

KARADENİZ TECHNICAL UNIVERSITY * THE INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF WESTERN LANGUAGES AND LITERATURE

APPLIED LINGUISTICS MASTER'S PROGRAM

**EFL TEACHERS' VIEWS AND CORPUS ANALYSIS OF ENGLISH COURSEBOOKS
USED IN TURKISH STATE SCHOOLS IN TERMS OF AUTHENTIC GRAMMATICAL
AND LEXICAL CONTENTS WITH A SPECIFIC FOCUS TO THE USE OF "MUST"**

MASTER'S THESIS

Samet KARA

JUNE-2020

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JUNE-2020

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DECLARATION OF ORIGINALITY

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ÖZET

Yabancı dil öğretimi ve öğreniminde yaşanan en büyük zorluklardan birisinin dil içeriğinin soyut olması göz önünde bulundurulduğunda, ders kitaplarının öğretilen dili somutlaştırmada, sınıf içi ve sınıf dışı etkileşimi sağlamada en temel kaynaklar oldukları söylenilebilir. Ülkemizde de kaynak ve kılavuz ders materyalleri olarak yoğun bir şekilde kullanılan ders kitaplarının içerikleri, hedef dile özgü dil yapılarını barındırma ve bu dil yapılarını kullanmadaki yetkinlikleri gibi özellikleri etkili bir yabancı dil öğretimi ve öğrenimi açısından büyük öneme sahiptir. Bu bilgiler ışığında, bu çalışmada, Milli Eğitim Bakanlığı'na bağlı devlet okullarında kullanılan yabancı dil ders kitaplarının yeterlilik ve sınırlılıkları, ana dili İngilizce olan yazarlar tarafından yazılmış ders kitapları ile derlem tabanlı karşılaştırmalar yapılarak belirlenmeye çalışılmıştır. Çalışmanın ilk adımı olarak İngilizce öğretmenleriyle bir anket ve açık uçlu mülakat yapılmıştır. Daha sonra, bu derlem tabanlı çalışma için ana dili İngilizce olan yazarlar tarafından derlem uyumlu yazılmış 4 kitabın içeriklerinden REF CC (Referans Ders Kitapları Derlemi) adında bir derlem oluşturulmuştur. Bu referans kitaplardan oluşturulan derlem çalışması özgün İngilizce olarak temel alınmış ve ülkemiz devlet okullarında kullanılan İngilizce ders kitapları ile içerik yönünden Sketch Engine programı kullanılarak karşılaştırılmıştır. Çalışmanın sonunda, Türkiye'de kullanılan yabancı dil ders kitaplarının, belirlenen konularda ve bu konularla birlikte kullanılan kelimelerin sıklıklarında otantik dil ile çok az benzerlik gösterdiği tespit edilmiştir. Bu bağlamda, ders kitaplarında geliştirilmesi veya değiştirilmesi gerekli alanlar ayrıntılı olarak ortaya çıkarılmıştır. Son olarak, bu çalışmada yabancı dil ders materyallerinin geliştirilmesi ve incelenmesi aşamalarında derlem bilim çalışmalarının önemi vurgulanmış ve Milli Eğitim Bakanlığı yetkilileri için tavsiye niteliğinde değerlendirmeler yapılmıştır.

Anahtar Kelimeler: Yabancı dilin önemi, Yabancı Dil Ders Kitapları, Özgünlük, Derlem Temelli İnceleme

ABSTRACT

Considering the fact that one of the most significant difficulties experienced in foreign language teaching and learning is the abstractness feature of the language content, it can be assumed that the coursebooks are primary sources in embodying the language taught and providing interaction both inside and outside of the classroom. The contents of the coursebook used extensively as the reference and source materials in our country have great importance in terms of existing language structures specific to the target language, and their competence in using these language structures for more efficient foreign language teaching and learning. In the light of information, in this study, the sufficiency and limitations of foreign language coursebooks used in state schools affiliated to the Ministry of National Education were aimed to be revealed by making corpus-based comparisons with the coursebooks written by native English writers. As a first step of the study, a questionnaire and a semi-structured interview were conducted with English teachers. Then, a native corpus named as REF CC (Reference CourseBook Corpus) was compiled by using the contents of the four coursebooks written by the native English writers as appropriate for the corpus-based studies. The corpus compiled from these reference books has been considered as containing authentic features and compared to the English coursebooks used in state schools in our country by using Sketch Engine, an online corpus query tool. At the end of the study, the contents of the non-native corpus was found to include little similarity to authentic language in terms of certain grammatical items and frequency of their collocations. In this sense, certain points that need to be revised and changed were revealed in detail. Lastly, the study emphasized the role of the corpus approaches to material development and evaluation and also made advisory evaluations for the coursebook writers in the Ministry of National Education.

Keywords: Importance of Foreign Language, Foreign Language Coursebook, Authenticity, Corpus-based CourseBook Evaluations

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LIST OF ABBREVIATIONS

MONE	: Ministry of National Education
MONE CC	: Ministry of National Education Coursebook Corpus
REF CC	: Reference Coursebooks Corpus
ELT	: English Language Teaching
ELL	: English Language Literature
ALL	: American Language Literature
ESL	: English as a Second Language
EFL	: English as a Foreign Language
N-pmw	: The Sum of Items As Per Million Words
LL	: Log-Likelihood Ratio
CB	: Coursebook

INTRODUCTION

This contrastive corpus-based descriptive study aims to present a detailed coursebook evaluation comparing the coursebooks used by state secondary and high schools in Turkey with the reference coursebooks written by native speakers. In other words, this corpus-based study mainly concerned about the lexical patterns and grammatical structures in terms of the concept of authenticity.

Considering the lingua franca feature of the English language, it seems that the English language, with its vast number of native and non-native speakers, is among the most leading languages all around the world. It is likely to state that this situation developed in a historical process. As a result of some historical events like the Industrial Revolution and World Wars, the English language started to rise its reputation in the world. According to Crystal (2012), compared with other languages in the world, the number of English language native and non-native learners has been on the rise with over 1.5 billion people speaking English as a second or foreign language. A natural consequence of this enormous number is that the English language has a significant impact on areas like science, politics, economics, education, online world, technology, tourism, and so on. Therefore, people who learn the English language can benefit from a wide range of information, job opportunities, contacts, etc. So, it may clearly be stated that learning the English language continually becomes more and more important for people all over the world.

In the last century, foreign language learning and teaching has had great importance in the Turkish Education System. Due to some changing needs and the power relations as part of international policies, different languages such as French or German were also taught in the state schools for some time as a foreign language. In the last decades, in the Turkish education system, English language has gradually increased its importance through many innovations and reforms improved by the Ministry of National Education. As Bayyurt indicates “with the 4 + 4 + 4 education system, which was implemented as of 2012-2013 Academic Year, the primary school starting age was reduced to 5 (voluntarily); thereby, English education started in the second grade”(Bayyurt, 2012: 301; author translated). In this way, it was aimed to expose students to 1850 hours of English teaching time in primary and high school (700 hours of average in primary, 1150 hours in high school)

However, teaching and learning a foreign language presented some challenges to be overcome by both the language teachers and learners. One of the biggest challenges in foreign language teaching and learning is the abstractness feature of the language. Starting to learn a

foreign language at an early age, some young learners are faced to overcome a huge challenges in comprehending abstract points of the language. At this point, materials like coursebooks concreting language concepts to young learners have a significant influence on language learning.

For years, language coursebooks have been regarded as comprehensive components of language teaching with their high value and impact in both language learning and teaching. According to Nunan (1988: 181), coursebooks can provide professional assists to the language teachers presenting examples in key parts of the curriculum and well-designed practices in the classrooms. Coursebooks may have similar roles to a map: demonstrating language teaching progress (McGrath, 2002: 154; O'Neil, 1982: 104; Ur, 1996: 183) and providing managements and plans in how lessons can be presented (Tomlinson, 2008: 78). Hutchinson and Torres (1994: 232) report four ways in which coursebooks can be beneficial in times of educational developments: first, as one of the primary tool for both language teacher and learner training; second, they present assistance for determining course materials; third by offering a comprehensive picture as possible of what the innovations will resemble; and fourth with the help of the psychological support they offer to language teachers. In addition, through using coursebooks, it is possible to provide language learners similar inputs and therefore evaluate them in the same way. Also, they may have a significant influence on the learners to reach their language learning goals. Despite many technological developments and innovations, it seems that coursebooks will proceed to have impacts on both teachers and learners and to provide fruitful tools for the language classes (Alenezi, 2019:17).

Besides many benefits that coursebooks may provide essential material for ELT classrooms, some researchers (e.g. Ur, 1996: 184; Graves, 2000: 175; Allwright, 1981: 17; and Williams, 1983: 251) have defined several probable problems with coursebooks. These researchers emphasize that coursebooks may not always have a positive impact on language teaching and learning since they are ultimately written materials. Every coursebook may have some strong and weak sides alike. Therefore, it is not likely to state an utterly appropriate coursebook that meets the needs of all students, teachers, schools, and curricula. Another problematic issue in the coursebooks is the unnatural, inappropriate and inauthentic language that cannot appropriately represent the target language itself or its culture and cannot also prepare students for real-life situations (Ur, 1996). Many researchers (eg. Graves, 2000; Basturkmen, 2010; Allwright, 1981; Porreca, 1984; Cathcart, 1989; Clarke and Clarke, 1990; Carrell and Korwitz, 1994; and Renner, 1997) claim that coursebooks seem to lack authentic texts representing personal preferences and biases of their writers.

Considering the fact that exposing authentic language to the learners seems to be more significant in the countries teaching English as a foreign language, using coursebooks presenting authentic language may be crucial. Arıkan (2007: 5) states that:

Because English as a Foreign Language students do not have a chance to speak English in its actual socio-cultural environment, they should be exposed to materials that prepare them to authentic language use. I, therefore, hold that classroom materials must contain language pieces that are error-free and should be written in accordance with the target language as used in naturally occurring discourse.

Several different researchers have listed the possible benefits of using authentic materials in language classes (e.g. Ruth E., Larimer and Leigh Schleicher 1999: introduction section; Jordan 1997: 113; Bacon and Finneman 1990: 73; Kuo 1993: 171; Little et al. 1994: 8; McGarry 1995; Wong, Kwok & Choi 1995:318; Nuttall 1996). One of the main advantages of using authentic material in language classrooms is that they offer both oral and written language structures used naturally and appropriately in cultural and situational contexts. In this respect, Otte (2006: 56) maintains that;

To develop proficiency in the target language, language learners must be provided with expanded opportunities to both perceive authentic language as it is used as a fundamental means of communication among native speakers..., and to practice using authentic language themselves in order to be better prepared to deal with authentic language in the real world.

Despite the indisputable significant role of authenticity in language materials (coursebooks), it seems that by neglecting the main elements of real communication, coursebooks may not always appropriately guide both teachers and learners. This situation forces language teachers and learners to face many challenges. According to Gabrielatos (2002: 46) “if learners expect over-explicit messages, they may be confused and discouraged by the elliptical nature of everyday language.”

In the Turkish context, coursebooks are generally regarded as the sole language teaching and learning materials with their guidance about the content and the methodology required. That is, the only tool exposing learners to the authentic and real target language is the foreign language coursebooks. However, the issue of appropriateness and presenting authentic language in the coursebooks used by state schools in Turkey may still be regarded as controversial. Because I have been working in a state secondary school in Turkey for five years as an English language teacher, I had the opportunity to observe and analyse the English coursebooks in terms of content and organization. As a result of my observations, I noticed that although coursebooks are largely used in the Turkish context, it is hard to label this content as authentic and everyday language samples are presented. For this reason, with the purpose of determining the opinions of other English language teachers about coursebooks, I conducted an authenticity-based questionnaire and a content analysis in the provinces of Ağrı, Erzurum, and Trabzon. The main motivation behind this was my belief that a close scrutiny toward the coursebooks would help us to understand authentic language usage in the English coursebooks used by state secondary and high schools in Turkey.

CHAPTER ONE

1. FRAMEWORK OF THE STUDY

1.1. Statement of the Problem

Despite many reforms and innovations in foreign language teaching programs and curriculums by Ministry of National Education in Turkey, it does not seem that the targets in foreign language learning and teaching have been fulfilled yet. So far, many studies have been carried out by many researchers to determine the possible reasons for this challenge. These previously conducted studies in Turkey (e.g. Çakır, İ. 2007: 250; Doğançay-Aktuna, S., & Kiziltepe, Z. 2005: 253; Tılfarlıoğlu, F. Y., & Öztürk, A. R. 2007: 202, Kızıldağ, A. 2009: 185, Solak, E., Bayar, A 2015: 160; İnceçay, G. 2012: 53) showed that there are many various reasons of this failure in foreign language teaching and learning. A study conducted by Çetinkaya (2015: 301) revealed that despite the early attempts to teach English in elementary schools, students seem to have failed to achieve goals in language learning. According to her, the main reason for this situation is the language teaching approaches and strategies which entirely depend on linguistic and grammatical structures rather than communicative skills. On the other hand, Oktay (2015: 1-2) emphasized the importance of detailed studies in foreign language teaching to solve some urgent problems. She maintained that foreign language policy is not appropriate for achieving goals.

Other problematic issues in language teaching and learning in Turkey seem to be incomprehensive language teaching curriculums, the inadequacy of language teachers and the physical environment in language classrooms or the insufficiency of foreign language course materials (coursebooks) used by Ministry of National Education in Turkey (Oktay (2015:2).

In the Turkish context, the coursebooks, being the main focus of this study with their inadequacy in language teaching as instructional materials, have particularly major importance with their guidance about what to teach in which way.

The significant role of coursebooks in language classrooms cannot be ignored thanks to plenty of useful functions they provide. Mainly, materials provide students with the primary source of contact with the language, the content of lessons, the balance of skills taught, and the type of practice learners participate in (Richards, 2007: 252). They present a structured content in a standardized design ready for application (Crewe, 2011: 7). On the one hand, they offer a guide to

the students about what they are going to learn or study during the language learning period, on the other hand, they provide authority for the teachers in the classroom as the mediator of their content (Haycroft, 1998). One of the other advantages using coursebooks is that in settings where the target language is available only in the classroom, it is one of the main points of source and reference in and out of the class (Cunningsworth, 1995: 7). Besides, McGrath (2006: 154) also stated that “Coursebooks are a central element in teaching-learning encounters, not only in school settings but frequently also in tertiary-level service English contexts.”

In order to provide more effective language learning, it is so crucial for a coursebook to expose foreign language students to the real language (authentic) input. Because EFL students do not have a chance to speak English in its actual socio-cultural environment, they should be exposed to materials that prepare them to authentic language use (Arıkan, 2007: 5). Therefore, language pieces presented by the course materials (coursebooks) should be written in accordance with the naturally occurring target language and should be error-free.

Despite the fruitful roles of coursebooks in language classrooms, many teachers claim that coursebooks do not seem to be sufficient to properly guide both teachers and students in language teaching and learning. Sheldon (1988: 237) stated that ELT coursebooks are solutions to some of the problems in classrooms but are frequently seen by teachers as ‘necessary evils’. One another problem with coursebooks is that the elements of real communication are often neglected or ill-treated (Abalı, 2006). Naturally occurring language carries both certain grammatical/structural features of spoken language and social roles of the participants (Thanasoulas, 2005: 213). However, many coursebooks seem to be inadequate to provide a language that exists in daily life. According to Gabrielatos (2002: 46) “if learners expect over-explicit messages, they may be confused and discouraged by the elliptical nature of everyday language.” Therefore, if coursebooks do not allow learners to interact with the natural and authentic language used in real life, acquisition of contextual and functional features of the target language may not be possible.

1.2. Purpose of the Study

The fact that “coursebooks” are the great supporters inside and outside of the English classroom for both teachers and students during language teaching and learning process makes it necessary to investigate these coursebooks in various dimensions. Aydemir (2002) asserts that coursebooks may be considered as essential teaching tools in language teaching programmes. Coursebooks may provide communicative inputs to the language learners by exposing English used in everyday language. Thus, the purpose of the present study is to make an overall comparison between the native and non-native English coursebooks currently employed by the state schools (secondary and high school) in Turkey in terms of authenticity as being an

essential component that play an essential role in the general make-up and design and content of the coursebooks.

As mentioned previously, the role of English coursebooks is crucial as the basic components of language teaching and learning activities. Richards (2001: 1) stated that coursebooks act as a key component in many language programs while Harmer (2002: 304) assumed that “they foster students’ perception of progress, provide materials for revision, and engage them in multiple ways”. What is more, coursebooks provide students with the opportunity to access to “the main source of contact with the language, the content of lessons, the balance of skills taught, and the type of practice learners participate” (Richards, 2007: 252). Therefore, their lexical, methodological and linguistic contents need to include “input” appropriate for the real target language and daily life interaction. Besides, the kinds of “input” provided by the coursebooks are likely to help students to gain language skills required.

With this purpose in mind, the present study aimed to analyse the native and non-native coursebooks selected according to strict criteria in terms of their methodological and linguistic contents (lexical, grammar, the topic presentation). With the help of corpus tools, several comparisons between the two groups of books were made, and the similarities and differences were given in numeric order, and the content comparisons, the overused and underused patterns were given in tables and figures. The titles of the two corpora are REF CC (compiled from the reference coursebooks) and MONE CC (compiled from the coursebooks used by MONE in Turkey).

1.3. Background of the Study

In the globalized world, with its feature of lingua franca, English is one of the most leading languages all over the world. It is undoubtedly clear that English has a major influence in many areas such as science, politics, economics, education, online world, technology, tourism, etc. in today’s world. Although the number of people whose native language is English is not the largest in the world, English has the uttermost teaching and learning rate among the languages taught as both foreign and second language. According to statistics, approximately 2 billion people are speaking English around the world. While 400 million of them are native English speakers, 1.6 billion of them learn English either as a second or foreign language.

When a close scrutiny is applied to Turkey, it is clearly seen that there is a similar situation in the Turkish context as well. According to Dogancay-Aktuna (1998: 37) in Turkey, English carries the instrumental function of being the most studied foreign language and the most popular medium of education after Turkish. Accordingly, foreign language courses started to be included in the education programs by the Ministry of National Education in the Turkish education system a long time ago. In order to respond to changing needs and demands over time, various changes were

made in terms of quantity and quality in foreign language education programs. (Demirpolat, 2015: 7) In recent years, with the education reforms of the Ministry of National Education, the curriculum of the 2nd grades has been changed, and the English teaching has been reduced to the 2nd-grade level so as to start English teaching at an early age. However, despite all the changes and reforms made in the English teaching program, it seems that there are still some problems in achieving the desired level of foreign language teaching success in Turkey.

According to Schools of Foreign Languages at Pamukkale University, the percentages of students that enrolled in this department of the university and then enrolled the beginner level of the preparatory class as a result of the placement exam shows that the students' actual level of English was very low. 94.43% of 934 students in the 2008-2009 academic year, 97.33% of 1090 students in the 2009-2010 academic year, 90.20% of 1450 students in the 2010-2011 academic year and 83.29% of 1634 students in the 2011-2012 academic year started the English preparatory program at the beginning level (Peker, 2012). These data reveal that despite 700 hours of average English teaching time in primary school and 1150 hours in high school, 1850 hours in total, students still have beginner-level English knowledge when they reach university level.

The extent of these problems and failures experienced in foreign language learning and teaching in Turkey are also the subject of many other studies worldwide. For instance, in 2018, research named as English Proficiency Index conducted by English First School (EF) among 88 countries worldwide demonstrated that in Europe while Sweden had the highest score with 70.72 points, Turkey with the lowest score 47.17 was the last country. Additionally, in another research conducted by this institution in the world, with its foreign language proficiency scores (47.17), Turkey was ranked as 73 out of 88 countries. As a result of this study, countries were categorized according to their foreign language proficiency scores as "very high", "high", "moderate", "low", and "very low". Within these groups, in terms of foreign language proficiency levels, Turkey took place in the same category (very low) with the countries like Iran, Venezuela, Syria, Afghanistan, Cambodia, and Nicaragua which have very low levels of development (social, economic, politic, etc.) compared to Turkey.

Figure 1: Global Ranking of Countries and Regions According to English Skills by EF English Proficiency Index in 2018



Source: English Proficiency Index (2018), <https://www.ef.com/wwen/epi/>

1.4. Significance of the study

This study stands on a detailed qualitative and quantitative data analysis and comparisons of the coursebooks used by state schools in Turkey with coursebooks written by native English speakers based on the corpus. Although there have been many previous studies on coursebooks, only a limited number of points have been addressed in most of these studies. Several findings have been reported with a narrow scope to include such points as the role of coursebooks from the point of view only teachers or students. Besides, instead of scrutinizing the content of coursebooks, these studies emphasized only their positive and negative aspects of language teaching and learning.

In this study, the principles of descriptive linguistics were applied by the researcher. According to the François (2013: 2), “The core principle of descriptive linguistics is that each language constitutes an autonomous system, which must be described in its own terms.” At the first step of the DL, language samples obtained from speakers were collected and analysed so as to get the elements of the system and the principles that underlie its organization. He also added that

“Descriptive linguistics is the scientific endeavour to systematically describe the languages of the world in their diversity, based on the empirical observation of regular patterns in natural speech.” On the basis of the Swiss linguist Ferdinand de Saussure’s insights, descriptive linguistics was described

“Each language can be described on its own terms, based on the empirical observation of contrasts—or “structures”— internal to its system, rather than on categories imported from other languages.” Therefore, corpus descriptions are important parts of defining the phenomena under scrutiny.

Unlike many other coursebook analyses, the main feature distinguishing this study from the previous ones is that it is an attempt to distinguish the contextual presentation of the subject matters and its effect in language teaching and learning in addition to their roles in language classrooms. This study aims to compare the language contents of coursebooks used by the Ministry of National Education in Turkish state schools with the reference coursebooks written by native speakers in terms of lexical patterns, grammatical structures. Unlike many other studies, with the help of corpus-based coursebook comparison, language structures in both coursebooks were compared in detail.

The scope of this study is not limited to a particular school, class or number of students. It aims to examine all coursebooks currently used by the Ministry of National Education (MONE) in state secondary and high schools in Turkey. In this way, it will be possible to make proper assumptions based on the findings and these findings are likely to give us to a certain extent a picture of foreign language teaching and learning problems in Turkey.

This thesis study contends that the coursebooks prepared by native speakers in a native speaker environment will be more authentic in terms of presenting the topics with more appropriate content. However, similar types of coursebooks whose writers are non-native speakers of English and that are prepared in a non-native environment, are likely to include artificial and unauthentic content. At this point, language teachers’ considerations and recommendations about coursebooks are quite crucial since they are sole users of these foreign language coursebooks in the classrooms.

With this perspective, at the beginning stage of this study, a questionnaire and an interview are given with 120 English teachers working at the state schools in the provinces Erzurum, Trabzon, and Ağrı. The data obtained from this questionnaire and interview were analysed using quantitative and qualitative data analysis techniques. In this analysis stage, a statistics program (SPSS) and corpus-based content analysis techniques were used.

Afterwards, coursebooks used by state schools in Turkey and coursebooks written by native English speakers have been compared in terms of authenticity. With the help of findings that show a clear picture of the problems on foreign language teaching and learning in Turkey, this study has a crucial role about reviewing, revising and making necessary changes in the coursebooks and foreign language teaching syllabus in accordance with the authenticity.

1.5. Research Questions

1. What is the degree of authenticity of English course books used in MONE schools in Turkey when compared to corpus-based native coursebooks in terms of grammar aspects?
2. What is the degree of authenticity of English course books used in MONE schools in Turkey when compared to corpus-based native coursebooks in terms of lexical aspects?
3. To what extent are there similarities between the native and non-native coursebooks regarding the usage patterns of “must” from necessity and probability aspects?
4. What are the perceptions of MEB English teachers regarding the English coursebooks currently used in secondary and high schools in Turkey in terms of authentic content?

1.6. Limitations of the Study

Like every study, this study bears some shortcomings in itself. One of the primary limitations of this study is that although this study is a corpus-based coursebooks analysis with a specific focus of authenticity, an attempt was made to analyse the authenticity data from the written texts existing in the coursebooks. This causes disregarding other authenticity types like learner authenticity and task authenticity which require a long-term search and various analysing methods.

Another drawback in this study is that the questionnaire and interview that are two of the basic components of this study were conducted with English teachers working at the Ministry of National Education in the provinces of Erzurum, Trabzon, and Ağrı. Due to some institutional restrictions and time constraints, the questionnaire and interview were carried out with a limited number of English teachers working at these three provinces in Turkey. This problem raises a question about whether the data obtained from the questionnaire and interview conducted with English teachers can be generalized or not. Research on a larger scale can provide broader information about the drawbacks of coursebooks and enable to make generalizations from the data.

Although the same coursebooks provided by the Ministry of National Education are used in all state secondary and high schools in Turkey, these coursebooks are not used by almost any of private secondary and high schools. Additionally, in some state schools, many English teachers with their personal preferences either do not use any coursebooks or use coursebooks selected by

themselves in the classroom instead of coursebooks provided by the Ministry of National Education.

The main aim of this study is to make corpus-based comparisons with the coursebooks provided by the Ministry of National Education in Turkey and some coursebooks written by native speakers. In this way, it is aimed to analyse and evaluate authenticity subjects in the coursebooks. While making this analysis, and evaluation about authenticity, coursebooks written by native speakers were evaluated as reference books which is another problematic issue in this study. Since they were written as course materials by native speakers, it is hard to evaluate these coursebooks on the basis of authenticity criteria. Restricting the authenticity analyses only with the input provided by English coursebooks by ignoring the classroom environment and the tasks may be one of the other problematic issues and limitations of this study.

1.7. Organization of the Study

This study aims to make corpus-based comparisons with the coursebooks used by state secondary and high schools in Turkey and previously determined coursebooks written by native speakers. While making this comparison, this study specifically focuses on the issues of authenticity. This thesis consists of seven chapters.

Chapter 1, Introduction: This chapter describes the statement of the problem for this study as well as the background of this problem in general. This part describes a rationale for selecting the topic of the thesis discussing the main research purpose with the research questions and describing the importance of this research. This part of the thesis is also included some limitations of the research topic and some key terms about this study.

Chapter 2, Literature Review: This chapter presents the literature review related to importance of English language in both world and more specifically Turkey, language teaching and learning materials (specifically language coursebooks) and their functions and crucial roles in language classrooms, the importance of authenticity in language materials and similar material evaluations (coursebooks) studies in Turkey and the world, and lastly the role and functions of corpus-based material evaluations.

Chapter 3, Methodology: This chapter describes the methodology employed in the present thesis. Its components include: (a) an overview of the design; (b) the setting; (c) participants; (d) instrumentation; (e) data collection procedures; and (f) data analysis procedures.

Chapters 4, Findings and Discussion: This chapter provides the results of both qualitative and quantitative data analysis procedures. And also, this chapter summarizes and discusses the

main findings obtained from the data in coursebooks and also evaluates the data with the help of corpus linguistics tools. These are listed below in the order in which the qualitative and quantitative research questions.

1. Descriptive statistics of the data obtained from a questionnaire and an interview conducted with English teachers working at the Ministry of National Education in the provinces of Erzurum, Trabzon, and Ağrı.
2. Descriptive statistics of the comparison between MONE CC (created from the coursebooks provided by Ministry of National Education in Turkey) and REF CC (created from the previously determined reference coursebooks written by native speakers)
3. A descriptive list and comparison of the most commonly used “*verbs, nouns, adjectives, and adverbs*” in both corpora. (MONE CC and REF CC)
4. A descriptive list and comparison of the most commonly used tenses (*simple present tense, present continuous tense, simple past tense, past continuous tense, future tense, future continuous tense, future perfect tense, future perfect continuous tense, present perfect tense, present perfect continuous tense, past perfect tense, past perfect continuous tense*) in both corpora. (MONE CC and REF CC)
5. A descriptive list and comparison of the most commonly used verbs with tense in both corpora. (MONE CC and REF CC)
6. A descriptive list and comparison of the most commonly used modals (*can, may, might, will, could, would, should, have/has to, must, shall, ought to, need to, dare*) in both corpora. (MONE CC and REF CC)
7. A descriptive list and comparison of the most commonly used verbs with modals in both corpora. (MONE CC and REF CC)
8. A more specific focus of the modal “*must*” with its usage patterns, the meanings of its obligation and possibility, and the necessity types of it in both corpora. (MONE CC and REF CC)

Chapter 6, Conclusion: The chapter concludes the entire contents and main points of the thesis with a summary by addressing some essential points and findings.

1.8. Definition of Key Terms

In this study, the following terms are used in the meanings suggested below:

Corpus/Corpora: Large collections of written/spoken materials, produced by native speakers, which are stored on a computer and used to find out how language is used.

Corpus Linguistics: “Corpus Linguistics approaches the study of language in use through corpora. Corpus linguistics serves to answer two fundamental research questions:

1. What particular patterns are associated with lexical or grammatical features? 2. How do these patterns differ within varieties and registers?” (Bennett, 2010: 2)

Concordancer: The computer software constructing frequently used a specific set of vocabulary in the corpus, enables to process, analyse and compare corpus texts. (Sketch Engine in this case)

WEB Concordancer: An internet applications which enables to process, analyse, and compare corpus texts (Sketch Engine)

Log-Likelihood Scale: is a tool for summarizing the data’s evidence about unknown parameters by generating estimators. It associates to each parameter the probability of observing the given sample.

Authenticity: The language that is not produced for educational purposes like language teaching. Authenticity is oral and written language samples which reflect language forms and are used naturally and appropriately in cultural and situational contexts (Rogers & Medley 1988: 467)

CHAPTER TWO

2. LITERATURE REVIEW

2.1. The Importance of English Language

Throughout history, due to some politic and social factors, several different languages like German or French gained their utmost reputation in the world. As a result of major events such as the Industrial Revolution and World Wars in the last centuries, some countries like Britain and the United States whose official language is English became the most powerful countries in the world. As a natural consequence of these events, the importance and influence of English have increased accordingly. English language that began to be globalized in those years is still one of the most widely taught foreign languages all over the world. As Crystal (2003: 7) states, the number of people studying English has increased and about 85% of international organizations benefit from official use of English in the world. With over 1.5 billion people speaking English as a second or foreign language, and more than one hundred nations integrating English into their standardized school curricula (Crystal, 2012), the number of English language speakers has been on the rise for many years comparing other languages in the world.

Figure 2: List of Countries by English Speaking Population

Country	% English Speakers	Total English Speakers
United States	94.2	298,444,149
India	10.35	125,226,449
Pakistan	49	92,316,049
Nigeria	53	82,941,000
United Kingdom	97.74	63,962,000
Philippines	56.63	57,292,884
Germany	64	51,584,000
Bangladesh	18	29,398,158
Canada	85.63	28,360,240
Egypt	35	28,101,325
France	39	25,500,000
Italy	34	20,300,000
Australia	97.03	17,357,833
Ghana	66.67	18,000,000
Thailand	27.16	17,121,187
South Africa	31	16,424,417

Source: https://en.wikipedia.org/wiki/List_of_countries_by_English-speaking_population

In our global world, thanks to the development of the English language, the notion of Intercultural Communicative Competence began to have great significance in the fields of foreign language teaching and learning. Today, the English language has over 1.5 billion foreign or second language learners and more than one hundred nations integrating the English language into their school curricula (Crystal, 2012). Therefore, it might be claimed that the main aim of language teaching in the modern world is to enable students to utilize basic skills for communication with various cultures. As Cortazzi and Jin (1999: 198) argue; "popular music, the media, large population movements, tourism, and the multi-cultural nature of many societies combine to ensure that sooner or later, students will encounter members of other cultural groups." At this point, the feature of English as a lingua franca can be one of the main reasons that motivate people to learn English so as to pursue many various areas including social, cultural, economic, scientific, educational, art developments and technological innovations. Accordingly, people need to learn English in order to reach a far wider range of information, opportunities, and contacts. Not only in daily communication among the people but also the online world, English language is one of the most leading languages. Today, more than % 80 of all information in the world's computers is in English. Therefore, it does not seem possible for a researcher to conduct more in-depth research on a particular topic without using English as a medium of communication. Consequently, given the numerous benefits and necessities of learning English, it is evident that learning English becomes increasingly vital for people all around the world.

2.2. The English Language in Turkish Context

It is an indisputable fact that global communication is one of the basic requirements of the modern age. Recently, thanks to many technological developments and innovations in the world, interactions between communities have become increasingly important. Therefore, it is possible to state that knowing a foreign language has become a necessity in today's world rather than a personal choice. In our country, this situation is not different from the rest of the world, and it is becoming more and more vital to learn a foreign language.

The importance of foreign language teaching in our country has been maintained its importance in our education system since pre- and post-Republic periods. In the 1950s, language education was started by opening schools with official and special status and they taught foreign languages. Since then, expectations for foreign language education have increased gradually. In order to respond to the changing needs and demands of the Turkish education system, various changes have been made in terms of quality and quantity in foreign language education programs (Demirpolat, 2015: 7). To meet these various needs and demands, foreign language high schools have been opened in our country, and several universities have changed their medium of instruction as English. As far as Higher Education is concerned, universities such as METU (Middle East Technical University) and Boğaziçi University have been using English as a medium for

instruction for many years. Several other departments of Turkish universities offer an education that has one hundred percent in English (for example, English Medicine) while some others provide thirty percent English education.

More recently, the 1997 Eight-Year Education Reform can be considered as a threshold in the context of the overall education system; however, it was noticed that the English language teaching curriculum did not differ from the traditional approaches at that time (Haznedar, 2003: 119-130; Kırkgöz, 2007: 174-221). Nevertheless, starting English education at the 4th-grade level (formerly started in high school level) and attaching importance to the 'early age' principle can be considered as a significant achievement. In the ongoing process, a new curriculum was put into practice in 2006, and this new curriculum provided an essential basis for teaching English from 4th grade through a holistic and communicative approach (Haznedar, 2010: 119). Kırkgöz (2007: 221) described the aims of this innovative curriculum as follows;

- to raise their awareness of a foreign language
- to create a positive attitude towards learning English
- to raise their interest and motivation
- to entertain learners via games and meaningful activities while learning English
- to help learners develop their communicative competence levels

With the 4 + 4 + 4 education system, which was implemented as of 2012-2013 Academic Year, the primary school starting age was reduced to 5 (on a voluntary basis); thereby, English education started in the second grade (Bayyurt, 2012: 301). Within the framework of this reform, with the new curriculum introduced in 2013, English education has been re-planned to be taught from the second grade. Therefore, a child who started school at the age of 5 began to learn English at age 6. In this way, students were exposed to 700 hours of average English teaching time in primary school and 1150 hours in high school, 1850 hours in total. Besides, during the teaching process, a communicative and action-oriented approach was adopted within principles of the Common European Framework of Reference for Languages (CEFR).

2.3. The Role of Coursebooks in Language Teaching and Learning

One of the most significant difficulties in foreign language teaching and learning is the abstractness feature of the language. Considering the fact that foreign language learning started at an early age is more significant, it is still not difficult to estimate how much young learners of these ages will have difficulty in understanding the linguistics aspects as well as abstract concepts. At this point, the roles and importance of foreign language coursebooks concreting language learning and teaching can be highlighted. For many years, coursebooks have been seen as the universal

components of English language teaching with their tremendous value and effect in the process of both language teaching and learning. According to Sheldon (1988: 237), coursebooks provide a visible heart for both students and teachers of any ELT programme. Therefore, responses to such questions like “What is a foreign language coursebook?” and “What are the advantages or disadvantages of them?” are searched by many researchers for decades. According to Tomlinson’s (2011: 11) definition of coursebook:

A textbook which provides the core materials for a language-learning course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course. Such a book usually includes work on grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening and speaking.

Tomlinson (2003: 39) also states that “A textbook helps provide a route map for both teachers and learners, making it possible for them to look ahead to what will be done in a lesson as well as to look back on what has been done.” McGrath (2006: 171) maintains that “coursebooks are the main elements in teaching-learning encounters, both in school settings and frequently in tertiary-level service English contexts. The main features of coursebooks are that they can dictate what is taught, in what order and, to some extent, how as well as what learners learn.” In any types of language learning and teaching programs, coursebooks have indisputable great importance due to the fact that they are the first and most essential tools providing information in and out of the classrooms. Richards (2001: 1) also emphasises the significance of coursebooks and concludes that any learning program may have no impact if it does not have coursebooks presenting the structure and a syllabus. Woodward (2001: 146) explains that coursebooks are useful in encouraging learners’ independence, allowing them to refer back to the coursebook covered as well as moving on to see what will be covered in future classes.

According to Olshtain & Celce-Murcia’s (2001: 708), “coursebooks present texts, short or long, as a basis for both understanding and practising language use within larger meaningful contexts”, because of which “learners need to focus, therefore, on various discourse features within any specified language activity.” In addition, “coursebooks can relieve the overburdened, as well as the under-prepared, teacher of a great deal of stress, time and additional work” (Nunan, 1998: 181). With the help of these significant features coursebooks, teachers are allowed to focus on other essential tasks like monitoring the progress of their language students, developing revision materials and activities in order to provide more effective language learning and teaching.

In his well-known book “Choosing Your Coursebooks” Cunningsworth (1995: 7) explains how the coursebooks have significant roles. According to him, coursebooks are the resource for providing language materials (spoken and written), a source of activities for learners’ practice and communicative interaction, a reference source for learners on grammar, vocabulary, pronunciation,

and so on, a source of stimulation and ideas for classroom language activities, a syllabus (where they reflect learning objectives which have already been determined), a resource for self-directed learning or self-access work, and a support for less experienced teachers who have to gain in confidence.

On the other hand, O'Neill (1982: 104) states four reasons for the use of coursebooks in language learning and teaching. Firstly, a high number of coursebooks' materials can be appropriate for student's own needs, even if not specially prepared for them. Secondly, coursebooks allow students to look ahead or regenerate themselves with previous classes. They extinguish the element of surprise in student's needs. Thirdly, coursebooks have the practical aspect of presenting material which is well-designed in cheap form. Finally, well-designed coursebooks allow for improvisation and adaptation by the teacher, as well as let students create spontaneous interactions in the class.

Ur (1996: 183) claims that in language teaching "coursebooks are the language materials that each student has a copy, and which have principles to be followed systematically as the basis for a language course." Coursebooks are also instrumental language teaching and learning materials in terms of allowing for carefully designed and systematically presented syllabus for an ELT programme.

Hutchinson and Torres (1994: 315-328) conclude the coursebooks as effective agents of change, playing a significant role in innovation. They state that coursebooks introduce change gradually within a structured framework and create a supportive environment for teachers in potentially disturbing change processes, helping them to feel more confident to demonstrate new methodologies and relieving them from the burden of responsibility for introducing change. In their view, coursebooks have vital importance in teaching and learning the English language, especially at an elementary level, and they become even more important in periods of change. Gray (2000: 7) also defines coursebooks as "ambassadorial cultural artefacts" and maintains that language learners can improve their language skills by using them as a useful means in order to stimulate discussions and cultural arguments.

Richards (2001:1) summarises the importance and roles of coursebooks below as:

In some situations, they (textbooks) serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. They may provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in. In other situations, the textbook may serve primarily to supplement the teacher's instruction. For learners, coursebooks may provide the major source of contact they have with the language apart from input provided by the teacher. In the case of inexperienced teachers, the coursebooks may have also served as a form of teacher training – they provide ideas on how to plan and teach lessons as well as formats that teachers can use.

However, using a coursebook as a written material may not always have a positive influence on language teaching and learning. Despite many benefits of using a coursebook in foreign language teaching and learning, several researchers criticise being totally depending on coursebooks. This criticism on the idea that published language learning materials may not sufficiently provide types of texts and activities in language classrooms (Block, 1991: 211). Therefore, some problems regarding using a coursebook as a language material in classrooms have been analysed by a number of different researchers (e.g. Richards, 2001; Gilmore, 2004; Gajic, 2010; Mishan, 2005).

2.3.1. Advantages of Using Coursebooks

Using coursebooks provides many clear advantages for both the teachers and students in language classrooms. By using coursebooks, students can improve their language skills, learn about the subject content, and become familiarised with the cultures and the life of people from other countries. Harmer (1991: 257) states that coursebooks often provide written and attractively spoken language materials; they also offer the language items in a particular order; they inform the students about the targets of the language course and how much they have covered the curriculum. Considering the fact that each of the students has a different learning pace, coursebooks give learners a chance to learn at their own pace, giving them a sense of autonomy and independence.

Coursebooks are also beneficial for students in many various ways. Similar to the teachers, coursebooks can act as reference materials for their learning process and keep track of their development during the language learning period. (O'Neil 1982: 104) Students can use the textbook as a tool to revise previously taught items as well as familiarise themselves with the new items that will be taught soon. Textbooks are also one of the more economical and appropriate forms of access to carefully designed packaged learning materials (O'Neil, 1982: 104; Ur 1996: 183).

A good coursebook can be a significantly valuable ELT tool, especially in situations where interesting and motivating authentic materials are difficult to present in an organised manner (McDonough & Shaw 1993: 48). In addition, the way coursebooks parts are arranged and structured can maintain a blueprint of how lessons will be conducted (Hutchinson & Torres 1994: 232).

Coursebooks provide many advantages for the language teachers as well. They are practical tools in terms of providing carefully designed and systematically presented language teaching syllabus of an ELT program (Ur 1996: 183) and can facilitate curriculum change (McGrath 2002: 154). Coursebooks can significantly decrease the effort and time of teachers in preparing language course materials with their readily available speaking and writing contents, exercises or task.

Coursebooks provide a readily available source of ELT materials for teachers to focus on doing the real work of teaching and not having their energy dispersed by preparation of teaching materials (Edge & Wharton 1998: 295). Coursebooks are particularly essential in providing support and security for new inexperienced teachers, who have lack confidence to deliver ELT lessons in a communicative way (Edge & Wharton, 1998: 296; Mares, 2003: 130; Tomlinson 2008: 78; Ur, 1996: 183)

Harmer summarises the advantages of coursebooks below as (1991: 257):

Where a coursebook is involved, there are obvious advantages for both teacher and students. Good textbooks often contain lively and interesting material; they provide a sensible progression of language items, clearly showing what has to be learnt and in some cases summarising what has been studied so that students can revise grammatical and functional points that they have been concentrating on. Textbooks can be systematic about the amount of vocabulary presented to the student and allow students to study on their own outside the class. Good textbooks also relieve the teacher from the pressure of “having to think of original material for every class.

Ur (1996: 184) defines the advantages of using coursebooks as:

- a) Coursebooks provide a clear framework: teachers and the students know where they are going and what is coming next so that there is a sense of structure and progress
- b) They serve as a syllabus: carefully planned and balanced selection of language content will be covered if they are followed systematically.
- c) They provide readymade texts and tasks: which are possibly suitable for the levels of the class, and they provide saving of the time for the teacher,
- d) They are the cheapest way of providing learning material for each student,
- e) They are convenient packages: it is bound, so that its components stick together and stay in order
- f) They are useful guides especially for inexperienced teachers who are occasionally unsure of their language knowledge,
- g) The learner can use the coursebook to learn new material, review and monitor progress with some degree of autonomy in order not to be teacher-dependent. (coursebook evaluation by English teachers)

2.3.2. Disadvantages of Using Coursebooks

In addition to several advantages using coursebooks as language materials in language teaching and learning classrooms, several researchers (e.g. Allwright, 1981:5-7; Harwood, 2005:149-161; Swales, 1980:11-23) have reported some disadvantages of using them.

Despite their roles as a framework for the teaching and learning process for both students and teachers (O'Neil 1982: 105), it may not be the case that every coursebook are appropriate to the individual learning styles, differences of learners, and the requirements of every classroom setting (Tomlinson, 2003: 39; Ur 1996: 184; Williams, 1983: 251). If the contents of a coursebook do not attract the students' interests, they may find it boring and not attractive, even if the coursebook is pedagogically suitable for their levels.

From the perspective of language teachers, using a coursebook has some disadvantages as well. For instance, if a teacher is entirely dependent on a coursebook, he/she may not pay the necessary importance to spend time preparing his/her lesson. A prescribed coursebook can also reduce the teacher's creativity and autonomy in designing and preparing the course content. This would eventually cause an undesirable situation which the teacher "teaches the book" rather than teaching the language itself (McGrath 2002: 154; Reynolds, 1974: 150).

Another disadvantage of a coursebook is that there is no appropriate coursebook that meets the needs of all students, teachers, schools and curricula. Each of the coursebooks has its own strong and weak sides. Unnatural, inappropriate and inauthentic language presented by the coursebooks cannot represent the target language itself or its culture and cannot also prepare students to the real-life situations. Coursebooks may not seem to present inauthentic language texts, dialogues or other language contents that need to be specially written and represented to collaborate language learning and teaching. (Graves, 2000: 175; Basturkmen 2010: 149). Several researchers such as Allwright (1981: 17), Porreca (1984: 705-724), Cathcart (1989: 105-126), Clarke and Clarke (1990: 31-44), Carrell and Korwitz (1994: 73-82) and Renner (1997) argue that coursebooks seem to lack authentic texts representing personal preferences and biases of their writers. Cathcart (1989: 105) asserts that language coursebooks may contain unnatural, inappropriate and inauthentic target language structures that may not be suitable for real-life situations. As Tomlinson (2010: 83-84) stated that, the main reason for these disadvantages of coursebooks is that very few coursebook writers know applied language acquisition principles.

2.4. Authentic Language and Theoretical Framework

In countries where English is taught as a foreign language, and there is not enough opportunity of speaking English in their socio-cultural environment, it is quite critical to expose language learners to the real target language. In his study, Arıkan (2007: 3-15) emphasises that exposing English as a Foreign Language students to the authentic language is one of the fundamental issues in language teaching because of the very little chance to speak English in its actual socio-cultural environment. At this point, rather than teaching artificially constructed language structures, target language should be taught in accordance with its naturally occurring discourse. Classroom materials should be constructed as error-free concerning to the target

language as used in naturally occurring discourse (Arıkan, 2007:5). Rogers and Medley (1988:470) claim that if learners like to use their second language for communicative purposes in the real world tomorrow, then they need to be exposed to the language of that world today. They must encounter the real-life language structures used by native speakers with the purpose of communication. Graves (2000:175) asserted language materials used in EFL contexts should be written in accordance with the authenticity principles of the target language to allow students access to the language as used in the “real” world. To achieve these goals, the role of authenticity in language materials may be considered as quite obvious. Throughout the history of English language teaching (ELT), authenticity has been defined in many different aspects. Authenticity has been described by the scientists as being synonymous with naturalness, truthfulness, genuineness, reliability, validity, undisputed credibility, and legitimacy of materials or practices (Tatsuki, 2006:17). Richards and Schmidt (2002: 42) define authenticity as below:

In language teaching, the use of materials that were not originally developed for pedagogical purposes, such as the use of magazines, newspapers, advertisements, news reports, or songs. Such materials are often thought to contain more realistic and natural examples of language use than those found in textbooks and other specially developed teaching materials.

In his study, Grellet (1981: 8-9) states that “Authenticity means that nothing of the original text is changed and layout is retained. ... Exercises must be meaningful and correspond as often as possible to what one expected to do with the text”. On the other hand, in the words of William Guariento and John Morley (2001: 347), authenticity is “...one ‘created to fulfill some social purpose in the language community in which it was produced’ with the onset of communicative movement a greater awareness of the need to develop students’ skills for the real world has meant that teachers endeavour to simulate this world in the classroom.”

Gilmore (2007: 4-5) has given eight possible meanings from the review of literature of authenticity:

- a) The language produced by native speakers for native speakers in a particular language community.
- b) The language produced by a real speaker/writer for a real audience, conveying a real message.
- c) The qualities bestowed on a text by the receiver, in that it is not seen as something inherent in a text itself, but is imparted on it by the reader/listener.
- d) The interaction between students and teachers.
- e) The types of task chosen.
- f) The social situation of the classroom.

g) Relevance to assessment.

h) Culture and the ability to behave or think like a target language group in order to be recognised and validated by them.”

Using authentic texts in language classrooms provides many advantages for both teachers and learners. First of all, with the help of authentic texts, learners can easily be exposed to both oral and written language structures used naturally and appropriately in cultural and situational contexts. Melvin and Stout (1987: 44) assert that "authentic texts give students direct access to the target culture and help them use the new language authentically themselves to communicate meaning in meaningful situations rather than for demonstrating knowledge of a grammar point or lexical item." Since the main aim of learning a foreign language is to use it for communicative purposes, natural and real-life language structures used by native speakers of the target language, rather than artificial and grammar-based ones, should be provided to the language learners. In this regard, Otte (2006: 56) claims that:

To develop proficiency in the target language, language learners must be provided with expanded opportunities to both perceive authentic language as it is used as a fundamental means of communication among native speakers..., and to practice using authentic language themselves in order to be better prepared to deal with authentic language in the real world.

One of the other benefits of authenticity is that it improves learners' proficiencies which is the critical point of language learning. Over half a hundred years ago, Sweet (1964: 22) criticised the coursebook writers creating texts to describe only grammar rules. He stated that: "If we try to make our texts embody certain definite grammatical categories, the texts cease to be natural: they become trivial, tedious or long-winded, or else they become more or less monstrosities" (Sweet, 1964: 19). Krashen supported his ideas by emphasising the importance of comprehensible texts that interest learners' attention (Krashen, 1989: 19-20).

In addition, authenticity also helps students to build up autonomy and self-confidence by means of its positive role in language learning stages. Because authenticity aims to provide communicative messages rather than language topics, it is highly believed that authentic texts have a significant role in improving positive attitudes to language learning. Materials based on authentic texts are considered to be more attractive than simplified ones as they support a wide range of language skills and allow learners to feel independent from the teachers. (Swaffar, 1985-15-34; Hutchinson & Waters, 1987: 96-98; Little, Devitt & Singleton, 1989: 8-72; Little & Singleton, 1991: 123-132). Using authentic materials, learners can directly draw their inferences from language materials rather than depending on the teachers' interpretations. These roles of authenticity enable students to develop positive motivations and attitudes for learning a foreign language.

2.5. The Role of Authentic Materials in Language Teaching and Learning

In the last few decades, both researchers and teachers have increasingly emphasised the advantages of using authentic materials in foreign/second language classrooms. For instance, Ruth E. Larimer and Leigh Schleicher (1999: introduction section) describes the benefits of authentic materials as below:

Learning is enhanced by the use of texts of particular interest to a class. There will be an increase in variety and spontaneity in classes that introduce authentic materials. Exposure to a variety of vocabulary and structures will occur. Students will capitalise on their prior cultural and schematic knowledge to contrast target situations and genres with those of their own culture.

“Authentic materials contain the texts that are not written for language teaching purposes” (Jordan, 1997: 113). That is, the main aim of the authentic materials is not language teaching. Authentic materials are designed with the real language used by native speakers of the target language and their knowledge in the real world. Many researchers like Bacon and Finneman (1990), Kuo (1993), Little et al. (1994), McGarry (1995), Wong, Kwok & Choi (1995), Nuttall (1996), Mishan (2005), Gilmore (2007a, 2007b) and Rilling and Dantas-Whitney (2009) stress that authentic materials can allow comprehensible experience to language learners. According to Rogers (1988: 467), if the authentic materials are appropriate for the students’ needs, interests or proficiencies, they can be useful to fulfil the goals of language learning and teaching processes. In addition to their functioning roles inside of the classrooms, authentic materials can also be useful outside of the classroom for learners. Schmidt (1994: 17) argue that as language learning and teaching sources, authentic materials aim to provide real language knowledge to the language learners outside the classroom.

Using authentic materials in language classrooms as course materials also facilitates teaching language skills by providing meaningful texts with new vocabularies. In the words of Young (1999: 361), simplified texts may misguide learners by forcing them to memorise vocabulary. They may remove the most essential “language elements in communication by preventing learners from accessing real language used by native speakers. As a result of his study related to authentic materials conducted with 127 Bachelor’s Degree language students, he concluded that authentic materials facilitate students’ comprehension levels compared with simplified ones (Leow, 1993: 457, as cited in Devitt, 1997).

According to some researchers, simplified texts are more grammatically difficult than authentic materials. Ur (1996: 150) maintains that due to the lack of materials appropriate to the real language, language learners often have difficulty comprehending texts in daily life. She desires “...learners to be able to cope with the same kinds of reading that are encountered by native speakers of the target language.” In the same vein, Hadley (2001: 97) stresses that:

The use of real or simulated travel documents, hotel registration forms, biographical data sheets, train and plane schedules, authentic restaurant menus, labels, signs, newspapers, and magazines will acquaint students more directly with real language than will any set of contrived classroom materials used alone.

Authentic materials can be beneficial for the early beginner level learners as well as advanced level or adult ones. The results of Allen et al.'s (1988: 168) study conducted with 1500 high school students to evaluate changes in their comprehension skills when exposed to an authentic material showed that learners at the beginner level were able to deal with all the authentic texts quickly. Allen et al. concluded that "regardless of level, all subjects were at the very least able to capture some meaning from all of the texts." In the same vein, Swaffar (1981: 188) reports that "the sooner students are exposed to authentic language; the more rapidly they will learn that comprehension is not a function of understanding every word." All in all, introducing learners to authentic materials at earlier levels can prevent students' negative attitudes toward language learning by promoting positive feelings to the language.

2.6. Studies Related to Authenticity in the World

When the literature is reviewed in foreign and second language teaching, it does seem possible to encounter many empirical types of research about authentic materials and their effects on teachers and learners alike. According to the results of their questionnaires and surveys conducted with a group of language learners, Hillyard, Reppen, and Va'squez (2007: 126-134) reported the positive effects of introducing authentic materials to the learners. However, they utilised class discussions as data collection tools rather than qualitative or quantitative data collection methods. Berardo (2006) conducted a similar study with advanced learners and found out that authentic materials can provoke high motivation and accomplishment in language teaching and learning. In his study, he used advanced learners of engineering students as a sample group.

Gilmore (2007) researched the possible changes in communicative proficiencies of Japanese language learners after being exposed to authentic materials over ten months. In his classroom-based study, he created a control and an experimental group. And then, the control group is provided input from two commonly used coursebooks in Japanese state universities. At the same time, the experimental group is provided input from authentic materials such as films, documentaries, 'reality shows', TV comedies, web-based sources, songs, novels and newspaper articles. The results of his study demonstrated that learners showed their preference for authentic materials despite the challenges they face.

In a similar study, Gonzalez (1990) examined the authentic materials in terms of foreign language learners' attitudes, motivation, culture, and language success. At the end of his study, he found statistically significant differences between the control and experimental groups in

achievement. Additionally, Al-Musallam (2009) investigated foreign language teachers' and learners' attitudes on using authentic materials in the classrooms. The analysis showed that in terms of reading competence, both language teachers and learners accepted the positive effects of authentic materials. In another study, Lee (1995) researched the role of authentic materials on improving English proficiency by presenting authentic texts in an English programme at Hong Kong Polytechnic University. Lee (1995) aimed to investigate how much the authentic materials have impacts on students' needs and interests. The results of his study stressed that most of the learners considered authentic materials as beneficial, useful, readable, interesting, and accessible.

Kim (2000) tried to investigate the effects of authentic materials on language learners by interviewing randomly selected two groups of students at Korean University. While both graded and ungraded inputs were presented to the experimental group, only graded input was presented to the control group of the study. According to the results of this study, most of the learners in the experimental group which were instructed by the authentic materials stated that their attitudes toward the language were affected positively and their language competence was improved by means of authentic materials.

In the same vein, Peacock (1997) analysed how the authentic materials affect learners' motivation in the classroom by alternately providing both authentic and artificially constructed language materials to the two beginner-level EFL classed. Results displayed that authentic materials have a significantly trigger effect on-task behaviour, observed and self-reported motivation.

In the Turkish context, compared with the world, it is difficult to state that the number of studies on authentic materials is sufficient. Ozgen (2008) researched the possible effects of captioned authentic videos on Bachelor degree students' listening competences. In this study, after previously determined episodes of a sitcom were presented to the learners for eight weeks, a post-test and questionnaire were conducted with the learners. While the control group watched the episodes without captions, the experimental watched them with captions. Ozgen concluded that the scores of the experimental group (watching with captions) are far better in terms of listening competency test.

Boran (1999) tried to determine teachers' attitudes to authentic materials by utilising television programmes as authentic videos. He aimed to show both similarities and differences between the learners' and teachers' attitudes. The results of the study demonstrated that both teachers' and learners' attitudes toward using authentic activities (television programmes) in the classrooms were constructive.

In another study, Torun (2008) examined the impacts of authenticity-based language instruction by utilising animated stories in teaching a foreign language to young learners. Five authentic stories were presented to the 31 sixth grade students aged 11-12 in the study. The study resulted that authentic materials help learners to positive attitudes towards learning English as well as decreasing language learning anxieties.

In his master dissertation, Peksoy (2013) studied authenticity in language teaching and learning materials (coursebooks). He conducted a corpus-based coursebook evaluation study to determine authenticity in coursebooks. As a reference corpus, he selected spoken part of the British National Corpus (BNC). Because the spoken part of BNC was compiled with the spoken data, he claimed that this part of BNC could be considered as authentic data. In his study, he created a corpus named as TEFL CC (Turkish English as Foreign Language Coursebook Corpus) compiled with the texts in the coursebooks used by stated high schools in Turkey. Through using quantitative data analysis in corpus linguistics, he analysed some linguistic patterns to determine differences and similarities of some language structures in both corpora (BNC & TEFL CC) in terms of authenticity. At the end of his study, he concluded that there is not adequate effort to use authentic data in the coursebooks used in Turkey and language learners need to be more exposed to the real-life language.

2.7. Corpus Linguistics

The term corpus (plural form corpora) relates to “a collection of texts assumed to be representative of a given language, or other subsets of a language, to be used for linguistic analysis” (Francis, 1964: 109). A corpus is genuinely a compilation of language samples stored and processed through a computer program and allows analysing and define written and spoken language use. According to Granger et al. (2002: 4), a corpus is a “methodology which is based on the use of electronic collections of naturally occurring texts for various pedagogical purposes.” Another concept defines corpus as an empirical language study based on computer-assisted techniques aimed at investigating language that occurs naturally (McEnery and Hardie, A., 2011; Granger, S., 2002; Kennedy, 1998; Biber et al., 1998, Conrad, 2000). In addition to providing great opportunities for the solutions of the language teaching and learning problems, Corpus Linguistics helps researchers to analyse and describe language structures in lexical, grammatical and discourse levels.

Researchers state many various reasons for using corpus in understanding and describing the English language. For instance, Nelson (2000) puts the benefits of using a corpus into four categories. First, a corpus can provide empirical data rather than introspection for the language researchers. This empirical data compiled from corpus provide a significant feature of data “objectivity” which is the primary justification for using corpus data in language teaching and

learning studies. In addition to objectivity, a corpus presents the issues of quantitiveness, verifiability of the results, reliability, and accountability. Because the primary analysing tool of the corpus is computers and authenticity and naturalness features of the source texts, which allow empirical investigations, make the corpus data more reliable (Biber, 1998: 5; Sinclair, 1991). The second advantage of using a corpus in different fields is that through the vast and wide variety of data gained from the corpus, it can be possible to make more detailed analyses of a given item. The third advantage is the ease if the corpus is accessible. It can be easily possible for every researcher interested in corpus studies to access corpus data in all over the world if they have an internet connection. The final advantage of a corpus is the speed and extent of analysis. Computers enable researchers to make quick analyses in a broad range of topics like structural, lexical or grammatical analyses of a language (McEnery and Wilson, 1996; Nelson, 2000; Sinclair, 1991).

According to another researcher Lawson (2001: 179), corpus linguistics provides significant insights into the four language areas. First, a corpus can enable researchers to describe and analyse the frequency of some linguistic features in a language that occurred naturally. Results of a corpus analysis can directly influence the content instructions of both language teaching and learning pedagogy. Moreover, a corpus analysis can affect the selection of course materials (mostly coursebooks), creating a more natural and authentic course syllabus or determining which parts of a language need to be taught. Second, a corpus can involve some critical information about language use in particular and different contexts and situations. For instance, while the role of “and” in academic prose as the phrase-level connector, it is used as a clause level connector in some conversations (Biber et al., 1999: 81). Third, as Hulstijn, Graaff (1994: 97), and Hulstijn (1995: 359) mentioned that a corpus-based analysis could present some information about the reliability and scope of specific features in a particular issue. Reliability in a corpus study means how reliable a specific grammatical feature can be in a language.

On the other hand, scope means the reoccurrence number of a rule is applied. The higher number means the broader scope. Finally, corpus linguistics allows being described and analysed the discourse features of some specific linguistic structures like collocations, lexico-grammatical associations, and so on. Since frequency and typicality of collocations represent the reliability of them, only intuition cannot precisely provide the list of collocates in a particular language (Stubbs, 1996:13).

However, the use of corpus may have some problems either. It is not always easy to search an item among a large amount of lexical information and thus, this may cause confusion and obscurity in various contexts. Despite the rich and various contexts in a corpus, there is a possibility that they have some problems in terms of coherence on the whole due to the short and incomplete structures (Cobb, 1997: 301). Without sufficient instructions, it may be hard for learners to understand the database entirely. It will also be challenging for learners to formulate search items while attempting

to find various language usages in the concordance lines of a corpus. At this point, the teachers' role as a facilitator is a critical necessity (Stevens, 1995: 2). Overreliance on a corpus may also cause incorrect perceptions of the language, as the use of a corpus by language teachers in the classroom may give inadequate information.

Table 1: Fields of Linguistics that Use Corpora

Field of Linguistics	Benefits gained from corpus linguistics
Lexical studies, lexicography	* <i>Quick analysis of sheer data</i> * <i>lexical patterns emerge which could not be analyzed earlier (e.g. collocation, usage)</i> * <i>authenticity</i>
Grammatical studies	* <i>patterns can be analyzed</i> * <i>shed light on lexicogrammatical interdependences</i> * <i>authenticity, empirical data</i> * <i>representativeness</i> * <i>quantitative data</i>
Speech research	* <i>broad range of data</i> Authenticity, naturalistic speech * <i>annotation makes comparisons between different categories possible</i>
Language teaching	* <i>authenticity</i> * <i>representativeness</i> * <i>criticism towards non-empirically based teaching materials</i>
Language varieties	* <i>corpora used as test bed for theories</i> * <i>representativeness</i> * <i>quantitative data</i>
Semantics	* <i>objectivity</i> * <i>frequency data to establish categories (e.g. fuzzy categories)</i>
Historical linguistics	* <i>reservations of representativeness as limited availability</i> * <i>frequency analysis</i> * <i>study the evolution of language through time</i>
Stylistics	* <i>quantitative data</i>
Contrastive studies, translation	* <i>semantic, pragmatic contrastive analysis</i> * <i>analysis of translationese</i>
pragmatics	* <i>limited - difficult to automate</i> * <i>role of certain words, phrases or pauses in conversation</i>
Discourse analysis	* <i>limited - difficult to automate</i> * <i>co-reference</i> * <i>speech acts</i> * <i>limited - tradition of elicited data</i>
Sociolinguistics	* <i>authenticity</i> * <i>quantitative data</i>

Source: Jablonkai (2010: 77).

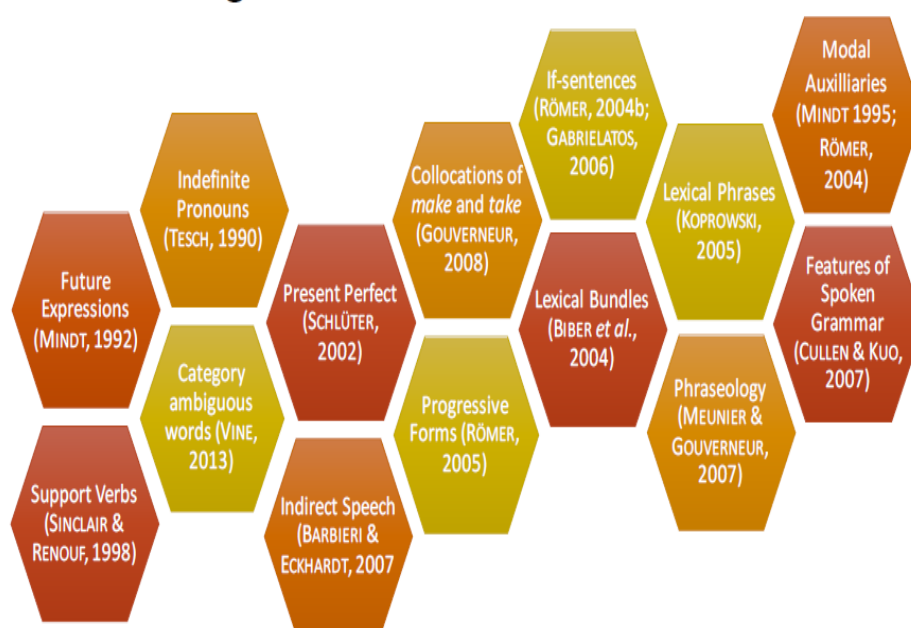
2.8. Material Evaluation

In a language teaching and learning process, language materials, with their number of various advantages, are one of the essential elements both inside and outside of the classroom. According

to Tomlinson’s (2001: 66) definition of materials, “language materials are anything which can be used to facilitate the learning of a language.” Since coursebooks are considered as the primary course materials, their qualities have a significant influence on foreign language teaching and learning. The role of coursebooks can be so crucial that they may affect the success and failure of an ELT program (Mukundan 2007: 128). However well-designed the coursebooks are, they cannot be appropriate to satisfy students different needs, course objectives, desires, different learning styles, attitudes, aptitudes, and cultural norms (Tomlinson, 2006:1).

Figure 3: Previous English Textbook Studies

Previous English Textbook Studies



Source: Elen Le Foll (2017:2)

When literature is reviewed, it can be seen that many researchers have tried to describe the characteristics of an ideal coursebook. As Richards (2005: 264) describes that some significant issues need to be taken into consideration during the process of designing coursebooks:

- Developing aims,
- Developing objectives,
- Developing a syllabus,
- Organizing the course into units,
- Developing a structure for units,
- Sequencing units.

In the developing a well-designed coursebook, Pakkan (1997: 69-70) offers five important steps such as:

Identifying the needs, age, educational background, language level, interests, cultural background, and social status of the learners”, “deciding on the content of the coursebook”, “arranging and grading the materials in the book”, “designing the presentation and practice parts of the book”, and “recycling of the already learned material/materials.

Harwood (2010: 83) defines six principles of ideal coursebook development in language teaching:

- Expose the learners to language in authentic use.
- Help learners to pay attention to features of authentic input.
- Provide learners with opportunities to use the target language to achieve communicative purposes.
- Provide opportunities for outcome feedback.
- Achieve impact in the sense that they arouse and sustain the learners’ curiosity and attention.
- Stimulate intellectual, aesthetic, and emotional involvement.

Different from the Harwood, McGrath (2006: 154 as cited in Nunan, 1988b: 1) explains a set of different principles for coursebook development:

- Materials should be clearly linked to the curriculum they serve.
- Materials should be authentic in terms of text and task.
- Materials should stimulate interaction.
- Materials should allow learners to focus on formal aspects of the language.
- Materials should encourage learners to develop learning skills, and skills in learning.
- Materials should encourage learners to apply their developing language skills to the world beyond the classroom.

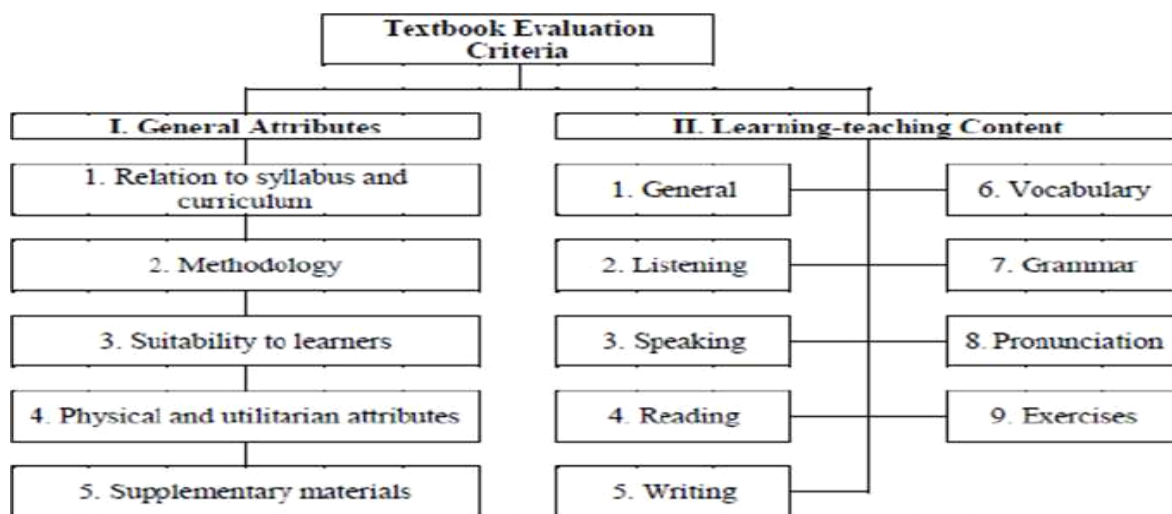
Despite all these criteria and principles mentioned above, it is not possible to state that a coursebook is entirely appropriate for a particular teaching situation. At this point, the necessity of coursebook evaluation becomes more explicit. As Hutchinson and Waters (1987: 96) define “Evaluation is a matter of judging the fitness of something for a particular purpose” Coursebook evaluation considered as a facilitating tool for both teachers and coursebook writers is a dynamic process related to the appropriateness of course materials.

Jafarigohar and Ghaderi (2013: 195) stress that “evaluation is carried out to determine the degree to which a program or intervention is worthwhile. It is the process of purposeful gathering of information to make a decision which is analysed and reported to stakeholders or interested parties.” On the other hand, Hutchinson and Waters (1987: 97-98) state that evaluation is a process of “matching needs to available solutions” and describe its steps as: “defining criteria, subjective analysis, objective analysis, and matching.”

In foreign language teaching, coursebook evaluation has great importance for many reasons. According to Zohrabi (2011: 216), “Materials, especially coursebooks, need to be evaluated at every stage of the course in order to find their weaknesses and improve them.” The main reason why coursebooks should be evaluated is that while they are appropriate and useful in a particular situation and with some particular learners, they may be inappropriate and useless in a different situation (Richards, 2007: 256). Cunningsworth (1995: 14) argues that the evaluation of coursebooks may be necessary for more than one reason. First of all, during the selection of a new coursebook as course material, the selected coursebook need to be evaluated to determine the appropriateness of the parts or areas that require adaptation, supplementation or improvements. Second, through the evaluation process of a coursebook, language teachers become familiar with the course materials contributing to their professional development.

It is not possible to state that there are specific criteria in the evaluation of coursebooks. Since each coursebook will be used in different situations and with students, they need to be evaluated using different criteria. As an exemplary, Mukundan et al. (2011: 22) define the coursebook evaluation criteria within two categories, including “general attributes and learning-teaching content.” The first category includes five sub-categories as “relation to syllabus and curriculum, methodology, suitability to learners, physical and utilitarian attributes, and supplementary materials.” The second category includes nine sub-categories as “general (i.e., task quality, cultural sensitivity, as well as linguistic and situational realism), listening, speaking, reading, writing, vocabulary, grammar, pronunciation, and exercises.”

Figure 4: Textbook Evaluation Criteria



Source: Mukundan et al., (2001: 23) Classification of Textbook Evaluation Criteria

2.9. Corpus-Based Coursebook Evaluation

Among the subfields of applied linguistics, Corpora have a unique influence in the many areas like in lexicography, forensic linguistics, translation studies, or literary appreciation, etc. By means of research studies based on corpus approaches, it can be possible to describe and analyse language phenomenon on a much broader scale. In recent years, many researchers repeatedly claimed that foreign language teaching and learning procedures are based on merely the intuitions of coursebook writers and foreign language teachers alike (Gavioli and Aston, 2001; Sealey and Thompson, 2004; Biber and Reppen, 2002; Barbieri and Eckhardt, 2007). However, different from the previous approaches mainly based on introspection and limited evidence, corpus linguistics enables researchers to make in-depth analyses in a high number of language areas by presenting empirically tested data. Besides, like many other researchers, McEnery and Wilson (1996: 9) state that “corpus data are the most reliable source of evidence for such features as frequency.”

Another significant benefit of the corpus studies is that they are appropriate for conducting quantitative analyses. The potential of a corpus to provide quantitative data based upon the frequencies and distributions of language forms presents many benefits to both teachers and researchers with regards to the reliability of the data. According to Biber (1998: 5), through quantitative analyses and comparisons of a wide range of linguistic features conducted by corpora, it becomes possible to describe many different varieties of language like language clusters or patterns.

Corpus software tools are beneficial to create the lists of the most frequently used words in a specified corpus. In order to teach common core vocabularies to the EFL learners through teaching

materials (mostly coursebooks), the wordlists generated from the corpus are considered as important guiding tools. That is to say, through a corpus-based research study, the researchers obtain the knowledge of frequencies and distributions of certain language forms. For instance, in his research study, Sinclair (1988) realised that the items *happen* and *set in* are frequently used in the descriptions of displeasing events. After a corpus-based concordance analysis, he eventually found that these items actually have undesirable prosodies. Another significant finding associated with the corpus use is that the same verb forms can represent different meanings each time if they are utilised in combinations with different word patterns. More surprisingly, even the singular and plural forms of the same words may present different meanings if used in different word patterns (Sinclair, 1991). The other important point with the corpus is that the corpus allows determining the meaning and way of a specific lexical pattern used with other patterns. The word groups in English like “start/finish” or “respond/compensate” can be given as examples to this situation (Francis et al. 1998: 45). The final discovery in corpus linguistics is that determining the various usage of synonymous words used primarily in different contexts can only become possible through corpus-based research.

In the organising and developing stage of a coursebook, the role of corpus linguistics can be considered vital as a guiding tool. According to many researchers, the data obtained from corpus-based research studies can be beneficial for the teachers and coursebook writers alike (e.g. Biber & Reppen, 2002; Conrad, 1999; 2000; Carter & McCarthy, 1995; Frazier, 2003; Holmes, 1988; Harwood, 2005; Lawson, 2001, Romer, 2010, Kennedy, 2002). With the help of corpus-based research studies, it can be possible to investigate the “scope” of specific features of linguistic forms (Hulstijn, 1995: 359), and according to Barbieri and Eckhardt (2007: 319), “corpus-based analysis is an ideal tool to re-evaluate the order of presentation of linguistic features in coursebooks and to make principled decisions about what to prioritise in coursebook presentations.”

In teaching a foreign or second language, educators emphasise the importance of exposing students to the contexts involving real-life situations. To achieve this goal (better understanding of daily language), linguists state that in addition to inside, data obtained from the outside of the classroom need to be collected as well. These data named as authentic data require the use of computers which allow studying the high number of texts, collecting and counting millions of words or lexical patterns.

These necessities resulted in the birth of the corpus linguistics. Through corpus-based research studies, language learners were exposed to more natural and authentic everyday language with the help of coursebooks developed and organised by corpus-based studies. As can be seen, the role of corpus linguistics in the development of foreign language coursebooks, teaching the vocabulary used in daily life or grammatical structures appropriate to the target language is quite significant. Lawson (in Barbieri and Eckhardt 2007: 322) asserts that “corpus linguistics can fill the

gap between textbook grammar presentation and real language use.” According to McCarten (2010: 416) “frequency lists which band vocabulary into the most frequent 1,000 words, 2,000 words, etc. can be the basis for organising vocabulary for different levels of a coursebook.” In particular, a corpus study offers the natural and authentic use of lexis in different contexts. Moon (2010: 197) maintained that “for corpus linguists, it is difficult to see how anyone can learn much about lexis without using a corpus, or could fail to learn something from each new corpus search.”

The fact that corpus linguistics is a subfield providing a chance to study authentic materials in foreign language teaching (Alan, 2009: 37) reveals that more authentic and natural course materials can be developed by making corpus analyses and comparisons. According to previous studies conducted by corpus-based coursebook analysis, they are concluded that more efficient pedagogical course materials can be developed by comparing the language in coursebooks with the reference corpora (Gabrielatos, 2005: 1-37). Römer (2004: 151) also emphasises that coursebooks may not provide adequate authentic language used in daily life; hence, corpus-based coursebook comparisons of authentic English can be beneficial for language teachers and learners alike. In addition, a corpus-based coursebook comparison has some critical points. According to Biber et al. (1998: 5), a corpus-based coursebook analysis and comparison have some significant characteristics:

- “The analysis is empirical in that actual patterns of use in real texts are analysed;
- The analysis depends on the extensive use of computers;
- The analysis employs a large and principled collection of natural texts;
- The analysis uses quantitative and qualitative analytical techniques”

2.10. The Background of Corpus-based Material Evaluation

Each linguistic study includes several analyses such as grammatical, semantic, discourse or lexical analyses, etc. In these analyses, the frequency counts are considered one of the significant issues in the corpus while describing and evaluating the content of particular course material (Sardinha, 1999: 289). According to J. Flowerdew (2001: 71), while frequency data analysis aims to determine which linguistic items need to be selected for teaching purposes, concordance data information aims to show how these items can be utilised in a coursebook. Corpus-based researches may provide a comprehensive source for the contents of language coursebooks used as teaching materials. According to Lawson (in Barbieri and Eckhardt 2007: 322), corpus linguistics may be considered as a bridge between grammar presentation and everyday language use. Because the frequency of items obtained from the corpus have significantly leading roles in the content of language teaching materials (Sardinha, 1999: 290), frequency counts of these items can be fruitful in the analysis of these materials. Obtained data result of frequency analysis can be used to decide

what to teach and which order and also to improve a more efficient syllabus in foreign language teaching.

Throughout the corpus history, many researchers stressed the importance of frequency data analyses. The researchers such as Biber and Reppen (2002), Römer (2004a; 2004b; 2005), Gilmore (2004), Anping (2005), Hyland (1994), Gabrielatos (1994), Nitta and Gardner (2005) aimed to evaluate coursebooks in terms of several aspects, such as authenticity, lexicology, grammar or discourse etc.

Concerning frequency data, Biber and Reppen (2002) tried to determine the difference between data provided in ESL-EFL course materials and the data related to real language use through using corpus analysis and comparison techniques. They aimed to discover a) the characteristics of grammatical topics to be included, b) the teaching order of these grammatical topics, and c) the vocabularies used in these topics. Their results revealed a critical disharmony between coursebooks and real-world language. Their findings also showed that the use of simple aspects is less than progressive ones in addition to ignoring 12 most commonly used lexical verbs by coursebooks. Biber and Reppen (2002: 207-208) stressed that:

Given its importance in the acquisition, we would argue that frequency should also play a key role in the development of materials and in the choices that teachers make in language classrooms. With the recent availability of comprehensive frequency-based grammatical descriptions, such integration of pedagogy and research has become feasible.

In her first corpus-based research, Römer (2004a: 197) aimed to determine main similarities and differences in terms of modal auxiliaries between the language presented in EFL coursebooks and authentic English. After conducting her study, she stated that “the way the topic of ‘modal auxiliaries’ is treated in English lessons ... differed considerably from the use of those verbs in contemporary spoken British English.” She also emphasised the significant role of corpus-driven approaches to language learning and teaching for teachers and coursebook writers alike.

In another study, Römer (2004) compared previously determined coursebooks and British National Corpus in terms of using conditional clauses. In her study, she discovered that while if-clauses extracted from coursebooks have a standard classification of ‘type 1’, ‘type 2’ and ‘type 3’; there are many various types and irregularities in real-life examples on the contrary to the ones presented in coursebooks. As a result of her study, she mentioned to Glisan and Drescher (1993: 32) who stress that “authentic language must continue to be examined if we are to use real language as the basis for our teaching.”

In Chujo’s study (2004), he intended to compare EGP (English for General Purposes) and ESP (English for Specific Purposes) coursebooks from the point of vocabulary change. To do this,

he investigated the texts by tagging part-of-speeches in the coursebooks. Through using a computer program as a searching tool, he compared the vocabularies in the coursebooks and British National Corpus.

Anping (2005: 1) aimed to discover how the language content selected, and exercises/tasks designed in the current EFL textbooks in China have revealed the modern ideology of ELT education, especially the ideas of making ‘real-life’ language input and providing guidance for inquiry and explorative learning. To compare coursebooks, she created vocabulary lists, keywords lists, lexical bundles and concordances of particular words and patterns. She concluded that “ELT coursebooks, with language items as their major components, have become a special genre for corpus analysis”

Through using random sampling, Gabrielatos (2006: 2) investigated ‘if-sentences’ used in several ELT coursebooks by comparing 1000 if-sentences from British National Corpus. The main focuses of the study are the frequencies, the use of modality, and special cases of if-sentences in both the samples taken from coursebooks and BNC. He also described three primary deficiencies of ELT coursebooks:

It provides learners with an incomplete, and in some cases distorted, picture of if-conditionals..., b) It tends to overwhelm learners with long lists of ‘special cases’ or ‘exceptions... and c) It potentially limits the learners' language production by restricting their repertoire to a small number of pre-fabricated combinations.

In the corpus-based material evaluation area, there are also some other studies focus mainly on authenticity, grammar, pragmatics, skills in language or lexical analyses, etc. Table 2 presents the different studies conducted on corpus-based coursebook analyses by various researchers.

Table 2: Corpus-based Coursebook Studies in Literature

Research area	Author	Focus	Level	No of vol.
Authenticity	Roiner (2004a)	modal auxiliaries	EFL	6
	Roiner (2004b)	if clauses	EFL	12
	Roiner (2006)	progressive	EFL	12
	Gilmore (2004)	discourse features	EFL. EGP	7
	Anping (2005)	Vocabulary; grammar	EFL	50
	Hyland(1994)	1110 da Is	EAP	22
	Gabrielatos (1994)	possessive	EFL. EGP	1
Grammar	NittaGardner(2005)	grammatical tasks	EFL. EGP	9
	Boxer&Pickering(1995)	speech acts	ELT	7
	Vellenga(2004)	speech acts	ESL. EFL	8
Pragmatics	Miura(1997)	oral communication	ELT	16
	Cane(1998)	conversation skills	ELT	3

Table 2: (Continue)

Research area	Author	Focus	Level	No of vol.
Speaking	Chujo(2004)	vocabulary levels	EGP. ESP	7
	Ranalli (2003)	learning strategies	EFL. EGP	3
Vocabulary	Reda (2003)	vocabulary	EFL. EGP	6
	Gabrielatos (1994)	collocations	EFL	3
	Hill(1996)	verb form clustering	EFL	?
	Biber et al.(2004)	lexical bundles	EAP	?
	Koprowski (2005)	lexical phrases	EFL. EGP	3
	Meunier&Gouvemeur (2007)	phraseology	EFL. EGP	5

Source: Peksoy, E. (2013: 35) Master Dissertation

CHAPTER THREE

3. METHODOLOGY

3.1. Introduction

This chapter of the study defines the structure of the research design and presents the justification for the main reason for adopting the mixed method, which includes both qualitative and quantitative techniques concurrently. This part also includes the setting, the participants, research instruments, the piloting process, and the data analysis procedure.

3.2. Research Design

In the modelling and examining of numerous phenomena, both qualitative and quantitative designs can be utilised by researchers. As Almeida (2007: 369) asserts “while qualitative methodology intends to understand a complex meaning of actions in a given context, the quantitative methodology seeks to obtain accurate and reliable measurements that allow a statistical analysis.” He also adds that “both methodologies offer a set of methods, potentialities and limitations that must be explored and known by researchers.” In this vein, Greene and Caracelli (1997: as cited in Creswell 2003: 164) explained that various methods could be beneficial to describe complex social phenomena. Therefore, this study aims to utilise multiple research methods with respect to its goals since multiple methods can neutralise the limitations of both qualitative and quantitative research methods (Jick, 1979: 609).

According to Creswell, Plano Clark, Gutmann and Hanson (2003: 179), there are two major mixed-method designs: *concurrent* and *sequential*. While *sequential research* design requires a priority between the qualitative and quantitative methods, *concurrent research* design considered to enable analysing the associations among the variables simultaneously utilises qualitative and quantitative research methods. In this framework, Creswell et al. (2003: 183) described three sub-categories for the concurrent design; (a) *concurrent triangulation*, (b) *concurrent nested*, and (c) *concurrent transformative* designs. While integrating the data, one method is considered dominant, and the other one is hidden in the concurrent nested research design. On the other hand, the concurrent transformative design allows interpreting the data in a study. Accordingly, since the main aim of this study is to describe and analyse the data without merely comparing them, this

study employs a concurrent triangulation mixed-method (Creswell et al., 2003: 183) adopting both qualitative and quantitative method simultaneously.

There are two main analysis parts in this study: the qualitative analysis part explains the results of the semi-structured interview in the questionnaire. In contrast, the quantitative analysis part describes and interprets the data obtained from both questionnaire and corpus data emerging from the corpus comparison between the coursebooks written by native and non-native speakers. Since the main aim of the study is to determine the possible drawbacks of the coursebooks written by non-native speakers and compare them with the authentic ones, there is a need for an in-depth analysis of the responses to the semi-structured interview given by English Language Teachers participating in the questionnaire. At this point, the importance of conducting a qualitative study providing richer and more in-depth data emerges.

Since the questionnaire aims to determine the thoughts of English language teachers toward language coursebooks, it is crucial to find any relationship among the variables (gender, education, working institution or experience, i.e.). At this point, employing a quantitative method can be practical. Castro et al. (2010: 342) listed the significance of quantitative methods as a) accurate operationalization and measurement of a specific construct, b) the capacity to conduct group comparisons, c) the capacity for model specification and the testing of research hypotheses d) the capacity to examine the strength of association between variables of interest.

To sum up, this study utilises both qualitative and quantitative techniques to get essential data from the participants of the questionnaire (English Language Teachers) to determine possible deficiencies of coursebooks and to compare coursebooks written by non-native speakers to the authentic ones by using corpus linguistic tools.

3.3. Participants and Settings of the Questionnaire

In line with the main aims and goals of this study, the questionnaire was conducted in different secondary and high schools in Erzurum, Trabzon, and Ağrı provinces of Turkey. In addition to the factor of time and accessibility, the classification of these cities in the same category according to the Nomenclature of Territorial Units for Statistics (NUTS) plays a crucial role in the determination of these cities. Trabzon is located in the north while Erzurum and Ağrı are located in the eastern regions of Turkey. The participants in Erzurum were reached by the researcher himself, the ones in Ağrı were accessed with the help of a colleague of the researcher, and the ones in Trabzon were accessed with the help of the supervisor of the researcher.

The population of this questionnaire solely covers the English Language Teachers working in the primary, secondary, and high schools in Erzurum, Trabzon, and Ağrı provinces of Turkey.

Therefore, convenience sampling technique was selected to determine participants since “members of the target population are selected in accordance with the purpose of the study if they meet certain practical criteria, such as geographical proximity, availability at a certain time, easy accessibility, or the willingness to volunteer” (Dörnyei, 2007: 98-99). The underlying reason for selecting English Language Teachers as a sample in this questionnaire is that they are the direct practitioners of the language coursebooks in their classrooms. Thus, their thoughts and ideas about the language coursebooks can be considered as reliable sources emerging as a result of experience.

A total of 120 English Language Teachers working in Erzurum, Trabzon, and Ağrı provinces of Turkey were surveyed to determine their thoughts and ideas about the language coursebooks written by non-native speakers. The sample group consists of 94 female and 26 male teachers. One hundred twelve of them were graduated from a bachelor’s degree program, while only 8 of them were graduated from a master's degree program. Sixteen of the teachers are working in primary schools, 76 of them are working in secondary schools, and 28 of them are working in high schools in the Erzurum, Trabzon, and Ağrı provinces.

At the end of the questionnaire, there is a semi-structured interview: “*Please briefly state your thoughts about whether the current English coursebooks include language structures that are specific to the target language (authentic) and existing in daily life (natural).*” 65 out of 120 English Language Teachers gave responses to this semi-structured interview. In line with these responses, the researcher conducted an in-depth content analysis by using a qualitative research design in the study.

3.4. Research Instruments of the Study

3.4.1. Questionnaire

In this study, the questionnaire enabled us to reach many English Language Teachers in a relatively short time. Through using a questionnaire conducted with the teachers, it was aimed to determine thoughts and ideas of English Language Teachers on the coursebooks written by non-native speakers. The preparation process and the structure of this questionnaire are presented below.

At the early beginning of the preparation procedure of the questionnaire, having discussed in detail with my supervisor for long hours, I determined the aims and goals of the questionnaire in accordance with the main study. In line with these aims and goals, the literature was reviewed in-depth. As a result of this review, it was seen that some of the studies could guide the researcher while preparing the questionnaire. During the preparation of the questionnaire, some items were adopted from the studies of Solak et al., 2015: 121-133; Mukundan and Nimehchisalem, 2012:

128-134; Rahimpour and Hashemi, 2011: 64-68; Aytug, 2007: 172-175. Determining the main themes was not an easy process for me since it was really difficult to define the difference between authenticity and naturalness terms which are used mostly interchangeably. After a deep review of the literature to define these complex terms, I decided to send an electronic mail to the American linguist Noam Chomsky. As you can see in Appendix F, Noam Chomsky gave a response to my mail by saying that "Interesting question. The concepts seem close, but I suspect a careful analysis would locate differences. Can a dog have authenticity?" Within this in mind, the main themes were determined, a total of 51 items were listed by the researcher under the following categories: "*Authenticity, Naturalness, Language Structures, Real Life Situations, General Features of Coursebooks, Culture, Role of Coursebooks, and Re-use of the Same Coursebooks.*" Consequently, thanks to guides of several researchers who are expert on scale development studies, and cooperation and collaboration with my supervisor, I omitted 14 items from the questionnaire. Eventually, the number of items in the questionnaire was reduced a total of 37 items to have more reliable and valid data.

This questionnaire is included three main parts: *demographical questions, 5 point Likert Scale (from left to right: strongly disagree, disagree, neutral, agree, and strongly agree), and a semi-structured interview.* To raise the number of participants and to avoid ambiguity and misunderstanding of the items, the questionnaire was conducted in Turkish to the teachers (see Appendix D).

Part 1: This part of the questionnaire includes questions for demographical information of the participants; *gender, education, working institution, working experience, and graduation departments of the teachers.* In this part of the questionnaire, to ensure confidentiality and to raise the reliability of the findings, private information of the participants was not demanded by the researcher.

Part 2: In this part of the questionnaire, 5 point Likert scale was conducted to the participants to discover their extent of the agreement or disagreement with the statements of items. The Likert-scale was constructed from strongly disagree to strongly agree (from left to right: strongly disagree, disagree, neutral, agree, and strongly agree). In case participants do not have any positive or negative thought about the statement of any item, they can select the neutral option on the Likert-scale. What is more, to prevent being affected by previous items and to provide participants to choose their preferences, the items were distributed randomly in the questionnaire.

This part of the questionnaire is included 37 items addressing the themes: *authenticity, naturalness, language structures, real-life situations, general features of coursebooks, culture, the role of coursebooks, and re-use of the same coursebooks.* The items and their main aims in the questionnaire are examined below.

2. Structures specific to the target language (authentic) have been used

12 In the reading texts, there are language structures specific to the target language that will improve reading proficiency

17. Language structures allow students to generate studies specific to the target language (authentic)

20. Listening contents help in understanding language structures specific to the target language (authentic)

23. Speaking topics help to be used language structures specific to the target language (authentic).

27. Grammar subjects support teachers' use of language structures specific to the target language (authentic)

The items 2, 12, 17, 20, 23, and 27 aim to explore to what extent English Language Teachers interpret the coursebooks written by non-native speakers as authentic. However, these items were located in different sections of the questionnaire to analyse different issues. The items 2 and 17 deal with the authenticities of language structures in the coursebooks. On the other hand, items 12, 20, and 23 aim to discuss the authenticity of the activities based on three language skills (reading, listening, and speaking) in the coursebooks. Lastly, item 27 is related to the authenticity of the grammatical structures presented by the coursebooks.

1. Language structures prompt students to use language structures existing in daily life (natural)

4. There are links between the contents used and the situations encountered in real life.

9. Natural language structures that may be needed in real life have been used.

10. Language structures specific to the target language have been used.

13. The reading texts contain language structures existing in daily use (natural)

15. Writing activities allow students to use language structures existing in daily use (natural).

19. The listening contents contain language structures existing in daily use (natural).

22. Speaking topics allow students to use language structures existing in daily use (natural).

In the questionnaire, items 1, 4, 9, 10, 13, 15, 19 and 22 focus on the naturalness in the coursebooks. As can be seen above, the main aim of the items 1, 4, 9, and 10 is to explore to what extent English Language Teachers find the language structures used in the coursebooks natural. On the other hand, items 13, 15, 19, and 22 deal with the naturalness of the activities based on four skills.

6. Language structures facilitating oral communication in the target language have been used

8. Language structures help to solve the communication problems encountered in daily life.

11. The offered language structures help students' responding to the acceptance and expectations of the target language.

The items 6, 8, and 11 mainly concern with the appropriateness of the language structures in the coursebooks for the proficiency levels of language learners. It is demanded by the participants of the questionnaire to interpret whether the offered language structures by the coursebooks facilitate language learning.

16. Writing subjects allow students to write in accordance with situations they may encounter in daily use.

18. Listening contents prepare students to the situations they may encounter in daily use.

21. There are similarities between the speech topics and the situations that may be needed in real life.

24. Grammar rules help to create language structures that may be needed in daily life.

25. Grammar rules include uncommon grammar structures in real life.

26. In teaching grammar, examples based on real-life situations are provided.

The main aim of a language teaching procedure can be regarded to prepare language learners to real-life situations. Thus, providing real-life situations seems quite critical for every language coursebooks. In the framework, items 16, 18, 21, 24, 25, and 26 in the questionnaire, examine whether the language coursebooks include real-life situations.

7. There are elements increasing the students' motivations about learning foreign languages

14. The contents of the reading texts are interesting.

28 English coursebooks are suitable for the goals of the Ministry of National Education in foreign language education

29. Activities in English coursebooks are appropriate for the students' levels.

30. English coursebooks have been generated by considering the needs of students with different learning levels.

31. Learning subjects in English coursebooks are suitable for students with different types of intelligence.

32. Activities used in English coursebooks enable classroom interaction techniques (pair work, group work, etc.).

33. The units in English coursebooks are suitable for students' readiness levels.

34. English coursebooks lead students to research either outside of the classroom.

In the questionnaire, items 7, 14, 28, 29, 30, 31, 32, 33, and 34 mainly focus on the general features of the language coursebooks written by non-native speakers. These items aim to analyse

the appropriateness of the contents of language coursebooks. As an example, item 33 concerns whether the units of language coursebooks are suitable for the students' readiness level.

3. There is adequate information about the cultures in the countries where the target language is used (America, England, etc.).

5. Informative elements about the target language culture (English) have been used.

Because exposing EFL learners to the target language culture is not possible outside of the classrooms, offering target language culture to the students is quite essential for language teaching materials. Therefore, in the questionnaire, both items 3 and 5 aim to determine participants' thoughts about whether language coursebooks offer target language culture elements.

35. One of the most vital reasons for the problems in foreign language teaching is the quality of coursebooks

36. Foreign language coursebooks have an affirmative role in teaching English.

Items 35 and 36 mainly deal with the role of coursebooks in language teaching. The first one focusses on the problems in language teaching in terms of the qualities of foreign language teaching coursebooks. On the other hand, item 36 emphasises the positive roles of coursebooks in language teaching procedures.

37. The same coursebooks should be used again during the academic years in the future.

Item 37 is the last item in the questionnaire. The item aims to find out to what extent English Language Teachers desire to use the same language coursebooks in the future after interpreting them in terms of “*authenticity, naturalness, language structures, culture, real-life situations, general features, and the role of them in language classrooms*”.

3.4.2. Semi-structured Interview

The researcher added a semi-structured interview part at the end of the questionnaire so as to make an in-depth analysis of the participants' thoughts on the language coursebooks. The semi-structured interview enables participants to state their own thoughts and ideas about the coursebooks. In case the participants do not find any item in the questionnaire that supports their thoughts about the coursebooks, they have a chance to state thanks to the semi-structured interview briefly. In the semi-structured interview, there is solely one statement:

Q1: Please briefly state your thoughts about whether the current English coursebooks include language structures that are specific to the target language (authentic) and existing in daily life (natural)

The main aim of this semi-structured interview is to allow English Language Teachers to state their own thoughts or ideas on the issues of authenticity and naturalness of language coursebooks written by non-native speakers. The responses of the participants toward this statement will enable the researcher to make an in-depth content analysis. To do this, the researcher will categorise the responses of participants and analyse them in detail so as to reveal a clear picture of the language coursebooks in terms of authenticity and naturalness.

3.4.3. Corpus Tool

This present study aims to analyse and interpret language coursebooks used in Turkish state secondary and high schools by comparing them to the reference coursebooks. In this study, lexical patterns and grammatical structures in the coursebooks are two main focal points since as Kilgarriff, (2005: 263) stated that “language is non-random.” It is believed in this study that a corpus-based comparison of the coursebooks written by non-native speakers with the reference coursebooks may give a considerable amount of data. In this line, this corpus-based study uses Sketch Engine as a corpus tool to conduct a quantitative analysis.

Created by a British lexicographer and corpus linguist, Adam Kilgarriff, and a Czech programmer, Pavel Rychlý in 2004, Sketch Engine is “a corpus tool which takes as input a corpus of any language and a corresponding grammar patterns and which generates word sketches for the words of that language” (Kilgarriff et al., 2004: 105). According to Kilgarriff and Rundell (2002: 17), “word sketches which were first used in the production of the Macmillan English Dictionary, are one-page automatic, corpus-based summaries of a word’s grammatical and collocational behaviour.”

Sketch Engine is a commonly used method to create frequency statistics, calculate co-occurrence patterns, and visualise contrasts (Kilgarriff et al., 2014a). The Sketch Engine enables to conduct quantitative analysis in many various language areas since “the items with the highest frequency in the domain corpus in comparison to the reference corpus will be the top term candidates (Kilgarriff et al., 2014: 53).” The core system of Sketch Engine includes the following tools (Herman, Kovář, 2013; Kilgarriff et al., 2014a; Kilgarriff et al., 2014b):

1. *Concordance* searches a corpus for a word form, a lemma, a phrase, a part of speech tag, etc. The system converts all queries into Corpus Query Language (CQL) which can be used directly.

2. *Word List* generates frequency lists of words, lemmas, n-grams or keywords.
3. *Keywords and Terms* enable extraction of core lexis in a corpus using “keyness score”.
4. *Collocations* calculate words that are statistically associated with the query term. The system uses several measures to find collocation candidates: T-score, MI, log-likelihood, logDice, etc.
5. *Word Sketch* generates summaries of a word’s grammatical and collocational behaviour using “sketch grammar”.
6. *Word Sketch Difference* offers a comparison of two words based on collocations.
7. *Thesaurus* creates a distributional thesaurus based on common collocation. The resulting list of words includes items in various semantic relationships.
8. *Trends* helps to conduct a diachronic analysis of word usage.
9. *WebBootCaT* is a set of programs to compile a user web corpus.

Coursebooks which were used to compilation for the MONE CC and REF CC			
MONE CC 276.240		REF CC 637.590	
Names of CB’s	Levels of CB’s	Names of CB’s	Levels of CB’s
Secondary School Coursebooks	5, 6, 7, 8. Classes	Cutting Edge Face2face New headway	Starter, Elementary, Pre-intermediate, Intermediate, Upper-intermediate, Advanced Levels
High School Coursebooks	A1, A2 Preparatory Classes, 9, 10, 11, 12. Classes	Touchstone	Level 1, 2,3, 4
Total	10 CB’s	Total	22 CB’s

In this study, the researcher created two corpora named MONE CC and REF CC. MONE CC was compiled from the English Language coursebooks used in Turkish state secondary and high schools. On the other hand, REF CC, which is a reference corpus in this study was compiled from all levels of 4 different coursebooks: *Face2face*, *Cutting Edge*, *New Headway*, and *Touchstone*. Since the theoretical framework of this study is descriptive linguistics, the scope of this study was narrowed by these coursebooks. Afterwards, these compiled corpora were uploaded into the Sketch Engine to conduct quantitative analyses. Both raw and normalized scores of searched items (*lexical patterns, verbs tenses, and modals*) were extracted from the Sketch Engine to make comparisons between two corpora.

3.5. Data Gathering Process

In this study, the data gathering process is included three steps: creating and applying a questionnaire, a semi-structured interview and compiling two different corpora. Therefore, the data gathering process lasted nearly seven months since the questionnaire and corpus creation procedures were laborious and time-consuming processes. At the first step of the data gathering,

the researcher formed a questionnaire as a result of a detailed review of literature and discussion with the supervisor for long hours. After forming the questionnaire, since it is required to apply the Ministry of the National Education for permission, the researcher completed the initial application on the official website of the Ministry (<https://ayse.meb.gov.tr/basvurudev/>). Afterwards, the compulsory documents, including the questionnaire, semi-structured interview question, consent form, and thesis research proposal, were submitted to the Institute of the Social Sciences of Karadeniz Technical University. The permission from the Ministry of National Education was granted to the researcher in about one month.

After receiving the permission from the Ministry of Education, the researcher with the help of one of his colleagues and supervisor started to apply questionnaire to the English Language Teachers working in the Erzurum, Ağrı, and Trabzon cities in Turkey. To apply the questionnaire, many state schools were visited to raise the number of participants. To this end, the researcher interacted with many English teachers one by one. Although lots of them welcomed me and my questionnaire, some of which rejected to be a participant in the questionnaire.

At the second step of the data gathering, I added a semi-structured interview question at the end of the questionnaire to conduct an in-depth content analysis about the coursebooks used in Turkish state secondary and high schools. Having applied to the questionnaire, I asked participants whether they wanted to participate in the semi-structured interview. 65 out of 120 participants voluntarily accepted to response the semi-structured interview question. After I categorise these responses into eight groups: *authenticity*, *naturalness*, *language structures*, *hours of English lessons per week*, *appropriateness of students' proficiency levels*, *four basic skills usage*, *general features of coursebooks*, and *positive comments about coursebooks*, I employed an in-depth content analysis by using qualitative research design in the study.

As a last step, every level of the reference coursebooks (*beginner*, *elementary*, *pre-intermediate*, *intermediate*, *upper-intermediate* and *advanced levels*) and the English coursebooks used in Turkish state secondary and high schools (*5, 6, 7, 8, 9, 10, 11, 12, and preparatory classes*) needed to be computerised by the researcher in four months to make a clear comparison. Since the corpus query tool Sketch Engine solely processes with the text files, after the whole pages were scanned as pdf files separately into the computer, they were converted into text files to compile two different corpora. However, creating text files from the coursebooks is not an easy process because all of the coursebooks consist of matching, fill-in-the-blank, multiple-choice or cloze test activities in addition to listening scripts, reading dialogues, etc. What is more, the researcher manually completed the activities and filled the blanks by controlling the answer key in order not to exclude any data in the coursebooks. Extra spaces, spelling and punctuation mistakes and numbers were eliminated. These processes were applied to all of the coursebooks to have smooth data, so corpus

creation lasted almost four months. At the end of these processes, the researcher compiled two different corpora, namely REF CC and MONE CC, to make accurate comparisons.

Having compiled two corpora, namely REF CC and MONE CC, the researcher started to analyse the raw findings extracted from these corpora. Within this scope, the researcher employed part-of-speech tagging (POS tagging), which is a process of marking up a word in a text, to both corpora by using unique formulas (see Appendix E). Following part-of-speech tags were utilised in the corpus:

1. CC Coordinating conjunction
2. CD Cardinal number
3. DT Determiner
4. EX Existential there
5. FW Foreign word
6. IN Preposition or subordinating conjunction
7. JJ Adjective
8. JJR Adjective, comparative
9. JJS Adjective, superlative
10. LS List item marker
11. MD Modal
12. NN Noun, singular or mass
13. NNS Noun, plural
14. NP Proper noun, singular
15. NPS Proper noun, plural
16. PDT Predeterminer
17. POS Possessive ending
18. PP Personal pronoun
19. PP\$ Possessive pronoun
20. RB Adverb
21. RBR Adverb, comparative
22. RBS Adverb, superlative
23. RP Particle
24. SYM Symbol
25. TO to
26. UH Interjection
27. VB Verb, the base form
28. VBD Verb, past tense
29. VBG Verb, gerund or present participle
30. VBN Verb, past participle
31. VBP Verb, non-3rd person singular present

32. VBZ Verb, a third-person singular present
33. WDT Wh-determiner
34. WP Wh-pronoun
35. WP\$ Possessive wh-pronoun
36. WRB Wh-adverb

In this study, the Sketch Engine Corpus Query System used as a POS tagger. At the last step, the researcher created tables extracted from the Sketch Engine to investigate and compare the lexical (*verbs, adverbs, adjectives, and nouns*) and grammatical (*verb tenses and modals*) features of both corpora.

3.6. Data Analysis Procedure

In this study, both quantitative and qualitative designs were employed in the data analysis processes. For the qualitative analysis, the first step was to computerise the data that emerged from participants' responses to the semi-structured interview. Since the semi-structured interview question and participants' responses were in the Turkish language, the second step was to translate responses into the English language. Afterwards, the participants' responses to the semi-structured interview were labelled and categorised under eight different groups: *authenticity, naturalness, language structures, hours of English lessons per week, appropriateness of students' proficiency levels, four basic skills usage, general features of coursebooks, and positive comments about coursebooks*. After the categorisation of the responses, a table, including raw frequencies of the responses was created to have a clear picture of the semi-structured interview. Lastly, created groups and table created from the participants' responses were presented and interpreted in detail.

The quantitative data analysis part of this study is included two different parts: analysing and interpreting the data that emerged from the questionnaire and corpus-based data analysis. Each of these data analysis processes has different data analysis tools. Firstly, the data that emerged from the questionnaires were input to the Statistical Package for Social Sciences (SPSS, v.24.0). All of the items in the questionnaire were coded with the numbers (1 for totally disagree, 2 for disagree, 3 for neutral, 4 for agree, and 5 for totally agree). After the data entry, the demographic features of the sample group were descriptively analysed. Next, the frequency and percentage of each item were determined and described so as to report and interpret a smooth quantitative analysis.

In the second part of the quantitative data analysis, corpus-based quantitative data analysis procedures were employed by the researcher. After compiled of two different corpora namely MONE CC and REF CC, the lexical (*verbs, adverbs, adjectives, and nouns*) and grammatical (*verb tenses and modals*) data were reported as a result of the part-of-speech tagging (POS tagging) while employing these POS tagging processes; many special formulas were used to extract data from

both MONE CC and REF CC (see Appendix E). Afterwards, many descriptive tables were created by the researcher to report and compare the corpus data. In these tables, the Log-likelihood Ratio Calculator Tool was employed to describe similarities and differences between the two corpora. Lastly, these tables, including corpus-based frequency comparison and log-likelihood scores, were quantitatively interpreted in detail.



CHAPTER FOUR

4. FINDINGS AND DISCUSSION

4.1. Analysis of the Qualitative Data

In this chapter of the study, the responses obtained from the semi-structured interview with 65 EFL teachers working in state secondary or high schools in Turkey were analysed. Since confidentiality is a critical issue in this study, the names of the interviewees were labelled as *T1*, *T2*, *T3*, etc.

As explained in previous chapter, the semi-structured questionnaire is included solely one main question:

“Please briefly state your thoughts about whether the current English coursebooks include language structures that are specific to the target language (authentic) and existing in daily life (natural).”

The main aim of this question is to enable participants to express their own opinions and ideas about language coursebooks briefly. The semi-structured interview was placed at the end of the questionnaire. In this part, it was asked participants to participate in the semi-structured interview voluntarily. 65 out of 120 participants preferred to participate in the semi-structured questionnaire.

After conducting the semi-structured interview, the responses were analysed and eight different groups were created in line with the research questions. Table 3 shows the frequencies and percentages of the semi-structured interview codes.

Table 3: Frequencies and Percentages of Semi-Structured Interview Codes

Theme	Codes	Frequency	Percentage
Please briefly state your thoughts about whether the current English coursebooks include language structures that are specific to the target language (authentic) and existing in daily life (natural)	Authenticity	10	11,49%
	Naturalness	15	17,24%
	Language Structures	6	6,89%
	Hours of English Lessons in a Week	4	4,59%
	Appropriateness of Students' Proficiency Levels	16	18,39%

Table 3: (Continue)

Theme	Codes	Frequency	Percentage
Please briefly state your thoughts about whether the current English coursebooks include language structures that are specific to the target language (authentic) and existing in daily life (natural)	Four Basic Skills Usage	13	14,94%
	General Features of Coursebooks	13	14,94%
	Positive Comments about Coursebooks	10	11,49%
	Total	87	100%

As shown in the table above, *appropriateness of student's proficiency levels* is the most frequent one with percentages of 18, 39. Besides, the second most frequent code is *naturalness* with percentages of 17, 24. It is also found out from the table that the code *hours of English lessons in a week* with percentages of 4, 59 has the least occurrence among the responses.

As can be seen in Table 3, there are eight different groups and 87 responses in total. Therefore, the most related responses were revealed among the 87 responses for each of the codes. In the next part of the study, the data emerging from the semi-structured interview were presented and discussed.

4.1.1. Authenticity

As can be seen above, the authenticity in the coursebooks with percentages of 11, 49 was emphasized by the participants. 5 out of 10 responses about the authenticity were presented and discussed below.

T37: I do not think the coursebooks we use include authentic language structures...

T40: The contents of coursebooks should be more simplified and be rearranged to include more real-life and specific to the target language structures ...

T46: ... The use of language structures specific to the target language is quite limited...

T54: Coursebooks are inadequate to provide cultural insights specific to the target language. This causes problems with communication in daily life...

T55: Coursebooks are insufficient to include the language structures specific to the target language...

The responses from *T37*, *T40*, *T46*, *T54*, and *T55* showed that coursebooks do not sufficiently include language structures specific to the target language. According to *T40*, the contents of the language coursebooks are quite complex and they have insufficient authentic language structures. On the other hand, *T54* reports that since the language coursebooks do not provide cultural insights specific to the target language, students face communication problems in daily life.

4.1.2. Naturalness

According to responses of the interviewees, naturalness can be considered as one of the most frequently expressed codes since participants with the percentages of 17, 24 emphasize the naturalness in language coursebooks.

T6: I think the activities in the books are artificially created...

T37: I think that the language structures and topics that are more useful to the real-life should be used in the coursebooks

T38: I think coursebooks are insufficient to include language structures appropriate to the real-life ...

T69: ... In coursebooks, language structures appropriate to the real-life are provided with the wrong strategy.

T82: Coursebooks may include more language structures suitable for daily conversations.

As shown above, T6, T37, T38, T69, and T82 mentioned the theme of naturalness while giving response to the semi-structured interview.

T6 focuses on the artificially created activities in the coursebooks while T37 and T82 emphasize that language structures and topics should be more useful to the real-life. On the other hand, T38 and T69 state that language coursebooks do not sufficiently include language structures appropriate to the real-life.

4.1.3. Language Structures

The theme of language structures in the coursebooks is one of the other topics that interviewees with the percentages of 6, 89 emphasized in the semi-structured interview section. In addition to other themes, 5 out of 6 responses emerged from the interview were discussed below.

T1: The coursebooks, especially for the 8th-grades, are particularly complex in terms of language structures.

T2: ... the language structures used in the books are quite different from structures used in daily life...

T38: I think the language structures used in the speaking activities in the books are not suitable and sufficient.

T100: Language structures used in coursebooks should be revised as they are grammar-oriented and reading, listening, writing and speaking skills should be more emphasized for social communication.

T69: I think the content of the coursebooks we use is definitely insufficient ...

The interviewees *T1* and *T69* state that the coursebooks included both complex and insufficient language structures. Besides, *T2* reports that there are many differences between the language structures presented by the coursebooks and used in daily life. On the other hand, the responses from *T38* and *T100* emphasize that language structures used in the four skill-based activities (reading, listening, writing and speaking) are not appropriate and sufficient for the students.

4.1.4. Hours of English Lessons in a Week

In the countries where English language is taught as a foreign language, the language learners may not always have a chance to use language in their socio-cultural environment. Therefore, the hours of teaching times in schools are quite critical for language learning and teaching. In the semi-structured interview, four teachers focused on the insufficient teaching times in the schools.

T25: ... there is not enough time to direct students speaking and writing...

T26: ... Any extra speaking and writing activities cannot be performed because hours of lessons are wholly insufficient.

T33: ... Even though the coursebooks are adequate, hours of English lessons are very limited.

T104: Hours of English lessons are insufficient. Due to the high number of topics in the coursebooks, we cannot devote enough time to the speaking activity. The content of the books should be simplified.

As can be shown above, the participants claim that the English Language teaching time in a week is not sufficient for the extra activities. *T25* and *T26* state that hours of lessons in the schools do not allow any extra speaking and writing activities. In addition, *T104* asserts that due to the inadequate teaching time in the schools and complexity in the coursebooks, other additional activities are ignored by the language teachers.

4.1.5. Appropriateness of Students' Proficiency Levels

In the semi-structured interview, *the appropriateness of the students' proficiency levels* theme with the percentages of 18, 39% is the most frequently mentioned theme among the others. 16 out of 65 participants are concerned about to what extent language coursebooks are suitable for the students' current proficiencies.

T23: Coursebooks are not suitable for students with different learning levels and types of intelligence. ...

T37: ... I think the grammatical structures provided by the coursebooks are not appropriate to the students' level and remain abstract, especially in the lower classes.

T48: Coursebooks are not suitable for students' levels. While they are inadequate for some students, they are too complicated for some others. The subjects are inadequate to attract students' interests.

T99: I think most of the contents in coursebooks are not attractive. I also think that the levels of books are too high for the students.

T119: ... I do not think that the coursebooks are prepared for the interests, expectations, and goals of the students...

The *T23*, *T37*, *T48*, *T99*, and *T119* emphasize that the language coursebooks are not suitable for the students' current proficiencies in some respects. *T23* reports that coursebooks do not regard the different learning levels and types of intelligence while *T37* complains about the abstraction of the grammatical structures provided by the coursebooks for the students' current proficiency levels.

On the other hand, the interviewees *T48*, *T99*, and *T119* stress that the subjects and contents of the coursebooks do not attract students' interest since students' current interests, expectations, and goals are ignored by the coursebooks.

4.1.6. Four Basic Skills Usage

In the semi-structured interview, the participants with the percentages of 14, 94% responded to the interview item in terms of four basic skill usage in the language coursebooks. Five responses obtained from the semi-structured interview were given and discussed below.

T29: Listening and speaking sections are wholly inadequate ... I can describe the coursebooks as the books in which reading chapters are widely used

T47: Coursebooks are not adequately informative for students. Besides, insufficient and inappropriate listening texts are some of the other problems.

T50: Listening and speaking sections are insufficient ... I would say that the reading sections are used more.

T88: Coursebooks should be more related to real life and include more listening and speaking activities.

T105: ... Books at some levels are inadequate to improve students' writing and speaking skills...

According to findings above the interviewees *T29* and *T50* state that despite the lack of adequate speaking and listening activities, reading activities are widely used in the language coursebooks. In addition, the interviewee *T47* stresses a problem about insufficient and

inappropriate listening texts while *T88* and *T105* emphasize the inadequacy of the coursebooks in terms of improving students' writing, speaking, and listening skills.

4.1.7. General Features of Coursebooks

The other most frequently repeated theme with the percentages of 14, 94 in the semi-structured interview is the general features of the coursebook. 13 out of 65 interviewees are responded as the following:

T21: The coursebooks we use are not attractive for the students. Long passages in the reading sections make coursebooks boring.

T40: ... Coursebooks should have useful and interesting content and aim to teach the foreign language with all its competences.

T49: Coursebooks do not contain interesting and sufficient examples for the structures intended to be acquired in the target language. It is not possible for students to adequately see and practice sentence structures in the target language.

T50: Coursebooks do not generally have rich contents ... The number of activities directing students to research is quite low.

T111: English coursebooks should include more activities and topics that attract students' interests rather than grammar rules.

As can be seen above, the interviewees *T21* and *T111* claim that English coursebooks do not adequately include teaching activities that attract the students' interest in language learning. On the other hand, the interviewee *T50* stresses the lack of activities directing students to research outside of the classroom context. Additionally, the interviewee *T49* reports that coursebooks do not sufficiently provide language structures which allow language learners to practice in the target language.

4.1.8. Positive Comments about Coursebooks

In the semi-structured interview, in addition to the interviewees that negatively criticize the coursebooks, several interviewers made comments in favour of the language coursebooks used in the schools. Though being a small percentage of the interviewees supported the coursebooks in some respects. All of these six interviewees' positive thoughts about the coursebooks were presented and discussed below.

T14: I think that the reading, speaking, and listening parts can attract students' interest.

T35: In the last two years, coursebooks have started to include more idioms and proverbs. This is an essential and positive development in the provision of real-life language structures.

T62: I think coursebooks are very helpful for the students in learning a foreign language. The language structures specific to the target were used well enough. In addition, the coursebooks emphasize the gaining of four basic skills.

T65: The activities in the listening and speaking parts of the coursebooks attract students' interests and are appropriate to their level.

T74: I think coursebooks are suitable for students with different intelligence types and learning speeds.

T103: I think coursebooks have many language structures specific to the target language. Besides, the content of coursebooks attracts students' attention.

Unlike the other participants, *T4*, *T35*, *T62*, *T65*, *T74*, and *T103* stated their positive attitudes towards the coursebooks in some respects. In the semi-structured interview, the participant *T14* asserts that the reading, speaking, and listening parts of the coursebooks can attract students' interest. Additionally, the interviewee *T35* stresses the positive developments of the coursebooks during the last two years in the provision of real-life language structures.

As shown in the findings above, the interviewees *T62* and *T103* argue that language coursebooks provide students with many language structures specific to the target language. They also stress the decisive role of language coursebooks and their contents in teaching four basic skills.

On the other hand, *T65* states that since the activities in the listening and speaking parts of the coursebooks are appropriate to students' level, they can attract students' interests. What is more, the interviewee *T74* supported that the coursebooks are suitable for students with different intelligence types and learning speeds.

4.2. Analysis of the Quantitative Data

In this section of the study, the findings that emerged from the questionnaire were discussed in detail. In the first part of the analysis, the demographic features of the sample group were described. This part is followed by descriptive and inferential analyses of the quantitative data obtained as a result of the questionnaire.

4.2.1. Demographic Features of the Sample Group

The total number of the participants in this questionnaire is 120 EFL teachers working in the state primary, secondary, and high schools in Erzurum, Ağrı, and Trabzon cities. In this part of the questionnaire, there are five questions related to the personal and demographic characteristics of the sample group. The first item deals with the gender of the participants while the second item

deals with their academic degrees (*bachelor's degree, master degree, and doctorate*). The third item asks currently working institutions of the participants. The fourth item aims to learn the working experience of the participants as an English language teacher. Moreover, the last item intends to learn graduation departments of the participants in the bachelor's degree.

As shown in Table 4, 94 (78, 3%) female teachers and 26 (21, 7%) male teachers participated in the questionnaire. These numbers about the genders of the participants indicate that female participant is predominant in this questionnaire since the number of female participants is almost four times than male participants.

Table 4: The Gender of the Participants

		Frequency	Percent
Valid	Female	94	78,3
	Male	26	21,7
	Total	120	100,0
Total		120	100,0

Table 5 displays the academic degrees of the participants in the questionnaire. The findings reveal that the majority of participants with 112 (93, 3%) frequencies have bachelor's degrees. Only a small number of participants (8) have a master's degree. An interesting observation to be drawn from the table is that among the 120 participants, there exist no teacher that has a doctorate academic degree.

Table 5: The Educational Information of the Participants

		Frequency	Percent
Valid	Bachelor's Degree	112	93,3
	Mater Degree	8	6,7
	Doctorate	0	0,00
	Total	120	100,0
Total		120	100,0

Table 6 demonstrates the currently working institutions of the teachers participated in this questionnaire. As can be seen from Table 6 that 16 participants (13, 3%) are working in state primary schools while 28 of them (23, 3%) are working in state high schools. An interesting result is that the total number of participants working in state primary and high schools is fewer than half of the participants working in secondary schools. That is to say, the majority of the participants in this questionnaire with a frequency of 76 (63, 3%) are currently working in state secondary schools.

Table 6: The Working Institutions of the Participants

		Frequency	Percent
Valid	Primary School	16	13,3
	Secondary School	76	63,3
	High School	28	23,3
	Total	120	100,0
Total		120	100,0

Working experience of the participants as an EFL teachers are displayed in Table 7. It can be deduced from the table that since their working experience rank between 1 and 5 years, almost half of the participants with 59 frequencies (49, 2%) can be regarded as young teachers. The number of sample group with a 6 and 10 years working experience is 31 (25, 8%) in the questionnaire. Only a small amount of sample group with 10 frequencies (8, 3%) has 16 years and above working experience as an English language teacher.

Table 7: The Working Experiences of the Participants

		Frequency	Percent
Valid	1-5 years	59	49,2
	6-10 years	31	25,8
	11-15 years	20	16,7
	16 years and above	10	8,3
	Total	120	100,0
Total		120	100,0

Table 8 shows the distribution of the participants in terms of their graduation departments in the bachelor's degree, which is the last question in the demographic information part of the questionnaire. The findings in the table below indicate that English Language Teaching (ELT) with 97 frequencies and 78, 3 percentage is the predominant graduation department in the sample group. The second predominant department with 23 frequencies (19, 2%) is the ELL (English Language Literature). Only one teacher participated in the questionnaire have graduated from the ALL (American Language Literature) and Linguistics departments. Lastly, in this questionnaire, no teacher who has graduated from the Translation department in the bachelor's degree.

Table 8: The Graduation Departments of the Participants

		Frequency	Percent
Valid	ELT	94	78,3
	ELL	23	19,2
	ALL	1	,8
	Linguistics	1	,8

Table 8: (Continue)

Valid	Translation	0	0
	Other	1	,8
	Total	120	100,0
Total		120	100,0

4.2.2. Analysis of the Questionnaire

This part of the study is included the analysis and discussions of the data emerged from the Likert scale, which was constructed a total of 37 items. Through Cronbach's Alpha coefficient, the inherent reliability of the scale was revealed before the analysis of findings. As a result of the statistical analyses, the Cronbach's Alpha measure of the questionnaire was determined as .89 which is a quite acceptable value according to a rule of thumb created by George & Mallery as "> .9—excellent, > .8—good, > .7—acceptable, > .6—questionable, > .5—poor, > .5—unacceptable" (George & Mallery, 2016: 240). Mean, variance and standard deviation of the 5-point Likert scale were presented in Table 9.

Table 9: Scale Statistics

Mean	Variance	Std. Deviation	N of Items
97,10	294,42	17,15	37

In the questionnaire, the items were structured under the themes: *authenticity, naturalness, language structures, real-life situations, general features of coursebooks, culture, the role of coursebooks, and re-use of the same coursebooks in the future*. These themes were randomly distributed under the headings: *subjects and contents of the coursebooks, skills and sub-skills usage, practical considerations (general aims) of the coursebooks*. This 5-point Likert Scale aims to gain insight into the thoughts and ideas of the participants about the coursebooks written by non-native speakers and used at the state schools in Turkey. In this part of the study, data emerged from the scale were described and presented in tables. It should be noted that the answers *strongly disagree-disagree* and *strongly agree-agree* were combined under the negative and positive groups of answers while discussing the findings. In addition, the most rated options were coloured in bold to attract attention in the tables.

4.2.2.1. Authenticity

In this Likert-scale, items 2, 12, 17, 20, 23, and 27 mainly focus on the authenticity in the coursebooks written by non-native speakers. However, each of the items is concerned with different themes. The items 2 and 17 deal with the authenticity in language structures used in the

coursebooks while the items 10, 20, and 23 focus on the basic skills. Item 27 deals with the authenticity in grammatical structures presented by the coursebooks.

A close scrutiny of table 10 below reveals that more than half of the participants (55, 9%) disagree with the existence of authentic grammar subjects in the coursebooks. Other items that participants mostly disagree are the items 17, 20 and 23 with 50, 0, 47, 4, and 48, 3 percentages respectively. On the other hand, item 12 with the percentages of 43, 3 is the only item that has more participants' agreement. Interestingly, the number of participants that agree or disagree with the item 2 shows equality in the table below.

Table 10: Authenticity

Items	Strongly Disagree		Disagree (%)		Neutral (%)		Agree (%)		Strongly Agree (%)	
	(%)	n	(%)	n	(%)	n	(%)	n	(%)	n
2. Structures specific to the target language (authentic) have been used	6,7	8	30,8	37	25,0	30	36,7	44	,8	1
12. In the reading texts, there are language structures specific to the target language that will improve reading proficiency	5,0	6	30,0	36	21,7	26	43,3	52	0,0	0
17. Language structures allow students to generate studies specific to the target language (authentic)	10,0	12	40,0	48	27,5	33	22,5	27	0,00	0
20. Listening contents help in understanding language structures specific to the target language (authentic)	12,7	15	34,7	41	28,0	33	21,2	25	3,4	4
23. Speaking topics help to be used language structures specific to the target language (authentic).	5,0	6	43,3	52	26,7	32	24,2	29	,8	1
27. Grammar subjects support teachers' use of language structures specific to the target language (authentic)	9,2	11	46,7	56	18,3	22	24,2	29	1,7	2

4.2.2.2. Naturalness

In Table 11, items 1, 4, 9, 10, 13, 15, 19, and 22 are mainly concerned with the naturalness of the coursebooks. The items 1, 4, 9, and 10 focus on the naturalness in language structures while other items 13, 15, 19, and 22 focus on the naturalness of four basic skills.

The findings in Table 11 indicate that more than half of the participants (59, 2%) disagree with the existence of language structures specific to the target language in the coursebooks. Besides, the results of item 9 show that 50, 8% of the participants disagree with the existence of the natural language structures needed in real life. The findings also indicate that exactly half of the participants disagree with items 1 and 15.

Unlike the other items, item 4 with the percentages of 39, 2 indicate the same agreement and disagreement percentages. However, no item shows more agreement than disagreement about the naturalness of the coursebooks written by non-native speakers.

Table 11: Naturalness

Items	Strongly Disagree		Disagree (%)		Neutral (%)		Agree (%)		Strongly Agree (%)	
	(%)	n	(%)	n	(%)	n	(%)	n	(%)	n
1. Language structures prompt students to use language structures existing in daily life (natural)	8,3	10	41,7	50	20,0	24	29,2	35	,8	1
4. There are links between the contents used and the situations encountered in real life.	10,0	12	29,2	35	21,7	26	36,7	44	2,5	3
9. Natural language structures that may be needed in real life have been used	7,5	9	43,3	52	20,8	25	28,3	34	0,0	0
10. Language structures specific to the target language have been used.	9,2	11	50,0	60	14,2	17	26,7	32	0,0	0
13. The reading texts contain language structures existing in daily use (natural).	9,2	11	32,5	39	25,8	31	32,5	39	0,0	0
15. Writing activities allow students to use language structures existing in daily use (natural).	12,5	15	37,5	45	25,0	30	25,0	30	0,0	0
19. The listening contents contain language structures existing in daily use (natural).	8,3	10	35,0	42	20,8	25	31,7	38	4,2	5
22. Speaking topics allow students to use language structures existing in daily use (natural).	7,5	9	32,5	39	30,8	37	28,3	34	,8	1

4.2.2.3. Language Structures in the Coursebooks

Table 12 displays the items related to the language structures presented in the coursebooks. The items 6 and 8 concern to what extent language structures used in the coursebooks facilitate the

communication in the target language while item 11 focusses on students' acceptance and expectations of the target language

As clearly seen in the table below that all of the items deal with the language structures in the coursebooks written by non-native speakers were disagreed by the participants. The items 6 and 8, which aim to learn whether participants find the language structures appropriate to oral communication in the target language, have high disagreement with the percentages of 58, 3% and 53, 3% respectively. What is more, participants disagreed with item 11 (54, 1%), which investigates to what extent language structures are in accordance with the students' acceptance and expectations of the target language.

Table 12: Language Structures

Items	Strongly Disagree		Disagree (%)		Neutral (%)		Agree (%)		Strongly Agree (%)	
	(%)	n	(%)	n	(%)	n	(%)	n	(%)	n
6. Language structures facilitating oral communication in the target language have been used	10,0	12	43,3	52	26,7	32	20,0	24	0,0	0
8. Language structures help to solve the communication problems encountered in daily life.	7,5	9	50,8	61	26,7	32	15,0	18	0,0	0
11. The offered language structures help students' responding to the acceptance and expectations of the target language	10,8	13	43,3	52	29,2	35	14,2	17	2,5	3

4.2.2.4. Real life Situations

In the questionnaire, the items 16, 18, 21, 24, 25, and 26 deal with the real-life situations offered by the coursebooks. They were all distributed different parts of the questionnaire so as to avoid participants to give their responses under the effect of previous item. In addition, these items have different themes in the questionnaire. The items 16, 18, and 21 focus on presenting real-life situations in writing, listening, and speaking skills of the language while the items 24, 25, and 26 are concerned with whether the grammatical structures presented by the coursebook are appropriate to the real-life situations

As can be seen in Table 13, the majority of the participants report that the coursebooks do not prepare language learners to real-life situations. All the items other than 21 in the part of real life situations were disagreed by more than half of the participants. According to the findings of item

16, 54, 2% of the participants reported that writing subjects of the coursebooks do not allow students to write in accordance with situations they may encounter in daily use. Another interesting point in the table is that 53, 8% of the participants claim that coursebooks include uncommon grammatical structures existing in daily life.

Another thing to note is that 34, 2 % of the participants (item 21) report that there are similarities between the speech topics and the situations existing in real life.

Table 13: Real Life Situations

Items	Strongly Disagree		Disagree (%)		Neutral (%)		Agree (%)		Strongly Agree (%)	
	(%)	n	(%)	n	(%)	n	(%)	n	(%)	n
16. Writing subjects allow students to write in accordance with situations they may encounter in daily use.	11,7	14	42,5	51	22,5	27	23,3	28	0,0	0
18. Listening contents prepare students to the situations they may encounter in daily use	14,2	17	35,0	42	23,3	28	23,3	28	4,2	5
21. There are similarities between the speech topics and the situations that may be needed in real life.	7,5	9	34,2	41	24,2	29	32,5	39	1,7	2
24. Grammar rules help to create language structures that may be needed in daily life	10,1	12	40,3	48	17,6	21	31,9	38	0,0	0
25. Grammar rules include uncommon grammar structures in real life.	6,7	8	47,1	56	19,3	23	22,7	27	4,2	5
26. In teaching grammar, examples based on real-life situations are provided.	5,0	6	45,0	54	23,3	28	25,0	30	1,7	2

4.2.2.5. General Features of Coursebooks

The items 7, 14, 28, 29, 30, 31, 32, 33, and 34 were added to the questionnaire to gain insights about the general features of the language coursebooks. As can be seen in Table 14, each item has different themes such as motivation, appropriateness of the students' proficiency and readiness levels or classroom interaction techniques, etc.

One interesting point in the table is that 68, 9% of the participants maintain that English coursebooks were not generated by considering the needs of students with different learning levels. Only 9, 2% agree that coursebooks are suitable for the needs of students. Besides, the results of

item 33 reveal that 62, 5 % of teachers assert the students' readiness levels were ignored by the coursebook writers.

What is noteworthy in the table is that the participants show their agreement to the item 31 with the 58 %. Within this regard, more than half of the participants find coursebooks inappropriate to learners with different types of intelligence. Another interesting observation to be drawn from the table is more than half of the participants disagreed with the items 7, 29, and 34 which present different themes like motivation, appropriateness for the students' levels and allowing research outside of the classroom.

Lastly, 62, 2% of the participants claim that English coursebooks are not suitable for the goals of the Ministry of National Education in foreign language education. Since the coursebooks are only language materials in most of the classroom contexts, their inappropriateness towards to goals of foreign language education may cause many deficiencies.

Table 14: General Features of Coursebooks

Items	Strongly Disagree		Disagree (%)		Neutral (%)		Agree (%)		Strongly Agree (%)	
	(%)	n	(%)	n	(%)	n	(%)	n	(%)	n
7. There are elements increasing the students' motivations about learning foreign languages	11,7	14	42,5	51	25,0	30	20,8	25	0,0	0
14. The contents of the reading texts are interesting	10,9	13	37,0	44	25,2	30	25,2	30	1,7	2
28 English course books are suitable for the goals of the Ministry of National Education in foreign language education	19,3	23	42,9	51	21,0	25	16,8	20	0,0	0
9. Activities in English course books are appropriate for the students' levels	19,2	23	34,2	41	22,5	27	24,2	29	0,0	0
30. English course books have been generated by considering the needs of students with different learning levels.	27,7	33	41,2	49	21,8	26	9,2	11	0,0	0
31. Learning subjects in English course books are suitable for students with different types of intelligence	23,5	28	34,5	41	26,1	31	15,1	18	,8	1
32. Activities used in English course books enable classroom interaction techniques (pair work, group work, etc.).	15,1	18	31,9	38	24,4	29	26,1	31	2,5	3

Tablo 14: (Continue)

Items	Strongly Disagree		Disagree (%)		Neutral (%)		Agree (%)		Strongly Agree (%)	
	(%)	n	(%)	n	(%)	n	(%)	n	(%)	n
33. The units in English course books are suitable for students' readiness levels	15,0	18	47,5	57	19,2	23	17,5	21	,8	1
34. English course books lead students to research either outside of the classroom	20,8	25	35,0	42	22,5	27	20,8	25	,8	1

4.2.2.6. Culture

In Table 15 below, items 3 and 5 are mainly concerned with to what extent the content of language coursebooks written by non-native speakers include cultural elements. As clearly shown in Table 15, 60, 9% of the participants highly disagree with item 3 that focuses on whether there is adequate information about the cultures in the countries where the target language is used. Besides, according to 54, 2% of the participants, language coursebooks are lack of informative elements about the target language culture (English).

Table 15: Culture

Items	Strongly Disagree		Disagree (%)		Neutral (%)		Agree (%)		Strongly Agree (%)	
	(%)	n	(%)	n	(%)	n	(%)	n	(%)	n
3. There is adequate information about the cultures in the countries where the target language is used (America, England, etc.)	19,2	23	41,7	50	22,5	27	15,8	19	,8	1
5. Informative elements about the target language culture (English) have been used.	14,2	17	40,0	48	23,3	28	21,7	26	,8	1

4.2.2.7. Role of Coursebooks

Coursebooks have quite essential roles in the language classrooms in which the English language is taught as a foreign language. Within this framework, the items 35 and 36 mainly concern the role of coursebooks in this questionnaire. Item 35 deals with the importance of the quality of coursebooks, while item 36 focuses on the positive role of coursebooks in language teaching.

According to Table 16 below, 65, 8% of the participants claim that the quality of coursebooks is one of the main reasons for the problems in foreign language teaching. On the other hand, the

results of item 36 show that 41, 6% of participants disagree with the positive role of coursebooks in language teaching, while 34, 1% of the state the opposite

Table 16: Role of Coursebooks

Items	Strongly Disagree		Disagree (%)		Neutral (%)		Agree (%)		Strongly Agree (%)	
	(%)	n	(%)	n	(%)	n	(%)	n	(%)	n
35. One of the most vital reasons for the problems in foreign language teaching is the quality of coursebooks	6,7	8	21,7	26	5,8	7	30,0	36	35,8	43
36. Foreign language coursebooks have an affirmative role in teaching English.	15,8	19	25,8	31	24,2	29	25,8	31	8,3	10

4.2.2.8. Re-use of the Same Coursebooks

In the last item of the questionnaire, it is intended to explore to what extent language teachers preferred to use the same coursebooks in the future. A close scrutiny of Table 17 reveals that a considerable amount of the participants (88, 0%) are not willing to reuse the same coursebooks in the future. Only 5 out of 120 (0, 8%) participants desire to reuse the same coursebooks.

The results of item 37 are quite crucial since 105 out of 120 participants are not willing to use the same coursebooks again in the future. These findings emphasise that there is a necessity to analyse and examine the coursebooks used in the state secondary and high schools in Turkey. Therefore, the results of this item and the other 36 items inspired me to conduct a corpus-based coursebook comparison study as an extension to contribute the present findings. Within this scope, a corpus-based study was conducted by comparing the coursebooks to the reference coursebooks, and then, the findings that emerged from the corpus-based study were interpreted in the next chapter of the study.

Table 17: Re-use of the Same Coursebooks

Items	Strongly Disagree		Disagree (%)		Neutral (%)		Agree (%)		Strongly Agree (%)	
	(%)	n	(%)	n	(%)	n	(%)	n	(%)	n
37. The same coursebooks should be used again during the academic years in the future	63,3	76	24,2	29	8,3	10	3,3	4	,8	1

4.3. Analysis of the Comparisons across “MONE CC” and “REF CC” Corpora

In the analysis of the corpus data, normalized frequencies of the data from both corpora were extracted and compared in order to reveal possible significant similarities and differences of use. Moreover, in order to understand the amount and rate of the “underused” and “overused” of findings as a result of the comparisons, the log-likelihood (LL) measure was used. Log-likelihood values of the SVCs samples were considered as significant overuse or underuse based on the values in the tables below. When the log-likelihood test result is more than 6.63, then the difference between the two corpora content becomes at the 99 % percent level, which is expressed as $p < 0.01$. When the log-likelihood is 3.84 or more, then the difference between the two corpora happens at the 95 % percent level, which is expressed as $p < 0.05$.

In the analysis which follows, the NS corpus (REF CC) provides the backdrop against which characteristic features in the coursebooks’ (MONE CC) use of “adjectives, adverbs, nouns, and verbs” can be evaluated. When the data are more frequent in the MONE CC corpus than they are in the comparable reference NS corpus (REF CC), this was considered as overuse. In the tables below, observed frequencies, normalized frequencies, and log-likelihood values are given separately for each of the adjectives, adverbs, nouns, and verb

4.3.1. Lexical Data Analysis in MONE CC and REF CC

In this part of the study, by using the formulas in Appendix E, the frequency distributions of verbs, nouns, adjectives, and adverbs were extracted from both MONE CC and REF CC. Since the number of the total tokens in both corpora is not equal, the data have been normalized to per million words so as to make reliable and valid comparisons. (MONE CC 276.240 tokens and REF CC 637.590). Normalized scores are computed by dividing the verbs, nouns, adjectives, and adverbs frequencies to the total number of words in the corpus and then multiplied by 1 million. It can be shortly described that what the frequencies of these lexical types would be if we had a corpus of one million words. These values are demonstrated on the tables as *N-pmw* (The Sum of Items as per Million Words). Lastly, by using Log-Likelihood Ratio Calculator, the significant differences of verb tenses in both corpora were described with the numbers and symbols “- and +”. Table 18 shows the overall frequencies and normalized scores of most commonly used adjectives in MONE CC and their comparisons with the adjectives used in REF CC by giving Log-Likelihood values and symbols.

The log-likelihood value is handled by a contingency table in which corpora size and observed item frequency are calculated. In Table 18, MONE CC and REF CC refer to the overall frequency of adjectives observed in both corpora. On the other hand, N-PMW values include the relative frequency of adjectives in the coursebook. For example, 2.458 relative frequencies in

MONE CC means approximately 2.458 adjectives are falling into every 1.000.000 words in MONE CC. In the same way, the relative frequency of L REF CC revealed 2.511 adjectives per 1.000.000 words. According to the result, LL ratio measurement indicates no significant underuse in MONE CC with a 0,22 LL value ($p < 0.05$).

Table 18: Log-likelihood Ratio and Significance Level Comparison among the Most Frequent “Adjectives” used in MONE CC and REF CC

Adjective Distribution – MONE CC vs REF CC - LL SCORE						
ADJECTIVES	MONE CC 276.240		REF CC 637.590		LL	+ -
	RAW	N-PMW	RAW	N-PMW		
good	679	2.458	1.601	2.511	0.22	-
great	358	1.295	588	922,22	24.95	+
many	341	1.234	668	1.047	5.96	+
other	326	1.180	725	1137	0.31	+
new	302	1.093	588	922,22	5.66	+
first	293	1.060	730	1.144	1.23	-
last	221	800,02	518	812,43	0.04	-
different	208	752,96	348	545,80	13.07	+
next	199	720,38	454	712,05	0.02	+
old	199	720,38	603	945,74	11.58	-
big	191	691,42	479	751,26	0.95	-
social	175	633,50	57	89,399	201.06	+
same	158	571,96	440	690,09	4.22	-
important	158	571,96	266	417,19	9.57	+
long	152	550,24	297	465,81	2.74	+
high	144	521,28	165	258,78	36.40	+
sure	141	510,42	282	442,29	1.90	+
nice	134	485,08	333	522,27	0.53	-
bad	133	481,46	348	545,80	1.54	-
young	132	477,84	344	539,53	1.43	-
Turkish	129	466,98	12	18,820	235.22	+
happy	120	434,40	212	332,50	5.33	+
small	119	430,78	281	440,72	0.04	-
famous	113	409,06	258	404,64	0.01	+
real	108	390,96	161	252,51	11.92	+
few	108	390,96	425	666,57	27.09	-
little	104	376,48	234	367,00	0.05	+
right	99	358,38	179	280,7	3.70	+
easy	92	333,04	191	299,56	0.69	+
online	90	325,80	100	156,84	24.47	+
hard	84	304,08	186	291,72	0.10	+
favourite	84	304,08	134	210,16	6.82	+
traditional	84	304,08	67	105,08	41.81	+
late	81	293,22	182	285,44	0.04	+

Table 18: (Continue)

Adjective Distribution – MONE CC vs REF CC - LL SCORE						
	MONE CC 276.240		REF CC 637.590			
ADJECTIVES	RAW	N-PMW	RAW	N-PMW	LL	+ -
large	81	293,22	162	254,08	1.09	+
much	75	271,50	314	492,47	24.08	-
amazing	75	271,50	178	279,17	0.04	-
common	74	267,88	94	147,43	14.22	+
ready	74	267,88	83	130,17	19.68	+
difficult	74	267,88	159	249,37	0.26	+
beautiful	74	267,88	229	359,16	5.04	-
free	72	260,64	160	250,94	0.07	+
popular	72	260,64	165	258,78	0.00	+
sorry	72	260,64	105	164,68	8.68	+
short	71	257,02	95	148,99	11.63	+
successful	68	246,16	96	150,56	9.27	+
interesting	68	246,16	178	279,17	0.79	-
human	65	235,30	69	108,22	19.56	+
black	65	235,30	79	123,90	14.14	+
full	65	235,30	115	180,36	2.86	+

Table 18 shows the comparison of most commonly used 50 adjectives in MONE CC and other adjectives used in REF CC. The main aim of this table is to determine raw frequencies and normalized scores of adjectives in both corpora and then, in the framework of the contrastive approach, make comparisons between the most frequently used 50 adjectives in the coursebooks used by MONE and the other adjectives used in coursebooks written by native writers. In Table 18, raw frequencies and normalized scores of the adjectives in both corpora have been illustrated, and overuse and underuse patterns of these adjectives were presented with the help of the log-likelihood calculator.

The most striking finding in Table 18 is that almost more than half of the category of adjective samples in MONE CC as a whole is highly significantly overused. Within the global category, it is “social”, “traditional” “few”, “high”, “human” and “great” which stand out particularly. The adjectives old, beautiful, few, and same in the table had underuse patterns in MONE CC within the global category.

Based on the table, it is interesting to see that the distributions of the adjectives “good”, “first”, “last”, “big”, “long”, “nice”, “bad”, “young”, “small”, “famous”, “large”, “amazing”, “difficult”, “free”, “popular”, “interesting” and “full” are almost the same in the MONE CC and REF CC. However, the “Turkish” adjective was over-represented; the difference is highly

significant. One possible explanation for the overuse of this adjective in the MONE CC may be the nationality of the learners the coursebooks refer to.

Table 19: Log-likelihood Ratio and Significance Level Comparison among the Most Frequent “Verbs” used in MONE CC and REF CC

Verb Distribution – MONE CC vs REF CC - LL SCORE						
	MONE CC 276.240		REF CC 637.590			
VERBS	RAW	N-PMW	RAW	N-PMW	LL	+ -
be	12.457	45.094	28.258	44.320	2.59	+
have	3.217	1.1645	8.611	13.505	52.55	-
do	2.338	8.463	6.455	10.124	56.59	-
go	1.130	3.667	3.192	5.006	35.13	-
get	807	2.921	2.594	4.068	71.36	-
make	642	2.324	1.233	1.933	13.97	+
use	603	2.182	771	1.209	113.69	+
see	599	2.168	1.416	2.220	0.24	-
take	525	1.900	1.064	1.668	5.68	+
want	512	1.853	1.133	1.777	0.62	+
think	502	1.817	1.710	2.681	62.88	-
know	457	1.654	1.736	2.722	98.40	-
like	435	1.574	991	1.554	0.05	+
come	362	1.310	940	1.474	3.69	-
say	336	1.216	1.807	2.834	243.38	-
work	322	1.165	987	1.548	20.46	-
help	309	1.118	418	655,59	48.85	+
look	306	1.107	827	1.297	5.69	-
give	301	1.089	600	941,04	4.24	+
find	284	1.028	718	1.126	1.71	-
feel	272	984,65	495	776,36	9.67	+
need	270	977,41	509	798,31	7.07	+
play	268	970,17	460	721,46	14.43	+
try	268	970,17	494	774,79	8.58	+
live	264	955,69	766	1.201	10.65	-
start	260	941,21	570	893,99	0.70	+
watch	248	897,77	326	511,30	42.99	+
let	227	821,74	318	498,75	31.82	+
thank	211	763,82	135	211,73	139.23	+
eat	208	752,96	460	721,46	0.26	+
tell	205	742,10	693	1.086	24.60	-
love	199	720,38	519	814,00	2.19	-
write	191	691,42	397	622,65	1.40	+
buy	191	691,42	442	693,23	0.00	-
visit	184	666,08	168	263,49	73.96	+
ask	180	651,60	520	815,57	6.98	-

Table 19: (Continue)

Verb Distribution – MONE CC vs REF CC - LL SCORE						
	MONE CC 276.240		REF CC 637.590			
VERBS	RAW	N-PMW	RAW	N-PMW	LL	+ -
read	179	647,98	299	468,95	11.35	+
become	178	644,36	502	787,33	5.44	-
learn	178	644,36	320	501,88	6.96	+
call	172	622,64	608	953,59	26.26	-
believe	168	608,16	264	414,05	14.67	+
keep	158	571,96	294	461,11	4.66	+
leave	158	571,96	478	749,69	9.08	-
wear	156	564,72	270	423,46	7.96	+
prefer	155	561,10	62	97,241	155.86	+
mean	137	495,94	579	908,10	45.58	-
put	136	492,32	373	585,01	3.04	-
walk	135	488,70	295	462,67	0.28	+
enjoy	135	488,70	258	404,64	3.09	+
spend	133	481,46	390	611,67	5.90	-

Table 19 indicates the comparison of the overall frequency distribution of the most frequently used 50 verbs in both MONE CC and REF CC. Findings reveal that most frequent five verbs “be”, “have”, “do”, “go”, and “get” are the same in both corpora. Although the first most frequently used five verbs “be”, “have”, “do”, “go”, and “get” in both corpora show similarity in the table above, several significant differences can also be observed. For instance, it can be found out from the table that the top 5 verbs which are the same in both corpora have significantly different occurrence numbers when the frequencies of these verbs compared to the authentic corpus. It can be deduced from the table that according to log-likelihood values of the verbs, “have”, “do”, “go”, and “get” are highly overused in the REF CC.

Another striking difference in the table is that according to the results log-likelihood calculator, there are huge amount of differences (overuse) with the verbs; “use (113, 69)”, “help (48, 85)”, “watch (42, 99)”, “thank (139, 23)”, “visit (73, 96)”, “prefer (155, 86)”, “mean (45, 58)” in MONE CC. On the other hand, the verbs; “have (52, 55)”, “do (56, 59)”, “get (71, 36)”, “think (62, 88)”, “know (98, 40)”, “say (243, 38)”, and “mean (45, 58)” are highly underused in the MONE CC when compared to the REF CC.

Lastly, Table 19 also demonstrates that while “say” with 243, 38 negative log-likelihood values is the most underused verb, “prefer” with 155, 86 positive log-likelihood values is the most overrepresented verb in MONE CC.

Table 20: Log-likelihood Ratio and Significance Level Comparison among the Most Frequent “Nouns” used in MONE CC and REF CC

Noun Distribution – MONE CC vs REF CC - LL SCORE						
	MONE CC 276.240		REF CC 637.590			
NOUNS	RAW	N-PMW	RAW	N-PMW	LL	+ -
people	915	3.312	2188	3.431	0.81	-
time	765	2.769	1647	2.583	2.51	+
school	564	2.041	602	944,180	167.71	+
day	563	2.038	1350	2.117	0.58	-
friend	471	1.705	910	1.427	9.62	+
life	466	1.686	695	1.090	51.33	+
year	434	1.571	1556	2.440	71.18	-
world	404	1.462	755	1.184	11.47	+
student	317	1.147	276	432,88	137.96	+
thing	274	991,89	1194	1.872	102.00	-
way	254	919,49	573	898,69	0.09	+
problem	248	897,77	387	606,97	22.38	+
country	239	865,18	351	550,51	28.03	+
city	236	854,32	457	716,76	4.70	+
family	227	821,74	549	861,05	0.35	-
today	216	781,92	229	359,16	65.17	+
home	215	778,30	682	1.069	17.42	-
child	209	756,58	657	1.030	15.92	-
place	208	752,96	484	759,10	0.01	-
car	204	738,48	401	628,93	3.42	+
food	199	720,38	442	693,23	0.20	+
house	196	709,52	512	803,02	2.21	-
film	183	662,46	297	465,81	13.60	+
name	173	626,26	378	592,85	0.35	+
teacher	165	597,30	225	352,89	25.39	+
week	163	590,06	594	931,63	28.96	-
course	161	582,82	479	751,26	8.09	-
sport	160	579,20	156	244,67	57.13	+
book	159	575,58	355	556,78	0.12	+
man	157	568,34	699	1.096	63.06	-
party	156	564,72	233	365,43	17.08	+
room	156	564,72	280	439,15	6.17	+
work	155	561,10	551	864,19	24.36	-
night	147	532,14	395	619,52	2.53	-
festival	143	517,66	66	103,51	128.99	+
parent	142	514,04	339	531,68	0.11	-
music	141	510,42	308	483,06	0.29	+
water	140	506,80	169	265,06	31.01	+
person	139	503,18	309	484,63	0.13	+
activity	139	503,18	51	79,988	148.27	+

Table 20: (Continue)

Noun Distribution – MONE CC vs REF CC - LL SCORE						
	MONE CC 276.240		REF CC 637.590			
NOUNS	RAW	N-PMW	RAW	N-PMW	LL	+ -
right	137	495,94	145	227,41	41.48	+
something	136	492,32	574	900,26	45.02	-
animal	133	481,46	88	138,01	84.44	+
woman	132	477,84	439	688,53	14.41	-
story	127	459,74	198	310,54	11.51	+
minute	126	456,12	274	429,74	0.30	+
part	125	452,50	231	362,30	3.91	+
class	125	452,50	265	415,62	0.60	+
internet	123	445,26	195	305,83	10.29	+
money	123	445,26	588	922,22	62.63	-

Table 20 enables us to make some comparisons between nouns used by MONE CC and REF CC. The table reveals both raw frequencies and normalized scores of most frequent 50 nouns in MONE CC and their counterparts in the authentic language. By using normalized scores of these nouns, Log-likelihood scores were calculated and, in this way, overused and underused nouns with the symbols “+ and -” were identified.

A close look at Table 20 above shows that the comparison between the MONE CC and REF CC shows that the greatest overused noun seems to happen with “school”, which features more than 167 occurrences. On the other hand, the table also reveals that the greatest underuse of nouns is “thing”, which features 102 occurrences as well.

Table 20 also reveals some significant “overuses” and “underuses” whose log-likelihood values are more than 100 percent. Some of which are “activity”, “festival”, “school”, “student”. Even though their log-likelihood scores are not as high as overuses, there are also significant “underuses” as well in Table 20 above. The nouns “year”, “thing”, “man”, “woman”, “money” can be shown as significantly overrepresented nouns when compared to the authentic corpus.

Lastly, another interesting point in Table 20 is that semantically related nouns “man” and “woman” are both underused in MONE CC with high log-likelihood ratios as more than 63 and 14, respectively.

Table 21: Log-likelihood Ratio and Significance Level Comparison among the Most Frequent “Adverbs” used in MONE CC and REF CC

Adverb Distribution – MONE CC vs REF CC - LL SCORE						
	MONE CC 276.240		REF CC 637.590			
ADVERBS	RAW	N-PMW	RAW	N-PMW	LL	+ -
so	615	2.226	2.594	4.068	203.09	-
very	570	2.063	1.542	2.418	10.74	-
well	434	1.571	1.564	2.452	73.01	-
also	422	1.527	702	1.101	27.40	+
then	348	1.259	1.090	1.709	25.85	-
really	309	1.118	1.718	2.694	245.40	-
now	291	1.053	996	1.562	37.43	-
just	277	1.002	1.519	2.382	211.83	-
too	245	886,90	842	1.320	32.23	-
always	235	850,70	676	1.060	8.75	-
more	221	800,02	564	884,58	1.63	-
all	219	792,78	551	864,19	1.18	-
most	208	752,96	427	669,70	1.89	+
only	208	752,96	577	904,97	5.32	-
much	207	749,34	460	721,46	0.20	+
even	160	579,20	488	765,38	9.79	-
never	154	557,48	584	915,94	32.91	-
still	126	456,12	424	665,00	14.73	-
sometimes	124	448,88	289	453,26	0.01	-
together	119	430,78	267	418,76	0.07	+
usually	111	401,82	321	503,45	4.34	-
again	108	390,96	334	523,84	7.33	-
soon	98	354,76	223	349,75	0.01	+
first	95	343,90	157	246,23	6.40	+
later	90	325,80	265	415,62	4.14	-
often	86	311,32	328	514,43	18.85	-
away	69	249,78	254	398,37	12.86	-
right	65	235,30	375	588,15	56.99	-
finally	63	228,06	137	214,87	0.15	+
easily	62	224,44	42	65,873	38.28	+
quite	61	220,82	269	421,90	23.69	-
actually	58	209,96	455	713,62	104.29	-
once	57	206,34	156	244,67	1.24	-
rather	53	191,86	139	218,00	0.64	-
ever	51	184,62	332	520,71	60.50	-
especially	50	181,00	107	167,81	0.19	+
almost	50	181,00	135	211,73	0.92	-
already	47	170,14	143	224,28	2.82	-
around	46	166,52	86	134,88	1.30	+
generally	45	162,90	50	78,420	12.23	+

Table 21: (Continue)

Adverb Distribution – MONE CC vs REF CC - LL SCORE						
	MONE CC 276.240		REF CC 637.590			
yet	44	159,28	125	196,05	1.45	-
enough	44	159,28	117	183,50	0.65	-
hard	43	155,66	68	106,65	3.64	+
far	42	152,04	244	382,69	5.45	-
before	41	148,42	90	141,15	0.07	+
quickly	37	133,94	99	155,27	0.60	-
alone	36	130,32	60	94,104	2.31	+
probably	35	126,70	215	337,20	36.04	-
immediately	34	123,08	70	109,78	0.29	+
early	33	119,46	75	117,63	0.01	+

Table 21 presents a clear view of occurrences and comparisons of adverbs used in MONE CC and REF CC. According to their normalized values, the top used three adverbs are “so”, “very”, and “well” respectively. Although the adverb “so” has the highest occurrence in the coursebooks written by non-native speakers, the difference between two corpora in terms of the use of “so” is highly significant with negative the log-likelihood values “203.09”.

A close scrutiny of the table reveals that with their vast amount of differences in both corpora, the adverbs “really (245.40)”, “just (211.83)”, and “actually (104.29)” have strong underuse in MONE CC. Additionally, despite the less difference compared to underuse values, the adverbs “also (27.40)” and “easily (38.28)” have a clear overuse value in the MONE CC.

Based on the table above, it is interesting to see that the occurrences of the adverbs “more”, “all”, “most”, “much”, “sometimes”, “together”, “soon”, “finally”, “once”, “rather”, “especially”, “almost”, “already”, “around”, “yet”, “enough”, “before”, “quickly”, “alone”, “immediately”, “early” are almost the same in the MONE CC and REF CC. In a table presenting the most frequent 50 adverbs in two corpora, 29 out of 50 adverbs which have profoundly different frequency values can indicate that there is a clear difference in the two corpora in terms of adverb distribution.

4.3.2. Verb Tenses in Positive and Negative Forms Comparisons

In this part, by using the formula in Appendix E, the frequency distributions of verb tenses in both positive and negative forms were extracted from both MONE CC and REF CC. Later, the data obtained from both corpora were normalized to per million word. After normalizing the frequency scores to per million words to compare the data, positives, negatives, and their total number of all tensed verbs were demonstrated on separate tables. Lastly, by using Log-Likelihood Ratio

Calculator, the significant differences of verb tenses in both corpora were described with the numbers and symbols “- and +”.

Table 22: The Comparison of the Tenses in Positive Forms

Positive – REF CC vs. MONE CC	MONE CC N-pmw	REF CC N-pmw	Log-likelihood	Overuse/ Underuse
Simple Present	34.904	36.881	20.91	-
Present Continuous	3.663	3000	25.80	+
Simple Past	17.691	23.450	306.23	-
Past Continuous	1.147	1.356	6.67	-
Future Tense	4.427	2.542	206.55	+
Future Continuous	65,16	111,36	4.56	-
Future Perfect	0,00	48,62	22.32	-
Future Perfect Continuous	0,00	0,00	0.00	+
Present Perfect	2.305	3.072	41.48	-
Present Perfect Continuous	217,20	277,61	2.80	-
Past Perfect	673,33	1.097	38.41	-
Past Perfect Continuous	21,72	94,10	17.34	-

Taking REF CC as our reference corpus to compare, the distinctive accumulation of positive tenses in MONE CC is described and compared to the authentic language. Table 22 shows the normalized scores of all positive tenses in MONE CC and their comparisons with tenses in REF CC by giving log-likelihood values and symbols. At the first look on the table, it can be easily realized that the normalized value of the “Simple Present” has a distinct superiority among the other tense in both corpora. However, when the normalized scores of “Simple Present” are compared, it is clearly seen that there is a striking difference between the two corpora. With the 20.91 log-likelihood values, the simple present tense is highly underused in MONE CC.

Another significant situation is that while “Present Continuous” has fewer pmw values compared to “Simple Past” in MONE CC. It has even less pmw value compared to both “Simple Past” and “Present Perfect” in REF CC. Based on these findings, it may be concluded that despite the high popularity of “Present Continuous” in most coursebooks, reference guides or self-study materials that teach “Present Continuous” at an early stage of a course, the findings obtained from the REF CC prove the opposite. One of the possible reasons of this surprising finding is that unlike the non-native writers, Simple Present” was mostly preferred by the native writers to explain ongoing actions.

The findings in table 22 also indicate the vast difference (with negative 306.23 log-likelihood values) between the use of “Simple Past” in positive form by MONE CC and REF CC. This negative difference proves that the positive form of “Simple Past” in MONE CC is highly underused when compared with the REF CC. On the other hand, the distinct superiority of the

positive form of “Future Tense” in the MONE CC can be seen with positive 206.55 log-likelihood value.

Lastly, another interesting observation to be deduced from the frequencies in Table 22 is that there is not an occurrence of “Future Perfect Continuous Tense” in both MONE CC and REF CC despite their total corpus size of nearly one million words.

Table 23: The Comparison of the Tenses in Negative Forms

Negative – REF CC vs. MONE CC	MONE CC N-pmw	REF CC N-pmw	Log-likelihood	Overuse/ Underuse
Simple Present	2.646	2.936	5.76	-
Present Continuous	108,60	222,71	14.80	-
Simple Past	861,57	1.121	12.94	-
Past Continuous	18,10	79,99	14.98	-
Future Tense	383,72	244,67	12.33	+
Future Continuous	0,00	9,41	4.32	-
Future Perfect	0,00	9,41	1.44	-
Future Perfect Continuous	0,00	0,00	0.00	+
Present Perfect	249,78	468,95	25.17	-
Present Perfect Continuous	10,86	9,41	0.04	+
Past Perfect	141,18	170,96	1.08	-
Past Perfect Continuous	0,00	1,57	0.72	-

Table 23 shows the descriptions and comparisons of the negated tense distribution of all tenses in MONE CC and REF CC. At the first look, it can be realized that according to its normalized scores, like in the positive verb tenses, “Simple Present” has the highest representation in the negative use by both MONE CC and REF CC. However, unlike the big difference in the use of positive forms of “Simple Present” between two corpora, there is a quite small difference in the negated form of “Simple Present” with its negative 5.76 log-likelihood values.

A close examination of Table 23 above reveals that while the difference of pmw values between negated “Present Continuous” and “Future Tense” in authentic corpus REF CC is quite small (respectively 244,67-222,71), this difference is almost triple in favour of “Future Tense” in MONE CC (respectively 383,72-108,60).

It can be found out from the table that the greatest difference (with negative 25.17 log-likelihood values) between negated uses of tenses in both corpora is the use of Simple Present. This means that the negated form of “Present Perfect” is highly underused in MONE CC when compared to the authentic corpus REF CC. The table of negated tenses also demonstrates that there is not a significant overuse of tenses in MONE CC except for the “Future Tense” with positive 25.17 log-likelihood values.

Lastly, based on Table 23, it is interesting to see that the distributions of the “Future Perfect”, “Future Perfect Continuous”, “Present Perfect Continuous”, “Past Perfect”, and “Past Perfect Continuous.” are almost the same in the MONE CC and authentic language. So, it may be stated that the use of negated perfect tenses is quite similar in both corpora. Another point is that there is not an occurrence of negated “Future Continuous”, “Future Perfect”, and “Future Perfect Continuous” in MONE CC despite its large of size (276.240 words).

Table 24: The N-pmw and Log-likelihood Comparisons of the Tenses in Total

Total – REF CC vs. MONE CC	MONE CC N-pmw	REF CC N-pmw	Log-likelihood	Overuse/ Underuse
Simple Present	37.550	39.817	113.24	-
Present Continuous	3.771	3.222	16.80	+
Simple Past	18.552	24.571	319.11	-
Past Continuous	1.165	1.435	10.75	-
Future Tense	4.810	2.786	228.24	+
Future Continuous	65,16	120,77	6.26	-
Future Perfect	0,00	58,03	23.76	-
Future Perfect Continuous	0,00	0,00	0.00	+
Present Perfect	2.554	3.540	60.42	-
Present Perfect Continuous	228,06	287,02	2.57	-
Past Perfect	814,51	1.267	37.43	-
Past Perfect Continuous	21,72	95,67	17.87	-

Positive and negative use of all tensed verbs in both MONE CC and REF CC are presented in Table 24. When taken separately, there are significant differences in positive and negative forms of tensed verbs between two corpora. Based on the findings, coursebooks written by non-native writers seem to have underused “Simple Present” with 37,550 pmw against 39.817 pmw in reference coursebooks. The negative 113.24 log-likelihood value proves that there is a clear underuse in the coursebooks written by non-native writers.

Another interesting finding is that all of the other tenses apart from the “Present Continuous” and “Future Tense”, which have more representations in the coursebooks written non-native writers, have been significantly underused in the reference coursebooks. “Future Perfect Tense” with a score of 58, 03 pmw is not even occurred in MONE CC. These findings are significant because they can prove that language coursebooks are constructed based on writers’ intuition rather than research findings.

Table 24 also reveals that “Present Continuous Tense” has a lower representation with 3.771 pmw values than “Future Tense” with 4.810 pmw values in MONE CC. However, the findings of REF CC show the opposite. “Present Continuous Tense” is overrepresented with 3.222 pmw values than “Future Tense” with 2.786 pmw values in REF CC. One of the possible reason for this

situation seems that while “Present Continuous Tense” is highly used to describe future events in the authentic coursebooks, coursebooks written by non-native speakers do not pay enough attention to this type of usage pattern meaning in the “Present Continuous Tense”.

In conclusion, with their high negative log-likelihood scores (respectively 113, 24-319, 11), “Simple Present” and “Simple Past Tense” have lower representation in the MONE CC. On the other hand, with its high positive log-likelihood score 228.24, “Future Tense” is highly overused in the MONE CC when compared with the authentic coursebooks.

Table 25: Tenses and Aspect N-Pmw Values in MONE CC

Aspect/Tense	Present	Past	Future	Total
Simple	37.550	18.552	4.810	60.912
Progressive	3.771	1.165	65,16	5.001
Perfect	2.554	814,51	0,00	3.368
Perfect Continuous	228,06	21,72	0,00	249,78
	44.103	20.553	4.875	69.530

Table 25 presents the tense/aspect representation scores of all tensed verbs in MONE CC. Through looking at this table, it is possible to have a more general idea of the distribution of verb tenses in the coursebooks.

As shown in Table 25 above, “simple tenses” with a total of 60.912 pmw values have the highest occurrence among the all tensed verbs in the coursebooks. What is more, “Simple Present” has a higher representation with 37.550 pmw values than both “Simple Past” and “Simple Future Tenses” in MONE CC. In the table, it can be seen that the Present Perfect aspect has more occurrence with 2.554 pmw values than both Past and Future Progressives.

Another point is that progressive aspects with a total of 5.001 pmw values have more occurrences than perfect aspects. One of the possible reasons for this situation is that despite more than a quarter-million of words in MONE CC, “Future Perfect” and “Future Perfect Continuous” aspects are not represented in the coursebooks. Lastly, one interesting point in Table 25 is that Simple Future aspect with 4.810 pmw values is highly overused than Present Progressive aspect with 3.771 mpw values in the coursebooks written by non-native speakers.

Table 26: Tenses and Aspect N-Pmw Values in REF CC

Aspect/Tense	Present	Past	Future	Total
Simple	39.817	24.571	2.786	67.174
Progressive	3.222	1.435	120,77	4.777

Table 26: (Continue)

Aspect/Tense	Present	Past	Future	Total
Perfect	3.540	1.267	58,03	4.865
Perfect Continuous	287,02	95,47	0,00	382,67
	46.866	27.368	2.964	77.198

Like the Table 25, presenting the tense/aspect representation scores of all tensed verbs in the authentic corpus REF CC, Table 26 gives us more information on the representation of all verb tenses and aspects in the reference coursebooks.

The findings in Table 26 indicate that simple aspects with a total of 67.174 pmw values are the most frequently used aspects among all verb tenses in the reference coursebooks. More specifically, Present simple aspects with 39.817 pmw values, have the highest occurrence when compared to all the other simple aspects in the table. It can also be deduced from the table that as opposed to the common belief, the Present Progressive aspects have higher representation with 3.222 pmw values than Simple Future aspects in the authentic coursebooks.

Another point in Table 26 is that despite having more than a half-million of corpus size, Future Perfect Continuous aspects have no occurrence in the reference coursebooks. However, Perfect aspects surprisingly have more occurrence with 4.865 pmw values than Progressive aspects in REF CC. Finally, another considerable situation in the table is that Present Progressive aspects have a lower frequency with 3.222 pmw values compared to the Present Perfect aspects with 3.540 pmw values in the reference coursebooks.

4.3.3. Verb Usage in Tenses

While describing the general characteristics of a linguistic item, it may not always be reliable to make just analysis and evaluation of the occurrences and distributions within a corpus. The researchers need more data analysis to determine the basic characteristics of the authentic language. With the help of corpus data analyses, several collocation analyses of verb tenses can be done to describe behaviours of the verbs in contexts such as which tenses use which words more than others and their significance. Consequently, in this part of the study, it is aimed to make a corpus-based description and comparison of the verbs used with the verb tenses in both coursebook written by non-native speakers and authentic coursebooks.

4.3.3.1. Simple Present Tense

Among the all tensed verbs, Simple Present Tense has the highest representation in both MONE CC and REF CC with 37,550 pmw and 39.817 pmw values respectively. Therefore, it

seems not possible to describe and compare all verbs used with Simple Present Tense in both corpora. For this reason, most frequently used 25 verbs with tensed verbs were extracted from the MONE CC to compare verbs in authentic corpus REF CC. To compare the normalized scores of 25 most frequent verbs in Simple Present Tense, REF CC was analysed deeply with a corpus tool. And then, by using Log-Likelihood Ratio Calculator, the significant similarities and differences of verbs in both corpora were described with the values and symbols “- and +”. Table 27 demonstrates the overall frequencies and normalized scores of the most commonly used verbs with Simple Present Tense by MONE CC and their comparisons with the verbs used in REF CC by giving log-likelihood values and symbols.

Table 27: Log-likelihood Ratio and Significance Level Comparison among verbs used with “Simple Present Tense” in MONE CC and REF CC

Simple Present Tense – MONE CC vs REF CC - LL SCORE						
	MONE CC 276.240		REF CC 637.590			
VERBS	RAW	N-PMW	RAW	N-PMW	LL	+ -
have	2.044	7.399	5.130	8.045	10.38	-
do	1.207	4.369	3.280	5.144	24.40	-
want	376	1.361	764	1.198	4.03	+
think	374	1.353	1.155	1.811	25.12	-
know	272	984,65	1.243	1.949	119.46	-
like	247	894,15	649	1.017	3.06	-
need	231	836,22	390	611,67	13.76	+
go	175	633,50	625	980,25	28.18	-
get	156	564,72	493	773,22	12.32	-
love	146	528,52	365	572,46	0.67	-
make	145	524,90	277	434,44	3.33	+
feel	142	514,04	252	395,23	6.11	+
say	134	485,08	687	1.077	84.57	-
prefer	133	481,46	42	65,873	155.59	+
mean	123	445,26	509	798,31	37.77	-
look	117	423,54	239	374,84	1.15	+
use	110	398,20	142	222,71	20.16	+
see	96	347,52	307	481,50	8.21	-
believe	95	343,90	127	199,18	15.61	+
take	95	343,90	186	291,72	1.67	+
live	82	296,84	305	478,36	16.05	-
come	78	282,36	230	360,73	3.63	-
give	76	275,12	87	136,45	19.26	+
wish	71	257,02	51	79,988	40.77	+
start	71	257,02	110	172,52	6.62	+

Table 27 demonstrates the most frequently used 25 verbs with Simple Present Tense in MONE CC and their comparison with the verbs in authentic coursebooks. In this table, the significantly underused and overused verbs in the coursebooks written by non-native speakers according to log-likelihood values and symbols can be seen.

The findings in Table 27 indicate that the verb “prefer” with its positive 155.59 log-likelihood values, is significantly overused with Simple Present Tense in MONE CC when compared to reference coursebooks. Other verbs that have high representation in MONE CC according to log-likelihood scores are “wish (40.77)”, “use (20.16)”, “give (19.26)”, “believe (15.61)” and “need (13.76)”.

On the other hand, the verb “know” with its negative 119.46 log-likelihood scores, is significantly underused with Simple Present Tense in the coursebooks written by non-native speakers. Other underused verbs in MONE CC are “mean (37.77)”, “say (84.57)”, “do (24.40)”, “go (28.18)” and “think (25.12)”.

A close examination of Table 27 also reveals that the distributions of the verbs “come”, “take”, “love” “make” and “like” used with Simple Present Tense are almost the same in the MONE CC and REF CC. Therefore, it may be considered that although Simple Present Tense has the highest representation in the coursebooks written by non-native speakers, the verb distribution is not similar to authentic coursebooks.

4.3.3.2. Present Continuous Tense

As for the Present Continuous Tense description and comparison in both corpora, the same techniques are applied. Firstly, the most frequently used 25 verbs with Present Continuous Tense in MONE CC were extracted, and then the findings were normalized to per million words for a reliable comparison. Finally, through using the Log-likelihood Ratio Calculator, overused and underused verbs used with Present Continuous Tense were explained in the table.

Table 28: Log-likelihood Ratio and Significance Level Comparison among verbs used with “Present Continuous Tense” in MONE CC and REF CC

Present Continuous Tense – MONE CC vs REF CC - LL SCORE						
	MONE CC 276.240		REF CC 637.590			
VERBS	RAW	N-PMW	RAW	N-PMW	LL	+ -
go	320	1.158	488	765,38	32.05	+
look	41	148,42	73	114,49	1.72	+
do	29	104,98	80	125,47	0.70	-

Table 28: (Continue)

Present Continuous Tense – MONE CC vs REF CC - LL SCORE						
	MONE CC 276.240		REF CC 637.590			
plan	27	97,741	26	40,778	9.87	+
have	25	90,501	53	83,125	0.12	+
wear	24	86,880	23	36,073	8.85	+
get	20	72,400	57	89,399	0.68	-
work	18	65,160	63	98,809	2.61	-
come	16	57,9201	22	34,504	2.39	+
talk	15	54,300	32	50,188	0.06	+
play	15	54,300	25	39,210	0.96	+
make	15	54,300	20	31,368	2.49	+
try	13	47,060	39	61,167	0.70	-
read	13	47,060	13	20,389	4.42	+
prepare	13	47,060	1	1,568	24.62	+
write	11	39,820	26	40,778	0.00	-
take	11	39,820	34	53,325	0.74	-
wait	10	39,820	10	15,684	3.40	+
watch	9	32,580	10	15,684	2.45	+
think	9	32,580	32	50,188	1.42	-
leave	9	32,580	5	7,842	6.89	+
call	9	32,580	10	15,684	2.45	+
become	9	32,580	15	23,526	0.58	+
sit	7	25,340	5	7,842	4.05	+
walk	6	21,720	7	10,978	1.45	+

Table 28 describes and compares the most frequently used 25 verbs with Present Continuous Tense in MONE CC and REF CC. At the first look, it can be realized that as opposed to the high differences of verb usage in Simple Present Tense, the distribution of the verbs used with Present Continuous Tense seems not to be significant in both corpora. Nearly all verbs in both corpora seem to be similarly represented. Because there is not a significant difference among the normalized scores of 25 verbs used with Present Continuous Tense, log-likelihood comparison can give a more reliable view in the subject.

An interesting observation to be deduced from Table 28 is that there is not a significantly underused verb in the coursebooks written by non-native speakers. On the other hand, the verbs “go (32.05)” and “prepare (24.62)” are highly overrepresented with Present Continuous Tense in MONE CC. Other verbs that are the high positive divergence scores in MONE CC are “plan (9.87)”, “wear (8.85)”, “read (4.42)”, “leave (6.89)”, and “sit (4.05).” Log-likelihood scores show that except for these seven verbs, there are not any over or under-represented verbs in the coursebooks compared to the reference books. Therefore, it can be concluded that coursebooks

written by non-native speakers show similarity with the authentic books in terms of the usage of verbs with Present Continuous Tense.

4.3.3.3. Simple Past Tense

Among all the tensed verbs, Simple Past Tense has the second-highest representation in both MONE CC and REF CC. Therefore, a close look may be beneficial to understand the verb distribution of the coursebooks written by non-native speakers. To do so, through using normalized and Log-likelihood scores, most frequently used 25 verbs with Simple Past Tense in MONE CC were extracted and compared with the verbs used in authentic language.

Table 29: Log-likelihood Ratio and Significance Level Comparison among verbs used with “Simple Past Tense” in MONE CC and REF CC

Simple Past Tense – MONE CC vs REF CC - LL SCORE						
	MONE CC 276.240		REF CC 637.590			
VERBS	RAW	N-PMW	RAW	N-PMW	LL	+ -
have	562	2.034	2.014	3.158	91.97	-
do	393	1.422	1.452	2.277	74.54	-
get	151	546,62	522	818,70	20.51	-
go	150	543,00	616	966,13	44.71	-
use	149	539,38	206	323,09	21.88	-
say	125	452,50	638	1.000	77.85	-
want	119	430,78	266	417,19	125.88	-
start	107	387,34	285	446,99	1.89	-
see	95	343,90	214	335,63	0.04	+
take	95	343,90	231	362,30	0.18	-
make	79	285,98	181	283,88	0.00	+
come	77	278,74	270	423,46	11.28	-
decide	71	257,02	134	210,16	1.84	+
become	71	257,02	211	330,93	3.53	-
give	70	253,40	135	211,73	1.46	+
tell	57	206,34	217	340,34	12.39	-
try	48	173,76	81	127,04	2.87	+
feel	48	173,76	99	155,27	0.40	-
call	48	173,76	219	343,48	20.97	-
think	48	173,76	226	354,45	23.27	-
find	46	166,52	162	254,08	6.89	-
know	44	159,28	148	232,12	5.13	-
ask	43	155,66	178	279,17	13.22	-
visit	43	155,66	22	34,504	35.52	+
die	40	144,80	104	163,11	0.42	-

Table 29 shows the description and comparison of the most represented 25 verbs with Simple Past Tense in both corpora. To have a more reliable picture of verb usage distribution in Simple Past Tense between two corpora, The Log-likelihood scores will be useful.

With 125, 88 log-likelihood scores, the verb “want” is significantly underused in MONE CC. It is followed by “have” and “do” with their negative log-likelihood scores 91.97 and 74.54 respectively. According to their log-likelihood scores, the other most frequently underused verbs with Simple Past Tense in MONE are “say (77.85)”, “go (44.71)”, “think (23.27)”, “use (21.88)”, “call (20.97)”, “and get (20.51).”

A close scrutiny of the table reveals that verbs used with Simple Past Tense generally have lower representation in MONE CC compared to the authentic coursebook. Just six verbs “see (0.04)”, “make (0.00)”, “decide (1.84)”, “give (1.46)”, “try (2.87)”, “visit (35.52)” out of 25 most frequently used verbs with Simple Past Tense have higher representation in MONE CC. However, only the verb “visit” with its positive 35.52 log-likelihood scores, have a significant overrepresentation among the overused verbs with small values in the coursebooks written by non-native speakers.

To sum up, the data above interestingly shows that according to log-likelihood comparisons, nearly 80 % of the most frequent verbs (19 out of 25) used with Simple Past Tense in MONE CC have lower representations compared to authentic coursebooks. Therefore, it seems to be beneficial to revise the verb distribution used with Simple Past Tense in the coursebooks.

4.3.3.4. Past Continuous Tense

Among the tensed verbs, Past Continuous Tense has a quite small portion of representation in both corpora. Similarly, verb distribution used with this tense is not high either. Therefore, these small number of verbs used with Past Continuous Tense were extracted and compared between MONE CC and REF CC according to their normalized and log-likelihood scores.

Table 30: Log-likelihood Ratio and Significance Level Comparison among verbs used with “Past Continuous Tense” in MONE CC and REF CC

Past Continuous Tense – MONE CC vs REF CC - LL SCORE						
	MONE CC 276.240		REF CC 637.590			
VERBS	RAW	N-PMW	RAW	N-PMW	LL	+ -
walk	20	72,400	38	59,599	0.49	+
work	16	57,920	34	53,325	0.07	+
go	14	50,680	85	133,31	14.00	-
have	12	43,440	17	26,662	1.62	+
drive	12	43,440	18	28,231	1.29	+
get	10	36,20	32	50,188	0.86	-
try	9	32,580	16	25,094	0.38	+
play	9	32,580	13	20,389	1.13	+

Table 30: (Continue)

Past Continuous Tense – MONE CC vs REF CC - LL SCORE						
	MONE CC 276.240		REF CC 637.590			
look	9	32,580	18	28,231	0.12	+
wait	8	28,960	18	28,231	0.00	+
talk	7	25,340	23	36,073	0.71	-
run	7	25,340	7	10,978	2.38	+
lie	7	25,340	8	12,547	1.78	+
watch	6	21,720	9	14,115	0.65	+
say	6	21,720	24	37,641	1.61	-
do	6	21,720	28	43,915	2.83	-
make	5	18,100	14	21,957	0.14	-
wear	4	14,480	15	23,526	0.81	-
scream	4	14,480	0	0,00	9.57	+
plan	4	14,480	7	10,978	0.19	+
cross	4	14,480	1	1,568	5.29	+
travel	3	10,860	15	23,526	1.76	-
suffer	3	10,860	4	6,273	0.50	+
study	3	10,860	8	12,547	0.05	-
stand	3	10,860	11	17,252	0.55	-

Table 30 above demonstrates the descriptions and comparisons of the most frequent 25 verbs used with Past Continuous Tense in both corpora. A noteworthy situation about the table is that the distribution of the verbs used in Past Continuous Tense is quite similar between coursebooks written by non-native speakers and authentic ones. One of the possible reasons for this situation is that because the findings obtained from both corpora are quite small, it is not easy to find significant differences among these small distributions of verbs.

Table 30 also illustrates that the verb “go” with its negative 14.00 log-likelihood scores, is the only verb that was significantly underused in the MONE CC. This situation is not different in terms of overuse values either. The verbs “scream” and “cross” with their positive 9.57 and 5.29 log-likelihood values, respectively, are only verbs that are overrepresented in the coursebooks.

4.3.3.5. Simple Future Tense

Simple Future Tense with its 4.810 normalized scores is one of the most represented tenses in MONE CC. The third most frequently used tense after Simple Present and Simple Past Tenses shows that it has a vast occurrence number in the coursebooks written by non-native coursebooks. Additionally, since Simple Future Tense has about twice representation scores in the MONE CC compared to the authentic corpus, it seems to be remarkable to compare verbs used with Simple Future Tense in MONE CC and REF CC. Accordingly, by using both normalized and log-

likelihood scores, 25 verbs that have the highest occurrence with Simple Future Tense in MONE CC were extracted and compared with the verbs used in authentic language.

Table 31: Log-likelihood Ratio and Significance Level Comparison among verbs used with “Simple Future Tense” in MONE CC and REF CC

Future Tense – MONE CC vs REF CC - LL SCORE						
	MONE CC 276.240		REF CC 637.590			
VERBS	RAW	N-PMW	RAW	N-PMW	LL	+ -
be	267	966,55	361	566,19	42.28	+
have	62	224,44	141	221,14	0.01	+
get	44	159,28	43	67,44	15.64	+
do	33	119,46	32	50,188	11.90	+
help	26	94,121	24	37,641	10.25	+
make	24	86,880	18	28,231	13.02	+
go	20	72,400	34	53,325	1.14	+
take	19	68,780	23	36,073	4.18	+
see	19	68,780	23	36,073	4.18	+
try	14	50,680	12	18,820	6.25	+
use	13	47,060	4	6,273	15.44	+
give	12	43,440	18	28,231	1.29	+
find	12	43,440	13	20,389	3.45	+
live	11	39,820	2	3,136	16.60	+
buy	11	39,820	2	3,136	16.60	+
work	10	36,200	10	15,684	3.40	+
come	10	36,200	13	20,389	1.79	+
talk	9	32,580	3	4,705	10.20	+
pay	9	32,580	4	6,273	8.37	+
change	9	32,580	5	7,842	6.89	+
watch	8	28,960	1	1,568	13.58	+
leave	8	28,960	2	3,136	10.57	+
stay	7	25,340	7	10,978	2.38	+
meet	7	25,340	3	4,705	16.75	+
feel	7	25,340	3	4,705	16.75	+

Table 31 above shows the descriptions and comparisons of the most frequent 25 verbs used with Simple Future Tense in both corpora. At the first look, it is interestingly to see that there are not any underrepresented verbs used with Simple Future Tense in the coursebooks written by non-native speakers. All of the 25 most frequent verbs used this tense are overused when compared to the authentic language. When normalized occurrence scores of the Simple Future Tense in MONE CC which is nearly twice as much as REF CC are considered, it is not a surprising that all of the most frequent verbs are overused in the coursebooks.

As can be seen in the table above that although not all of the overused verbs have a remarkable distinction, some of the verbs used with Simple Future Tense significantly distinct from the reference corpus. These are “be (42.28)”, “get (15.64)”, “make (13.02)”, “use (15.44)”, “live (16.60)”, “buy (16.60)”, “watch (13.58)”, “meet (16.75)”, “feel (16.75).” One interesting point is that despite their overrepresented scores, the verbs “stay (2.38)”, “have (0.01)”, “come (1.79)”, “give (1.29)”, “go (1.14)” have almost the same log-likelihood scores with the verbs used in Simple Future Tense in reference books. Therefore, it is not possible to state a significant distinction for these five verbs.

4.3.3.6. Present Perfect Tense

Present Perfect Tense with its totally 2.554 normalized scores is one of the other most frequently used tenses in MONE CC. Unlike Simple Future Tense, Present Perfect Tense overrepresented in MONE CC when compared to REF CC. Thanks to its high normalized scores in both corpora, it can be considered as significant to make verb comparisons between MONE CC and authentic coursebooks. Therefore, 25 verbs that have the highest representation with Present Perfect Tense in MONE CC were extracted and compared with the verbs used in reference coursebooks through using both normalized and log-likelihood scores.

Table 32: Log-likelihood Ratio and Significance Level Comparison among verbs used with “Present Perfect Tense” in MONE CC and REF CC

Present Perfect Tense – MONE CC vs REF CC - LL SCORE						
	MONE CC 276.240		REF CC 637.590			
VERBS	RAW	N-PMW	RAW	N-PMW	LL	+ -
be	190	687,80	570	893,99	10.21	-
get	133	481,46	424	665,00	11.14	-
become	18	65,160	43	67,441	0.02	-
change	13	47,060	31	48,620	0.01	-
hear	13	47,060	36	56,462	0.33	-
read	10	36,200	20	31,368	0.13	+
make	10	36,200	52	81,557	6.58	-
do	9	32,580	62	97,241	12.18	-
try	8	28,960	11	17,252	1.20	+
visit	8	28,960	6	9,410	4.34	+
take	8	28,960	21	32,936	0.10	-
lose	7	25,340	18	28,231	0.06	-
have	7	25,340	53	83,125	11.68	-
decide	7	25,340	18	28,231	0.06	-
buy	7	25,340	7	10,978	2.38	+
find	6	21,720	23	36,073	1.34	-
start	6	21,720	15	23,526	0.03	-

Table 32: (Continue)

Present Perfect Tense – MONE CC vs REF CC - LL SCORE						
	MONE CC 276.240		REF CC 637.590			
VERBS	RAW	N-PMW	RAW	N-PMW	LL	+ -
cause	6	21,720	1	1,568	9.33	+
go	6	21,720	23	36,073	1.34	-
come	5	18,100	21	32,936	1.62	-
see	5	18,100	65	101,94	22.73	-
work	4	18,100	24	37,641	3.88	-
win	4	18,100	12	18,820	0.22	-
turn	4	18,100	1	1,568	5.29	+
learn	4	18,100	11	17,252	0.09	-

The findings in Table 32 displays descriptions and comparisons of the most represented 25 verbs used with Present Perfect Tense in both corpora. It is found out from the table that the verbs “be (10.21)”, “get (11.14)”, “do (12.18)”, “have (11.68)”, “see (22.73)” are highly underrepresented in the coursebooks written by non-native speakers. Among these verbs, “see” with 22.73 negative log-likelihood scores has the lowest representation in the MONE CC. On the other hand, the verbs “turn (5.29)”, “work (3.88)”, “cause (9.33)”, “visit (4.34)” have high occurrences in MONE CC. Among these overused verbs, “cause” with its positive 9.33 log-likelihood scores has the highest representation. However these four verbs are overused with Present Perfect Tense in the MONE, their distinctions are relatively small when compared to the reference coursebooks.

As can be seen in the table above that more than half of the verbs used with Present Perfect Tense in both corpora have nearly the same usage. That is, 15 out of 25 verbs correspond to the REF CC counterparts in normalized and Log-likelihood values.

Another noteworthy situation on the table above is that although it is one of the most frequent verbs in English, the verb “have” in Present Perfect Tense is not given much emphasis with negative 11.68 log-likelihood scores in the coursebooks written by non-native speakers. The same thing seems to be true for the verbs “do” and “get” with negative 12.18 and 11.14 log-likelihood values in order. Therefore, it is possible to be beneficial to revise verb distribution used with Present Perfect Tense in the REF CC in accordance with the authentic languages.

4.3.3.7. Past Perfect Tense

Past perfect Tense has a relatively small portion of representation in both corpora. Since the verb distribution used with Past perfect Tense is not high, verbs were extracted and compared

between MONE CC and REF CC according to their normalized and log-likelihood scores rather than their raw frequencies.

Table 33: Log-likelihood Ratio and Significance Level Comparison among verbs used with “Past Perfect Tense” in MONE CC and REF CC

Past Perfect Tense – MONE CC vs REF CC - LL SCORE						
	MONE CC 276.240		REF CC 637.590			
VERBS	RAW	N-PMW	RAW	N-PMW	LL	+ -
be	45	162,90	195	305,83	16.42	-
make	7	25,340	16	25,094	0.00	+
go	6	21,720	17	26,662	0.19	-
stay	6	21,720	6	9,410	2.04	+
happen	5	18,100	9	14,115	0.19	+
know	4	14,480	5	7,842	0.81	+
take	4	14,480	12	18,820	0.22	-
have	4	14,480	26	40,77	4.73	-
turn	3	10,860	3	4,705	1.02	+
see	3	10,860	25	39,210	6.11	-
panic	3	10,860	0	0,00	7.18	+
forget	3	10,860	7	10,978	0.00	-
come	3	10,860	8	12,547	0.05	-
call	3	10,860	6	9,410	0.04	-
prepare	3	10,860	0	0,00	7.18	+
write	2	7,240	7	10,978	0.29	-
win	2	10,860	6	9,410	0.11	-
wear	2	10,860	1	1,568	1.69	+
tell	2	10,860	7	10,978	0.29	-
study	2	10,860	1	1,568	1.69	+
stop	2	10,860	3	4,705	0.02	+
spend	2	10,860	7	10,978	0.29	-
sell	2	10,860	1	1,568	1.69	+
read	2	10,860	3	4,705	0.22	+
phone	2	10,860	2	3,136	0.68	+

As can be seen from the Table 33 that the most frequently used verbs with Past Perfect Tense in MONE CC and their comparison between the authentic coursebooks. In the table, there are 25 most frequently used verbs with Past Perfect Tense in the coursebooks written by non-native writers.

A close examination of Table 33 above reveals that the occurrence of the verbs used with Past Perfect Tense has relatively similar in both MONE CC and REF CC. One of the possible

reasons for this situation is that the small number of findings obtained from both corpora may not show significant differences.

The findings in the table above indicate that the verbs “be (16.42)”, “have (4.73)”, “see (6.11)” with their negative log-likelihood values, are significantly underrepresented in MONE CC. Among these three verbs, the verb “be” has the highest distinction. On the other hand, the verbs “panic” and “prepare” with their 7.18 positive Log-likelihood scores, are overused in the MONE CC. However, these five verbs used with Past Perfect Tense in each corpus have both underuse and overuse values, the distinction between two corpora is quite small due to the small number of findings.

4.4. Modals in Positive and Negative Forms Comparisons

The previous part of the study describes the similarities and differences between MONE CC and REF CC concerning their frequencies, normalized scores, log-likelihood comparisons, and mostly underused and overused verbs in tensed sentences. In this section, the positive and negative forms of modals in both MONE CC and REF CC were extracted by using some specially devised formula in Appendix E that shows the Sketch Engine modal structures. And then, normalized scores of modals forms (positive and negative) were demonstrated on separate tables. Finally, to describe significant similarities and differences between two corpora, log-likelihood values and symbols (+ and -) were presented on the last columns of the tables.

4.4.1. Modals in Positive Forms

In this section, the distribution of the sentences, including modals in both MONE CC and REF CC were extracted by using the formula in Appendix E. And then, to make a reliable comparison between two corpora, the frequencies of modals were normalized to per million words. Normalized scores were computed by separating the modal representations from the total number of words in each corpus. Lastly, normalized data were compared to determine the overuse or underuse of modal structures by using the values obtained from the log-likelihood ratio calculator.

Table 34: The Positive Form Comparisons of the Modals in MONE and REF CC

Modals Positive Comparison	MONE CC N-pmw	REF CC N-pmw	Log-likelihood	Overuse Underuse
Can	4.800	3.099	146.55	+
May	752.97	338,78	65.55	+
Might	206,34	462,68	36.98	-
Will	4.394	2.523	205.06	+
Could	1.133	1.441	14.04	-

Table 34: (Continue)

Modals Positive Comparison	MONE CC N-pmw	REF CC N-pmw	Log-likelihood	Overuse Underuse
Would	1.419	1.632	5.72	-
Should	1.911	883,01	157.55	+
Have/Has To	778,30	1.297	44.92	-
Must	828,99	448,56	46.21	+
Shall	94,12	45,58	7.01	+
Ought To	39,82	36,07	0.07	+
Need	285,98	374,85	4.54	-
Dare	18,10	6,27	2.48	+

Table 34 shows a clear picture of positive modal use in authentic language, which is REF CC. Thanks to findings that show the positive distribution of modals in real language, it becomes possible to examine the modal use in authentic language. Thus, the current findings of positive modal structures give us useful data on authentic language. Table 34 clearly shows the extent to which occurrences of positive modal verb structures in MONE CC differ from in REF CC.

As clearly shown in the table above that the modal “can” in the positive form with 4.800 and 3.099 normalized scores has the highest representation in both MONE CC and the authentic language. However, it is interesting to note that, although the modal “can” in positive form has the largest frequency in each corpus, there is a high difference in the use of “can” between two corpora. The modal “can” with positive 146.55 log-likelihood scores is highly overused in the coursebook written by non-native speakers.

In the table, “will” in positive form comes in second place with 4.384 and 2.523 occurrences in each corpus. Despite its 2.523 occurrences in the authentic corpus, “will” in positive form shows the highest difference between MONE CC and REF CC. That is, with its positive 205, 6 log-likelihood values, the modal “will” is highly overrepresented in MONE CC when compared to the authentic corpus. It seems that while non-native coursebooks writers mostly used the modal “will” in future tense structures, native coursebook writers used more diverse structures to describe future events or situations.

A close examination of the table shows that the modal “would” in positive form is on the third place with 1.632 normalized scores in authentic language. On the other hand, with it, 1.419 pmw values “would” is in fourth place in the MONE CC. These occurrences of “would” cause small underuse in MONE CC with negative 5.72 log-likelihood scores. In Table 34, “should” with 1.911 normalized scores is in third place in the coursebooks written by non-native speakers. However, its frequency is less than half in the REF CC with 883, 01 pmw against 1.911 pmw

occurrences. This situation causes a significant overrepresentation of “should” with positive 157, 55 log-likelihood scores in MONE CC.

Another situation about modals in positive form is that the use of modal verbs representing obligation is quite different in each corpus. While the modal “must” with 828, 99 normalized scores in MONE CC, its frequency is almost half in the REF CC with 448, 56 pmw. This means that there is significant overuse of must with positive 46, 21 log-likelihood scores in MONE CC. On the other hand, the use of “have/has to” is the opposite. In the MONE CC the occurrences of “have/has to” were 778, 30 pmw, while these scores are nearly twice with 1.297 pmw in the authentic coursebooks. That is, the modals verbs “have/has to” in positive forms show underrepresentation with negative 44.92 log-likelihood values in MONE CC. Therefore, it is likely to state that although “have/has to” are mostly used in authentic language, non-native coursebook writers used “must” to describe obligations.

A similar observation can be made on the modals “may” and “might”. While the modal “may” with positive 65.55 log-likelihood scores is significantly overused in MONE CC, “might” with negative 36.98 log-likelihood scores is highly underused. Considering that the modal verbs “may” and “might” are used to explain probability situations, it can be realized that there is a great difference between MONE CC and REF CC in terms of using these modal verbs.

Lastly, there are six items- “can”, “should”, “may”, “will”, “must”, and “shall”- which are overrepresented in MONE CC. On the other hand, there are five items – “might”, “could”, “would”, “have/has to”, “need”- which are underused in MONE CC. The modal verbs “dare” and “ought to” have minimal log-likelihood scores to compare MONE CC and REF CC. Thus, it can be concluded that the positive form “dare” and “ought to” in the coursebooks written by non-native speakers seem to reflect authentic language.

4.4.2. Modals in Negative Forms

The normalized scores of modal verbs in negative forms can also be used to determine the overall frequencies of modal use in both MONE CC and REF CC. To compare modal use in each corpus, normalized values of modal verbs were computed, and then, the overused and underused modal verbs in negative form were defined by using the log-likelihood ratio calculator.

Table 35: The Negative Form Comparisons of the Modals in MONE and REF CC

Words Modal Negative	MONE CC N-pmw	REF CC N-pmw	Log- likelihood	Overuse Underuse
Can	901,39	845,37	0.70	+
May	57,92	23,53	6.64	+

Table 35: (Continue)

Words Modal Negative	MONE CC N-pmw	REF CC N-pmw	Log- likelihood	Overuse Underuse
Might	14,48	26,66	1.36	-
Will	376,48	243,10	11.49	+
Could	419,92	357,60	1.95	+
Would	141,18	228,99	7.86	-
Have/has to	47,06	114,49	10.61	-
Should	285,98	108,22	34.20	+
Must	115,84	20,39	31.82	+
Shall	0,00	0,00	0.00	+
Ought to	3,62	0,00	2.39	+
Need	0,00	7,84	3.60	-
Dare	0,00	3,14	1.44	-

Table 35 above demonstrates the descriptions and comparisons of modal verbs in negative forms used in MONE CC and REF CC. The findings of this table allow having a clear picture of modals in the coursebooks written by non-native speakers and authentic coursebooks.

As can be seen from Table 35 above, like the affirmative modals, “can” with 901, 39 and 845, 37 normalized scores had the highest occurrence in both corpora. However, unlike the positive form of “can”, there is not a significant difference in its negative form between MONE CC and REF CC.

The negative form of “could” is in second place in each corpus. While “could” has 419, 92 normalized scores in MONE CC, it has 357, 60 pmw values in REF CC. These values indicate that there is not a significant difference in the use of “could” (only 1.95 log-likelihood scores) between two corpora.

It is realized in the table that the modal verb “will”, which is on the second place in positive form, is the third most frequently used modal in both MONE CC and REF CC. In the coursebooks written by non-native speakers, “will” has 376, 48 pmw value. On the other hand, it has 243, 10 pmw value in the authentic coursebooks. This means that like its positive form, the negative form of this modal with positive 11.49 log-likelihood scores, is significantly overused in the MONE CC.

What is noteworthy in the table is that the modal verbs “should” and “must” with positive 34.20 and 31.82 log-likelihood values respectively, are two of the most overrepresented modal verbs in MONE CC. In addition, the modal verbs “have/has to” and “would” with negative 10.61 and 7.86 log-likelihood values respectively, are highly underused two modal verbs in MONE CC. Considering the roles of “must” and “have/has to” that represent the obligation in the language, it can be stated that non-native coursebooks writers mostly used the negative form of “must” in

obligation sentences rather than the negative form of “have/has to”. Since REF CC is considered as an authentic corpus in this study, it is likely to conclude that these usages of modals “must” and “have/has to” in MONE CC seem not to reflect the daily language.

Another thing to note is that while the negative use of modal verbs “may” and “might” that represent the probability in the language is quite similar (23.53-26.66 pmw values in order) in REF CC; it is the opposite in MONE CC. The negative form of “may” is represented almost more than triple from “might” in MONE CC.

In conclusion, it can be seen from the table above that the negative form of “shall” has no occurrence in both corpora. What is more, while “ought to” is not represented in authentic coursebooks, the negative forms of “dare and “need” have no use in the coursebooks written by non-native speakers.

4.4.3. Modals in Total

In the previous parts of the study, the frequencies of affirmative and negative forms of modal structures and their significance values in MONE CC and REF CC were described and compared. In this section, modal structures in total were presented. Then, through using log-likelihood values, the significant similarities and differences among the modal forms in each corpus were described.

Table 36: Modals Total Comparison

Modals Total Comparison	MONE CC N-pmw	REF CC N-pmw	Log-likelihood	Overuse Underuse
Can	5.701	3.944	127.16	+
May	810,89	362,31	71.62	+
Might	220,82	489,34	38.23	-
Will	4.770	2.766	215.75	+
Could	1.552	1.798	5.89	-
Would	1.560	1.860	10.13	-
Should	2.196	991	190.26	+
Have/has to	825,09	1.411	57.92	-
Must	944,83	468,95	66.01	+
Shall	94,12	45,58	7.01	+
Ought to	43,44	36,07	0.27	+
Need	285,98	382,69	5.31	-
Dare	18,10	9,41	4.32	-

Table 36 shows the total frequencies and their log-likelihood scores of modal structures in both corpora. As can be seen from the table above, “can” is the most frequently used modal in both coursebooks written by non-native speakers and authentic coursebooks. Despite its high occurrence

in REF CC, the modal “can” with positive 127.16 log-likelihood values, is significantly overrepresented in the MONE CC. A similar observation can be made on the modal “will”. Although, the second most represented modal is “will” in each corpus, “will” with positive 215, 7 log-likelihood values is almost twice more used than REF CC counterpart.

A close scrutiny of the table reveals that except for the modal “ought to”, all of the other modal verbs are either overused or underused. The modal verbs “will” and “should” with positive 125.75 and 190.26 log-likelihood values respectively, are highly overused in the MONE CC. On the other hand, “have/has to” and “might” with negative 57.92 and 38.23 log-likelihood scores, were significantly underused in the coursebooks written by non-native speakers.

To sum up, 12 out of 13 modal verbs are either overrepresented or underrepresented in MONE CC. This means that coursebooks used by MONE in Turkey do not sufficiently reflect the modal verb use in authentic language. Therefore, it seems to be beneficial to revise the modal verb distribution in accordance with the authentic language.

4.5. Verb Usage in Modals

In the previous sections of the study, the distribution of modal verbs in both affirmative and negative forms with their normalized scores were described and compared in detail. The same procedure was utilized to describe the frequencies and normalized values of 25 verbs used with modals in both MONE CC and REF CC. Through using log-likelihood scores and symbols, it was explored the similarities and difference of most frequent 25 verbs used with modal in each corpus will be explored.

Table 37: Log-likelihood Ratio and Significance Level Comparison among verbs used with “Can” in MONE CC and REF CC

Can – MONE CC vs REF CC - LL SCORE						
	MONE CC 276.240		REF CC 637.590			
VERBS	RAW	N-PMW	RAW	N-PMW	LL	+ -
be	129	446,33	603	945,74	61.08	-
do	83	300,46	251	393,66	4.76	-
help	66	238,92	17	26,662	86.00	+
see	61	220,82	133	208,59	0.13	+
find	45	162,90	63	98,809	6.32	+
go	42	152,04	122	191,34	1.71	-
have	42	152,04	141	221,14	4.84	-
make	41	148,42	70	109,78	2.28	+
understand	39	141,18	28	43,915	22.41	+

Table 37: (Continue)

Can – MONE CC vs REF CC - LL SCORE						
	MONE CC 276.240		REF CC 637.590			
VERBS	RAW	N-PMW	RAW	N-PMW	LL	+ -
get	31	112,22	121	189,77	7.51	-
use	31	112,22	35	54,894	8.12	+
take	28	101,36	57	89,399	0.29	+
tell	22	79,64	48	75,283	0.05	+
say	21	76,02	89	139,58	7.06	-
play	20	72,40	59	92,535	0.93	-
buy	17	61,54	44	69,009	0.16	-
ask	17	61,54	41	64,304	0.02	-
come	16	57,92	32	50,188	0.22	+
talk	14	50,68	45	70,578	1.24	-
cause	14	50,68	6	9,410	13.38	+
hear	13	47,06	32	50,188	0.04	-
speak	13	47,06	44	69,009	1.57	-
give	12	43,44	29	104,98	0.02	-
wait	12	43,44	0	0,00	28.71	+
read	12	43,44	22	34,504	0.40	+

Table 37 shows the most frequently used 25 verbs used with the modal *can* in MONE CC and their comparison with the verbs in authentic language. In this table, it is aimed to describe similarities and differences among the most frequently used 25 verbs with “can” by using log-likelihood values.

It is found out from the table that the verb “help” with positive 86.00 log-likelihood values, is the significantly most overrepresented with the modal *can* in MONE CC when compared to the authentic coursebooks. Other verbs that have higher occurrences with the modal “can” in MONE are “find (6.32)”, “understand (22.41)”, and “use (8.12)”.

On the other hand, the verb “be” with negative 61, 08 log-likelihood scores, is significantly underused with the modal *can* in MONE CC. Other underused verbs are “do (4.76)”, “have (4.84)”, “get (7.51)”, “say (7.06)”. However, when these underused values are compared to the overused ones, it can be seen that underused values are relatively small.

Lastly, Table 37 also indicates that the distributions of the verbs “see (0.13)”, “go (1.71)”, “make (2.28)”, “take (0.29)”, “tell (0.05)”, “play (0.93)”, “buy (0.16)”, “ask (0.02)”, “come (0.22)”, “talk (1.24)”, “hear (0.04)”, “speak (1.57)”, “give (0.02)”, “read (0.40)” have almost the same occurrences in the MONE CC and REF CC. It can be concluded that although 14 out of 25 verbs used with the modal “can” have a similar distribution in both corpora, 11 of them are

significantly either overused or underused. These findings indicate that there are important differences among verb usage with “can” between MONE CC and the authentic corpus.

Table 38: Log-likelihood Ratio and Significance Level Comparison among verbs used with “Could” in MONE CC and REF CC

Could – MONE CC vs REF CC - LL SCORE						
VERBS	MONE CC 276.240		REF CC 637.590		LL	+ -
	RAW	N-PMW	RAW	N-PMW		
be	27	97,74	234	367,00	59.45	-
find	21	76,02	22	34,504	6.50	+
have	18	65,16	93	145,86	11.62	-
get	18	65,16	53	83,125	0.83	-
see	13	47,06	59	92,535	5.58	-
take	12	43,44	25	39,210	0.08	+
do	11	39,82	79	123,90	16.35	-
tell	11	39,82	17	26,662	1.04	+
play	8	28,96	10	15,684	1.61	+
help	8	28,96	19	29,799	0.00	-
understand	8	28,96	8	12,547	2.72	+
speak	7	25,34	13	20,389	0.21	+
send	7	25,34	4	6,273	5.21	+
sleep	6	21,72	0	0,00	14.36	+
believe	5	18,10	23	36,073	2.25	-
make	5	18,10	22	34,504	1.93	-
happen	5	18,10	6	9,410	1.12	+
come	4	14,48	23	36,073	3.48	-
stop	4	14,48	13	20,389	0.38	-
spell	4	14,48	0	0,00	9.57	+
use	4	14,48	14	21,957	0.58	-
add	4	14,48	1	1,568	5.29	+
hear	3	14,48	7	10,978	0.00	-
move	3	10,86	9	14,115	0.16	-
give	3	10,86	9	14,115	0.16	-

Table 38 describes the most frequently used 25 verbs used with the modal could in MONE CC and their comparison with the verbs in authentic language. Log-likelihood values and symbols define the similarities and differences of most represented 25 verbs used with could in both corpora.

As shown in the table above, “be” with 97, 74 and 367, 00 normalized score, is the most frequent verb used with the modal could in both MONE CC and authentic language. However, there is a significant difference between the two corpora in terms of using “be” with the modal

could. According to the log-likelihood values of “be” (negative 59.45), it can be noticed that it is the most underused verb in the MONE CC. Table 38 also shows that other significantly underrepresented verbs used with could are “do (16.35)”, “have (11.62)”, “see (5.58)”. On the other hand, “sleep” with 14, 36 pmw scores, has the greatest overuse in MONE CC. Besides, “spell (9.57)”, “find (6.50)”, “add (5.29)”, “send (5.21)” are other overrepresented verbs used with could in the coursebooks written by non-native speakers compared to the real language.

The findings in the table above indicate that “get (0.83)”, “take (0.08)”, “tell (1.04)”, “play (1.61)”, “help (0.00)”, “understand (2.72)”, “speak (0.21)”, “believe (2.25)”, “make (1.93)”, “happen (1.12)”, “come (3.48)”, “stop (0.38)”, “use (0.58)”, “hear (0.00)”, “move (0.16)”, “give (0.16)” have almost the same occurrence in both MONE CC and REF CC. Thus, it seems in the table that except for the verbs “be”, “have”, “do”, “sleep”, and “spell”, frequencies of the verbs used with the modal could show similarity in both two corpora.

Table 39: Log-likelihood Ratio and Significance Level Comparison among verbs used with “Have/Has to” in MONE CC and REF CC

Have/Has to – MONE CC vs REF CC - LL SCORE						
	MONE CC 276.240		REF CC 637.590			
VERBS	RAW	N-PMW	RAW	N-PMW	LL	+ -
be	25	90,50	164	257,21	30.20	-
do	11	39,82	174	272,90	68.16	-
work	11	39,82	34	53,325	0.74	-
get	9	32,58	49	76,851	6.75	-
take	7	25,34	29	45,483	2.16	-
go	7	25,34	73	114,49	21.83	-
leave	5	18,10	13	20,389	0.05	-
have	5	18,10	68	106,65	24.46	-
bring	5	18,10	1	1,568	7.28	+
spend	5	18,10	11	17,252	0.01	+
wear	5	18,10	10	15,684	0.07	+
give	4	14,48	14	21,957	0.58	-
change	4	14,48	7	10,978	0.19	+
move	4	14,48	1	1,568	5.29	+
fight	4	14,48	1	1,568	5.29	+
keep	4	14,48	3	4,705	2.17	+
learn	4	14,48	12	18,820	0.22	-
live	4	14,48	11	17,252	0.09	-
finish	3	10,86	10	15,684	0.33	-
respect	3	10,86	1	1,568	3.40	+
quit	3	10,86	0	0,00	7.18	+
prepare	3	10,86	0	0,00	7.18	+

Table 39: (Continue)

Have/Has to – MONE CC vs REF CC - LL SCORE						
	MONE CC 276.240		REF CC 637.590			
VERBS	RAW	N-PMW	RAW	N-PMW	LL	+ -
choose	3	10,86	3	4,705	1.02	+
study	3	10,86	9	14,115	0.16	-
walk	3	10,86	16	25,094	2.12	-

As for the modal verbs “have/has to”, Table 39 presents their top 25 verbs distribution with their pmw and log-likelihood values. In the MONE CC, “be” with 90, 50 normalized scores, is the most frequent verb used with “have/has to”. However, this situation is different in authentic language. Unlike the “be” in MONE CC, the verb “do” has the greatest representation in the REF CC. This causes significant underuse of “do” with negative 68.16 log-likelihood values in the coursebooks written by non-native speakers.

The findings in Table 39 display that in addition to “do”, according to their log-likelihood values, the verbs “be (30.20)”, “have (24.46)”, “go (21.83)”, “get (6.75)” have significantly lower representation with “have/has to” in the MONE CC. On the other hand, “bring” with positive 7.28 log-likelihood values, is significantly overused with “have/has to” in the MONE CC compared to the authentic coursebooks. Other overused verbs in the table are “move (8.29)”, “fight (8.29)”, “bring (7.28)”, “quit (7.18), and “prepare (7.18).

Lastly, it can be seen in the table above that the verbs “work (0.74)”, “take (2.16)”, “leave (0.05)”, “spend (0.01)”, “wear (0.07)”, “give (0.58)”, “change (0.19)”, “keep (2.27)”, “learn (0.22)”, “live (0.09)”, “finish (0.33)”, “respect (3.40)”, “choose (1.02)”, “study (0.16)”, “walk (2.12)” have nearly equal frequencies in both corpora. It can be stated that since 10 out of 25 verbs are either overused or underused, verb usages with modals “have/has to” shows the difference between two corpora.

Table 40: Log-likelihood Ratio and Significance Level Comparison among verbs used with “May” in MONE CC and REF CC

May – MONE CC vs REF CC - LL SCORE						
	MONE CC 276.240		REF CC 637.590			
VERBS	RAW	N-PMW	RAW	N-PMW	LL	+ -
be	60	217,20	101	158,40	3.64	+
have	24	86,88	43	67,441	0.96	+
help	14	50,68	3	4,705	19.81	+
go	9	32,58	4	6,273	8.37	+
feel	7	25,34	7	10,978	2.38	+

Table 40: (Continue)

May – MONE CC vs REF CC - LL SCORE						
	MONE CC 276.240		REF CC 637.590			
VERBS	RAW	N-PMW	RAW	N-PMW	LL	+ -
take	5	18,10	6	9,410	1.12	+
seem	4	14,48	6	9,410	0.43	+
cause	4	14,48	1	1,568	5.29	+
make	4	14,48	3	4,705	2.17	+
sound	4	14,48	3	4,705	2.17	+
suffer	4	14,48	0	0,00	9.57	+
speak	4	14,48	0	0,00	9.57	+
change	3	10,86	0	0,00	7.18	+
come	3	10,86	1	1,568	3.40	+
become	3	10,86	7	10,978	0.00	-
do	3	10,86	9	14,115	0.16	-

Unlike the other tables, Table 40 shows only 16 verbs used with “may” in the coursebooks written by non-native speakers. The reason for this situation is that there is not an adequate number of data to be analysed in the MONE CC.

What is noteworthy in the table is that despite these small number of verbs used with “may”, nearly half of the verbs in the table (6 out of 16 verbs) are overused in the MONE CC. “help” with 19.81 positive log-likelihood values, is significantly overrepresented verb used with “may” in the MONE CC. According to their log-likelihood values, other overrepresented verbs are “suffer (9.57)”, “speak (9.57)”, “go (8.37)”, “change (7.18)”, cause (5.29)”. An interesting point in this table is that there is not significant underuse of the verbs used with the modal “may” in the coursebooks written by non-native speakers.

Table 41: Log-likelihood Ratio and Significance Level Comparison among verbs used with “Should” in MONE CC and REF CC

Should – MONE CC vs REF CC - LL SCORE						
	MONE CC 276.240		REF CC 637.590			
VERBS	RAW	N-PMW	RAW	N-PMW	LL	+ -
be	85	83,26	198	310,54	16.55	-
have	52	307,70	66	103,51	10.02	+
do	51	188,24	86	134,88	3.06	+
use	21	184,62	14	21,957	13.22	+
buy	20	76,02	4	6,273	29.11	+
take	16	72,40	23	36,073	2.04	+
see	16	57,92	11	17,252	9.70	+

Table 41: (Continue)

Should – MONE CC vs REF CC - LL SCORE						
	MONE CC 276.240		REF CC 637.590			
VERBS	RAW	N-PMW	RAW	N-PMW	LL	+ -
try	14	57,92	22	34,504	1.22	+
get	12	50,68	28	43,915	0.00	-
keep	11	43,44	7	10,978	7.30	+
go	11	39,82	39	61,167	1.71	-
drink	10	39,82	1	1,568	17.95	+
make	10	36,20	14	21,957	1.40	+
stop	9	36,20	4	6,273	8.37	+
know	8	32,58	30	47,052	1.63	-
eat	8	28,96	14	21,957	0.38	+
prepare	7	28,96	0	0,00	16.75	+
learn	7	25,34	4	6,273	5.21	+
remember	7	25,34	0	0,00	16.75	+
give	6	25,34	10	15,684	0.39	+
write	6	21,72	3	4,705	5.06	+
focus	6	21,72	0	0,00	14.36	+
protect	6	21,72	0	0,00	14.36	+
find	6	21,72	1	1,568	9.33	+
think	6	21,72	86	134,88	31.91	-

As for the modal verb “should”, Table 41 shows its top 25 verbs distribution with their pmw and log-likelihood values. At the first look, it can be seen that although “be” with 310,54 normalized scores is the most frequent verb used with “should” in the authentic language, it is “have” with 307,70 pmw values in MONE CC. Besides, while verbs that have top representations in MONE CC are “have (307, 70)”, “do (188, 24)”, “use (184, 62)”, “be (83, 26)”, they are “be (310, 54)”, “do (134, 88)”, “have (103, 51)”, “think (134, 88)” in the REF CC in order.

A close scrutiny of the table reveals that 16 out of 25 verbs used with “should” are either overused or underused in MONE CC. Among these verbs, “buy” with 29.11 log-likelihood values has the most significant overrepresentation in MONE CC. According to their log-likelihood values other overrepresented verbs are respectively “drink (17.95)”, “prepare (16.75)”, “remember (16.75)”, “focus (14.36)”, protect (14.36)”, “use (13.22)”, “have (10.02)”, “see (9.70)”, “find (9.33)”, “stop (8.37)”, “keep (7.30)”, “learn (5.21)”, “write (5.06)”. On the other hand, the verbs “think” and “be” with 31.91 and 16.55 negative log-likelihood values in order are significantly underused in MONE CC when compared to the authentic corpus.

One striking difference among the verb usages with the modal *should* between two corpora is that while the verb “think” has 21,72 normalized scores in MONE CC, it is 134,88 pmw in REF

CC. Therefore, it can be seen that there is a significant underuse (negative 31.91) in the use of “think” between two corpora.

As shown in the table above, the verbs “do (3.06)”, “take (2.04)”, “try (1.22)”, “get (0.00)”, “go (1.71)”, “make (1.40)”, “know (1.63)”, “eat (0.38)”, “give (0.39) have quite similar distribution in both corpora. However, since 16 out of 25 verbs are either overused or underused in the MONE CC, it seems that there is a need to revise language coursebooks in terms of verb usage with “should”.

Table 42: Log-likelihood Ratio and Significance Level Comparison among verbs used with “Will” in MONE CC and REF CC

Will – MONE CC vs REF CC - LL SCORE						
	MONE CC 276.240		REF CC 637.590			
VERBS	RAW	N-PMW	RAW	N-PMW	LL	+ -
be	331	1.198	623	977,11	8.80	+
have	74	267,88	208	326,22	2.18	-
do	62	224,44	165	258,78	0.93	-
get	51	184,62	88	138,01	2.65	+
help	35	126,70	36	56,462	11.25	+
make	34	123,08	37	58,031	9.69	+
see	31	112,22	43	67,441	4.50	+
go	28	101,36	71	111,35	0.18	-
take	22	79,64	42	65,873	0.51	+
try	19	68,78	20	31,368	5.82	+
work	19	68,78	39	61,167	0.17	+
use	18	65,16	21	32,936	4.35	+
find	17	61,54	36	56,462	0.08	+
pay	17	61,54	13	20,389	8.98	+
come	16	57,92	32	50,188	0.22	+
live	16	57,92	18	28,231	4.23	+
give	16	57,92	29	45,483	0.59	+
change	14	50,68	13	20,389	5.46	+
buy	13	47,06	12	18,820	5.13	+
stay	11	39,82	18	28,231	0.78	+
run	11	39,82	0	0,00	26.32	+
learn	10	36,20	10	15,684	3.40	+
meet	10	36,20	3	4,705	12.04	+
thank	10	36,20	0	0,00	23.93	+
tell	10	36,20	28	43,915	0.28	-

Table above displays the distribution of most frequently used 25 verbs with “will” in MONE CC and their comparisons to the authentic language. It can be seen on the table above “be” with

1.198 and 977, 11 normalized values have the greatest representation in both MONE CC and REF CC.

A close examination of Table 42 demonstrates that according to log-likelihood values, while 13 out of 25 verbs are overrepresented in MONE CC, it is not possible to observe any significantly underused verbs used with “will” in the coursebooks written by non-native speakers. Among overused verbs, “run” has the greatest occurrence with “will” in MONE CC. This overrepresented verb is respectively followed by “thank (23.93)”, “meet (12.04)”, “help (11.25)”, “make (9.69)”, “pay (8.98)”, “be (8.80)”, “try (5.82)”, “change (5.46)”, “buy (5.13)”, “see (4.50)”, “use (4.35)”, “live (4.23)”.

One interesting point in the table is that despite the large size of REF CC, the verbs “run” and “thank”, which are among the most common verbs in the English language, has no occurrence in the use of modal verb will. In addition, the distribution of verbs “have (2.18)”, “do (0.93)”, “get (2.65)”, “go (0.18)”, “take (0.51)”, “work (0.17)”, “find (0.08)”, “come (0.22)”, “give (0.59)”, “stay (0.78)”, “learn (3.40)”, “tell (0.28)” are almost the same in both MONE CC and authentic corpus.

Table 43: Log-likelihood Ratio and Significance Level Comparison among verbs used with “Would” in MONE CC and REF CC

Would – MONE CC vs REF CC - LL SCORE						
	MONE CC 276.240		REF CC 637.590			
VERBS	RAW	N-PMW	RAW	N-PMW	LL	+ -
like	164	296,84	243	381,12	18.56	+
be	82	246,16	580	909,67	117.83	-
have	68	83,26	237	371,71	9.65	-
go	23	83,26	85	133,31	4.37	-
join	23	79,64	0	0,00	55.03	+
make	22	72,40	34	53,325	2.08	+
do	20	43,44	118	185,07	18.59	-
mind	12	36,20	14	21,957	2.90	+
drink	10	36,20	1	1,658	17.95	+
come	10	36,20	43	67,441	3.55	-
ask	10	32,58	24	37,641	0.01	-
help	9	28,96	17	26,662	0.23	+
try	8	25,34	12	18,820	0.86	+
buy	7	25,34	12	18,820	0.38	+
see	7	21,72	33	51,757	3.41	-
say	6	21,72	100	156,84	40.23	-
get	6	21,72	63	98,809	18.94	-
visit	6	21,72	1	1,658	9.33	+

Table 43: (Continue)

Would – MONE CC vs REF CC - LL SCORE						
	MONE CC 276.240		REF CC 637.590			
VERBS	RAW	N-PMW	RAW	N-PMW	LL	+ -
leave	6	21,72	13	20,389	0.02	+
watch	6	18,10	1	1,658	9.33	+
use	5	18,10	12	18,820	0.01	-
talk	5	18,10	3	4,705	3.54	+
book	5	18,10	0	0,00	11.96	+
happen	5	18,10	2	3,136	5.03	+
pay	5	14,48	18	31,368	0.84	-

As for the modal verb “would”, Table 43 describes its top 25 verbs distribution with their pmw and log-likelihood values. The findings in the table indicate that while “like” with 296,84 normalized scores is the most frequent verb used with the modal verb would in MONE CC, it is “be” that is the most frequent verb in the authentic language. This situation causes the overuse of the verb “like” and underuse of the verb “be” in MONE CC. The verb “be” with 117.83 negative log-likelihood values is significantly underused with “would” in the coursebooks written by non-native speakers. According to their log-likelihood scores, other underused verbs are “say (40.23)”, “get (18.94)”, “do (18.59)”, “have (9.65)”, and “go (4.37).”

Among the verbs used with “would”, the verb “join” with 55.03 positive log-likelihood values is the significantly overrepresented in MONE CC when compared to authentic language. As shown in the table, “like (18.56)”, “drink (17.95)”, “book (11.96)”, “visit (9.53)”, “watch (9.53)”, “happen (5.03)” are other overused verbs in the coursebooks written by non-native speakers.

Another interesting observation to be deduced from the frequencies is that while “join” with 79, 64 pmw scores and “book” with 18, 10 pmw scores are highly represented in MONE CC; they have no occurrence with “would” in the authentic language.

The results of Table 43 also indicate that there is not a significant difference among the verbs “make (2.08)”, “mind (2.90)”, “come (3.55)”, “ask (0.01)”, “help (0.23)”, “try (0.86)”, “buy (0.38)”, “see (3.41)”, “leave (0.02)”, “use (0.01)”, “talk (3.54)”, “pay (0.84)” in both corpora. Lastly, it seems that nearly half of the most frequent 25 verbs used with “would” are either overused or underused. Therefore, it can be concluded that the verb usage with “would” in MONE CC does not sufficiently reflect the authentic language and need to be revised.

Table 44: Log-likelihood Ratio and Significance Level Comparison among verbs used with “Must” in MONE CC and REF CC

Must – MONE CC vs REF CC - LL SCORE						
	MONE CC 276.240		REF CC 637.590			
VERBS	RAW	N-PMW	RAW	N-PMW	LL	+ -
be	87	314,94	152	238,39	4.17	+
have	35	126,70	67	105,08	0.79	+
do	21	76,02	19	29,79	8.57	+
use	16	57,92	0	0,00	38.28	+
think	10	36,2	21	32,936	0.06	+
take	9	32,58	6	9,410	5.66	+
go	9	32,58	11	17,25	1.93	+
say	7	25,34	18	28,23	0.06	-
buy	5	18,10	0	0,00	11.96	+
learn	5	18,10	2	3,136	5.03	+
know	5	18,10	8	12,547	0.40	+
work	4	14,48	1	1,568	5.29	+
sit	4	14,48	1	1,568	5.29	+
prevent	4	14,48	0	0,00	9.57	+
protect	4	14,48	0	0,00	9.57	+
eat	4	14,48	0	0,00	9.57	+
see	4	14,48	6	9,410	0.43	+
hurt	3	10,86	0	0,00	7.18	+
call	3	10,86	0	0,00	7.18	+
park	3	10,86	0	0,00	7.18	+
make	3	10,86	7	10,978	0.00	-
share	3	10,86	0	0,00	7.18	+
stop	3	10,86	0	0,00	7.18	+
admit	3	10,86	0	0,00	7.18	+
find	3	10,86	0	0,00	7.18	+

Table 44 presents the most frequent 25 verbs used with “must” in MONE CC and their counterparts in authentic language. As shown in the table above, “be” with 317, 94 and 238, 39 normalized scores in MONE CC and REF CC respectively, is the most represented verb used with “must” in both corpora.

A close examination of the table above displays that there are no underused verbs used with “must” in the coursebooks written by non-native speakers when compared to the authentic coursebooks. However, there are several overrepresented verbs in MONE CC. Among these verbs, “use” with 38.28 positive log-likelihood values is the most significantly overused verb used with “must” in MONE CC. According to their positive log-likelihood scores, other overrepresented verbs are “buy (11.96)”, “prevent (9.57)”, “protect (9.57)”, “eat (9.57)”, “do (8.57)”, “hurt (7.18)”,

“call (7.18)”, “park” (7.18)”, “share (7.18)”, “stop (7.18)”, “admit (7.18)”, “find (7.18)”, “work (5.29)”, “sit (5.29), “learn (5.03)”, “be (4.17)”.

Another thing to note is that 12 out of 25 most frequent verbs used with “must” in MONE CC have no occurrence in the authentic language. The interesting point in here is that among these verbs, there are several verbs such as “use”, “buy” or “eat” that are commonly used in language teaching. Such findings display that there are observable differences between the coursebooks written by native and non-native speakers in terms of verb usage with “must”.

4.6. A Specific Focus to use of “Must” in both MONE CC and REF CC

In this chapter of the study, the uses of “must” in MONE CC and REF CC were investigated to show differences and similarities of both corpora in terms of modal usage. The main aim of this examination is to specifically focus on the modal “must” to discuss the authenticity in the coursebooks after demonstrating and analysing modal distributions and verb distributions used with eight modals in the previous chapter of the study. This examination has three stages: a. forms of “must”, b. subjects used with “must”, and c. usage patterns of “must”.

4.6.1. The Forms of “Must”

In the examination of the “*forms of must*” part, each of the sentences including must in both MONE CC and REF CC was mainly analysed, and then, two categories named “obligation” and “strong possibility” were created by the researcher. Afterwards, according to the usage of “must”, these sentences were grouped under the categories of obligation and the strong possibility. In this way, it was aimed to have a clear picture of obligation and strong possibility distribution of “must” in both corpora.

1. *...Birthday party in our garden? Of course, Sue. We must make a to do list first. Do we need any party hats?*

2. *We don't need a clown. Balloons? Yes, mom. We must buy lots of balloons for decoration...*

3. *Farmers shouldn't use too many pesticides. We must use eco-friendly to protect environment.*

4. *I will work for the nature. We must do something for a better world.*

5. *I will graduate from university in my 20s. I must study more. My fiancé and I have a happy family...*

These five examples above were extracted from the MONE CC and REF CC to show the *obligation* form of the “must”. As can be seen from the examples, the “must” can be used in the

sentences reflecting the obligation in a particular situation. This type of usage can be regarded as one of the most leading usages of the modal must.

1. *My teacher is calling. It must be important For English, please press nine!*
2. *School club is holding an activity. It must be very exciting*
3. *Great! Can you tell me where to find him? He must be somewhere in the building*
4. *He couldn't see the hole in front him. He must have fallen in it*
5. *A man lying on the floor next to his bike. He must have fallen off his bike*

Another category of “must” forms in this study is the *strong possibility of meaning*. Although the modals “can, may, or might” are generally used to express the possibility meaning of a particular situation in the English Language, the role of “must” in reflecting strong possibility is quite essential. As can be seen above, five examples of the “must” in the strong possibility form were extracted from both MONE CC and REF CC and demonstrated above. In Table 45 below, both obligation and strong possibility forms of the “must” in both corpora were showed in separated columns. Additionally, in order to make a similarity and difference analysis of the “must” forms between two corpora, the Log-likelihood ratio calculator tool was used and obtained values and symbols were demonstrated at the last columns of the table.

Table 45: The Forms of Must in REF CC and MONE CC

Forms of MUST – MONE CC vs REF CC						
MONE CC 276.240			REF CC 637.590			
MUST	RAW	N-PMW	RAW	N-PMW	LL	+ -
Obligation/ Necessity	181	655,22	130	203,89	103.94	+
Strong possibility	51	184,62	148	232,24	2.06	-
Total	232	839,84	278	436,01	52.39	+

Table 45 shows the comparison of obligation and strong possibility forms of the “must” in MONE CC and REF CC. The findings in the table indicate that “must” has a total 839, 84 normalized scores in MONE CC while it has 436, 01 normalized scores in REF CC. This means that the “must” was used almost twice as much in the coursebooks written by non-native speakers.

One interesting point in the table is that the obligation form of the “must” has 655, 22 normalized scores while strong possibility form has just 184, 62 normalized scores in MONE CC. That is to say, the obligation form of the “must” were used about four times more than strong possibility form in the MONE CC. On the other hand, it can be easily seen in the table that this significant difference between the obligation and strong possibility forms in MONE CC does not

show itself in the REF CC. The obligation form has 203, 89 normalized scores, while the strong possibility form has 232, 24 normalized scores.

What is noteworthy in the table is that obligation forms of the must with 103.94 positive log-likelihood values were significantly overrepresented in the coursebooks written by non-native speakers when compared to the authentic coursebooks. That means that according to the table above, the obligation forms of the must in MONE CC were used three times more than REF CC. However, this situation is different in strong possibility forms of must. It seems that there is not a significant difference (2.06 negative log-likelihood values) between the two corpora in terms of strong possibility form of the must.

All in all, it can be concluded from the table above that there is a significant difference between the obligation and strong possibility forms in MONE CC while there is a similarity between them in REF CC. Another thing to note is that obligation forms of must were highly overused in MONE when compared to the REF CC.

4.6.2. The Subject Distribution used with “Must”

In the “*subjects used with must*” part, the main aim of the researcher was to explore which subjects were used more with the “must” in both corpora. To do this, each of the sentences including must was examined in detail and then, a table presenting the distribution of the subjects in both corpora were created by the researcher. In Table 46 below the subjects used with “must” in both corpora were shown in separated columns. Additionally, in order to make a similarity and difference analysis of the subject usage with “must” between two corpora, the Log-likelihood ratio calculator tool was used and obtained values and symbols were demonstrated at the last columns of the table.

Table 46: Subjects used with the modal “must” in both co

Subjects used with MUST – MONE CC vs REF CC-LL Scores						
MONE CC 276.240			REF CC 637.590			
Subjects	RAW	N-PMW	RAW	N-PMW	LL	+-
I	28	101,36	41	64,304	3.32	+
You	32	115,84	71	111,35	0.03	+
We	53	191,86	10	15,684	78.88	+
They	10	36,200	15	23,526	1.08	+
He	8	28,960	24	37,641	0.43	-
She	3	10,860	15	23,526	1.76	-
It	14	50,680	29	45,483	0.11	-

Table 46 demonstrates and compares the subjects used with “must” in both MONE CC and REF CC. The results of the table above indicate that the subject “we” with 78.88 positive log-likelihood values was significantly overrepresented with “must” in the coursebooks written by non-native speakers.

As shown in the table above, the subject “we” with 191, 86 normalized scores is mostly used with the “must” in MONE CC. However, this situation is the opposite in REF CC. The subject “we” with 15, 684 normalized scores has the least representation among the subjects used with the “must”. According to the table rather than “we”, the subject “you” with 111, 35 normalized scores has the most represented subject in REF CC. The possible reason for this situation can be that in the Turkish context, due to the effects of Turkish culture, the collective mind is very strong while individualism is strong among native speakers of English.

Another point in the table above is that although the difference is not significant, the subject “I” with 3.32 positive log-likelihood values is overused with “must” in MONE CC. All in all, it seems in the table that except for the subject “we”, the subject use with the “must” shows similarities in both corpora.

4.6.3. The Usage Patterns used with “Must” in Both Corpora

In the “usage patterns of must” part, every sentence including must was investigated in both corpora to explore if there is any usage pattern used with “must”. At the first step, the researcher determined 8 different usage patterns used with “must” in REF CC and then, MONE CC was deeply analysed to determine any equivalents of these usage patterns. Lastly, the obtained data were demonstrated in a table to show distributions of the usage patterns used with “must” in both corpora.

In the table below, the comparison of the usage patterns used with “must” in MONE CC and REF CC was demonstrated. Through using log-likelihood values, the differences and similarities between the usage patterns were showed with values and symbols in the last columns of the table.

Table 47: Usage patterns of “Must” in MONE CC and REF CC

Usage patterns of MUST – MONE CC vs REF CC - LL SCORE							
MONE CC 276.240			REF CC 637.590				
Usage pattern	RAW	N-PMW	Usage pattern	RAW	N-PMW	LL	+ -
It must be...	8	28,960	It must be...	11	17,252	1.20	+
It is a must...	5	18,100	It is a must...	0	0,00	11.96	+
This must be...	3	10,860	This must be...	2	3,136	1.89	+

Table 47: (Continue)

Usage patterns of MUST – MONE CC vs REF CC - LL SCORE							
MONE CC 276.240			REF CC 637.590				
Usage pattern	RAW	N-PMW	Usage pattern	RAW	N-PMW	LL	+ -
There must be...	3	10,860	<i>There must be...</i>	6	9,410	0.04	+
I must admit...	3	10,860	<i>I must admit...</i>	7	10,978	0.00	-
That must be...	1	3,620	That must be...	12	18,820	3.98	-
One must be...	0	0,00	One must be...	4	6,273	2.28	-
I must say...	0	0,00	I must say...	9	14,115	6.48	-
Total	24	86,880	Total	51	79,988	0.11	+

It is found out from Table 47 that the total number of usage patterns is more than twice in REF CC. As can be seen in the table above, the usage pattern “it is a must” with 11.96 positive log-likelihood values is significantly overrepresented in the MONE CC. One of the other overrepresented usage patterns is “this must be” with 3.37 positive log-likelihood values. On the other hand, the usage pattern “I must say” with 6.48 negative log-likelihood values is significantly underused in the coursebooks written by non-native speakers. The other significantly underrepresented usage pattern in MONE CC is “that must be” with 3.98 negative log-likelihood values.

A close scrutiny of the table reveals that the usage pattern “it must be” with 28, 960 normalized scores has the most frequency in MONE CC. Conversely, the usage pattern “that must be” with 3, 62 normalized scores has the lowest frequency in MONE CC. Unlike the REF CC, the usage patterns “one must be” and “I must say” have no occurrence in MONE CC.

Another interesting observation to be deduced from the frequencies is that the usage pattern “that must be” which has the lowest representation in MONE CC, with 18, 820 normalized scores is the most frequently used pattern in REF CC. According to the table above, other usage patterns which are frequently represented in REF CC are “it must be (17, 252)”, “I must say (14,115)”, “I must admit (10, 978)”, and “there must be (9,410)”. On the other hand, the usage pattern “this must be” with 3, 136 normalized scores has the lowest representation in the REF CC. Lastly, although the usage pattern “it is a must” is among the frequent patterns in MONE CC, it has no occurrence in REF CC. In the next part of this chapter, all examples of these usage patterns in both MONE CC and REF CC will be presented and discussed in detail.

4.6.3.1. The Usage Pattern “It must be”

MONE CC	REF CC
<ol style="list-style-type: none"> 1. ...of spending his money on unnecessary things. It must be rather distressing for his parents 2. My teacher is calling. It must be important for English, please press nine! 3. School club is holding an activity. It must be very exciting. You know I am into plays 4. ...anything about her birthday party. It must be a surprise. OK. I will keep it secret. 5. I strongly advise you to empathize with them. It must be really depressing for your parents to come up... 6. My sister is getting married on Saturday. It must be very exciting. What is your plan for... 7. Are we doing a kind of a robot? Bingo! It must be very difficult. We can't do it with these... 8. We used to buy bread every morning from there. It must be easier to do shopping in grocery store... 	<ol style="list-style-type: none"> 1. but you know, it must be something special about you 2. You'll need 2 eggs, 20g of smoked bacon (it must be smoked), 20-30g of Parmesan 3. It must be an anniversary party! Oh, sure. You're right 4. It must be about how different people like different... 5. Of course. It must be hard for them. 6. Phone's always ringing. It must be hard to concentrate. 7. She's spotted us. Peggy! Gosh, it must be, what, 15 years since I last saw you 8. I'm really sorry to hear about your problems. It must be terrible to be at home at the moment 9. Yeah, of course, but it must be switched off... 10. Yes, of course, and anyway, it must be really difficult to see exactly. 11. Has Ann had the baby yet? It must be due anytime now. Oh, yes. Haven't you heard?

Subjective modal expressions are generally accepted as important feature of modal expressions. Being one of them, “must” implies that there is an “implicit” type of conviction in the examples (Halliday and Matthiessen, 2004: 150). The usage patterns of “it must be” represented above show that the pattern was used in native and non-native writers almost in similar numbers with a likelihood ratio of 1.20. Both usages suggest that a “strong probability” and “necessity” meanings are inherent in the examples even though the meanings vary in terms of contextual framework, strength and source of the probability case. In addition to the “strong probability” meaning, it is seen in the examples that there are a few samples with “necessity” meaning as well. While it is true that both corpora consist of examples of the pattern, the contextual and referential meanings of these usages seem to suggest a shift from one semantically expressed meaning to another depending on the context and several pragmatic features.

The analysis here included only the interpretation of the sample sentences in both corpora in terms of context and the different meanings they convey. First of all, the sample sentences in the REF corpus include few (n: 3) necessity statements (1, 2, and 9) and in the first sample, this necessity seems to root from the speakers' own judgment (epistemic modality: but you know, it must be something special about you). In the second and the third sentences, however, the root necessity seems to come from the outside (non-epistemic modality: it must be smoked, but it must be switched off). The remaining sentences in the REF corpus are probability samples in various degrees. While the strong epistemic possibility is seen in some samples (3, 8, 10), in other the strength of possibility seems not to root from the speakers' own judgment (non-epistemic modality).

In the MONE CC corpus samples, it seems that almost all the samples are based on strong types of epistemic possibility. The speakers in each sample seem to show a strong judgment that the proposition underlying the utterance is true (It must be really depressing, exciting, very difficult, easier, rather distressing ...). The use of such strong possibility or necessity statements in MONE CC seem to present use narrow scope and content in terms of the usage patterns of the structure.

4.6.3.2. The Usage Pattern “It is a must”

MONE CC	REF CC
<ol style="list-style-type: none"> 1. <i>It is not an addiction, actually. It is a must. My grandmother is 70 and she has just bought a</i> 2. <i>When the food is ready, it is a must to label it. Three people, who are the judges...</i> 3. <i>...off their shoes while entering a house. It is a must to say that these people aren't only friendly</i> 4. <i>In the UK, it is a must that every student has to do some kind of sports</i> 5. <i>...the eggs pasta, meat, and béchamel sauce. It is a must to have a great Bolognese sauce.</i> 	<p>In the REF CC, the usage pattern “It is a must” has no occurrence.</p>

As can be seen above, the usage patterns of “it is a must” in both MONE CC and REF CC are represented. According to Table 47, the usage pattern “it is a must” has 18, 100 normalized scores in non-native corpus while it has no occurrence in the native corpus. Therefore, this usage pattern

with 11.96 positive log-likelihood scores was significantly overrepresented in the coursebooks written by non-native speakers.

This overrepresentation signifies that non-native learners express necessity situations by using one of the strongest forms of doing so, and this may be given to the fact that the non-native learners emphasize some of the structures, rarely used by the native counterparts, in the target language as a means of realizing one function of the modal without actually fulfilling the pragmatic content by failing to employ other means of expressing the meaning.

All examples above clearly show that the usage patterns “it is a must” suggest a “strong necessity” meanings in different contexts. The utterances “*In the UK, it is a must that every student has to do some kind of sports.*” or “*...the eggs pasta, meat, and béchamel sauce. It is a must to have a great Bolognese sauce*” can be given as examples of strong necessity meaning used with the usage pattern “*it is a must*” in the coursebooks written by non-native speakers.

4.6.3.3. The Usage Pattern “This must be”

MONE CC	REF CC
<ol style="list-style-type: none"> 1. <i>I know this. This must be Mayan Mask Temple, mustn't it? You're right. You are in Mexico!</i> 2. <i>...(the telephone rings) This must be grandma as she said she would call us</i> 3. <i>...but, the building isn't the same. This must be new. Also there was an old public fountain.</i> 	<ol style="list-style-type: none"> 1. <i>Of course, some of this must be coincidence</i> 2. <i>For employees of his company, Virgin, this must be one of the most attractive jobs.</i>

The examples of usage patterns “this must be” represented above show that the usage patterns were used with different numbers in both corpora. The patterns with 10, 860 normalized scores were used almost triple in the coursebooks written by non-native speakers compared to the authentic coursebooks. However, it is not likely to mention a significant difference between the two corpora (1.89 positive log-likelihood scores).

As can be seen from the examples above, the usage patterns “this must be” convey strong possibility meanings rather than an obligation in both native and non-native coursebooks. The sentences in both MONE CC and REF CC like “*I know this. This must be Mayan Mask Temple, mustn't it? You're right. You are in Mexico!*” or “*For employees of his company, Virgin, this must*

be one of the most attractive jobs” seems to convey strong possibility meanings. Therefore, it can be interestingly concluded that neither in the native, authentic corpus nor in the non-native corpus, the usage pattern “this must be” was not used to mention any obligatory situation in a context.

4.6.3.4. The Usage Pattern “there must be”

MONE CC	REF CC
<ol style="list-style-type: none"> 1. <i>A friend of me advised to walk. Then there must be other must-see places on our way to Galata</i> 2. <i>...haven't been receiving signals for two hours. There must be a problem with the satellite</i> 3. <i>You said it! I'm starving. There must be something to eat in my bag. Oh, God. I forgot</i> 	<ol style="list-style-type: none"> 1. <i>...That girl, there must be graduation.</i> 2. <i>It looks like the streets closed. There must be some kind of problem.</i> 3. <i>There must be something special happening. Oh, yeah</i> 4. <i>Do you like to travel?" So there must be a lot of travel.</i> 5. <i>This is ridiculous! Surely there must be another table you can give us</i> 6. <i>We end up thinking, There must be more to life than this</i>

The usage patterns “there must be” have 10, 860 normalized scores in the coursebooks written by non-native speakers while they have 9, 410 normalized scores in the authentic coursebooks. As can be seen from log-likelihood scores above (0.04 positive), it can be found out that there is not any significant difference between two corpora in terms of the usage patterns “there must be”.

All examples of the usage pattern “there must be” in MONE CC demonstrate that this usage pattern was used to convey strong possibility meaning in particular contexts. As an example, in the sentences “*You said it! I'm starving. There must be something to eat in my bag. Oh, God. I forgot*” or “*A friend of me advised to walk. Then there must be other must-see places on our way to Galata*” the usage patterns “*there must be*” were used to state a probability of a particular situation.

When the examples are analysed, it can be possible to make the same inference for the 4 out of 6 examples in the authentic corpus. That is to say, except the 5th and sixth sentences, the usage pattern “there must be” conveys a strong possibility meaning in each of the sentences. The sentences “*It looks like the streets closed. There must be some kind of problem*” or “*There must be*

something special happening. Oh, yeah” can be given examples of the strong possibility meanings of the usage pattern.

On the other hand, it can be noticed that in the sentences: *“This is ridiculous! Surely there must be another table you can give us”* and *“We end up thinking. There must be more to life than this”* the usage patterns “there must be” were used to describe an obligatory situation in a particular context. All in all, it can be concluded that the usage patterns “there must be” were only used to describe strong possibility meanings of the sentences in the coursebooks written by non-native speakers while they were used to describe both strong possibility and obligation in the authentic coursebooks.

4.6.3.5. The Usage Pattern “I must admit”

MONE CC	REF CC
<ol style="list-style-type: none"> 1. ...forgot about keeping their voices down, and I must admit that I got carried away as well. 2. ...yourself and your feelings creatively. But, I must admit that photography is an expensive hobby. 3. ...in different colors and an octopus tentacle. I must admit that surprisingly I liked all the seafood 	<ol style="list-style-type: none"> 1. I guess. I must admit, I never thought of it that way. 2. French writer Victor Hugo, which, I must admit... 3. But I'm, um, not a fan of the place, I must admit. 4. ...with a Scottish accent, of course. I must admit I don't know much about Scotland. 5. I see your point. I must admit we always send Jenny out of the kitchen. 6. And I must admit, I don't like Amis Jones as a critic. 7. And I must admit - he does appear rather unusual when you...

According to Table 47 above, the usage pattern “I must admit” have almost the same normalized scores in the coursebooks written by both native and non-native writers. Therefore, it can be naturally inferred that there is not any significant difference between the two corpora in terms of the usage pattern “I must admit” (0.00 log-likelihood score).

All the examples above extracted from both MONE CC and REF CC signify that the usage pattern “I must say” conveys a self-imposed necessity in particular contexts. The sentences like *“...yourself and your feelings creatively. But, I must admit that photography is an expensive*

hobby”, “...with a Scottish accent, of course. I must admit I don’t know much about Scotland” or “...in different colours and an octopus tentacle. I must admit that surprisingly I liked all the seafood” can be given as examples of self-imposed necessity in the coursebooks written by both native and non-native speakers.

4.6.3.6. The Usage Pattern “That must be”

MONE CC	REF CC
<p>1. <i>It is taking a bite out of our wallet. That must be the reason why it is called vampire.</i></p>	<ol style="list-style-type: none"> 1. I just joined a band. That must be fun 2. <i>That must be his wife. Look at how they're smiling</i> 3. <i>That must be hard.</i> 4. <i>I see. That must be fascinating! Yeah</i> 5. <i>That must be interesting.</i> 6. <i>That must be great.</i> 7. <i>I bet. That must be fun.</i> 8. <i>I understand. But, gosh, that must be hard</i> 9. <i>Poor you. That must be awful! Well, it's quite painful, yes.</i> 10. <i>That must be worth at least a thousand pounds up in London.</i> 11. <i>What about this one, the girl? That must be a candlestick in front of her face.</i> 12. <i>Look at the bedroom window, it's open. That must be how he escaped</i>

The usage patterns of “that must be” represented above demonstrate that the patterns were used with different numbers in the coursebooks written by native and non-native writers. The results of Table 47 above indicate that this usage pattern has 3, 620 normalized scores in the non-native corpus while it has 18, 820 normalized scores in the authentic corpus. Therefore, it can be inferred from the table that the usage pattern “that must be” with 3.98 negative log-likelihood scores were significantly underrepresented in the coursebooks written by non-native speakers.

A close examination of the sentences above demonstrates that the strong probability meaning is inherent in all of the examples. In the MONE CC, the usage pattern “that must be” used with strong probability meaning has only one occurrence in total (*It is taking a bite out of our wallet. That must be the reason why it is called vampire*). On the other hand, this usage pattern has 12

occurrences in the authentic corpus, and all of these occurrences convey strong probability meanings. The sentences like “*That must be his wife. Look at how they’re smiling*”, “*Poor you. That must be awful! Well, it’s quite painful, yes.*” or “*What about this one, the girt? That must be a candlestick in front of her face.*” can be given as examples of strong possibility meaning of the usage pattern “that must be”.

Another interesting observation to be deduced from the sentences is that the roots of probabilities in all examples (both MONE CC and REF CC) are included speakers’ own judgment (epistemic modality). The sentences above: “*That must be hard*”, “*I see. That must be fascinating! Yeah*”, “*That must be interesting*”, “*That must be great*”, “*I bet. That must be fun*” can be examples of epistemic modality since the roots of the necessity come from the speakers’ own judgments in these examples.

4.6.3.7. The Usage Pattern “One must be”

MONE CC	REF CC
<p>In MONE CC, the usage pattern “One must be” has no occurrence.</p>	<ol style="list-style-type: none"> 1. <i>It was a miserable childhood, but one must be careful.</i> 2. <i>...and one must be content to remain an agnostic.'</i> 3. <i>...therefore, one must be in there, he's a kind of composite figure,</i> 4. <i>....the Earth in a brilliant display of light. One must be quite patient to witness the most</i>

The results of Table 47 above reveal that the usage pattern “one must be” has 6, 273 normalized scores in authentic coursebooks while it has no occurrence in the coursebooks written by non-native speakers. Although it is not a significant difference, the usage pattern with 2.28 negative log-likelihood values was underrepresented in the non-native corpus.

According to the sentences above, the usage *pattern* “one must be” was used to convey obligatory situations in certain contexts. The sentences: “*It was a miserable childhood, but one must be careful*”, “*....the Earth in a brilliant display of light. One must be quite patient to witness the most*” can be given examples of necessity meaning of the usage pattern. As shown in the examples above, the usage pattern conveys necessity meaning in certain contexts.

4.6.3.8. The Usage Pattern “I must say”

MONE CC	REF CC
<p>In MONE CC, the usage pattern “I must say” has no occurrence.</p>	<ol style="list-style-type: none"> 1. <i>I must say I've always thought 16 is too young</i> 2. <i>I must say I really enjoy it.</i> 3. <i>Yeah, I must say. I think, in general, it's a really good</i> 4. <i>But I must say, I recently visited Cuba...</i> 5. <i>You start work early, which I don't like I must say, but when you go home at four or five o'clock</i> 6. <i>I must say it's the hardest work I've ever done</i> 7. <i>I must say, it's been a lot harder than I thought.</i> 8. <i>I must say I haven't really thought about it.</i> 9. <i>Finally, I must say that I love my brothers very much.</i>

It is realized in Table 47 above that the usage pattern “I must say” has 14, 115 normalized scores in the REF CC while it has no occurrence in the MONE CC. This usage pattern with 6.48 negative log-likelihood values was significantly underrepresented in the coursebooks written by non-native coursebooks. This underrepresentation shows that there is a clear difference between the coursebooks written by native and non-native writers in terms of the usage pattern “I must say”.

Another thing to note is that “I must say” is the most underused the usage pattern in the MONE CC according to the log-likelihood scores in Table 47. The main reason for this situation is that the usage pattern has 14, 115 normalized scores in the authentic coursebooks while it has no occurrence in the coursebooks written by non-native speakers.

A close examination of the 12 examples above displays that the roots of necessity in all examples come from the speakers’ own judgment about a particular situation. As shown in the examples like “*You start work early, which I don't like I must say, but when you go home at four or five o'clock*”, “*I must say, it's been a lot harder than I thought*” or “*Yeah, I must say. I think, in general, it's a really good*” the type of necessity can be named as a self-imposed necessity since it comes from the speakers’ own judgements.

DISCUSSION AND CONCLUSION

As Barbieri & Eckhardt (2007: 319) argued that "corpus-based analysis is an ideal tool to re-evaluate the order of presentation of linguistic features in textbooks and to make principled decisions about what to prioritize in textbook presentations." In this regard, the central concern of this study was to investigate the authenticity levels of coursebook contents written by non-native writers and used in state schools as language materials in Turkey through comparing to the previously determined four coursebooks, which act as a source of authenticity in this study. While investigating the authenticity levels of the coursebooks, two main aspects were compared, these being grammatical structures and lexical contents.

This study attempted to discover the authenticity levels of the coursebooks written by non-native writers within three steps. First of all, a questionnaire and an semi-structured interview were conducted with the English language teachers working in the provinces of Erzurum, Ağrı, and Trabzon so as to discover their thoughts and ideas about the authenticity levels of specific grammatical structures and lexical contents used in language coursebooks. Second, two corpora, named as MONE CC and REF CC, were compiled from the data obtained from the coursebooks written by native and non-native writers. Afterward, grammatical and lexical contents used in the coursebooks written by non-native writers were compared to the authentic coursebooks so as to discover similarities and differences (overuse and underuse levels) of these contents in both corpora. Third, it was intended to focus on the modal "must" specifically. The forms of "must" (obligation and strong probability), subjects, and lexical patterns used with "must" were compared and analysed in terms of authenticity.

The comprehensive literature has revealed that despite some controversies among the researchers, the use of authentic materials in foreign/second language classrooms has gained more supporters in recent years. The previous studies on authenticity have proved that most language learners like dealing with authentic materials in their classrooms. However, it seems that there is not enough empirical research aimed to determine the possible effects of authentic materials on students' language competence. Aside from the previous studies, with authenticity in mind, the positive or negative roles of coursebooks in language teaching and learning were investigated within the relevant literature. As the designer of the curriculum and the only contact of learners with the language, the importance of language coursebooks are unappreciated. If not selected carefully and if contents are not appropriate to the real-life situations, language coursebooks may misguide students.

In countries like Turkey, despite the crucial role of coursebooks in language classrooms, it is not possible to state that authenticity in coursebooks gets the necessary attention from both coursebook writers and researchers. Although there are several studies about the language coursebooks, it seems that they search learner attitudes, perceptions, or their face value about coursebooks rather than the linguistic content of them. At this point, corpus, as a huge database of authentic language collected and stored in computers, provided valuable sources for authentic language contents to be included in language coursebooks. Since corpora can provide information on the distribution of certain linguistic aspects in real language, they can be used as ideal tools for comparing, analysing, and evaluating language coursebooks.

However, it is hard to say that authentic corpus data get the necessary attention in the language coursebooks. Despite the critical importance of the real-life situations in the coursebooks, they do not seem to be including adequate authentic corpus data. In the literature, as previously shown, several scholars like Hyland (1994), Gilmore (2004), Römer (2005), and Anping (2005) analysed and compared linguistic features of certain language coursebooks using corpus-based research analysis, but these studies were not so comprehensive.

In the Turkish context, almost all researchers, teachers, and students complain about the inefficacy of language coursebooks used in the state primary, secondary, and high school levels. However, it seems that there is almost no study on corpus-based authenticity analysis of language coursebooks. According to Mindt (1997: 50), "corpus-based studies of grammar can do much to bring the teaching of English into accordance with actual language use." Therefore, this study intended to discover the authenticity levels of language coursebooks (grammatical structures and lexical contents) used in Turkish state secondary and high schools from corpus linguistics perspectives. As a result of this study, it was explored to what extent Turkish language learners are exposed to real language data and determined some problematic items in the language coursebooks when compared to the authentic coursebooks. The findings proved that the language used by the coursebooks used in state secondary and high schools in Turkey has a quite similarity to the real language qualities. In this regard, corpus-based techniques like frequencies of items converted per million words (pmw) values, Log-likelihood ratios were administered by the researcher to make analyses and comparisons between MONE CC and REF CC.

In order to eliminate the possible disadvantages of giving grammatical and lexical contents too much/little place and importance, the findings obtained from the authentic coursebooks can be beneficial to raise the awareness of authenticity by presenting more important and frequent items in real-life situations. In this way, language coursebooks can have more opportunities to prepare language learners for real-life communication situations.

Research Question 1: What are the perceptions of MEB English teachers regarding the English coursebooks currently used in secondary and high schools in Turkey in terms of authentic content?

At the beginning of this study, a questionnaire and a semi-structured interview were prepared and conducted with the English language teachers working in MONE schools in the provinces Erzurum, Ağrı, and Trabzon. In this way, it was aimed to explore perceptions of teachers on the grammatical and lexical contents of coursebooks written by non-native writers in terms of authenticity. In this study, the questionnaire enabled to reach many English language teachers in a relatively short time while the semi-structured interview enabled participants to state their own thoughts and ideas about the coursebooks.

According to the result of both questionnaires and semi-structured interviews, it was observed that except for the very limited number of them, almost all the teachers complained about the language coursebooks written by non-native writers by stressing problematic issues like irrelevant grammatical and lexical items to the real language. The teachers who participated in the questionnaire stressed that language coursebooks should provide more language structures and lexical items existing in real life. They also added that the target language culture should be more reflected in the coursebooks. According to the teachers, language coursebooks should reflect how the language structures and lexical items are used in daily life since, in this way, language learners could know which feature to focus on more.

In the last item of the questionnaire, it was aimed to discover to what extent language teachers desire to use the same coursebooks in the future. The findings showed that a vast number of teachers (88, 0%) were not willing to reuse the same coursebooks in the future. These percentages toward unwillingness the reuse of the same coursebooks can give the material writers an insight to revise the language coursebooks used in the Turkish context by giving more place to the items existing in real authentic language.

Research Question 2: What is the degree of authenticity of English coursebooks used in MONE schools in Turkey when compared to corpus-based native coursebooks in terms of grammar aspects?

According to their normalized frequency scores and log-likelihood values of the grammatical items – Tenses and Modals – in the coursebooks written by non-native writers, it can be assumed that the language coursebooks used in Turkish state secondary and high schools seem not adequately provide authentic language contents compared to the coursebooks written by native writers. As shown in the previous chapters, there are crucial differences between the course books written by native and non-native writers in terms of tense and modal use.

As mentioned in the literature review, according to Peksoy (2013), a corpus-based comparison of the ELT coursebooks used in Turkey prove that tenses are sprinkled in course books with little or too much stress, and these are covered again in each course book but this time in different order. Similarly, in this study, the findings in previous chapters revealed that there are significant differences in positive and negative forms of tensed verbs between two corpora. "Simple Present Tense" with negative 113.24 log-likelihood values was significantly underused in the coursebooks written by non-native writers. Based on the findings, only "Present Continuous" and "Future Tense" were overrepresented in the MONE CC compared to the authentic corpus. These findings can be regarded as significant since they can prove that language coursebooks are constructed based on writers' intuition rather than research findings.

Although Present Continuous is presented by most course books, reference guides, self-study materials and even teaching practitioners at the early stages of language education, Present Continuous have less representation than Simple Past and Present Perfect Tenses in the reference authentic coursebooks. On the other hand, according to the results of the corpus-based comparison, while Simple Past has more representation than Present Perfect in the MONE CC, the corpus findings of reference coursebooks show the opposite. This situation proves that Present Perfect is used more to describe past events in the authentic language but coursebooks written by non-native writers do not seem to pay enough attention to this reality.

In the coursebooks written by non-native writers, "Present Continuous Tense" has a lower representation than "Future Tense," while the findings of authentic coursebooks show the opposite. One of the possible reasons for this situation seems that while "Present Continuous Tense" is highly used to describe future events in the authentic coursebooks, coursebooks written by non-native speakers do not pay enough attention to this characteristic of the "Present Continuous Tense.

The findings show that the order of verb tenses presented by the coursebooks does not seem to be in accordance with the logical or scientific order since the frequency orders of the verb tenses in MONE CC are significantly different from the order in the authentic language. These findings prove that language coursebooks were written just by intuition rather than in the light of scientific data.

In the modal perspective, it can be assumed that the coursebooks written by native and non-native writers show little similarity. As an example, although "can" is the most frequently used modal in coursebooks written by both native and non-native writers, it is overused in the MONE CC. A similar observation can be made on the modal "will." Although, the second most represented modal is "will" in each corpus, "it is almost twice more used in MONE CC than REF CC counterpart. 12 out of 13 modal verbs analysed in this study are either overrepresented or underrepresented in MONE CC.

These little similarity scores prove that grammatical items in the language coursebooks used by Turkish state secondary and high schools are not presented in accordance with the authentic language. The findings obtained from this study may give the coursebook writers an insight to revise the books and to give much more importance to the language contents existing in real language. Since in the countries where the English language is a foreign language, coursebooks are the core elements of teaching and the primary source of input for the language learners. Therefore, for a language coursebook, closeness to real-life language is quite significant to get an accurate picture of the target language. Unsystematically and irrelevantly presented grammar items might cause learners' confusion about the nature of language. So, this study discovered the grammar items existing in real-life language and their weight in the course books written by non-native writers.

These inconsistencies between the MONE CC and reference corpus show invaluable data to revise and improve language teaching materials on the basis of these findings. Assuming that language pieces presented by the coursebooks are the type of English prioritized in classroom settings in Turkey, some changes and improvements regarding the grammatical contents of language coursebooks can be recommended to the material writers as a result of the findings obtained from the corpus-based comparison of the coursebooks so as to expose language learners more authentic native-like language.

Research Question 3: What is the degree of authenticity of English coursebooks used in MONE schools in Turkey when compared to corpus-based native coursebooks in terms of lexical aspects?

One of the other steps of this study is lexical data analysis in the coursebooks written by both native and non-native writers. In this study, the lexical data analysis comprised in three parts. In the first part of lexical data analysis, by using Sketch Engine Corpus Query Tool, most frequently used 50 verbs, nouns, adjectives, and adverbs were extracted from the MONE CC. Since the number of the total tokens in both corpora is not equal, the data were normalized to per million words so as to make reliable and valid comparisons. Lastly, by using the Log-Likelihood Ratio Calculator, the significant differences of lexical data in both corpora were described with the numbers and symbols, and then these values obtained from both corpora were analysed and compared in detail. In the second part of lexical data analysis, most frequent 25 verbs used with verb tenses were extracted from the coursebooks written by non-native writers and compared to the authentic coursebooks. In this part, it was aimed to make a corpus-based description and comparison of the verbs used with the verb tenses in the coursebook written by both native and non-native writers. In the third part of lexical data analysis, like the previous part, the same procedures were utilized to describe the most frequent 25 verbs used with modals in the coursebooks written by non-native writers. Afterward, these most frequent 25 verbs used with modals were compared to the

counterparts used in the authentic coursebooks so as to discover possible similarities and differences of the coursebooks.

As a result of these processes, which lexical data were overused, underused, or properly distributed in the coursebooks written by non-native writers, were explored. As proved in the Peksoy (2013)'s study, the lexical contents in course materials were written or prepared with no authenticity in mind. Similarly, as presented in related tables in Chapter 4, despite several similar scores and values of the lexical data in the coursebooks, it can be observed that most of the lexical items were either underused or overused in the coursebooks written by non-native writers compared to the authentic coursebooks. Besides, some of the items do not even have any representation in the whole corpus, which makes it impossible to make analysis or comparison with REF CC.

All of the lexical data obtained from both MONE CC and REF CC provide valuable data in order to make significant comparisons and interpretations. According to the results, it can be assumed that language coursebooks used by MONE schools show very little similarity in some aspects to the authentic coursebooks in terms of using lexical items. It is so crucial that language coursebooks should present how the language is used in daily life and which items and vocabularies are used most in which structures in daily life. However, this little similarity to the authentic coursebooks noticeably proves that language contents in course materials used in the Turkish context were written or prepared with no authenticity in mind.

Including real-life examples, photos, charts, etc. may not always make a language material authentic. In addition to these contents, language structures existing in daily life need to be reflected. That is, which lexical patterns are practiced most in which language structures in real life should be provided in the coursebooks. In this way, language learners can focus on the authentic language contents more. However, the findings of this study showed that verbs used with verb tenses or modals in the coursebooks written by non-native writers do not properly resemble authentic interactions in real life.

Research Question 4: To what extent are there similarities between the native and non-native coursebooks regarding the usage patterns of "must" from necessity and probability aspects?

In this part of the study, the main aim is to specifically focus on the modal "must" to discuss the authenticity in the coursebooks after demonstrating and analysing modal distributions and verb distributions used with eight modals in the previous chapters. To do this, all of the usage of "must" in the coursebooks written by both native and non-native writers were scrutinised and explored differences and similarities of both corpora in terms of modal usage.

In order to specifically focus on the "must", three categories were created by the researcher: a. forms of "must", b. subjects used with "must", and c. usage patterns of "must". In the examination of the *"forms of must"* part, each of the sentences, including must in both MONE CC and REF CC was mainly analysed, and then two categories named "obligation" and "strong possibility" were created.

In this way, it was aimed to have a clear picture of obligation and strong possibility distribution of "must" in both corpora. According to the results of Table 45, the obligation forms of the "must" were used about four times more than strong possibility form in the MONE CC while there is an apparent similarity between obligation and strong possibility forms of "must" in the authentic coursebooks. Another thing to note is that obligation forms were significantly overrepresented in the coursebooks written by non-native writers when compared to the authentic coursebooks. Therefore, it can be regarded that there are clear differences between the coursebooks used by MONE schools and authentic ones in terms of forms of "must".

In the *"subjects used with must"* part, all the subjects used with "must" in both corpora were analysed and compared. As a result of these processes, it was observed that despite the similar distribution of subjects in both corpora, the subject "we" significantly overrepresented with "must" in the coursebooks written by non-native writers.

In the *"usage patterns of must"* part, every sentence including must was investigated, and then, eight different usage patterns used with "must" were determined in both corpora. As a result of log-likelihood value comparisons of the usage patterns, it was explored that one usage pattern (it is a must) was significantly overrepresented while two of usage patterns (that must be and I must say) were underused in the coursebooks used by MONE schools in Turkey compared to the authentic coursebooks.

To sum up, as for the comparison of the usage of verb tenses in both MONE CC and reference coursebooks, the similarity is no less different than in modal verbs in both corpora. In addition to the overused or underused modal forms in the coursebooks written by non-native writers, the order of the modal verbs (in terms of frequency) shows significant differences in both corpora.

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APPENDIXES

Appendix A: Informed Consent

Sayın Katılımcımız;

Katılacağınız bu Çalışma, “‘Must’ Yapısına Özel Olarak Odaklanılarak Türk Devlet Okullarında Kullanılan İngilizce Ders Kitaplarının Otantik Dil Bilgisi Ve Kelime İçerikleri Açısından Derlem Analizi” (*Corpus Analysis Of English Coursebooks Used In Turkish State Schools In Terms Of Authentic Grammatical And Lexical Contents With A Specific Focus To The Use Of “Must”*) adıyla, Samet KARA tarafından 2019-2020 Eğitim-Öğretim Yılı içinde yüksek lisans tez çalışması için yapılacak araştırmanın uygulamasıdır.

Araştırmanın Hedefi: Türk devlet okullarında kullanılan İngilizce ders kitaplarının otantik dil bilgisi ve kelime grupları açısından değerlendirilmesi

Araştırmanın Nedeni: Yüksek Lisans Tez Çalışması

Araştırmanın Yapılacağı Yer: Trabzon, Erzurum, Ağrı illerindeki devlet ortaokul ve liseler

Araştırma Uygulaması: Anket ve Açık Uçlu Mülakat

Araştırma T.C. Milli Eğitim Bakanlığı'nın ve okul/kurum yönetiminin izni ile gerçekleştirilmektedir. Araştırma uygulamasına katılım tamamıyla gönüllülük esasına dayalı olmaktadır. Çalışmada sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Veriler sadece araştırmada kullanılacak ve üçüncü kişilerle paylaşılmayacaktır.

Uygulamalar, kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden rahatsız hissederseniz cevaplama işini yarıda bırakabilirsiniz.

Katılımı onaylamadan önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Çalışma bittikten sonra bizlere telefon veya e-posta ile ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz. Saygılarımla.

Araştırmacı : Samet KARA
İletişim Bilgileri: Telefon: 05... eposta: Samet.kryln2558gmail.com
Adres : Rabiaana mah. Aydınoğlu sok. İpekevler B blok kat:1 no:3..
Yakutiye/ERZURUM

Yukarıda bilgileri bulunan araştırmaya katılmayı kabul ediyorum.

Tarih : .../.../.....

Adı-Soyadı:

İmza :

Appendix B: Permission Document



T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü

Sayı : 81576613-605.01-E.10505609
Konu : Araştırma Uygulama İzin Talebi

28.05.2019

KARADENİZ TEKNİK ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Genel Sekreterlik)

- İlgi: a) Karadeniz Teknik Üniversitesi Genel Sekreterlik Öğrenci İşleri Daire Başkanlığının 09/05/2019 tarihli ve 76127911-399-E.499/18080 sayılı yazısı
b) Ortaöğretim Genel Müdürlüğünün 17/05/2019 tarihli ve 84037561-605.01-E.9801808 sayılı yazısı
c) Din Öğretimi Genel Müdürlüğünün 22/05/2019 tarihli ve 98029973-605.01-E.100930071 sayılı yazısı
ç) Temel Eğitim Genel Müdürlüğünün 24/05/2019 tarihli ve 70297673-605.01-E.10281317 sayılı yazısı
d) Millî Eğitim Bakanlığının 22/08/2017 tarihli ve 35558626-10.06.01-E.12607291 (2017/25) sayılı genelgesi

İlgi (a) yazı ile Karadeniz Teknik Üniversitesi, Sosyal Bilimler Enstitüsü, Batı Dilleri ve Edebiyatı Ana Bilim Dalı Yüksel Lisans Programı öğrencisi Samet KARA'nın "Corpus-Based Contrastive Content Analysis of MEB English Course Books Currently Used in Turkish State Schools in Terms of Grammatical and Lexical Complexity with a Special Focus to Principles of "Naturalness" and "Authenticity" konulu yüksek lisans tezi kapsamında İngilizce öğretmenlerinin tutum ve düşüncelerini belirlemek amacıyla hazırlanmış olduğu veri toplama aracının Trabzon, Erzurum ve Ağrı illerinde bulunan resmî ortaokul ve liselerde görev yapmakta olan İngilizce öğretmenlerine uygulanmasına yönelik izin talebi Genel Müdürlüğümüzce incelenmiştir.

Denetimi il/ilçe millî eğitim müdürlükleri ve okul/kurum idaresinde olmak üzere, kurum faaliyetlerini aksatmadan, gönüllülük esasına göre; onaylı bir örneği Bakanlığımızda muhafaza edilen ve uygulama sırasında da mühürlü ve imzalı örnekten çoğaltılmış veri toplama aracının ilgi (b), (c), (ç) yazılar ve ilgi (d) Genelge doğrultusunda uygulanmasına izin verilmiştir.

Gereğini ve bilgilerinizi arz ederim.

Anıl YILMAZ
Genel Müdür V.

Ek: Veri Toplama Araçları (2 Sayfa)

Emniyet Mahallesi Milas SokakNu:8 06560 Yenimahalle-ANKARA
Telefon No: (0 312) 296 94 00 Fax: (0 312) 213 61 36
E-Posta: yegitek@meb.gov.tr İnternet Adresi: http://yegitek.meb.gov.tr

Bilgi için: Şeyda KARABULUT Dr.Atilla DEMİRBAŞ
Öğretmen Koordinatör
Telefon No: : (0 312) 296 94 18 (0 312) 296 95 82

Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evraksorgu.meb.gov.tr> adresinden e8fa-defd-33e7-a8e3-496a kodu ile teyit edilebilir.

Appendix C: The Questionnaire (English)

Dear Attendees;

This survey has been designed to evaluate course books, used in foreign language teaching, in terms of authenticity and naturalness for a master thesis in the Department of Western Languages and Literature, Applied Linguistics at Karadeniz Technical University. The reliability of findings gathered at the end of the survey depends on your attention and sensitivity while responding to the questions. Please read each item carefully and mark the most appropriate option (x) for you. Your information will only be used for research purposes and will not be shared with anyone. Thank you for your time.

In our survey, the term “Authenticity” refers to whether there are structures specific to the target language or not.

Samet KARA (Teac.)

Ali Şükrü ÖZBAY (Asst. Prof.)

Karadeniz Technical University

PERSONAL INFORMATION

Gender?

Male Female

Education?

Bachelor's Degree Master Degree Doctorate

Working Institution?

Primary School Secondary School High School

Working Experience?

1-5 years 6-10 years 11- 15 years 16 years and more

Department of Graduation?

English Teaching English Language and Literature Translation

American Language and Literature Linguistics Other

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
in the English coursebooks taught by the state schools of National Ministry of Education...					
1. language structures prompt students to use language structures existing in daily life (natural)	1	2	3	4	5

Appendix C: (Continue)

		2. structures specific to the target language (authentic) have been used.	1	2	3	4	5
		3. there is adequate information about the cultures in the countries where the target language is used (America, England, etc.).	1	2	3	4	5
		4. there are links between the contents used and the situations encountered in real life.	1	2	3	4	5
		5. informative elements about the target language culture (English) have been used.	1	2	3	4	5
		6. language structures facilitating oral communication in the target language have been used	1	2	3	4	5
		7. there are elements increasing the students' motivations about learning foreign languages	1	2	3	4	5
		8. language structures help to solve the communication problems encountered in daily life.	1	2	3	4	5
		9. natural language structures that may be needed in real life have been used.	1	2	3	4	5
		10. language structures specific to the target language have been used .	1	2	3	4	5
		11. the offered language structures help students' responding to the acceptance and expectations of the target language.	1	2	3	4	5
used in the English coursebooks taught by the state schools of National Ministry of Education..			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2. Skills & Sub-skills	a) Reading	1. in the reading texts, there are language structures specific to the target language that will improve reading proficiency	1	2	3	4	5
		2. the reading texts contain language structures existing in daily use. (natural)	1	2	3	4	5
		3. the contents of the reading texts are interesting.	1	2	3	4	5
	b) Writing	1. writing activities allow students to use language structures existing in daily use (natural).	1	2	3	4	5
		2. writing subjects allow students to write in accordance with situations they may encounter in daily use.	1	2	3	4	5
		3. language structures allow students to generate studies specific to the target language (authentic)	1	2	3	4	5
	c) Listening	1. listening contents prepare students to the situations they may encounter in daily use.	1	2	3	4	5
		2. the listening contents contain language structures existing in daily use. (natural)	1	2	3	4	5
		3. listening contents help in understanding language structures specific to the target language (authentic)	1	2	3	4	5
	d) Speaking	1. there are similarities between the speech topics and the situations that may be needed in real life.	1	2	3	4	5
		2. speaking topics allow students to use language structures existing in daily use (natural).	1	2	3	4	5

Appendix C: (Continue)

		3. speaking topics help to be used language structures specific to the target language (authentic)	1	2	3	4	5
e)	Grammar	1. grammar rules help to generate language structures that may be needed in daily life.	1	2	3	4	5
		2. grammar rules include uncommon grammar structures in real life.	1	2	3	4	5
		3. examples based on real-life situations are given in teaching grammar	1	2	3	4	5
		4. grammar subjects support teachers' use of language structures specific to the target language (authentic)	1	2	3	4	5
3. Practical Considerations (general aims)		1. English coursebooks are suitable for the goals of the Ministry of National Education in foreign language education	1	2	3	4	5
		2. Activities in English coursebooks are appropriate for the students' levels.	1	2	3	4	5
		3. English coursebooks have been generated by considering the needs of students with different learning levels.	1	2	3	4	5
		4. Learning subjects in English coursebooks are suitable for students with different types of intelligence.	1	2	3	4	5
		5. Activities used in English coursebooks enable classroom interaction techniques (pair work, group work, etc.).	1	2	3	4	5
		6. The units in English coursebooks are suitable for students' readiness levels.	1	2	3	4	5
		7. English coursebooks lead students to research either outside of the classroom.	1	2	3	4	5
		8. One of the most vital reasons for the problems in foreign language teaching is the quality of coursebooks	1	2	3	4	5
		9. Foreign language coursebooks have an affirmative role in teaching English.	1	2	3	4	5
		10. The same coursebooks should be used again during the academic years in the future.	1	2	3	4	5
Please briefly state your thoughts about whether the current English coursebooks include language structures that are specific to the target language (authentic) and existing in daily life (natural).							

Appendix D: Anket

Değerli Katılımcılar;

Bu anket Karadeniz Teknik Üniversitesi Batı Dilleri ve Edebiyatı Bölümü Uygulamalı Dil Bilim yüksek lisans tez çalışması için, yabancı dil eğitiminde kullanılan ders kitaplarının otantiklik (özgünlük) ve doğallık açılarından değerlendirilmesi amacıyla hazırlanmıştır. Araştırma sonunda elde edilecek bulguların güvenilirliği, soruları yanıtlarken göstereceğiniz özene ve dikkate bağlıdır. Lütfen her bir maddeyi dikkatlice okuyarak size göre en uygun seçeneği (x) ile işaretleyiniz. Bilgileriniz sadece araştırma amaçlı kullanılacak ve kimseyle paylaşılmayacaktır. Çalışmaya ayırdığınız zaman için teşekkür ederim.

“Otantiklik” terimi anketimizde “hedef dile özgü yapıların var olup olmadığı” anlamında kullanılmıştır.

Samet KARA (Öğr.)

Ali Şükrü ÖZBAY (Dr.Öğr.Üyesi)

Karadeniz Teknik Üniversitesi

KİŞİSEL BİLGİLER

Cinsiyetiniz?

Bay Bayan

Eğitim Durumunuz?

Lisans Yüksek Lisans Doktora

Çalıştığınız kurum?

İlkokul Ortaokul Lise

Mesleki Kıdeminiz?

1-5 yıl 6-10 yıl 11- 15 yıl 16 yıl ve üstü

Mezun olduğunuz bölüm?

İngilizce öğretmenliği İngiliz Dili ve Edebiyatı Mütercim Tercümanlık Amerikan Dili ve Edebiyatı

İngilizce Dil Bilim Diğer

Appendix D: (Continue)

Kesinlikle katılmıyorum 2. Katılmıyorum 3. Kararsızım 4. Katılıyorum 5. Kesinlikle katılıyorum

Maddeler		Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum	
T.C. Milli Eğitim Bakanlığına bağlı devlet okullarında okutulan İngilizce ders kitaplarında...							
1. Subjects & Contents of the books	1. kullanılan dil yapıları, öğrencileri günlük hayatta yeri olan (doğal) dil yapılarını kullanmaya sevk eder.	1	2	3	4	5	
	2. hedef dile özgü (otantik) dil yapıları kullanılmıştır.	1	2	3	4	5	
	3. hedef dilin kullanıldığı ülkelerdeki (Amerika, İngiltere vb.) kültürler hakkında yeterli bilgiler vardır.	1	2	3	4	5	
	4. kullanılan içerikler ile gerçek hayatta karşılaşılan durumlar arasında bağlantılar vardır.	1	2	3	4	5	
	5. hedef dilin (İngilizce) kültürü hakkında bilgilendirici öğeler kullanılmıştır.	1	2	3	4	5	
	6. hedef dilde sözlü iletişim kurmayı kolaylaştıracak dil yapıları kullanılmıştır.	1	2	3	4	5	
	7. öğrencilerin yabancı dil öğrenmedeki motivasyonlarını artıracak içerikler mevcuttur.	1	2	3	4	5	
	8. kullanılan dil yapıları, günlük yaşamda karşılaşılan iletişim sorunlarının çözümlerine yardımcı olur.	1	2	3	4	5	
	9. gerçek yaşamda ihtiyaç duyulabilecek doğal dil yapıları kullanılmıştır.	1	2	3	4	5	
	10. hedef dile özgü (otantik) dil yapılarına yer verilmiştir.	1	2	3	4	5	
	11. sunulan dil yapıları, hedef dilin kabullerine ve beklentilerine cevap vermede öğrencilere yardımcı olur.	1	2	3	4	5	
T.C. Milli Eğitim Bakanlığına bağlı devlet okulların da okutulan İngilizce ders kitaplarında kullanılan...		Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum	
2. Skills & Sub-skills	a) Reading	1. okuma parçalarında, okuma becerisini geliştirecek hedef dile özgü (otantik) dil yapıları vardır.	1	2	3	4	5
		2. okuma parçaları günlük kullanımda yeri olan (doğal) dil yapıları içerir.	1	2	3	4	5
		3. okuma parçalarının içerikleri ilgi çekici niteliktedir.	1	2	3	4	5
	b) Writing	1. yazma aktiviteleri, öğrencilere günlük kullanımda yeri olan (doğal) dil yapılarını kullanma olanağı sunar.	1	2	3	4	5
		2. yazma konuları, öğrencilere günlük kullanımda karşılaşılabilecekleri durumlara uygun olarak yazı yazma olanağı tanır.	1	2	3	4	5
		3. dil yapıları, öğrencilerin hedef dile özgü (otantik) çalışmalar ortaya çıkarmalarına olanak tanır.	1	2	3	4	5
	c) Listening	1. dinleme içerikleri, öğrencileri günlük yaşamlarında karşılaşılabilecekleri durumlara hazırlar.	1	2	3	4	5

Appendix D: (Continue)

		2. dinleme içerikleri, günlük kullanımda yeri olan (doğal) dil yapılar içerir.	1	2	3	4	5
		3. dinleme içerikleri, hedef dile özgü (otantik) dil yapılarının anlaşılmasına yardımcı olur.	1	2	3	4	5
	d) Speaking	1. konuşma başlıkları ile gerçek yaşamda ihtiyaç duyulabilecek durumlar arasında benzerlikler vardır.	1	2	3	4	5
		2. konuşma konuları, günlük kullanımda yeri olan (doğal) dil yapılarının kullanılmasına olanak tanır.	1	2	3	4	5
		3. konuşma konuları, hedef dile özgü (otantik) bir dil kullanılmasına yardımcı olur.	1	2	3	4	5
	e) Grammar	1. dil bilgisi kuralları, günlük yaşamda ihtiyaç duyulabilecek dil yapılarının oluşturulmasına yardımcı olur.	1	2	3	4	5
		2. dil bilgisi kuralları, gerçek hayatta yaygın olmayan dil bilgisi yapılarını içerir.	1	2	3	4	5
		3. dil bilgisi konularının öğretilmesinde, gerçek durumlara dayalı örnekler verilmiştir.	1	2	3	4	5
		4. dil bilgisi konuları, öğretmenlerin hedef dile özgü (otantik) materyaller kullanmalarını destekler.	1	2	3	4	5
	3. Practical Considerations (general aims)	1. İngilizce ders kitapları Millî Eğitim Bakanlığının yabancı dil eğitimindeki hedeflerine uygundur.	1	2	3	4	5
2. İngilizce ders kitaplarında yer alan etkinlikler öğrenci seviyelerine uygundur.		1	2	3	4	5	
3. İngilizce ders kitapları farkı öğrenme düzeyindeki öğrencilerin ihtiyaçları dikkate alınarak hazırlanmıştır.		1	2	3	4	5	
4. İngilizce ders kitaplarında bulunan öğrenme konuları farklı zekâ türlerine sahip öğrenciler için uygundur.		1	2	3	4	5	
5. İngilizce ders kitaplarında kullanılan aktiviteler sınıf içi etkileşim yöntemlerine (eşli çalışma, grup çalışması vb.) olanak tanır.		1	2	3	4	5	
6. İngilizce ders kitaplarındaki üniteler öğrencilerin hazır-bulunmuşluk seviyelerine uygundur.		1	2	3	4	5	
7. İngilizce ders kitapları, öğrencileri ders dışında da araştırmalar yapmaya yöneltir.		1	2	3	4	5	
8. Yabancı dil öğretiminde yaşanan olumsuzlukların en önemli nedenlerinden birisi de ders kitaplarının niteliğidir.		1	2	3	4	5	
9. Yabancı dil ders kitapları İngilizce öğretiminde olumlu bir role sahiptir.		1	2	3	4	5	
10. Gelecek yıllardaki eğitim-öğretim dönemlerinde de aynı ders kitapları tekrar kullanılmalıdır.		1	2	3	4	5	
Kullandığımız İngilizce ders kitaplarının hedef dile özgü ve gerçek hayata uygun dil yapıları içermesi konusundaki düşüncelerinizi kısaca belirtiniz.							

Appendix E: Sketch Engine Data Query Formula

Simple Present Tense	[tag="VVP.*" tag="VVZ.*" tag="VHP.*" tag="VHZ.*"]
Simple Present Tense Negative	("(?I)do" "(?i)does") ("(?i)not" "(?i)n't")
Present Continuous Tense	([tag="VBP.*" tag="VBZ.*"]) ([tag="VVG.*" tag="VBG.*" tag="VHG.*"])
Present Continuous Tense Negative	([tag="VBP.*" tag="VBZ.*"]) ("(?i)not" "(?i)not") ([tag="VVG.*" tag="VBG.*" tag="VHG.*"])
Simple Past Tense	[tag="VVD.*" tag="VHD.*"]
Simple Past Tense Negative	("(?i)did") ("(?i)not" "(?i)n't")
Past Continuous Tense	[tag="VBD.*"] ([tag="VVG.*" tag="VBG.*" tag="VHG.*"])
Past Continuous Tense Negative	[tag="VBD.*"] ("(?i)not" "(?i)n't") ([tag="VVG.*" tag="VBG.*" tag="VHG.*"])
Future Tense	[lemma="will*."]
Future Tense Negative	([lemma="will*." lemma="wo"]) ("(?i)not" "(?i)n't")
Future Continuous Tense	[lemma="will*." tag="VB.*"] ([tag="VVG.*" tag="VBG.*" tag="VHG.*"])
Future Continuous Tense Negative	([lemma="will*." lemma="wo"]) ("(?i)not" "(?i)n't") [tag="VB.*"] ([tag="VVG.*" tag="VBG.*" tag="VHG.*"])
Future Perfect Tense	[lemma="will*." tag="VH.*"] ([tag="VVN.*" tag="VBN.*" tag="VHN.*"])
Future Perfect Tense Negative	([lemma="will*." lemma="wo"]) ("(?i)not" "(?i)n't") [tag="VH.*"] ([tag="VVN.*" tag="VBN.*" tag="VHN.*"])
Future Perfect Continuous Tense	[lemma="will*." tag="VH.*"] [tag="VBN.*"] ([tag="VVG.*" tag="VBG.*" tag="VHG.*"])
Future Perfect Continuous Tense Negative	[lemma="will*." ("(?i)not" "(?i)n't") [tag="VH.*"] [tag="VBN.*"] ([tag="VVG.*" tag="VBG.*" tag="VHG.*"])
Present Perfect Tense	([tag="VHP.*" tag="VHZ.*"]) ([tag="VVN.*" tag="VBN.*" tag="VHN.*"])
Present Perfect Tense Negative	([tag="VHP.*" tag="VHZ.*"]) ("(?i)not" "(?i)n't")
Present Perfect Continuous Tense	([tag="VHP.*" tag="VHZ.*"]) [tag="VBN.*"] ([tag="VVG.*" tag="VBG.*" tag="VHG.*"])
Present Perfect Continuous Tense Negative	([tag="VHP.*" tag="VHZ.*"]) ("(?i)not" "(?i)n't") [tag="VBN.*"] ([tag="VVG.*" tag="VBG.*" tag="VHG.*"])
Past Perfect Tense	[tag="VHD.*"] ([tag="VVN.*" tag="VBN.*" tag="VHN.*"])
Can	[tag="MD*." & word="(?)can.*"]
Cannot	([tag="MD" & word="(?)ca"] [tag="RB"]) [word="(?)cannot"]
May	[tag="MD*." & word="(?)may.*"]
May not	[tag="MD*." & word="(?)may.*"] ("(?i)not" "(?i)n't")
might	[tag="MD*." & word="(?)might"]
Might not	[tag="MD*." & word="(?)might"] ("(?i)not" "(?i)n't")
Will	[lemma="(?)will*." & tag="MD*" & word!="d.*"]

Appendix E: (Continue)

Will not	([lemma="(?)will*." & tag="MD*" & word != "d.*"] [word="wo"]) ("(?)not" "(?)n't")
Could	[tag="MD" & word="(?)could"]
Could not	[tag="MD" & word="(?)could"] ("(?)not" "(?)n't")
Would	[tag="MD" & word="(?)would"]
Would not	[tag="MD" & word="(?)would"] ("(?)not" "(?)n't")
Should	[tag="MD" & word="(?)should"]
Should not	[tag="MD" & word="(?)should"] ("(?)not" "(?)n't")
Must	[tag="MD" & word="(?)must"]
Must not	[tag="MD" & word="(?)must"] ("(?)not" "(?)n't")
Shall	[tag="MD" & word="(?)shall"]
Shall not	[tag="VM0*" & lemma="shall"] [tag="XX0*."]
Ought to	[tag="MD" & word="(?)ought"]
Ought not to	[tag="MD" & word="(?)ought"] ("(?)not" "(?)n't")
Need	[tag="MD" & word="(?)need"]
Need not	[tag="MD" & word="(?)need"] ("(?)not" "(?)n't")
Dare	[tag="MD" & word="(?)dare"]
Dare not	[tag="MD" & word="(?)dare"] ("(?)not" "(?)n't")

Appendix F: The American Linguist Noam Chomsky's Response to the Electronic Mail



Samet KARA <samet.kryln2558@gmail.com>

30 Ara 2018 21:40



Alıcı: chomsky ▾

I do not really think you will give an answer to my email because I know you are too busy but anyway I would like to try my chance. first of all I am writing you from Turkey. In Turkey, I am teaching English for Turkish children. Besides, I am an MA student in a university in Turkey. I am a big fan of you I wish I could keep in touch with you. I have a big problem. I want to find an answer for a complicated problem. Could you please answer this question "Is there a difference between Authenticity and Naturalness? If yes what is the difference?"

If you answer this mail, I can come true my dreams... sorry for interrupting... Sincerely...



Noam Chomsky <chomsky@mit.edu>

30 Ara 2018 22:51



Alıcı: ben ▾

İngilizce ▾ > Türkçe ▾ İletiyi çevir

[İngilizce için kapat](#) x

Interesting question. The concepts seem close, but I suspect a careful analysis would locate differences. Can a dog have authenticity?



CURRICULUM VITAE

Samet KARA was born in Sivas, in May 1993. He completed primary school in Hafik, Sivas in 2007. He studied the Field of Foreign Language in high school and graduated in 2011. He attended the Department of Foreign Language Teaching at Atatürk University and graduated from that department in 2015. He worked as an English teacher in Pasinler for three years in a Pasinler Secondary School. Currently, he has been working as an English teacher in Hilalkent 125. Yıl Secondary School in Erzurum.

KARA is single and he can speak English.

