
Contents

<i>Abbreviations and Acronyms</i>	xvi
<i>Acknowledgements</i>	xviii
Introduction and overview of the book	1
1 The changing English landscape	6
1.0 <i>Introduction</i> 6	
1.1 <i>Changing socio-political trends in English</i> 6	
1.2 <i>Revised linguistic perspectives on spoken English</i> 7	
1.3 <i>Conflicting target English discourses</i> 9	
1.4 <i>The changing target English role of EFL teachers</i> 9	
1.5 <i>Summary of chapter</i> 10	
2 Spoken English: new issues and perspectives	11
2.0 <i>Introduction</i> 11	
2.1 <i>Variation in spoken English</i> 11	
2.2 <i>Standard English (SE)</i> 12	
2.2.1 <i>SE and education</i> 13	
2.2.2 <i>Language attitudes in SE cultures</i> 14	
2.2.3 <i>Language attitudes research</i> 15	
2.2.4 <i>Challenges to the standard English status quo</i> 17	
2.3 <i>Irish English (IE)</i> 19	
2.3.1 <i>Status of IE</i> 19	
2.3.2 <i>Features of IE</i> 23	
2.4 <i>Specified NS usages</i> 26	
2.4.1 <i>Classification systems</i> 27	
2.4.2 <i>Criteria used</i> 29	
2.4.3 <i>Review of the research literature: NS IE usages</i> 29	
2.4.4 <i>Review of the research literature: NS IC usages</i> 32	
2.5 <i>Summary of chapter</i> 34	

3	Changing target models in the EFL classroom	35
3.0	<i>Introduction</i>	35
3.1	<i>The evolution of ELT and the Anglo-American model</i>	35
3.1.1	<i>EFL in Ireland</i>	37
3.1.2	<i>Historical EFL approaches</i>	38
3.2	<i>Forces for target model change</i>	39
3.2.1	<i>The CLT approach</i>	39
3.2.2	<i>The impact of corpus linguistics (CL) on EFL pedagogy</i>	41
3.2.3	<i>The challenges for EFL pedagogy from corpus linguistics (CL)</i>	43
3.3	<i>The search for an alternative target English approach</i>	46
3.4	<i>On-going obstacles to target model reform</i>	49
3.5	<i>The target model perspectives of EFL learners and teachers</i>	52
3.5.1	<i>Learner target English perspectives</i>	52
3.5.2	<i>Teacher target English perspectives</i>	54
3.6	<i>Summary of chapter</i>	57
4	Teacher talk as an implicit target model	58
4.0	<i>Introduction</i>	58
4.1	<i>Teacher talk in the CLT classroom</i>	58
4.2	<i>Key related SLA theories and research</i>	62
4.2.1	<i>Cognitive theories of input and interaction</i>	62
4.2.2	<i>Socio-cultural theories of SLA</i>	65
4.2.3	<i>Theories of inter-cultural communication and pragmatics</i>	66
4.3	<i>The changing educational needs of EFL teachers</i>	68
4.3.1	<i>Challenges for novice L2 teachers</i>	70
4.3.2	<i>Global, ideological challenges for EFL teachers</i>	73
4.3.3	<i>CL as a critical awareness-raising tool for ELTE</i>	74
4.4	<i>Summary of chapter</i>	75
5	Research approach and design	77
5.0	<i>Introduction</i>	77
5.1	<i>The benefits of a combined CL/DA approach</i>	77
5.1.1	<i>Historical approaches to classroom discourse</i>	79
5.1.2	<i>DA approaches to L2 classroom analysis</i>	80
5.1.3	<i>CL as a complementary methodology and related considerations</i>	83
5.2	<i>Mixed research methodology</i>	84
5.2.1	<i>Research setting</i>	84
5.2.2	<i>The primary data</i>	85

5.2.3 <i>The teachers</i>	85
5.2.4 <i>Corpus: design, procedures and considerations</i>	86
5.2.5 <i>The adapted SETT framework</i>	89
5.2.6 <i>On-line survey: design, procedures and considerations</i>	91
5.2.7 <i>Summary of data generation process and timeframe</i>	93
5.2.8 <i>Ethical issues</i>	93
5.2.9 <i>Delimitations</i>	94
5.2.10 <i>Comparative corpus data</i>	94
5.3 <i>Demographic profile of the participating teachers</i>	95
5.3.1 <i>Gender and age</i>	95
5.3.2 <i>Educational background</i>	95
5.3.3 <i>Knowledge of additional languages and proficiency</i>	96
5.4 <i>Summary of chapter</i>	97
6 Findings and analysis: teacher language attitudes	98
6.0 <i>Introduction</i>	98
6.1 <i>Analytical procedures</i>	98
6.2 <i>Familiarity</i>	99
6.2.1 <i>Familiarity: NS IE usages</i>	99
6.2.2 <i>Familiarity: NS IC usages</i>	101
6.3 <i>Everyday linguistic practices</i>	103
6.3.1 <i>Everyday linguistic practices: NS IE usages</i>	103
6.3.2 <i>Everyday linguistic practices: NS IC usages</i>	104
6.4 <i>Attitudes towards social acceptability</i>	105
6.4.1 <i>Attitudes towards social acceptability: NS IE usages</i>	105
6.4.2 <i>Attitudes towards social acceptability: NS IC usages</i>	107
6.5 <i>Attitudes towards suitability for teacher talk</i>	110
6.5.1 <i>Attitudes towards suitability for teacher talk: NS IE usages</i>	110
6.5.2 <i>Attitudes towards suitability for teacher talk: NS IC usages</i>	113
6.6 <i>Attitudes towards suitability as target models for the EFL curriculum</i>	116
6.6.1 <i>Attitudes towards suitability as target models in the EFL curriculum: NS IE usages</i>	116
6.6.2 <i>Attitudes towards suitability as target models in the EFL curriculum: NS IC usages</i>	119
6.7 <i>Summary of attitudinal findings</i>	121
6.8 <i>Summary of chapter</i>	123

7 Corpus analysis and findings: frequencies and distribution	124
7.0 Introduction	124
7.1 Data and analytical procedures	124
7.2 Frequencies and distribution: NS IE usages	125
7.2.1 Frequencies: IE After Perfect in ETTIL/STTIL	125
7.2.2 Comparative frequencies: IE After Perfect across discourse genres and varieties	126
7.2.3 Distribution: IE After Perfect in ETTIL/STTIL	128
7.2.4 Comparative frequencies: NS IE Perfective Variants in ETTIL/STTIL	129
7.2.5 Distribution: NS IE Perfective Variants in ETTIL/STTIL	130
7.2.6 Frequencies: SE Present Perfect in ETTIL/STTIL	132
7.2.7 Distribution: SE Present Perfect in ETTIL/STTIL	132
7.2.8 Summary: quantitative findings: IE After Perfect + Variants/SE Present Perfect	133
7.2.9 Frequencies: IE Ye in ETTIL/STTIL	134
7.2.10 Comparative frequencies: IE Ye across discourse genres and varieties	135
7.2.11 Distribution: IE Ye in ETTIL/STTIL	136
7.2.12 Frequencies: variants of IE Ye in ETTIL/STTIL	137
7.2.13 Distribution: IE Yourselves/Youse in ETTIL/STTIL	137
7.2.14 Comparative frequencies: SE You in ETTIL/STTIL	138
7.2.15 Distribution: SE You in ETTIL/STTIL	140
7.2.16 Lexical patterning: IE Ye/SE You in ETTIL/STTIL	141
7.2.17 Summary: quantitative findings: Ye + Variants	142
7.3 Frequencies and distribution: NS IC usages	142
7.3.1 Frequencies NS IC Preterite Seen in ETTIL/STTIL	142
7.3.2 Comparative frequencies: IC Preterite Seen across discourse genres and varieties	143
7.3.3 Distribution: IC Preterite Seen in ETTIL/STTIL	144
7.3.4 Comparative frequencies: IC variants of Preterite Seen in ETTIL/STTIL	145
7.3.5 Distribution: IC variants of Preterite Seen in ETTIL/STTIL	145
7.3.6 Comparative frequencies: SE Saw/Did in ETTIL/STTIL	146
7.3.7 Summary of quantitative findings: IC Preterite Seen/SE Saw + variants	146
7.3.8 Frequencies: IC Pragmatic Like in ETTIL/STTIL	147
7.3.9 Distribution: IC Pragmatic Like in ETTIL/STTIL	150

7.3.10 Comparative frequencies: IC traditional/innovative Pragmatic Like in ETIL/STIL	151
7.3.11 Summary of quantitative findings: IC Pragmatic Like	151
7.4 Summary of chapter	152
8 Corpus analysis and findings: classroom contexts and communicative role/s	154
8.0 Introduction	154
8.1 Analytical procedures	155
8.2 Contexts and communicative role/s in ETIL/STIL:	
IE NS usages	155
8.2.1 Classroom modes: IE Perfectives/SE Present Perfect	155
8.2.2 Pedagogical functions: IE Perfectives/SE Present Perfect	157
8.2.3 Communicative roles: IE Perfectives/SE Present Perfect	159
8.2.4 Classroom modes: IE Ye + variants/SE You	163
8.2.5 Pedagogical functions: IE Ye + variants/SE You	165
8.2.6 Communicative roles: IE Ye + variants/SE You	166
8.3 Contexts and communicative roles in ETIL/STIL:	
IC NS usages	171
8.3.1 Classroom modes: IC Preterite Seen/Done and SE Saw/Did	171
8.3.2 Pedagogical functions: IC Preterite Seen/Done and SE Saw/Did	171
8.3.3 Communicative roles: IC Preterite Seen/Done and SE Saw/Did	172
8.3.4 Classroom modes: IC Pragmatic Like/SE Like	173
8.3.5 Pedagogical functions: IC Pragmatic Like/SE Like	174
8.3.6 Communicative role/s: IC Pragmatic Like/SE Like	175
8.4 Summary of chapter	180
9 Pedagogical implications and conclusions	182
9.0 Introduction	182
9.1 Balancing intelligibility and authenticity	182
9.2 Applications for ELTE	188
9.3 Contribution to the suitable Englishes debate/applied linguistics	192
<i>Bibliographical references</i>	194
<i>Index</i>	222