

TEXTBOOK/MATERIALS AS AN ACADEMIC FIELD OF INQUIRY: AN INTRODUCTION AND A SELECTED ANNOTATED BIBLIOGRAPHY

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Background. Several years ago, having already authored a textbook, I was asked to prepare a chapter on material development in the field of foreign languages (Heilenman, 1991). As I began my research, I rather naively went to the computer database at the university library and entered "textbook". Much to my amazement, the category was virtually blank. A foray into the ERIC database provided much the same in the way of results (see Blystone, 1987). Further research indicated that, although there were works on textbooks/text materials, the majority dealt with text selection, censorship, and textbook quality, the latter primarily focused on the negative. Since that point, I have continued to look into textbooks/text materials as a subject for academic research and have gradually amassed a rather selective bibliography on the subject. As noted above, due to my interests in foreign language education and the role of textbooks/materials vis-a-vis the values of the academe, the majority of the entries focus on these areas. In addition, given the scattered nature of the resources on textbooks/materials, it is quite likely that I have missed interesting and important books and articles. If you are aware of such sources, please contact me and I will include them in future updates.

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Selected bibliography on textbooks/materials

- Allwright, R. L. (1981). What Do We Want Teaching Materials For? *ELT Journal*, 36, 5-18. Focuses on types of publications language teachers need. Calls for material addressed to learners, for "idea books" containing collections of ideas for teacher adaptation, and "rationale books" that would help teachers understand and explain language learning theory.
- Altbach, P. G., Kell, G. P., Petrie, H. G., & Weis, L. W. (Ed.). (1991). *Textbooks in American Society: Politics, Policy, and Pedagogy*. Albany, NY: State University of New York Press. An edited volume with chapters on social and political issues, textbook reform and improvement, and the international perspective. Also contains case studies of issues in the development of reading/literacy texts and a discussion of priorities from the viewpoint of the author and that of the publisher.
- American Textbook Publishers Institute. (1949). *Textbooks in Education: A Report from The American Textbook Publishers Institute to its Membership, its Friends, and any Others whose Interest in the Development of the Educational System in the United States Goes beyond a Mere Passing Fancy*. New York: American Textbook Publishers Institute. An interesting analysis of the textbook industry at mid-century. Although obviously biased in favor

of textbook publishers, nevertheless contains valuable information on the development of textbooks.

- Apple, M. W. (1985). The Culture and Commerce of the Textbook. *Journal of Curriculum Studies*, 17, 147-162. Points out how little we know about textbooks. Attempts to analyze complicated set of political, cultural, and economic relationships involved in textbook production.
- Apple, M. W. (1986). *Teachers and Texts: A Political Economy of Class and Gender Relations in Education*. New York: Routledge & Kegan Paul. An analysis of textbooks and teachers in political, economic, and gender-based terms.
- Apple, M. W. (1989). Textbook Publishing: The Political and Economic Influences. *Theory Into Practice*, 28, 282-287. Discussion of textbooks as economic and cultural commodities that play major roles in the establishment of curriculum at the elementary and secondary levels.
- Ariew, R. (1982). The Textbook as Curriculum. In T. V. Higgs (Ed.), *Curriculum, Competence, and the Foreign Language Teacher* (pp. 11-33). Lincolnwood, IL: National Textbook. Discusses the compromises that textbook authors must make along with the teachers' responsibility for adaptation of materials to their own situations. Recommends "healthy skepticism" in selecting a textbook along with boldness in making necessary modifications.
- Arnold, D. L. (1989). *The Stone the Builders Rejected: An Initial Inquiry into the Role of the Textbook in the Professional Culture of the Higher Education Faculty*. Dissertation, Univ. of Tennessee, Knoxville. Structured interviews and surveys focusing on perceptions of textbooks in higher education. Areas investigated

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- include: textbooks as scholarship, textbook selection, reviews of textbooks, and access to textbooks. Also available as an article in *Publishing Research Quarterly*, 9 (1993).
- Benjaminson, P. (1992). *Publish without Perishing: A Practical Handbook for Academic Authors*. Washington D.C.: National Education Association. A general guidebook for all academic authors. Discusses issues of "getting published," contracts, and royalties among others.
- Blum, D. E. (1991). Authors, Publishers Seek to Raise Quality and Status of the College Textbook, Long an Academic Stepchild. *Chronicle of Higher Education* (July 31). A11-12. An analytic report based on interviews conducted during the 1991 TAA Convention at Chicago.
- Blystone, R. V. (1987). College Introductory Biology Textbooks: An Important Communicative Tool. *American Biology Teacher*, 49, 418-425. Discussion of college biology textbook research and a review of issues impacting college biology textbooks including a national curriculum, subject areas misconceptions related to textbook design, and the "seduction of being current."
- Blystone, R. V., & Barnard, K. (1988). The Future Direction of College Biology Textbooks. *BioScience*, 38, 48-52. Study of introduction college biology textbooks from 1950 to 1985. Results indicate a steady increase in length as well as in graphic materials.
- Blystone, R. V., Barnard, K., & Golimowski, S. (1990). Development of Biology Textbooks. *BioScience*, 40, 300-303. A survey of 15 authors of college introductory biology textbooks published between 1982 and 1987 plus a survey of students taking a general biology course at Trinity University. Results indicate the increased influence of reviewers and our lack of knowledge concerning how students actually use their textbooks.
- Bragger, J. D. (1985). Materials Development for the Proficiency-Oriented Classroom. In C. J. James (Ed.), *Foreign Language Proficiency in the Classroom and Beyond*. (pp 79-115). Lincolnwood, IL: National Textbook. Describes how textbooks are produced. Analyzes text material from a proficiency point of view giving specific recommendations for lexical and structural coverage along with suggestions about exercises and activities.
- Brook, T. D. (1985). *Successful Textbook Publishing: The Author's Guide*. Madison, WI: Science Tech. A detailed guide to textbook publishing. Includes discussion of the textbook publishing process from both the author's and the publisher's viewpoint, the publishing contract, copyright concerns, royalties, marketing, and the relationship between textbook authors and academic institutions.
- Chall, J. S., & Conard, S. S. (1991). *Should Textbooks Challenge Students? The Case for Easier or Harder Books*. New York: Teachers College Press. A discussion of the role of textbooks in elementary and secondary schools. Includes issues of readability, curriculum, and the responsibility for implementing change.
- Cole, J. Y., & Sticht, T. G. (1981). *The Textbook in American Society: A Volume Based on a Conference at the Library of Congress on May 2-3, 1979*. Washington, D. C.: Library of Congress. Participants drawn from the worlds of publishing and education attempt to define the issues involved in textbook development and use. Contains summaries of complete papers which were to be published by Academic Press but which, apparently, have never appeared.
- Connors, R. J. (1986). Textbooks and the Evolution of the Discipline. *College Composition and Communication*, 37, 178-194. Provides a history of composition teaching illustrating the importance of teacher qualifications or the lack thereof has had on textbooks.
- Coser, L. A., Kadushin, C., & Powell, W. W. (1982). *Books: The Culture and Commerce of Publishing*. New York: Basic Books. Presents a sociological analysis of the world of books focusing on the interrelationships between academia, publishing houses, authors, editors, distributors, teachers, and students, among others.
- Cronbach, L. J. (1955). *Text Materials in Modern Education*. Urbana, IL: University of Illinois Press. The first, and one of the few, discussions of text materials in a broad perspective. Argues for a comprehensive theory of the textbook. Provides a broad view of the textbook as a philosophical construct, a factor in learning, and product of authors and publishers.
- De Castell, S. (1990). Teaching the Textbook: Teacher/text authority and the Problem of Interpretation. *Linguistics and Education*, 2, 75-90. Proposes a "view of the school textbook as a unique form of document"; draws a distinction between literary texts and fact-stating texts.
- De Castell, S., Luke A., & Luke, C. (Ed.). (1989). *Language, Authority and Criticism: Readings on the School Textbook*. London: Falmer Press. A collection of articles concerning the school textbook as a theoretical and a practical construct.

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- Edgerton, R. (1992). Textbooks and faculty rewards. *Change*, (September-October), 4. Editorial concerning the role of textbook authorship within the academic reward system.
- Elliott, D. L., & Woodward, A. (Ed.) (1990). *Textbooks and Schooling in the United States*. Chicago: Univ. of Chicago Press. A valuable collection of articles on textbooks and their relationship to the educational system in the United States.
- Goldstein, P. (1978). *Changing the American Schoolbook*. Lexington, MA: Lexington Books. A valuable discussion of the disincentives provided by copyright and patent laws for innovation in textbooks. Includes an extensive description and analysis of attempted textbook innovation and reform in the 1970s.
- Heilenman, L. K. (1991). Material Concerns: Textbooks and Teachers. In E. S. Silber (Ed.), *Critical Issues in Foreign Language Instruction* (pp. 104-130). New York: Garland. Discussion of textbooks as social artifacts relating various constituencies (teachers and students, authors and publishers, the general public) accompanied by an analysis of issues of concern to foreign language material users and developers (role of research, pedagogical grammars, vocabulary, choice of language level and register, authentic materials, culture, and technology).
- Heilenman, L. K. (1993). Of Cultures and Compromises: Publishers, Textbooks, and the Academy. *Publishing Research Quarterly*, 9: 55-67. A discussion of the relationship between the culture of the academy and that of the marketplace as reflected in textbook authoring and production.
- Heilenman, L. K. & Tschirner, E. (In press). *The Culture and Commerce of the Foreign Language Textbook: A Preliminary Investigation*. In D. P. Benseler (Ed.), *The Dynamics of Language Program Direction*. Boston: Heinle & Heinle. Survey of French and German university-level foreign language textbook authors. Includes discussion of academic values and rewards in respect to textbook publishing.
- Herlihy, J. G. (Ed.) (1992). *The Textbook Controversy: Issues, Aspects and Perspectives*. Norwood, NJ: Ablex. A collection of articles treating quite diverse issues relating to textbooks.
- Houghton, H., & Willows, D. M. (1987). *Instructional Issues: The Psychology of Illustration*. New York: Springer-Verlag. (See Willows & Houghton, 1987 for annotation).
- Kramsch, C. J. (1988). The Cultural Discourse of Foreign Language Textbooks. In A. J. Singerman (Ed.), *Toward a New Integration of Language and Culture* (pp. 63-88). Middlebury, VT: Northeast Conference. Analyzes the culture of the textbook in the context of education and publishing. Discusses the kind of culture contained in textbooks and suggests directions for the future.
- Lewis, R. (1992). Textbook Authors Caution: Write for Love, Not Recognition. *The Scientist*, 6, 20, 22. A report on author's perceptions of academic rewards pursuant to textbook authoring.
- Lichtenberg, J. (1992). The New Paradox of the College Textbook. *Change*, (September-October), 10-17. An up-to-date analysis of the college textbook and the issues surrounding it. Includes discussion of increased costs and decreased sales, used books, new technologies, and academic values.
- Luey, B. (1990). *Handbook for Academic Authors* (Revised ed.). Cambridge: Cambridge University Press. A guide for all varieties of academic authors including those of monographs, journal articles, and scholarly books as well as textbooks. Contains helpful advice on various facets of text authorship including contracts, royalties, and production.
- Olson, D. R. (1980). On the Language and Authority of Textbooks. *Journal of Communication*, 80, 186-196. Discusses the textbook as a register like babytalk or oral ritualized language. Posits that the separation of knowledge as represented in textbooks, from speakers (here the teacher) imparts authority and puts textbook content above criticism.
- Rings, L. (1990). From One Textbook Author to Another: A Response to Anonymous, Comment and Response. *Polylingua*, 1, 133-134. An exposition of the role of textbook authors as representatives of scholarly innovation vis-a-vis the more conservative stance of textbook publishers.
- Sykes, T. (1991). Textbooks as Scholarship? *TAA Report* (October), 5-6. A survey of faculty members at Illinois State University concerning textbooks as scholarship. Results indicate widely varying opinions with comments on the necessity of innovation and the role of profit.
- Tibbetts, A., & Tibbetts, C. (1982). Can Composition Textbooks Use Composition Research? *College English*, 44, 855-858. Based on extensive experience authoring composition textbooks, the authors contend that there is little place for research in textbooks largely because teachers do not want it.
- Tyson-Bernstein, H. (1988). The Academy's Contribution to the Impoverishment of America's Textbooks. *Phi Delta Kappan*, (November), 193-198. An indictment of the academy's role in the deterioration of textbooks.

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2. Textbook and academic authors shall strive for the highest standards of writing quality and shall endeavor to produce work that is understandable and clear; the writing style should recognize the educational level of the audience.

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Contents that negative incentives for textbook writing among professors has led to the erection of serious obstacles to textbook reform.

- Willows, D. M., & Houghton, H. A. (1987). *Basic Research: The Psychology of Illustration* (Vol. 1). New York: Springer-Verlag. Gives an overview of current thinking and research concerning the role of illustrations in learning. Includes discussions of memory, affective response, the effect of pictures on prose learning, and the role of charts, graphs, and diagrams.
- Woodward, A., Elliott, D. L., & Nagel, K. C. (1988). *Textbooks in School and Society: An Annotated Bibliography and Guide to Research*. New York: Garland. An extensive bibliography and guide to all aspects of textbooks. The logical place to begin any research concerning textbooks.

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