

Contents

1	Introduction	9
1.1	Problem statement	9
1.2	Current state of research	10
1.3	Outline	12
2	Authenticity in EFL – a systematic overview.....	14
2.1	A comparison of three categorizations: Breen (1985), Decke-Cornill (2004), Gilmore (2007).....	17
2.2	Text.....	23
2.2.1	The issue of authenticity versus genuineness.....	24
2.2.2	Definitions and underlying criteria of authentic text	25
2.2.2.1	Provenance.....	27
2.2.2.2	Inherent textual qualities.....	27
2.2.2.3	Aspects of post-production	29
2.2.2.4	Use of the text (appropriate response)	31
2.2.2.5	Uncommon criteria	32
2.2.2.6	Summary of the defining criteria	33
2.2.3	Authentic text genres	36
2.2.4	Final remarks on textual authenticity.....	41
2.3	Text reception.....	42
2.4	Individual behavior.....	44
2.5	Task	47
2.6	Social situation	51
2.7	Assessment	52
2.8	Culture	55
3	A conceptual taxonomy	58
3.1	Textual authenticity	58
3.2	Authenticity of text reception	58
3.3	Real-world authenticity	59
3.4	Classroom authenticity	59
3.5	Authenticity of individual behavior	60
3.6	Cultural authenticity	60
3.7	Elaborations on the conceptual taxonomy	61
4	Methodology	64
4.1	Discourse analysis as theory and method	65
4.2	The academic discourse.....	71
4.2.1	Authorial stance	72
4.2.2	Exclusiveness and author status.....	77

4.3	The EFL discourse.....	81
4.3.1	Authorial style.....	81
4.3.2	Citations	83
4.3.3	The relations between adequacy, style, stance, author status, and citation	84
4.4	The academic EFL discourse on authenticity	86
4.4.1	Demarcation – preliminary thoughts.....	87
4.4.2	Demarcation – mode, field, and tenor.....	87
4.4.3	Demarcation – explicit negotiation of terminology	88
4.4.4	Adjacent discourses	93
4.5	Compiling a document selection of authenticity in EFL	99
4.5.1	From demarcation to sampling – practical examples of explicit negotiation	100
4.5.2	The academic EFL discourse on authenticity – a document selection	105
4.5.3	Bibliometric analysis of the documents – productivity analysis and citation analysis.....	120
4.5.4	Text classification within the document selection	124
4.5.5	Temporal demarcation	125
	4.5.5.1 An analysis of <i>TESOL Quarterly</i>	127
	4.5.5.1.1 Casual use of authentic/authenticity before Widdowson (1976)	129
	4.5.5.1.2 Focus on Stevick	131
	4.5.5.1.3 Notable absence of the term	133
	4.5.5.1.4 Summary – early use of the term	138
	4.5.5.2 Authenticity and CLT	139
	4.5.5.3 Concluding remarks on temporal demarcation	145
5	Chronological analysis of the academic EFL discourse on authenticity	147
5.1	On my role as an analyst.....	148
5.2	Chronological analysis by decade	149
5.2.1	1971–79 – the early years	150
5.2.1.1	Detailed analysis	152
5.2.1.2	Conclusion	158
5.2.2	The 1980s – decade of textual authenticity	160
5.2.2.1	Detailed analysis	164
5.2.2.2	Conclusion	169
5.2.3	The 1990s – broad adoption of Widdowson’s concept	170
5.2.3.1	Detailed analysis	174

5.2.3.2	Conclusion	183
5.2.4	The 2000s – persistent diversity.....	184
5.2.4.1	Detailed analysis.....	188
5.2.4.2	Conclusion	201
5.2.5	The 2010s – a new trend?	203
5.2.5.1	Detailed analysis.....	207
5.2.5.2	Conclusion	212
5.3	Summary of the chronological analysis.....	214
5.3.1	Bibliometrics informing discourse analysis: Productivity and citation	214
5.3.2	Findings of citation analysis	215
5.3.2.1	Amplification	215
5.3.2.2	EFL dictionaries.....	216
5.3.2.3	The German discourse	217
5.3.2.4	Electronic literature research	217
5.3.2.5	An egalitarian discourse?	218
5.3.3	Conceptual summary of the chronological analysis.....	219
6	The history of authenticity in EFL and beyond	224
6.1	The history of authenticity as a term outside of EFL.....	224
6.2	The history of textual authenticity as an EFL concept.....	226
6.2.1	Before 1600.....	227
6.2.2	17 th century	228
6.2.3	18 th century	230
6.2.3.1	Grammar books.....	232
6.2.3.2	Chrestomathies.....	234
6.2.4	1800–1881	235
6.2.5	1882 until the emergence of authentic/authenticity as a term (approx. 1970).....	238
6.3	Summary.....	242
7	Six concepts of authenticity.....	246
	Bibliography	251