**<Appendix head>Appendix 1<Appendix head>**

How does scripted textbook discourse differ from authentic discourse?

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| **Source** | **Target feature** | **Principal findings** |
| 1. Altman (1990) 2. Bardovi-Harlig et al. (1991) 3. Basturkmen (2001) 4. Belton (1988) 5. Bernsten (2002) 6. Bouton (1996) 7. Boxer & Pickering (1995) 8. Carter (1998) 9. Carter & McCarthy (2003) 10. Cheng & Warren (2007) 11. Crandall & Basturkmen (2004) 12. Cullen & Kuo (2007) 13. Eggins & Slade (1997) 14. Gabrielatos (2006) 15. Gilmore (2004) 16. Gouverneur (2008) 17. Grant & Starks (2001) 18. Hanamura (1998) 19. Holmes (1988) 20. Hughes & McCarthy (1998) 21. Koprowski (2005) 22. Lam (2009) 23. McCarthy (1991) 24. McCarthy & Carter (1994) 25. McCarthy & Carter (1995) 26. Meier (1997) 27. Meunier & Gouverneur (2007) 28. Mindt (1996) 29. Mori (2005) 30. Myers Scotton & Bernsten (1988) 31. Nguyen & Ishitobi (2012) 32. Nguyen (2011) 33. Pearson (1986) 34. Porter & Roberts (1981) 35. Rühlemann (2009) 36. Scott (1987) 37. Shortall (2003) 38. Shortall (2007) 39. Vellenga (2004) 40. Wajnryb (1996) 41. Williams (1988) 42. Wong (2002) 43. Wong (2007) 44. Wray (2000) | Modal auxiliaries (*should*; *had better*, etc.)  Closing down conversations  Questioning routines  Transactional vs. interactional language  Pre-sequences in invitation, offer and request speech acts  Invitation speech acts  Complaint speech acts  3-part exchanges; vague language; ellipsis  Question tags; relative clauses; subject-verb concord; *like*, *-ish*, *right*  Expressions for checking understanding  Request speech acts in EAP textbooks of spoken English  Spoken grammar in conversational English  Generic types in casual conversation  *If*-conditionals (zero; 1st; 2nd; 3rd; mixed)  Discourse features of authentic vs. textbook service encounters  Phraseological patterns of *make* and *take* high frequency verbs  Conversational closing routines  Telephone closing sequences (Japanese language textbooks used in Australian universities)  Epistemic devices for expressing doubt or certainty  Presentation of *it*, *this* and *that* in ELT textbooks  Lexical phrases in ELT textbooks vs. COBUILD Bank of English Corpus  Use of *well* in authentic spoken discourse vs. textbooks for upper secondary students in Hong Kong (with focus on spoken language)  Relexicalisation for topic development in conversation  Evaluative role of idioms in specific types of discourse (especially problem/solution and narratives)  Spoken vs. written grammar  Speech acts and politeness rules  Phraseology in advanced level EFL textbooks  Grammatical items (*will*; *going to*; modal auxiliaries)  *Dooshite* (why) in beginner Japanese textbooks vs. authentic discourse  Direction-giving  Fast food service encounters  Speech act representation in Vietnamese ELT textbooks  Agreement and disagreement speech acts  Features of authentic spoken discourse (intonation; pronunciation; turn-taking; speech rate; backchanneling; turn length; formality; explicit reference; background noise)  Speech reporting  Request sequences  Comparatives and superlatives  Present perfect tenses  Pragmatic competence (speech acts; register; illocutionary force; politeness; appropriacy; usage)  Face maintenance and Face Threatening Acts (FTAs); implicature; transactional vs. interactional language  Language of business meetings  Telephone conversations in English  Closing sequences in telephone calls  Formulaic sequences | >Relative strength of target language forms misjudged by learners. Bias of textbooks towards linguistic, rather than sociopragmatic, rules.  >20 ESL textbooks analysed: only 12 included complete closings in at least 1 dialogue, very few did so on consistent basis.  >Learners are often misled by descriptions of questioning found in ELT materials, which neglect features of interactive spoken discourse.  >The striking differences seen for Italian NNSs and English NSs on interactional tasks blamed on the predominantly transactional focus in EFL textbooks.  >68 dialogues in 22 ESL textbooks examined: pre-sequences rarely modeled in dialogues, with no explicit teaching of their form or function in speech.  >Ambiguous invitations and non-negotiable non-invitations under-represented in ESL textbooks.  >7 textbooks analysed: direct complaints overemphasized at the expense of indirect complaints, which have an important affective and  discoursal role.  >In ELT textbooks, (unnatural) 2-part exchanges more commonly modeled; vague language often not exhibited; ellipsis receives ‘sparse treatment’.  >Pervasive features of spoken discourse neglected in ELT textbooks.  >15 ELT textbooks (endorsed by Hong Kong government) compared with Hong Kong Corpus of Spoken English (HKCSE). Large disparity found between expressions used in real world vs. textbooks.  >Emphasis on explicit realizations of requests, rather than more subtle indirect ones. Neglect to show contextual appropriateness of expressions, depending on speakers’ relationships, rights and obligations.  >24 EFL textbooks examined: coverage of features of spoken grammar ‘patchy’. Where dealt with at all, it tends to focus on lexicogrammatical features.  >5 common generic types in casual conversation (storytelling; observation/comment; opinion; gossip; joke-telling) largely unrepresented in language teaching materials.  >10 ELT textbooks for advanced learners examined and compared with British National Corpus (BNC). Common ELT categorizations of *if*-conditionals accounted for only 44% of random concordance samples from written section of BNC.  >Service encounters from 7 ELT textbooks contrasted with equivalent authentic interactions: considerable differences across a range of discourse features identified (length; turn-taking patterns; lexical density; false starts; repetition; pausing; terminal overlap; latching; hesitation devices; back-channeling).  >3 commonly used EGP textbooks at intermediate and advanced levels analysed using a Corpus of Textbook Material (TeMa). Serious lack of consistency in collocation patterns chosen for treatment identified, with few target phrases common to all 3 textbooks.  >Conversational closings in 23 ELT textbooks compared with those in 50 episodes of the New Zealand soap ‘Shortland Street’: textbooks often failed to provide the full range of closing strategies (4 types) and soaps were a better source of data for this interactional feature.  >8 dialogues examined: closing sequences absent in 50% of samples; pre-closing moves often omitted; informal registers not modeled.  >Range and frequency of epistemic devices in naturally occurring speech differs from ELT textbooks, with modal verbs emphasized at the expense of other options (lexical verbs; adverbs; nouns; adjectives).  >*It*, *this* and *that* are rarely taught together in ELT textbooks despite operating as alternatives in real discourse.  >822 multi-word items from 3 ELT textbooks examined and rated for ‘usefulness’, based on frequency and range data from COBUILD Corpus: over 14% of phrases were not found in the corpus at all; 23% were assigned a ‘usefulness value’ of less than 0.1; only 7 lexical items occurred in all 3 textbooks. Results suggest a lack of empirical grounding in selection process.  >Use of *well* 15 ELT textbooks compared with Hong Kong Corpus of Spoken English (HKCSE): noticeable differences found for frequency of occurrence, position in utterances and function of *well*, resulting in misrepresentation of the target language.  >Learners need to be ‘armed’ with a wide range of hyponyms and synonyms to converse naturally in conversation: implications for materials design.  >Idiomatic language rarely dealt with systematically in ELT textbooks (but see McCarthy & O’Dell, 2002, 2010).  >Standard grammars fail to account for pervasive features in spoken discourse (e.g. ‘heads’ and ‘tails’ for orientation/ evaluation; ellipsis).  >Textbooks often list speech acts as lists of phrases along directness, politeness, or formality continuum: an overgeneralization, which can lead to cross-cultural communication problems.  >5 ELT textbooks used to create a 220,000-word corpus (TeMa): treatment of vocabulary items varies significantly between textbooks examined and only partly covers learners’ needs.  >3 German EFL textbooks analysed: grading of grammatical items does not correlate with frequency of use in a reference corpus.  >Significant differences found in portrayal of *dooshite* in textbooks when compared to authentic discourse.  >Authentic interactions with direction-giving contain many other turns and parts beyond the requests and actual directions, which place additional cognitive and interactional demands on participants.  >Fast food service encounters from 4 MEXT-approved EFL textbooks compared with 6 authentic transactions: some positive changes in recent publications but interactions still inauthentic in terms of sequential structure and lexicogrammatical features.  >27 speech acts in 3 textbooks analysed: distribution of speech acts across textbooks ‘neither patterned nor soundly justified’. Majority of target language decontextualised, with no information on speaker relationships or contextual variables.  >Textbooks often give equal treatment to agreement and disagreement speech acts, although speakers are more likely to agree with each other.  >ELT textbooks don’t allow students to ‘come to grips with the world outside’.  >Textbook presentation of speech reporting predominantly concerned with indirect, narratised mode, typical of written registers.  >Some textbook dialogues provide ‘somewhat accurate’ models of request sequences, but little direct instruction on aspects of form or function. No explicit focus on pre-request sequences.  >ELT textbooks emphasize adjectival comparatives and superlatives at the expense of other possible language functions, such as nouns + more, and therefore provide insufficient data for learners to replicate real-world usage.  >Examples of present perfect tense identified in 32 ELT textbooks and contrasted with data from the Bank of English spoken corpus: textbooks over-represented certain forms such as present perfect continuous and time adverbials *yet* and *already*.  >Analysis of 8 ESL/EFL textbooks suggests a paucity of authentic examples & metapragmatic explanations; learners are unlikely to develop their pragmatic competence.  >Jeopardy, face threat, negotiation, implicature, contextual information and interactional language often absent from ELT textbooks, which disempowers learners.  >Of 135 exponents identified in business English textbooks, only 7 (5.2%) were found in the real meetings analysed. The language of real meetings often lacked overtly polite forms and tended to be ungrammatical, with unfinished sentences, false starts, interruptions, redundancy, repetition and lengthy explanations.  >Analysed models of telephone language in 8 ELT textbooks: summon-answer, identification, greeting and how-are-you sequences often absent, incomplete or problematic.  >81 telephone calls from 17 ELT textbooks and 1 web site analysed: limited range of pre-closing types modeled for learners.  >Even proficient non-native learners have difficulties distinguishing natural language from grammatically possible but non-idiomatic language due to a paucity of natural language models in the classroom. |