CONTENT

ACK	NOWLEDGEMENTS	ix
LIST	OF TABLES	xi
LIST	OF FIGURES	xiii
	REVIATIONS	
1	INTRODUCTION	1
1.1	General Objectives	1
1.2	Literature Review	5
2	TENSE AND ASPECT IN PEDAGOGICAL GRAMMARS	
2.1	Theoretical Concepts and Descriptions of Grammar	
2.1.1	Linguistic versus Pedagogical Grammar	
2.1.2		
2.2	The Simple Past and Present Perfect	
2.2.1	Functions and Meanings of the Simple Past and Present Perfect	
2.2.2	Challenges Facing German Learners of English	34
3	METHOD VERSUS POSTMETHOD	41
3.1	Theoretical Concepts of (Post)Method	41
3.1.1	Method, Approach, and Macrostrategy	
3.1.2	The Postmethod Condition	45
3.1.3	Defining Methodological Options	
3.2	Concepts of Grammar Instruction	53
3.2.1	Methods and the Role of Grammar	53
3.2.2	Interventionist Approaches	57
3.2.3	Non-Interventionist Approaches	
3.3	Conclusion: Grammar Instruction in the Postmethod Era	
4	TEXTBOOK ANALYSIS AND EVALUATION	75
4.1	Choice of Materials	75
4.1.1	The Textbook's Role and Significance	
4.1.2	Textbook Writing: Restrictions versus Flexibility	79
4.1.3	The Corpus and Curricular Guidelines	83
4.2	Approach and Methodology	87
4.2.1	Textbook Evaluation as a Field of Research	
4.2.2	Evaluation Methodology	
4.2.3	Framework for the Descriptive Analysis	
4.3	Descriptive Analysis	



4.3.1	Outcomes of the Descriptive Analysis	100
4.3.2	Categorising Methodological Options	
4.3.3	Materials Writers' Claims	
4.4	General Principles for the Evaluation	
4.4.1	SLA-Compatibility	
4.4.2	Contextualisation	
4.4.3	Authenticity	
	Practicality	
4.4.5	Variety	
	* ***********************************	
5	TEXTUAL DATA	137
5.1	Types of Textual Data	
5.1.1	Defining and Categorising Text Types	
5.1.2	A Quantiative Analysis of Text Variety	
5.2	Principles for the Evaluation	
5.2.1	Fostering Thematic Engagement	
5.2.2	Maximising Linguistic Authenticity	
5.2.3	Textual Authenticity: An Evaluative Framework	
5.3	An Evaluation of Textual Data	
5.3.1	Topic Analysis	
5.3.2	Conversational Texts	
	Narrative Texts	
5.3.4	Personal Messages	
5.4	-	
	Conclusion	
5.4.1	Summary of Findings	
5.4.2	Neglected Text Types and Features	190
6	GRAMMAR ACTIVITIES	203
6.1	Types of Grammar Activities	
6.1.1	Defining Exercise, Communicative Practice Activity, and Task	
6.1.2	A Quantiative Analysis of Activity and Operation Types	
6.1.3	Grammatical Progression and Recycling in Textbooks	
6.2	Principles for the Evaluation	
6.2.1	Form-Meaning Connections: Levels of Contextualisation	
6.2.2	Activity Variation	225
6.3	The Conceptual Design of Textbooks and TBLT	
6.3.1	PPP versus TBLT	228
6.3.3	Task-based Sequences	
	Single Tasks	
6.4	Communicative Practice Activities	
6.4.1	The Role of Communicative Interaction in Textbooks	
6.4.2	Mediation Activities	
6.4.3	Simple Past "Holiday Activities"	
6.5	Grammar Exercises	
6.5.1	The Integration of Form-focused Practice into Textbooks	212
6.5.2	Gap-filling Exercises	276

6.6Conclusion2906.6.1Summary of Findings2906.6.2Suggestions for Improvement2937DISCOVERY ACTIVITIES2997.1Types of Explicit Descriptions2997.1.1Defining Explicit Supplied Descriptive Options and Discovery Activities2997.1.2A Quantitative Analysis of Explicit Descriptions3037.2Principles for the Evaluation3067.2.1Fostering Language Awareness3067.2.2Promoting Discovery Learning3117.3An Evaluation of Discovery Activities3157.3.1Discovery-based Approaches in Textbooks3157.3.2Single Discovery Activities320
6.6.2 Suggestions for Improvement2937 DISCOVERY ACTIVITIES2997.1 Types of Explicit Descriptions2997.1.1 Defining Explicit Supplied Descriptive Options and Discovery Activities2997.1.2 A Quantitative Analysis of Explicit Descriptions3037.2 Principles for the Evaluation3067.2.1 Fostering Language Awareness3067.2.2 Promoting Discovery Learning3117.3 An Evaluation of Discovery Activities3157.3.1 Discovery-based Approaches in Textbooks3157.3.2 Single Discovery Activities320
7 DISCOVERY ACTIVITIES
7.1Types of Explicit Descriptions2997.1.1Defining Explicit Supplied Descriptive Options and Discovery Activities2997.1.2A Quantitative Analysis of Explicit Descriptions3037.2Principles for the Evaluation3067.2.1Fostering Language Awareness3067.2.2Promoting Discovery Learning3117.3An Evaluation of Discovery Activities3157.3.1Discovery-based Approaches in Textbooks3157.3.2Single Discovery Activities320
7.1.1 Defining Explicit Supplied Descriptive Options and Discovery Activities2997.1.2 A Quantitative Analysis of Explicit Descriptions3037.2 Principles for the Evaluation3067.2.1 Fostering Language Awareness3067.2.2 Promoting Discovery Learning3117.3 An Evaluation of Discovery Activities3157.3.1 Discovery-based Approaches in Textbooks3157.3.2 Single Discovery Activities320
7.1.2 A Quantitative Analysis of Explicit Descriptions3037.2 Principles for the Evaluation3067.2.1 Fostering Language Awareness3067.2.2 Promoting Discovery Learning3117.3 An Evaluation of Discovery Activities3157.3.1 Discovery-based Approaches in Textbooks3157.3.2 Single Discovery Activities320
7.2Principles for the Evaluation3067.2.1Fostering Language Awareness3067.2.2Promoting Discovery Learning3117.3An Evaluation of Discovery Activities3157.3.1Discovery-based Approaches in Textbooks3157.3.2Single Discovery Activities320
7.2.1 Fostering Language Awareness3067.2.2 Promoting Discovery Learning3117.3 An Evaluation of Discovery Activities3157.3.1 Discovery-based Approaches in Textbooks3157.3.2 Single Discovery Activities320
7.2.2 Promoting Discovery Learning3117.3 An Evaluation of Discovery Activities3157.3.1 Discovery-based Approaches in Textbooks3157.3.2 Single Discovery Activities320
7.3An Evaluation of Discovery Activities3157.3.1Discovery-based Approaches in Textbooks3157.3.2Single Discovery Activities320
7.3.1 Discovery-based Approaches in Textbooks
7.3.2 Single Discovery Activities
7.3.3 Step-by-Step Discovery Activities
7.3.4 "(Ir)regular Verbs" Discovery Activities
7.4 Conclusion
7.4.1 Summary of Findings
7.4.2 Additional Options for Grammar Discovery
1 · · · · · · · · · · · · · · · · · · ·
8 MUSIC AND SONGS
8.1 Types of Songs
8.1.1 Defining and Categorising Songs
8.1.2 A Quantitative Analysis
8.2 Principles for the Evaluation
8.2.1 Maximising Musical Engagement
8.2.2 Activity Integration
8.3 An Evaluation of Songs
8.3.1 The Methodological Role of Songs in Textbooks363
8.3.2 Pedagogic Songs370
8.3.3 Traditional Children's Songs
8.4 Conclusion
8.4.1 Summary of Findings
8.4.2 Future Perspectives
9 CONCLUSION
10 BIBLIOGRAPHY401
10.1 Primary Sources
10.2 Secondary Sources
10.3 Internet Sources