

| Search | | | | | | | | | | | | |
|--------------------------|--------|---|---|--------------|---------|-----------------------|---|-----------|-----------------------------|---|--|---|
| Author ↕ | Year ↕ | Title ↕ | Focus ↕ | Nb.TxE | Settin | TxB.level ↕ | TxB.market | TxB.p | TxB.content | Method ↕ | Ref.corpus ↕ | Reference ↕ |
| | | | | | | | | | | | | |
| Al Khateen & Almujaiwel | 2018 | Communicative Activities in Saudi EFL Textbooks: A Corpus-driven Analysis | speaking tasks | 57 | EFL | primary and secondary | local, Saudi Arabia | 2016–2018 | | corpus-driven | | Al Khateeb, Ahmad, & Almujaiwel, Sultan. 2018. Communicative Activities in Saudi EFL Textbooks: A Corpus-driven Analysis. Journal of Language Teaching and Research, 9(6), 1301. https://doi.org/10.17507/jltr.0906.20 |
| Alejo González et al. | 2010 | Phrasal verbs in EFL course books | phrasal verbs | 8 | EFL | ESO3 and Bac1 | local: Spain, secondary schools | 2002–2008 | | page-by-page survey, comparison with BNC data | BNC1994 | Alejo González, Rafael, Ana Piquer Píriz & Guadalupe Reveriego Sierra. 2010. Phrasal verbs in EFL course books. In Sabine De Knop, Frank E. Antoon De Rycker (eds.), Fostering Language Teaching Efficiency through Cognitive Linguistics (Applications of Cognitive Linguistics 17), 59–77. Berlin, New York: De Gruyter Mouton. https://doi.org/10.1515/9783110245837.59 |
| Barbieri & Eckhardt | 2007 | Applying corpus-based findings to form-focused instruction: The case of reported speech | reported speech | 7 | ESL/EFL | | international grammar textbooks | 1989–2001 | | page-by-page survey of textbooks, corpus analysis of reference corpus | Conversation from the American Conversation component of the LSWE corpus and Service Encounters, Study Groups, and Office Hours from the TOEFL 2000 Spoken and Written Academic Language | Barbieri, Federica & Suzanne EB Eckhardt. 2007. Applying Corpus-Based Findings to Form-Focused Instruction: The Case of Reported Speech. Language Teaching Research 11(3). 319–346. http://dx.doi.org/10.1177/1362168807077563 |
| Bardovi-Harlig et al. | 1991 | Developing pragmatic awareness: Closing the conversation | conversation closings | 20 | ESL | beginner-intermediate | international | “current” | | page-by-page survey | | Bardovi-Harling, Kathleen, Beverly A. S. Hartford, Rebecca Mahan-Taylor, Mary J. Morgan & Duane Reynolds. 1991. Developing pragmatic awareness: closing the conversation. ELT Journal 45(1). 4–10. https://doi.org/10.1093/elt/45.1.4 |
| Biber | 2002 | What does frequency have to do with grammar teaching? | noun premodifiers, present progressive vs. simple present | 6 | EFL/ESL | intermediate-advanced | international grammar books | 1986–2000 | | comparative corpus-driven | LGSWE (20 million words) | Biber, Douglas & Randi Reppen. 2002. What Does Frequency Have to Do with Grammar Teaching? Studies in Second Language Acquisition 24(02). 208–230. https://doi.org/10.1017/S0272263102002000 |
| Biber | 2006 | University language: a corpus-based study of spoken and written registers | lexical bundles | at least 18 | EAP/ESP | university | university textbooks, from a total of six broad disciplines | | 87 texts from the textbooks | MDA | TOEFL 2000 Spoken and Written Academic Language | Biber, Douglas. 2006. University language: a corpus-based study of spoken and written registers (Studies in Corpus Linguistics v. 23). Amsterdam; Philadelphia: John Benjamins. |
| Biber et al. | 2002 | Speaking and Writing in the University: A Multidimensional Comparison | wide range of lexicogrammatical features | at least 18 | EAP/ESP | university | university textbooks, from a total of six broad disciplines | | 87 texts from the textbooks | MDA | TOEFL 2000 Spoken and Written Academic Language | Biber, Douglas, Susan Conrad, Randi Reppen, Byrd & Marie Helt. 2002. Speaking and Writing in the University: A Multidimensional Comparison. TESOL Quarterly 36(1). 9–36. https://doi.org/10.2307/358848 |
| Bouhlal Horst, & Martini | 2018 | Modality in ESL Textbooks: Insights from a Contrastive Corpus-Based Analysis. | central modals | 9 (3 series) | ESL | intermediate | local: Québec, upper secondary school | 2007–2009 | | comparative corpus-based | BNC1994 and COCA | Bouhlal, Fatma, Horst, Marlise, & Martini, Julia. 2018. Modality in ESL Textbooks: Insights from a Contrastive Corpus-Based Analysis. The Canadian Modern Language Review, 74(2), 227–252. https://doi.org/10.3138/cmlr.3075 |
| Boxer & Pickering | 1995 | Problems in the presentation of speech acts in ELT materials: the case of complaints | speech acts of complaints | 7 | EFL/ESL | intermediate-advanced | international | 1981–1991 | | page-by-page analysis | | Boxer, Diana & Lucy Pickering. 1995. Problems in the Presentation of Speech Acts in ELT Materials: The Case of Complaints. ELT Journal 49(1). 44–58. https://doi.org/10.1093/elt/49.1.44 |
| Cane | 1998 | Teaching conversation skills more effectively | lexicogrammatical features of conversation | | EFL | | international | “recent” | | page-by-page survey | | Cane, Graeme. 1998. Teaching Conversation Skills More Effectively. The Korea TESOL Journal 5(1). 31–37. |

