Contents

I	Intr	oductio	n	1	
	1.1	A Glo	bal View on the Role of Textbooks in English		
		Langua	age Teaching (ELT)	1	
	1.2	Why I	s There the Paradoxical View on Language Materials?	2	
	1.3	The R	esearch Gap in Materials Use	2	
	1.4				
	1.5	5 The Context of the Study		5	
	1.6	Aims (of the Study and Research Questions	5	
	1.7	The St	ructure of the Book	6	
	Refe	erences.		7	
2	Mat	Materials Use: A Socio-Cultural Perspective			
	2.1	Defini	ng Key Terms in the Study	9	
		2.1.1	'Curriculum Materials', 'Materials' Versus		
			'Textbooks'	9	
		2.1.2	'Materials Use' Versus 'Enactment of Curriculum'	10	
	2.2	ELT is	n Higher Education in China	11	
		2.2.1	The Evolution of CE Curriculum in China	11	
		2.2.2	Five Generations of CE Textbooks	12	
	2.3	Materi	als Use Research in ELT	14	
		2.3.1	The Role of Materials in Language Teaching		
			and Learning	14	
		2.3.2	Teachers' Approaches to Using Materials	15	
		2.3.3	Influencing Factors of Materials Use	16	
	2.4	Materi	als Use Research in Mainstream Education	18	
		2.4.1	The Processes of Materials Use in Mainstream		
			Education	18	
		242	Teachers' Influence on Materials Use	20	

x Contents

		2.4.3	The Role of Curriculum Materials in Teacher			
			Learning	20		
	2.5		neoretical Underpinnings of the Study	21		
		2.5.1	The Socio-Cultural Perspective of Materials Use	21		
		2.5.2	Human Cognition in Tool Use	22		
		2.5.3	Materials Use as a Tool-Mediated Activity	24		
		2.5.4	The Socio-Material Perspective of Materials Use	25		
		2.5.5	The Theoretical Framework of the Study	25		
	2.6		ary	26		
	Refe	rences.		26		
3	The	Design	of the Study	31		
	3.1	Qualita	ative Multi-case Study	31		
	3.2		on of Setting, Participants and Materials	32		
		3.2.1	The Target University	32		
		3.2.2	Participants	33		
		3.2.3	The Target Textbook	34		
	3.3	Data C	Collection	39		
		3.3.1	Data Collection Schedule	39		
		3.3.2	Data Collection Strategies	41		
	3.4	Data A	Analysis	46		
		3.4.1	Analysis of Interview Data	46		
		3.4.2	Analysis of Observational Data	48		
		3.4.3	Documentary Analysis	49		
	3.5		vorthiness	49		
		3.5.1	Triangulation	49		
		3.5.2	Thick Description	50		
		3.5.3	Member Checking	50		
		3.5.4	Management of Subjectivity	50		
		3.5.5	Ethical Considerations	51		
	3.6		ary	51		
	References					
4			Use Inside Language Classrooms: Processes			
4			ls Use	55		
	4.1		Peatures of Each Teacher Participant's Teaching	55		
	4.2		rocesses of Materials Use Inside Classrooms	56		
	4.3		forming	57		
	4.5	4.3.1	Transforming Sentence Completion Exercises	51		
		7.3.1	into IRF Exchanges	59		
		4.3.2	Transforming Reading Comprehension Questions	رر		
		7.3.4	into Scaffolding	61		
	4.4	Evolue	ating	63		
	4.4		Demaising Students' Competencies	64		

Contents

		4.4.2	Catering to Students' Needs	65		
	4.5	Approp	priating	66		
	4.6	Adapti	ng	69		
		4.6.1	Adapting the Instructions in Line with the Design			
			Intentions	69		
		4.6.2	Adapting Interactional Modes	71		
		4.6.3	Adapting the Design Intentions	72		
	4.7	Improv	vising	73		
		4.7.1	Inserting Extra Questions	73		
		4.7.2	Improvising Instructions	75		
		4.7.3	Improvising Activity	77		
	4.8		standing Materials Use Inside Language Classrooms	78		
	4.9		ary	80		
			,	80		
				00		
5			Jse Outside Language Classrooms: Influencing Factors			
			s Use	83		
	5.1		eatures of the Curriculum Materials	83		
	5.2		nt Factors	86		
	5.3		er Agency	90		
	5.4	Teach	er Knowledge	92		
	5.5	Contex	xtual Factors	93		
		5.5.1	Meso-Level Institution Agency	94		
		5.5.2	In-Service Professional Development	95		
		5.5.3	Inflexibility of the Meso-Level CE Curriculum	97		
	5.6	Under	standing Materials Use Outside Language Classrooms	98		
	5.7		ary	100		
	Refe	rences	· · · · · · · · · · · · · · · · · · ·	100		
,	C	41	lista Matariala II.a	101		
6			lizing Materials Use	101		
	6.1		Findings of the Study	101		
	6.2	Theoretical Underpinnings of the Study				
	6.3 Instrumentation: Curriculum Materials Shaping Curriculum					
			ment	103		
		6.3.1	Formation of the Curriculum Instruments	103		
		6.3.2	Multilayered Affordances of Curriculum Materials	104		
		6.3.3	The Ostensible Authority of Curriculum Materials in ELT			
			in China	106		
		6.3.4	The Educative Role of Curriculum Materials	107		
	6.4	6.4 Instrumentalization: Teachers' Roles in Shaping the Curri				
		Materials				
		6.4.1	Teachers' Cognitive Processes in Materials Use	108		
		6.4.2	Teacher Knowledge in Materials Use (TKMU)	110		
		6.4.3	Authenticating the Curriculum Materials	111		

xii Contents

	6.5	The Participatory Relations Among Teachers, Learners,	
		Curriculum Materials and the Context	111
		6.5.1 Teacher Voice	113
		6.5.2 Student Voice	114
	6.6	Mediated Relations in Enacting Curriculum Materials	114
		6.6.1 Mediation Between Subject and Object	115
		6.6.2 Interpersonal Mediation	115
		6.6.3 Self-reflexive Mediation	116
	6.7	Curriculum Instrument Mediation Model	117
	6.8	Summary	119
	Refe	erences	119
7	Imn	lications and Conclusion	123
′	7.1	Significance of the Study	123
	7.2	What Should We Do to Use the Materials More Productively?	123
	1.2	7.2.1 Effective Ways of Materials Use	124
		7.2.2 Implications for Professional Development	125
		7.2.3 Implications for Materials Development	126
		7.2.4 Implications for Meso-level Administrators	120
		and Macro-level Policymakers	126
	7.3	Why Should We Conceptualize Teachers' Use of Materials?	128
	7.4	Limitations of the Study and Recommendations for Future	
		Research	128
	Refe	erences	129
Aj	pend	lix A: Baseline Teacher Interview Protocol	133
Aj	ppend	lix B: Pre- and Post-observation Teacher Interviews	135
Aj	ppend	lix C: Baseline Student Interview Protocol	137
Aj	ppend	lix D: Observation Analysis	139
Aj	ppend	lix E: Transcription Conventions	141