

The Descriptive Analysis of Students' Writing Job Application Letters by Using Canva Worksheet

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Abstract: This research examines the authenticity of reading materials in the English for Nusantara *untuk SMP/MTs Kelas IX textbook*, using Pinner's (2014) authenticity continuum theory as the analytical framework. The research employs a descriptive qualitative design through document analysis of five selected reading materials. Seventeen indicators across four dimensions, individual relevance, target language community, classroom applicability, and real-world connection, were used to assess the materials. The findings reveal that the textbooks perform well in terms of structural and pedagogical authenticity, demonstrated by reading materials that are aligned with the curriculum, appropriate to the students' level, and engaging. However, the analysis also revealed a lack of cultural references, real-world content, and opportunities for student interaction, which are crucial for developing communicative competence and cross-cultural awareness. Overall, the textbook offers partially authentic reading materials. It is recommended that future textbook revisions include richer cultural content and more interactive tasks to connect language learning with real-life communication and global contexts.

Keywords: authenticity, EFL textbook, reading materials, English for Nusantara

INTRODUCTION

Amidst the growth of various learning media, textbooks are still becoming convenient tools and learning resources. This is due to the accessibility, affordability, and convenience for teachers to be references, evaluation tools, and teaching aids to carry out the curriculum and learning outcomes (Cunningsworth, 1995; Ghafar, 2024). Textbooks also provide opportunities for students to review and catch up with the previous material and plan their studies for the future (Sarivah & Ambarwati, 2023). Besides the numerous advantages for both students and teachers, some limitations are still portrayed in textbooks. Some textbooks focus primarily on vocabulary without providing context, contain unclear commands in language instructions, fail to adjust new teaching methods and strategies, do not consider the

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contextual variations between the local and target cultures, and lack communicative tasks and authentic materials (Almalki et al., 2024; Syahid et al., 2024). As there are still limitations, textbook evaluations must be conducted frequently to ensure that EFL textbooks support the achievement of teaching goals.

Referring to the problems in the textbook, authentic material becomes a point that must be considered. One of the causes is the disparity between the languages used for communicative language in real life and the English language teaching in the classroom, including those simplified materials listed in the textbook (Ahmad & McColl Millar, 2020). It would be beneficial if the textbook provided students with real-world examples of materials to help them develop their communicative language abilities, improve their reading, writing, listening, and speaking skills, and increase their motivation (Namaziandost et al., 2022; Richards, 2001; Sayi, 2024; Treve, 2023)

In the context of English language teaching (ELT), there is still much ambiguity in the definition of authenticity. According to Ahmad and McColl Millar (2020), authenticity linked to real speakers or natives is considered too narrow, given that non-native speakers widely learn and use English as an international language. From a cultural perspective, authenticity in language teaching also cannot determine whether the learner or the target culture reflects authentic material. If we only consider the ability to behave or think like a target language, language learners do not have enough cultural background to achieve authenticity. To clarify the concept of authenticity, the researcher agrees with Pinners' (2014) theory of authenticity, which defines authenticity as a continuum with two intersecting axes. The vertical axis represents contextual factors related to authenticity and is framed by the classroom at the bottom and the domain of use at the top. The horizontal axis, which considers the social aspect of authenticity, is represented by the individuals on the left and communities on the right. Thus, authenticity is defined as a dynamic concept that can accommodate the personalization of the teaching and learning process (Lowe & Pinner, 2016). This aligns with Gilmore's (2007) and Mishan's (2005) idea that there is a need to define authenticity by considering discourse and contextual factors.

Regardless of the advantages of the authenticity continuum, research that applies this theory in authenticity analysis is minimal. The previous authenticity analysis includes written material (Al Khazaleh, 2020; Kimsesiz, 2023; Luis, 2024; Yelni & Elismawati, 2021), spoken material (Abatayo et al., 2023; Çakmak & Ersanli, 2021; Li & Chen, 2025), to assessment tools (Febriana & Panuntun, 2021; Pesiwarissa et al., 2021; Winarti et al., 2021; Fauzi et al., 2022). Some of them focus on analyzing certain types of text, such as literary text (Al-Saeed & Alenezi, 2021; Rahman et al., 2022) and conversational text (Çakmak & Ersanli, 2021; Li & Chen, 2025). However, the theoretical frameworks used in determining authenticity are different. Yelni and Elismawati (2021) and Rahman (2022) used the authenticity evaluation criteria by McGrath (2002), Kimsesiz (2023) used text categorization by Rathert (2016), and Feng (2022) used an ontogenetic approach to determine authenticity. Meanwhile, the authenticity analysis of the assessment was dominated by Brown's (2004) theory (Febriana & Panuntun, 2021; Pesiwarissa et al., 2021; Winarti et al., 2021).

Therefore, to fill in the gap and address the need for textbook evaluation, the researchers try to find out to what extent reading materials from junior high school English textbooks are authentic based on the authenticity continuum theory by Pinner (2014). Considering knowledge of the material at the junior high school level and the variety of text types in reading materials, the researcher chose a textbook published by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia based on the Emancipated Curriculum entitled “English for Nusantara *untuk SMP/MTs Kelas IX*.”

METHOD

This study applied the content analysis method for the data collection and analysis stages by involving qualitative data in document form. The content analysis method is used to identify specific characteristics of written and visual material (Ary et al., 2009), which in this study is textbooks. The researcher, as the main instrument of the research, carried out four stages of research, namely (1) *Familiarizing*, by reading the entire contents of the selected textbooks, (2) *Organizing*, by narrowing the data that can represent the entire dataset by selecting one reading material from each chapter with a different type of text. (3) *Coding*, by analyzing the data based on the four aspects of the authenticity continuum with an evaluation sheet. (4) *Interpretation*, by formulating an explanation based on the results of the analysis.

The selected book, English for Nusantara *untuk SMP/MTs Kelas IX*, is downloaded through the official [Indonesian book information system website](#). After reading the entire textbook in document form, the researcher reprinted certain pages with five selected reading materials as a limitation of the analyzed data to facilitate the analysis process. From the reading materials contained in the selected textbook, five text types, narrative, recount, descriptive, report, and procedure texts, are chosen from five different chapters. The selected reading materials are then analyzed using a checklist evaluation sheet based on the authenticity continuum by Pinner (2014).

Reading material 1 (RM 1), which is a report text taken from chapter 1. This text contains facts and detailed descriptions about Orangutans, which are endemic to Indonesia. RM 2 from chapter 2 is a recount text that tells the experience of a vacation in a domestic tourist spot, Karimun Jawa. RM 3 is a narrative text that contains a fantasy story about time travel. RM 4 from chapter 4 is a descriptive text that describes the details of preloved goods in the context of a school bazaar. The last reading material, RM 5, is a procedure text about digital literacy, which is relevant to students. This text specifically discussed cybercrime prevention.

In examining the authenticity of reading materials, an evaluation sheet is developed by extending individual areas on the authenticity continuum using alignment with learning objectives to evaluate whether the reading materials meet students' needs and match students' linguistic abilities. Continuing in the individual area, the relationship between reading material and student motivation is evaluated using Gardner's (2001) revised socio-educational model. Furthermore, the community as the second area is assessed by viewing the classroom as a target language community by applying Lave's (1991) concept of situated learning and Community of Practice (CoP) in the evaluation checklist. The evaluation

checklist was adapted from Berardo's (2006) factors in choosing authentic reading material for classroom use to evaluate reading material in the classroom context as the third area. Meanwhile, the last area, the real-world context, was evaluated by applying Gilmore's (2007) real-world authenticity in EFL/ESL classrooms. Using the authenticity continuum from Pinner (2014) as a framework means recognizing that each area in the continuum is not completely separate. These areas often overlap and influence each other. Therefore, some of the checklist criteria used to evaluate authenticity may appear similar in some aspects.

RESULTS

This research aimed to analyze the authenticity of reading materials in an Indonesian junior high school EFL textbook using Pinner's (2014) authenticity continuum as the main framework. The continuum was extended with supporting theories, including Gardner's (2001) revised socio-educational model, Lave's (1991) concept of situated learning and CoP, Berardo's (2006) criteria for pedagogical materials, and Gilmore's (2007) authenticity model. The analysis focused on four key dimensions of authenticity: individual relevance, target language community, classroom applicability, and real-world connection. Five reading materials (RM) were analyzed using 17 indicators.

Individual Relevance

The individual relevance area focuses on how the reading materials relate to students. This involves assessing if the texts meet students' needs and language abilities, which aligns with the Indonesian learning objectives of Phase D based on *Kurikulum Merdeka*. Furthermore, to evaluate how the feeding materials impact students' motivation, the research incorporates Gardner's (2001) Revised Socio-Educational Model, which highlights the role of student motivation in language learning. The following table presents the results of the evaluation of reading material in the area of individual relevance.

Table 1. Analysis Result of Individual Relevance Area

Authenticity Continuum Areas	Criteria	RM 1	RM 2	RM 3	RM 4	RM 5
Individual Relevance	(1) Text relevance: Does the reading material include the genre as required by the curriculum?	v	v	v	v	v
	(2) Structure: Is the reading material supported with identifiable social functions, text structures, and language features?	v	v	v	v	v
	(3) Linguistic abilities: Does the reading material provide content that can support the fulfillment of reading abilities that students should achieve?	v	v	v	v	v

(4)	Integrative motivation: Does the reading material provide cultural insights into the target language community?	x	x	x	x	x
(5)	Instrumental motivation: Does the reading material emphasize practical uses of the language?	x	v	v	v	v
(6)	Attitudes toward learning: Is the reading material interesting?	v	v	v	v	v
(7)	Language anxiety: Is the reading material appropriately leveled to prevent feelings of anxiety or frustration?	v	v	v	v	v

All RMs fulfilled the criteria for curricular relevance (1), appropriate structure (2), linguistic level (3), and learner engagement (6–7). This suggests that the textbook materials are generally well-aligned with the Indonesian Grade IX EFL curriculum and are likely to support reading skill development without causing cognitive overload or language anxiety. However, none of the texts provided integrative motivation (4), as they lacked cultural references to English-speaking communities. While four of the five texts (RM 2–RM 5) addressed instrumental motivation (5) by featuring practical topics such as cyber safety in RM 5 and preloved items in RM 4, RM 1 did not, as it was more informative than functional.

Target Language Community

The target language community looks at how well the reading materials help students connect with the community in which English is used. In this case, English is used in the classroom community. As Lave (1991) suggests, learning is a social process that occurs when society members engage in real-world activities. The outcomes of an evaluation of the second area of the authenticity continuum in the classroom community are shown in the following table.

Table 2. Analysis Result of Target Language Community Area

Authenticity Continuum Areas	Criteria	RM 1	RM 2	RM 3	RM 4	RM 5
Target Language Community	(8) Student participation: Does the reading material provide opportunities for learners to move from observing to actively participating in communication?	x	x	v	x	x
	(9) Shared goals: Does the reading material encourage learners to engage in shared tasks and discussions that reflect authentic social interaction?	x	x	x	x	x

The results show a significant gap in terms of authenticity related to social interaction and community practice. Only one reading material (RM 3) provided learners with opportunities to participate in communicative acts (8), and none of the reading materials encouraged shared social tasks or collaboration (9).

Classroom Applicability

To see whether the reading materials in the textbook are suitable for the classroom environment, this study refers to the factors proposed by Berardo (2006) in selecting authentic reading materials to support the classroom suitability area in the authenticity continuum. The evaluation of the classroom applicability area is summarized as follows.

Table 3. Analysis Result of Classroom Applicability Area

Authenticity Continuum Areas	Criteria	RM 1	RM 2	RM 3	RM 4	RM 5
Classroom Applicability	(10) Suitability of the content: Is the reading material relevant to the students' necessity and interest?	v	v	v	v	v
	(11) Exploitability: Can the reading material be exploited for teaching purpose?	v	v	v	v	v
	(12) Readability: Does the reading material contain language structure and vocabulary that is appropriate to the student's level?	v	v	v	v	v
	(13) Presentation: Does the reading material look authentic?	v	v	v	x	v

Across all five texts, the results in this area were consistently strong. All materials were found to be relevant (10), exploitable for teaching (11), readable (12), and mostly well-presented (13). Only RM 4 had an issue with the presentation. This aligns with Berardo's (2006) principle that classroom materials must be suitable, readable, and exploitable in order to function as authentic learning tools. The findings affirm that the textbook was carefully designed to meet pedagogical needs, offering accessible and structured reading input.

Real World Connection

Finally, the real-world area assesses how well reading materials relate to authentic real-life contexts outside the classroom. The original source, context, natural language usage, and cultural significance of reading materials that relate to the target language setting are all covered in this section. The results from the fourth area of authenticity are compiled in the table below.

Table 4. Analysis Result of Real-World Connection Area

Authenticity Continuum Areas	Criteria	RM 1	RM 2	RM 3	RM 4	RM 5
Real World Connection	(14) Real-world origin: Is the reading material adapted from real-life sources?	v	x	x	x	v
	(15) Contextualisation: Is the reading material embedded in a specific purpose context or situation?	v	v	v	v	v
	(16) Natural language use: Does the reading material contain natural grammar, vocabulary, and discourse?	o	o	o	o	v
	(17) Cultural relevance: Does the content reflect real cultural contexts, practices, or perspectives of English-speaking settings?	x	x	x	x	v

The analysis revealed mixed results in this area. Only two texts (RM 1 & RM 5) were adapted from real-life sources (14), and only RM 5 reflected cultural practices of English-speaking communities (17). However, all texts were contextually grounded (15), and four out of five RMs indicate partial use of natural language (16).

DISCUSSION

Individual Relevance

The reading materials demonstrate strong alignment with curriculum requirements in terms of genre (1), structure (2), and linguistic abilities (3). All RMs scored positively in these areas, indicating they provide genre-based texts with identifiable communicative purposes, organizational features, and appropriate language structures. RM 2 entitled “What an Experience” presents a text type for grade IX, which is a recount text that aims to retell past experiences, equipped with a clear and sequential structure, orientation, and sequences of events. RM 2 uses past tense, action verbs, temporal conjunctions, and first-person pronouns to clarify the context. This is in accordance with the purpose, structure, and language features of the recount text proposed by Knapp and Watkins (2005). This becomes crucial because, based on the principles of genre-based instruction, as proposed by Hyland (2016), explicit knowledge of text types enhances learners' ability to comprehend and produce texts. Similar findings were reported by Ghorbani et al. (2019), who found that EFL textbooks with clear structural cues significantly improved learners' reading proficiency.

However, despite structural appropriateness, all RMs lack integrative motivational elements (4), failing to offer exposure to the target language community's culture. Integrative motivation, which involves a desire to connect with the culture of the target language, is a significant factor in language acquisition and intercultural competence development (Byram,

2012; Gardner, 2001). A study by Yuen (2011) emphasized that EFL materials with cultural references significantly increase learners' motivation and cultural awareness. In contrast, this textbook reflects the findings of Sihombing and Nguyen (2025), who pointed out that many Indonesian EFL textbooks tend to exclude target cultural content. RM 1 provides factual information about orangutans, which are endemic to Indonesia, while RM 2 highlights Karimunjawa as a local tourist destination, which is presented in a recount text. Narrative text (RM 3) with a wider potential target culture even uses Indonesia as a setting, along with characterizations with typical Indonesian names. This shows that the textbook is dominated by local culture.

Regarding instrumental motivation (5), four out of five RMs (except RM 1) present language use in practical and functional communication. For example, RM 3 gave a language model for greeting, politely asking for help, and clarifying information that strongly reflected the practical use of language in real-life communication. This aligns with Littlejohn (2012), who suggested that materials should reflect learners' language acquisition goals. Furthermore, discussing practical topics relevant to learners' lives, such as cyber safety (RM 5) and preloved goods (RM 4) can increase instrumental motivation by demonstrating the usefulness of English in real-world contexts (Alshumaimeri & Alzyadi, 2015).

All five RMs were perceived as interesting (6), contributing positively to students' attitudes toward learning. Motivation plays a pivotal role in language acquisition, and engaging content has been found to sustain attention and encourage effort (USHIODA & DÖRNYEI, 2017). In the textbook, the use of culturally relevant themes such as familiar tourist destinations (RM 2) and fauna (RM 1) could further increase the interest level of the materials. The textbook's ability to connect students to real-world issues, such as online safety (RM 5), which is highly relatable for today's students, who use the internet regularly, provides additional motivation for students to engage with the language more actively. This approach is in line with Hossain (2024), who found that materials addressing real-world concerns help learners find personal meaning in the content and lead to sustained interest in language learning. Additionally, the use of visual elements in all RMs can make reading materials more appealing, especially for visual learners, thereby increasing engagement and interest (Yunus et al., 2013).

Similarly, reading anxiety was minimized across all materials (7), as the reading materials were appropriately leveled in terms of vocabulary and syntactic complexity. This is shown by the availability of word boxes (RM 2, RM 3, RM 5) as a means of vocabulary acquisition and the dominance of simple sentences in reading materials so that reading materials are easily understood. This is in line with Tomlinson's (2012) idea that carefully structured materials that introduce new vocabulary or grammatical structures gradually can help maintain students' confidence and prevent frustration. Supporting this, Arsah et al. (2023) found that students' difficulties in understanding texts due to limited vocabulary can be overcome by using flashcards. This highlights the importance of easily accessible vocabulary support, such as word boxes or contextual explanations, in reducing reading difficulties.

Target Language Community

This dimension shows the most significant weakness in the textbooks. Only one RM (RM3) encourages a shift from observation to participation (8). This is also very limited because it requires further instruction from the teacher to be able to practice the dialogue or role play in RM 3. The absence of sentences that contain mental processes also causes a lack of triggers for students to start conversations. These results indicate a lack of opportunities for students to engage in authentic social interaction as a fundamental component of communicative competence (Castillo Losada et al., 2017).

Furthermore, there were no materials that supported common goals (9), such as collaborative problem-solving or discussion tasks. All RMs were only equipped with individual reading comprehension questions. The absence of collaborative tasks is particularly concerning, especially as previous research (Van Compernelle & McGregor, 2016) emphasizes the role of interactional authenticity in language acquisition. Similarly, (Huang, 2019) found that EFL textbooks that ignore communicative interaction contribute to passive learning habits and reduce real-world language readiness.

Classroom Applicability

All RMs were rated positively for content suitability (10), indicating that they are generally aligned with students' learning needs and interests. Content appropriateness serves as the foundation for student-centered education. As emphasized by Nunan (2012), materials should reflect the communicative needs and life contexts of students. Content suitability also reinforces the previous findings regarding curriculum relevance (1), structure (2), and language suitability (3). Each RM followed the genres required in the curriculum and presented clear text types with appropriate linguistic features. This alignment supports the idea that content selection should not only meet academic standards but also be tailored to learners' cognitive and developmental stages (Nyimbili et al., 2018). In addition, perceived content suitability significantly contributes to learner interest (6). In this case, the textbook includes topics related to school life (RM4), vacation (RM2), and digital literacy (RM5) that are familiar and applicable to junior high school students in Indonesia. This is in line with Chien (2020), who found that EFL learners in East Asia were more motivated when the textbook content included culturally and socially familiar scenarios.

Exploitability (11) refers to the degree to which reading materials can be extended, adapted, or used flexibly by teachers to achieve specific learning goals. All RMs scored positively on this criterion, suggesting they are adaptable for a variety of pedagogical purposes. Reading materials are considered highly exploitable if they provide rich opportunities for vocabulary development, support comprehension through their structure, and offer meaningful themes (Sasson, 2007). All RMs indicated support for vocabulary development through context, with word boxes available in RM2, RM3, and RM5. While RM1 and RM4 allow students to infer the meaning of new words from clues in the text, such as definitions, examples, or cause-effect relationships. In terms of thematic and structural exploitability, all RMs also showed positive results. RM2 is a recount text packaged in chapter two with the theme of travel and vacation. The topic is not only educationally relevant but also socially meaningful, allowing teachers to design follow-up instruction.

RM2 also comes with a variety of language features that characterize recount texts, such as temporal sequencing and personal pronouns, allowing students to process the story both as language input and as a model for writing.

Readability (12) is another strength, as all materials demonstrate appropriate vocabulary and grammar levels. As noted by Nation and Nation (2001), for reading material to be comprehensible, ideally at least 95-98% of the words in the text should be known by students, so that they can infer the meaning of the remaining words through context. Although there are some high-frequency words, this textbook provides word boxes for easy vocabulary acquisition. Most RMs also use familiar structures, as in RM1 and RM5, which present procedural and descriptive texts using simple present tense, clear topic sentences, and topic-aligned vocabulary.

Additionally, four out of five RMs (excluding RM4) are presented in a way that enhances perceived authenticity (13), through the use of visuals and illustration (RM1, RM3) and a layout that mimics real-life texts (RM5). These presentations support the face validity of authenticity, as suggested by Gilmore (2007). This is in line with the findings of Rahmawati (2022), who reported that students respond more positively to materials that look and feel real.

Real-World Connection

In terms of real-world origin (14), only RM1 and RM5 adapted content from actual sources such as websites. The rest used specially created texts for learning purposes. However, the texts adapted from the original sources (RM1 & RM5) still underwent simplification of sentence structure and vocabulary adjustment when presented in the book. This simplification was done because authentic materials often contain complex vocabulary and sentence structures. As stated by Belet Boyaci and Güner (2018), simplification is necessary to make texts accessible to learners at various proficiency levels, ensuring that they are not overwhelmed by complex language while still benefiting from real-world context. Authentic materials, as defined by Guariento and Morley (2001), reflect the language used in actual communication, and the absence of such materials in RM2-RM4 may hinder students' readiness to interact in the real world. This finding is in line with Sari et al. (2022), who found that Indonesian EFL textbooks often rely on artificially created texts and lack natural discourse features.

Contextualization (15) is evident in all RMs, as each text is related to a specific setting or purpose. For example, RM4 presents a description of second-hand goods in the context of buying and selling that took place at a school bazaar held to collect donations. Context-rich materials assist comprehension and foster pragmatic understanding (Taguchi, 2015). Meanwhile, the use of natural language (16) was only partially fulfilled in RM1-RM4. Although they used vocabulary and grammar appropriate to the text type and theme, cohesive devices were still very limited. The lack of use of cohesive devices causes the text to be non-interconnected, thus reducing the naturalness and quality of the discourse in the text (Abdulhay, 2024).

Lastly, cultural relevance (17) is only found in RM5, which promotes global themes and does not include local cultural elements. The absence of English-language cultural

references in RM1-RM4 reflects the dominance of the selection of EFL materials in Indonesia, as highlighted by Widodo (2018), who criticized national textbooks for promoting localized English and ignoring intercultural dimensions. This is in contrast to international practice, which demands integrated cross-cultural content to prepare learners for global communication (Liddicoat & Scarino, 2013).

CONCLUSION

This research examined the authenticity of reading materials in the textbook English for Nusantara *untuk SMP/MTs Kelas IX* using Pinner's (2014) authenticity continuum framework. Four main areas were examined: individual relevance, connection to the target language community, classroom applicability, and connection to the real world. Seventeen checklist items were used to examine five selected reading materials (RM1–RM5).

The study reveals that the reading materials performed well in most of the key areas. The reading materials are primarily applicable to the curriculum, present clear structures, and support students' reading skill development. They are also interesting, appropriate for students, and suitable for classroom use. These findings indicate that the reading materials succeed in addressing the practical and pedagogical needs of learners. Moreover, the reading materials are generally engaging and present appropriate linguistic input to the students' level, therefore reducing learning anxiety and triggering motivation.

However, aside from these merits, the findings also reveal some limitations. The majority of the reading texts do not present English-speaking communities' culture, nor do they provide direct opportunities for the students to practice real communication or interact with common goals. Only a few texts are based on real-life sources, and most of them do not include natural discourse use. These elements are important to help students connect classroom learning with real-world language use and intercultural understanding.

To conclude, the reading materials in English for Nusantara *untuk SMP/MTs Kelas IX* can be considered partially authentic according to Pinner's (2014) authenticity continuum. The textbook is structurally and pedagogically authentic but lacks in terms of cultural and interactional authenticity. To further improve the overall quality and authenticity of the textbook, additional real-life communication materials should be included in the next revision, with an emphasis on student interaction and introduction to the cultural context of the English-speaking community. This will improve language competence and give students the ability to use English meaningfully outside the classroom.

The findings of this research have several important implications. This study serves as a reminder for teachers to supplement textbook materials with additional resources, such as videos, articles, or activities that introduce students to natural language use and encourage communication. Teachers are also encouraged to design classroom tasks that promote discussion, collaboration, and intercultural awareness. For curriculum developers and textbook authors, this study highlights the need to include material representing English speakers' cultural diversity and communication contexts. This will enable the creation of language learning materials that are more balanced in terms of both form and function. Additionally, the findings of this study emphasize the importance of promoting authenticity

as part of curriculum standards. This can better prepare students to use English confidently and meaningfully in real-life situations, both locally and globally.

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