TEXTBOOK CONSUMPTION IN THE CLASSROOM: ANALYZING CLASSROOM CORPORA

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Overview

• Background
  • Textbook research
    • Textbook consumption

• Research questions

• Study
  • Textbook consumption in the classroom

• Implications
  • Textbook research
  • Teacher training
  • Classroom corpora
Areas

Science
Geography
Mathematics
History
Language
Foreign Textbooks
Natural
Perspective (I)

- Content
- Consumption
- Production

(see Harwood, 2014; Kurtz, 2014)
Perspective (II)
Methods

- Questionnaires/Interviews
- Blackboard, comments on lesson plans, notes on textbooks

- Observations
  - Video
  - Audio-taped
  - No recordings…

- Content analysis
  - Discourse analysis
  - Grids…

(see Fuchs, 2011; Neunann, 2014)
Contexts
Context of this Study

- Spanish L2 Teaching Assistants
  - Working towards a PhD in literature
  - Teachers in training (e.g., Allen, 2008)
- Multi-section courses
  - Syllabus/curriculum predetermined
- Textbook-driven
  - Vocabulary (+ skills)
  - grammar (x3) (+ skills)
  - Short film/reading/culture
Research Questions

1. What are the adaptations that TAs of Spanish L2 might use in their classroom?

2. How does textbook use shape curriculum delivery?
1. What are the adaptations that TAs of Spanish L2 might use in their classroom?
Teachers as:

- curriculum-developers
- curriculum-makers
- curriculum-transmitters

2. How does textbook use shape curriculum delivery?

(Shawer, 2010)
CURRICULUM-MAKING STRATEGIES

Needs assessment/ Multi-source of input

Selection of topics (curriculum scope)/ Non-use of text books

Organizing pedagogical content (curriculum sequence)/Curriculum free-topics

Curriculum skeleton of pedagogical topics/ Curriculum bound-topics

Curriculum skeleton of pedagogical activities/ Large-scale material writing

(Shawer, 2010, p. 180)
CURRICULUM DEVELOPMENT STRATEGIES

MACRO STRATEGIES
- curriculum change
- curriculum development
- curriculum supplementing
- curriculum-adaptation
- curriculum planning
- curriculum experimentation
- curriculum design
- curriculum expansion
- content sequencing
- materials evaluation
- material writing

MICRO STRATEGIES
- multi-source of input
- (textbook) springboard of pedagogical content
- (textbook) skeleton of pedagogical content
- (textbook) framework of pedagogical content
- textbook cherry-pick
- flexible-order of lesson treatment
- lesson-topic supplementing
- topic skipping/ adaptation
- unit-topic supplementing/ skipping
- task adaptation/ task skipping

(Shawer, 2010, p. 178)
CURRICULUM-TRANSMISSION STRATEGIES

Treatment of textbook content
- single-source of pedagogical input
- unit-by-unit
- lesson-by-lesson
- page-by-page
- task-by-task
- predictable classroom content

Treatment of textbook & teacher’s guide pedagogic instructions
- linear sequence
- static lesson plans
- student’s book as a single-source of pedagogical instructions
- teachers’ guide as a single-source of pedagogical instructions

(Shawer, 2010, p. 181)
Research Questions

1. What are the adaptations that TAs of Spanish L2 might use in their classroom?

2. How does textbook use shape curriculum delivery?
## Participants

<table>
<thead>
<tr>
<th>Participant</th>
<th>L1</th>
<th>Experience teaching</th>
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</thead>
<tbody>
<tr>
<td>Rosa</td>
<td>Spanish</td>
<td>Over 4 years</td>
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<tr>
<td>Sally</td>
<td>English</td>
<td>Over 4 years</td>
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<tr>
<td>Fred</td>
<td>English</td>
<td>Over 4 years</td>
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Teaching a section of a multi-section course; 4th semester course
Data Analysis

• Transcription of lessons
  • 5 lessons by each TA; 750 minutes

• Coding
  • Following McDonough, Shaw, & Masuraha’s (2013) adaptations framework
  • Examples of Shawer’s (2010) characteristics in the lessons

• Interviews
  • Pre- and post-observation
  • Two interviews (three semesters ago)
Results

1. What are the adaptations that TAs of Spanish L2 might use in their classroom?
<table>
<thead>
<tr>
<th>Sections in the Textbook</th>
<th>Sally</th>
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</thead>
<tbody>
<tr>
<td>1. Vocabulary section</td>
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<td>10. Extra writing and speaking activities</td>
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</tbody>
</table>
TECHNIQUES USED

67 activities

- Modifying
- Adding
- Reordering
- Deleting

Sally
Fred
Rosa
Modifying

Adding

Reordering

Deleting

Techniques Used by Required Sections

31 activities

Sally

Fred

Rosa
Areas of Modifications

- Classroom management
  - Modifying/deleting/reordering
  - Instructions/format/activities

- Language practice

- Texts

- Skills
Results

2. How does textbook use shape curriculum delivery?
### Curriculum Developers

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Multi-source of input</td>
<td>≈</td>
<td>≈</td>
<td>≈</td>
</tr>
<tr>
<td>textbook=springboard of pedagogical content</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Textbook=framework of pedagogical content</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Lesson topic supplementing</td>
<td>No</td>
<td>≈</td>
<td>No</td>
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<tr>
<td>Flexible order</td>
<td>≈</td>
<td>≈</td>
<td>≈</td>
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<tr>
<td>Topic skipping-adaptation</td>
<td>≈</td>
<td>≈</td>
<td>≈</td>
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<tr>
<td>Task adaptation/task skipping</td>
<td>≈</td>
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Based on Shawer (2009)
## Curriculum Transmitters

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<tbody>
<tr>
<td>Single source of input</td>
<td>≈</td>
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<td>≈</td>
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<tr>
<td>Unit by unit</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Task by task</td>
<td>≈</td>
<td>≈</td>
<td>≈</td>
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<tr>
<td>Predictable classroom content</td>
<td>≈</td>
<td>≈</td>
<td>≈</td>
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<tr>
<td>Linear sequence</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Textbook as a single source of pedagogical instructions</td>
<td>≈</td>
<td>≈</td>
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Based on Shawer (2009)
Kind of Curriculum Delivery?

developer

transmitter
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Implications

• Textbook research and materials development
  • Corpus-based
  • Teacher training
  • Classroom discourse

• Different contexts

• Effects of adaptations:
  • What adaptations increase the communicative value of an activity?
  • What deletions increase the learning potential of a textbook?
  • E.g., Guerrettaz & Johnston (2013)
Available L2 Classroom Corpora

- DESI (e.g., Klime & Beck, 2007)
- Flensburg English Classroom Corpus (Jäkel, 2010)
- Multimedia Adult English Learner Corpus (see Reder, Harris & Setzler, 2003)
- ALERT Corpus 1 and ALERT corpus 2
Summary

- Research questions
  1. What are the adaptations that TAs of Spanish L2 might use in their classroom?
  2. How does textbook use shape curriculum delivery?
- Study
  - Observation of textbook’s use in the classroom; adaptations and curriculum
- Implications
  - Textbook research → Methods/contexts → corpora
  - Teacher training → Textbook use

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References


References


http://doe.concordia.ca/alert/corpora.html
Extra-slides
Use of Textbooks (aka Consumption)

- (1) Einsatz der Schulbücher
- (2) Autorität der Schulbücher
- (3) Benutzer und Benutzerinnen der Schulbücher
- (4) Verwendung der Schulbücher
- (5) die Lehrperson als Vermittler der Texte in Schulbüchern
- (6) Lern-/Lehrkultur und Tradition als möglicher Einfluss aus Unterrichtsprozesse

(Janík, Najvarová & Janík, 2014, p. 292)
Motivation

Textbook as a source of vocabulary teaching

Teachers -> Activities

Activities -> Adaptations

Adaptations -> Use of textbook

Use of textbook -> Teachers
Available corpora

- http://www.timssvideo.com

- (Janík, Najvarová & Janík, 2014)
- (Guerrettaz & Johnston, 2013)
# Textbook Activities in the Classroom

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</tr>
</thead>
<tbody>
<tr>
<td>1. Vocabulary activities</td>
<td>P. 397: 1A, 1B, 1C</td>
<td>/</td>
<td>P. 398: 3, 4A, 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>P. 399: 7, 8A, 8B</td>
</tr>
<tr>
<td>2. Video activity (telenovela)</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>3. cultural section</td>
<td>x</td>
<td>x</td>
<td>P. 406: 1</td>
</tr>
<tr>
<td>4. passive voice</td>
<td>P. 409: 1, 2</td>
<td>P. 409: 1, 2</td>
<td>P. 409: 1, 2</td>
</tr>
<tr>
<td>5. passive with se</td>
<td>P. 412: 1, 2.A</td>
<td>P. 412: 1</td>
<td>P. 412: 1, 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P. 413: 6</td>
<td>P. 413: 5, 7</td>
</tr>
<tr>
<td>6. Prepositions</td>
<td>P. 416: 1, 2</td>
<td>/</td>
<td>P. 416: 1, 2</td>
</tr>
<tr>
<td>7. Shortfilm</td>
<td>x</td>
<td>/</td>
<td>P. 421: 1, 2</td>
</tr>
<tr>
<td>8. literary text</td>
<td>x</td>
<td>/</td>
<td>x</td>
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<td>x</td>
<td>x</td>
<td>x</td>
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<td>10. extra writing and speaking</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>activities</td>
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</tbody>
</table>
Study 1: Teaching of DM

Study 2: Teaching of Vocabulary/DM

Study 3: Textbook use

Interviews (pre and post) (Fall 2012) (5 teachers; different levels)

Observations (1 Textbook chapter: 5x50) (Fall 2012)

Training session (Spring 2014) (3 teachers; same level)

Observations (1 Textbook chapter: 5x50) (Spring 2014)

Post-interviews (Spring 2014)