Table of contents

doi https://doi.org/10.1075/scl.116.toc

Pages vii-x of

Textbook English: A multi-dimensional approach

Elen Le Foll

[Studies in Corpus Linguistics, 116] 2024. xix, 294 pp.

© John Benjamins Publishing Company

This electronic file may not be altered in any way. For any reuse of this material written permission should be obtained from the publishers or through the Copyright Clearance Center (for USA: www.copyright.com).

For further information, please contact rights@benjamins.nl or consult our website at benjamins.com/rights

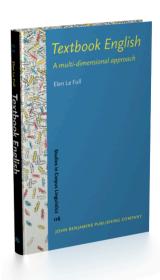


Table of contents

Ack	cknowledgements			XI
List	of figur	es		XIII
List	of table	es		XVII
List	of abbr	eviation	ıs	XIX
CHA 1.1 1.2	Resea	Introdiction in the second in	ectives and methodological approach 1	1
2.1 2.2 2.3 2.4 2.5 2.6 2.7	Englis Authe Usage Input Input Textb	sh as a fornticity in the control of	ext and rationale: Why study textbook English? Dereign language at secondary school level 6 In EFL teaching 9 Theories to L2 learning and teaching 11 Quency 13 In secondary school EFL contexts 14 Ithe EFL classroom 15 Istics and foreign language education 21	5
	PTER 3. ne art	Resear	rch on the language of school EFL textbooks: The state	25
3.1	Metho	odologic	cal review 27	
	3.1.1	Intra-to 3.1.1.1 3.1.1.2 3.1.1.3	extbook approaches 27 Checklist approach to textbook evaluation 27 Page-by-page intra-textbook analysis 28 Corpus-based intra-textbook analysis 29	
	3.1.2	3.1.2.1 3.1.2.2 3.1.2.3 3.1.2.4 3.1.2.5	Word-frequency list approaches 31 NLP methods 34 Corpus-based comparisons of 'real-world' language to textbook language 35 Corpus-based comparisons of textbook language to 'real-world' language 38 Elicitation approaches 39 Adding learner corpora to the equation 41	
		3.1.2.7	Textbook language as learner target language 42	

	3.1.3	Evaluating the impact of textbook language 44				
3.2	Key findings of Textbook English studies 47					
	3.2.1					
		3.2.1.1 Individual words 47				
		3.2.1.2 Multi-word units 50				
	3.2.2	Tense and aspect 53				
		3.2.2.1 Future constructions 53				
		3.2.2.2 The present perfect 53				
		3.2.2.3 The progressive 54				
		3.2.2.4 Modals 55				
		3.2.2.5 Conditionals 56				
		3.2.2.6 Reported speech 57				
	3.2.3	Pragmatics 58				
	3.2.4	Spoken grammar 60				
3.3	Concl	lusions 62				
CHAI	PTER 4.	. Research aims and corpus data	64			
4.1	_	ats from the literature review 64				
4.2		resent study 67				
	4.2.1	Research aims and questions 67				
	4.2.2	Open Science statement 68				
4.3	Corpu	ıs data 70				
	4.3.1	The Textbook English Corpus (TEC) 70				
		4.3.1.1 Selection of textbooks 71				
		4.3.1.2 Corpus processing and mark-up 75				
		4.3.1.3 Register annotation 77				
	4.3.2	The reference corpora 84				
		4.3.2.1 The choice of the Spoken BNC2014 86				
		4.3.2.2 Excursus on the use of L1 norms in English				
		language teaching 87				
		4.3.2.3 Processing of the Spoken BNC2014 91				
		4.3.2.4 The Youth Fiction corpus 92				
		4.3.2.5 The Informative Texts for Teens Corpus (Info Teens)	94			
CHAI	PTER 5.	Methodology: Adapting the multi-dimensional analysis				
(MD	A) fra	mework	96			
5.1	The M	ADA framework 97				
5.2	MDA and textbook language 108					
	5.2.1	1 Exploring Textbook English using additive MDA 108				
	5.2.2	Exploring Textbook English by conducting a full MDA 110				

5.3	A mod	lified MDA framework: MDA as applied in the present study 111				
	5.3.1	Selection of text samples 112				
	5.3.2	Selection of linguistic features 114				
	5.3.3	Evaluation of the reliability of the feature counts 119				
	5.3.4	Normalisation of feature counts 120				
	5.3.5	Factor analysis method 124				
	5.3.6	Dealing with skewed distributions of features 126				
	5.3.7	Computation of dimension scores 131				
	5.3.8	Comparison of dimension scores 134				
	5.3.9	Visualisation of the results 136				
	5.3.10	Reproducibility and replicability of the results 138				
СНАІ	PTER 6.	A model of intra-textbook linguistic variation 140				
6.1	A mul	ti-feature/multi-dimensional model of Textbook English 140				
6.2	Dime	nsion 1: 'Overt instructions and explanations' 151				
6.3	Dime	nsion 2: 'Involved vs. Informational Production' 155				
6.4	Dime	nsion 3: 'Narrative vs. Factual discourse' 161				
6.5	Dime	nsion 4: 'Informational compression vs. Elaboration' 163				
CHAI	PTER 7.	A comparative model of Textbook English vs. 'real-world'				
Engl	ish	167				
7.1	A mul	ti-feature/multi-dimensional model of Textbook English				
		al-world' English 167				
7.2	Textbo	ook Conversation vs. the Spoken BNC2014 181				
7.3		ook Fiction vs. the Youth Fiction corpus 188				
7.4	Textbo	ook Informative vs. the Info Teens corpus 191				
СНАІ	PTER 8.	Discussion: What is Textbook English? 195				
8.1	RQ1: l	How homogenous is Textbook English as a variety of English?				
	Which	n factors mediate intra-textbook linguistic variation? 195				
8.2		To what extent are French, German, and Spanish secondary school				
	pupils	confronted with varying English input via their textbooks? 196				
8.3	RQ3: '	To what extent is the language of current EFL textbooks used				
	in secondary schools in France, Germany, and Spain representative					
	of 'real-world' English as used by native/proficient English speakers					
	in similar communicative situations? To what extent are some registers					
	more faithfully represented than others? 197					
	8.3.1	Representations of spoken, conversational English				
		in school EFL textbooks 198				
	8.3.2	Representations of informative texts in school EFL textbooks 198				
	8.3.3	Representations of fiction in school EFL textbooks 199				

8.4	RQ4: What are the defining linguistic features that characterise Textbook
	English registers as compared to these target language registers? To what
	extent are these defining features stable across entire textbook series? To
	what extent are some specific to certain proficiency levels? 199

CHAPTER 9. Pedagogical implications and recommendations	204
9.1 Unpacking the role and impact of Textbook English 205	
9.2 Improving representations of conversational English 207	
9.3 Improving representations of informative texts 217	
9.4 Towards a register approach to teaching EFL 224	
9.4.1 Implications for teacher education 227	
9.4.2 Implications for materials design 233	
CHAPTER 10. Methodological reflections	237
10.1 Strengths and methodological contributions 237	3,
10.1.1 Replicability and robustness 238	
10.1.2 Complexity 240	
10.1.3 Reproducibility 241	
10.2 Limitations of the study 242	
CHAPTER 11. Conclusions	245
11.1 Synthesis 245	.,
11.2 Future directions 249	
References	252
Appendices	291
	-/-
Index	293