more accessible. In TB2, the remaining 33% of modified texts comprise lexical substitution (11%) and linguistic elaboration (22%), as addressed in b. and c. above.

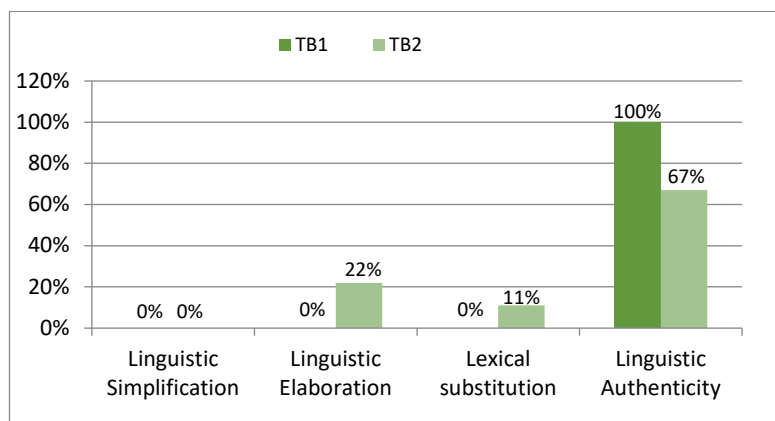


Figure 2. The linguistic adaptation of texts.

4.3. Acknowledgment of source

We examined “Acknowledgment of Source” by distinguishing three subcategories: “Inaccurate Acknowledgment”, “Absent Acknowledgment” and “Accurate Acknowledgment” (Figure 3).

a. The most concerning finding was the high prevalence of “Inaccurate Acknowledgment” across textbooks: 89% in TB1 and 50% in TB2. This inaccuracy is mainly caused by the use of hyperlinks which are either imprecise or not available. For example, in most cases, the hyperlinks lead to the main directory of a given website rather than to the texts’ exact location.

b. “Absence of Acknowledgment” of source means that when students and teachers access adapted texts, there is no information provided about where the text originally came from. In TB2, 50% of all texts did not provide the source despite the fact that it was available in the original text.

c. “Accurate Acknowledgment” was, of all the subcategories, the least represented. It was only found in TB1 (11%), mostly with literary texts and lyrics, whereas in TB2 we could not find one single text in which the original source had been accurately provided (0%).

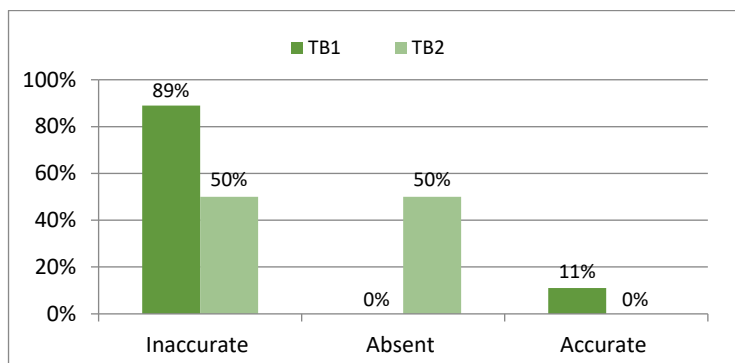


Figure 3. The acknowledgement of the source.

4.4. Acknowledgment of authorship

In analogy to the previous category, “Acknowledgment of Authorship” was also subcategorised into “Inaccurate Acknowledgment”, “Absent Acknowledgment” and “Accurate Acknowledgment”, as shown in Figure 4.

a. The predominant tendency is for authorship to be acknowledged accurately, with 47% of texts in TB1 and 44% of texts in TB2.

b. Equally high is the frequency with which authorship is acknowledgment inaccurately in TB1 (42%). In such cases, the author’s name is listed in the source but is incorrectly identified in the textbook.

c. Finally, there are also cases where authors of various text types, such as newspaper articles, journal articles, and book chapters, were not acknowledged despite being available in the original text. Lack of acknowledgment accounts for a total of 42% in TB1.

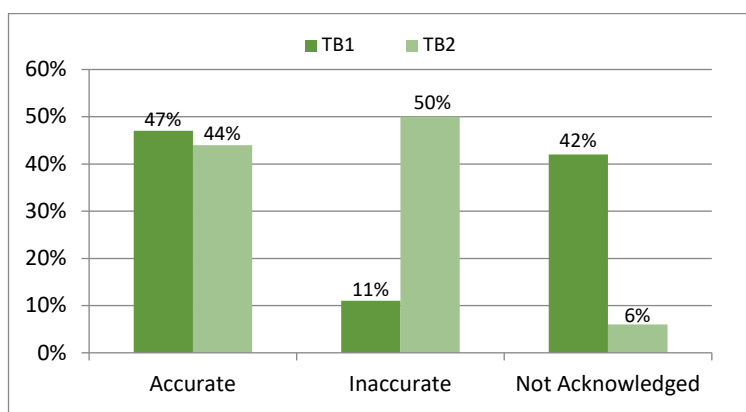


Figure 4. The acknowledgement of authorship.

5. DISCUSSION

In response to our research questions, our study has revealed a variety of intriguing and unexpected adaptation practices which raise serious concerns about their pedagogical purpose.

a) One of the findings of our study is the systematic practice of making structural changes to authentic texts, resulting in substantial downsizing or reconstruction. While this practice is expected (Feak and Swales), it shows that the term “adapted” is used rather vaguely and that these texts should better be labelled as “shortened” or “abridged”. Therefore, one of the conclusions that emerge from our study is that adapted texts are best characterised as “reconstructed teaching materials”. This prompts us to question the rationale behind the choice of such excessively long original texts. The longer the original texts, the more it must be reduced to fit the textbook page. In terms of its pedagogical value, such extensive text reconstruction practices are motivated by the need to fit texts within the textbook page, compromising the integrity of the materials and, subsequently, their authenticity.

Adjusting the size of texts poses a well-known challenge for expert ELT textbook writers engaged in ongoing coursebook development (Atkinson, “Reconciling”). This process requires them to make compromises between content and space limitations (Feak and Swales) and hence downsizing texts is a common practice in textbook development. However, our findings prompt us to reflect on the consequences of extensive downsizing (and text reconstruction) and on the criteria for text selection. While compromises may be necessary in textbook development, extensive reconstruction could have potentially been avoided by selecting smaller, more manageable texts from the outset. Through a more strategic approach to text selection, textbooks would achieve a more balanced and authentic representation of language learning materials in ELT textbooks.

b) Another intriguing finding that emerged from our analysis is the limited degree of linguistic simplification in these so-called adapted texts. As noted earlier, linguistic simplification aims to facilitate easier learning (Widdowson). Typically, texts are simplified to enhance comprehensibility for second language learners (Zi), primarily by removing challenging vocabulary and complex sentence structures (Crossley et al.). Unexpectedly, the texts we analysed showed no signs of genuine linguistic adjustments to accommodate the needs of language learners. Rather, any observed changes primarily served as “repair strategies” to manage extensive reconstruction applied to shortened texts. Thus, even when linguistic adaptation is present, it does not seem to be motivated by the need to enhance learnability.

c) Furthermore, our investigation uncovered that authentic texts often originate from poorly edited websites where texts are published without undergoing peer-review. In one of the textbooks we analysed, linguistic complexity was found in texts sourced from less reputable sources, featuring multiple clauses (e.g., two embedded by-clauses inside the main clause) or vocabulary of infrequent usage. Our findings contradict the prevailing belief among educators that emphasise the importance of using reliable materials to enhance learning (Ellili-Cherif and Hadba)

and calls for the urgent need for high-quality resources that align with effective language teaching methodologies (Tomlinson 2012).

d) Hyperlinks embedded within English language textbooks are intended to enrich students' learning experiences by providing access to supplementary information and diverse perspectives. However, our research uncovered significant discrepancies in the functionality and reliability of these hyperlinks, thereby impacting the overall educational value of the texts (Luís, "Exploring"). A notable finding from our study revealed that a considerable portion of hyperlinks fails to lead to the expected source, diminishing students' ability to fully comprehend the content presented. These hyperlinks may be incomplete, broken, or non-existent, posing challenges for students to access relevant information, such as the source, authorship, the title and year of publication.

e) In cases that do not involve artists such as singers and poets, a clear discrepancy arises in how authors are identified within educational materials. These discrepancies range from misaligned author names to the attribution of authorship to fictional individuals or not identifying authors entirely. Such practices directly contradict established copyright principles, which underscore the importance of accurately crediting authors and respecting their intellectual property rights, especially in educational contexts where ethical standards are paramount. Addressing these discrepancies in authorship is essential to ensure the authenticity and integrity of educational materials. Educating teachers and textbook writers on intellectual property rights protection can improve their awareness and knowledge, enabling them to uphold ethical standards and accurately credit authors in educational materials (Lunyachek and Ruban).

In summary, our findings have brought to light a spectrum of practices that challenge conventional assumptions about the pedagogical value of text adaptation. The discrepancies uncovered between adapted texts and their authentic counterparts not only hold pedagogical implications but also raise ethical considerations. This calls for heightened theoretical and methodological rigor within textbook research, as well as the necessity for scholars in ELT to draw insights from research findings (Gilmore, Authentic) to ensure that our efforts contribute meaningfully to the advancement of educational practices and methodologies.

6. IMPLICATIONS FOR ELT

This study highlights several key implications and corresponding recommendations for the field of ELT. One significant implication is the use of the term "adapted" in ELT textbooks. This term is often misleading, as it suggests linguistic simplification. This is not evident in the adapted texts, which are more accurately described as shortened and reconstructed. It is recommended that textbook writers differentiate between the various kinds of text adaptation to help teachers better support students in engaging with authentic (i.e., linguistically unsimplified) language. When teachers know that a text is merely shortened rather

than simplified, they can focus on helping students with authentic language by developing effective teaching strategies, such as pre-reading activities, vocabulary previews, and specific reading tasks.

The functionality of hyperlinks in textbooks is another area of concern. Inaccurate or non-functional hyperlinks can frustrate students and teachers, discouraging further engagement with the materials. This issue also impacts digital literacy, as navigating online resources and critically evaluating information is increasingly important. To improve this, it is essential to ensure that hyperlinks effectively connect students to authentic sources and provide access to related resources that can deepen their understanding of the topic.

Finally, the study addresses the critical issue of copyrights and intellectual property within the context of educational materials. Proper attribution of sources and authorship is essential to respect intellectual property rights and promote the responsible use of adapted materials. To address this, publishers should issue clearer guidelines regarding the restructuring of authentic texts and the acknowledgment of sources and authorship to ensure that authentic texts preserve their authenticity.

In conclusion, addressing these limitations requires concerted efforts from textbook publishers, textbook writers and teachers. By implementing the recommended changes, textbooks can become more transparent and accurate in their presentation of adapted materials. This will empower teachers with the necessary information to make informed instructional decisions, ultimately enhancing the learning experience for students. Improving access to the original source will not only support language learning but also foster critical digital literacy skills. Furthermore, respecting intellectual property rights and ensuring proper attribution will uphold academic integrity and promote the ethical use of educational resources.

7. LIMITATIONS

While this study has shed light on several important aspects of adapted texts and their implications for language learning materials, it is important to be cautious when generalising the findings of this study.

One of the primary limitations of this study is the relatively small sample size, which included two specific ELT textbooks from different publishers and examined adapted texts from only two thematic modules. Although our quantitative and qualitative analysis revealed a consistent pattern of adaptation strategies, the findings may not necessarily fully represent lower proficiency levels and other educational settings (e.g., digital textbooks). It is also important to bear in mind that this study is based on textbooks available up to 2016 and that newer textbooks may exhibit different adaptation strategies.

Finally, our decision to maintain the anonymity of textbooks, authors, and publishers limits our ability to provide concrete examples, of which there are plenty. However, the study revealed a wide range of concerning results that were initially

unforeseen. By maintaining anonymity, we wanted to ensure that the focus remains on the adaptation practices and their impact on language learning, without inadvertently stigmatising particular materials, authors, or publishers. As recently noted by Atkinson ("Reconciling"), writing ELT textbooks is a complex process, which involves catering to the demands of multiple stakeholders. So, despite the numerous shortcomings we have identified, we would also like to acknowledge the challenges of textbook writing.

8. CONCLUSION

Within the realm of English language textbooks produced and published in Portugal, a recurrent label used to describe reading texts is "adapted." Traditionally, this label implies a process involving lexical and syntactic simplification to make authentic texts more accessible to language learners. However, our comprehensive study unveils a significant disparity between this conventional understanding of adaptation and the actual practices employed within the textbooks we analysed.

Contrary to the expected linguistic simplifications typically associated with adaptation, our research findings reveal that the adapted texts in our corpus have undergone remarkably few linguistic changes. In essence, these textbooks preserve the linguistic authenticity of the original texts, challenging the very notion of what it means to adapt a text. Consequently, we assert that the term "adapted" as applied to these materials is fundamentally misused.

In addition to this linguistic paradox, our investigation exposes another dimension of adaptation that extends beyond language alone. Material developers enjoy a substantial degree of freedom when it comes to restructuring the original texts, often reducing them to a mere fraction of their original size. This substantial structural modification, which sacrifices the structural integrity of the original texts, raises questions about the pedagogical rationale behind such extensive reconstruction. It is notable that the literature lacks theoretical support for this level of textual alteration, and we found no apparent pedagogical justification for these practices.

This discrepancy between what these ELT textbooks imply, through their use of the term "adapted", and what they actually do, through extensive structural alterations, underscores the need for a re-evaluation of adaptation practices in educational materials. The conventional expectation of simplification is not met, and the implied preservation of structural integrity is not realised. These findings invite a critical examination of the ethics and principles guiding the development of teaching materials, as well as a reconsideration of how authentic texts are utilised in language education. We conclude our study by inviting educators, material developers, and researchers to re-evaluate the objectives and methods of adaptation, fostering a more transparent and pedagogically sound approach to textbook production, and language learning materials.

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