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**A CORPUS BASED STUDY ON THE AUTHENTICITY OF  
DIALOGUES IN THE B1-B2 LEVELS ELT COURSEBOOKS  
USED IN TURKEY**

Master's Thesis

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## THESIS APPROVAL

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## ÖZET

### TÜRKİYE’DE KULLANILAN B1-B2 SEVİYESİNDE İNGİLİZCE DİL ÖĞRETİMİ DERS KİTAPLARINDA GEÇEN DİYALOGLARIN DERLEM TEMELLİ ÖZGÜNLÜK ANALİZİ

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Yabancı dil öğrenme sürecinde doğru ve akıcı konuşma nihai hedef olduğundan, İngilizce dil öğretimi ders kitaplarındaki diyalogların özgünlüğü daha da önemli hale gelmiştir. Ancak, diyalogların öğrencileri günlük hayatta karşılaşılabilecekleri İngilizceye hazırlama işlevine sahip olup olmadığı oldukça şüphelidir. Bu nedenle, bu çalışma öğrencilerin okulda karşılaştıkları, sözde “okul İngilizcesi” ile otantik İngilizce kullanımını karşılaştırmak için İngilizce dil öğretimi ders kitapları derlemine kullanır. Çalışma, B1-B2 seviyesindeki İngilizce dil öğretimi ders kitaplarında bulunan diyaloglardaki ifadelerin, derlem sonuçları ve ana dil konuşmacısının yorumları aracılığıyla otantik dil kullanımıyla ne ölçüde uyduğunu araştırmaktadır. 2014 İngiliz Ulusal Derlemin sözlü kısmı (Spoken British National Corpus 2014) referans derlem olarak kullanılmıştır ve derlem verileri, bir çevrimiçi derlem analiz programı olan SketchEngine aracılığıyla analiz edilmiştir. Anadil konuşmacısının diyalogların otantikliği hakkındaki yorumları bir görüşme yoluyla araştırılmıştır ve anadil konuşmacısının yorumlarından elde edilen nitel verileri analiz etmek için içerik analizi yöntemi kullanılmıştır. Derlem tabanlı araştırma sonuçları, ders kitaplarındaki diyalogların O’Keeffe ve arkadaşları (2007) tarafından önerilen pragmatik işlevlere sahip işlevsel kategorileri yetersiz temsil ettiğini göstermektedir. Nitel araştırmada anadil konuşmacısı ders kitaplarındaki diyaloglarda pek çok otantik olmayan ve hatalı dil kullanımını ortaya çıkarmıştır. Araştırma sonunda İngilizce dil öğretimi ders kitaplarının dili ile otantik dil kullanımı arasında bir tutarsızlık olduğu görülmüştür. Sonuç olarak, bu çalışma Milli Eğitim Bakanlığı'na (MEB) bağlı Talim ve Terbiye Kurulu Başkanlığı'nın materyal geliştirme sürecinde derlem yönteminin ve anadil konuşmacısı desteğinin önemini vurgulamaktadır.

**Anahtar Sözcükler** : Özgünlük, Derlem, Derlem temelli Ders Kitabı İncelemesi, Diyalog

## ABSTRACT

### A CORPUS BASED STUDY ON THE AUTHENTICITY OF DIALOGUES IN THE B1-B2 LEVELS ELT COURSEBOOKS USED IN TURKEY

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Because speaking accurately and fluently is the ultimate goal in a foreign language learning process, the authenticity of dialogues in the ELT coursebooks becomes even more significant. However, it is rather doubtful whether the dialogues have the function of preparing students for the English language they are likely to encounter in daily life. For that reason, this study uses a corpus of ELT coursebooks to compare the language which the students encountered in school, so-called the term “school English” with authentic English usage. The study investigates to what degree the expressions in the dialogues in the B1-B2 levels ELT coursebooks correspond to authentic language use by means of corpus results and native speaker's comments. The Spoken British National Corpus 2014 (Spoken BNC2014) is used as a reference corpus and corpus data is analyzed through Sketch Engine, an online corpus tool. Native speaker's comments about the authenticity of dialogues are investigated through an interview and content analysis method is used to analyze qualitative data obtained from native speaker comments. Corpus based research results indicate that the dialogues in the coursebooks underrepresent the functional categories with pragmatic functions suggested by O'Keeffe et al. (2007). In qualitative research, the native speaker revealed a lot of inauthentic and erroneous language use in dialogues in the coursebooks. At the end of the study, it was found that there is a discrepancy between ELT coursebooks language and authentic language use. All in all, this study emphasizes the significance of corpus method and native speaker support for material development process of the Board of National Education affiliated to the Ministry of National Education (MoNE).

#### **Keywords**

: Authenticity, Corpus, Corpus-based Coursebook Analysis, Dialogue

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2021

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## LIST OF ABBREVIATIONS

|         |   |
|---------|---|
| BNC     | British National Corpus                                       |
| CEFR    | Common European Framework of Reference for Languages          |
| COBUILD | Collins Birmingham University International Language Database |
| DMs     | Discourse markers   |
| EFL     | English as a Foreign Language                                 |
| EIL     | English as an International Language                          |
| ELT     | English Language Teaching                                     |
| ESL     | English as a Second Language                                  |
| LL      | Log-Likelihood  |
| MoNE    | Ministry of National Education                                |
| NS      | Native Speaker  |

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# 1. INTRODUCTION

This introductory chapter briefly presents the background of the study and then examines the problem that triggered the present study. After that, the purpose and scope of the study and the research questions are presented. Lastly, the limitations and assumptions of the study, and the methodology of the study are presented.

## 1.1. Background of the Study

Corpus is described as “collections of texts (or parts of text) that are stored and accessed electronically” (Hunston, 2002, p. 2). Corpus shows how a language works and how knowledge about a language is practiced in a real-life context. The enhanced computer usability has changed the analysis of the corpus from a topic for specialists to one that is accessible to all. Along with this growth in corpus studies, there is increasing concern over coursebooks analyses in terms of the quality of English language teaching (ELT) and the learning process in the world. McEnery and Wilson (2001) state the significance of corpus in the language learning process as follows: “Corpus examples are important in language learning as they expose students at an early stage in the learning process to the kinds of sentences and vocabulary which they will encounter in reading genuine texts in the language or in using the language in real communicative situations” (p. 120).

There can be many reasons for the failure of language learning in Turkey. Coursebooks, which are compulsorily used in Turkish public schools, may contribute to this failure. The failure of coursebooks to present how a language really works in daily life is widely discussed in the academic community. Crystal and Davy (1975) express their views on this issue as follows: the language presented to students in coursebooks is ‘far away from that real, informal kind of English which is used very much more than any other during a normal speaking lifetime’ (p. 2).

Despite the growing interest of the corpora in the field of language teaching, the effect of corpora on research studies about coursebooks may remain comparatively limited and some corpus-based studies have been conducted for coursebooks are especially in the vocabulary and grammar teaching functions of coursebooks in Turkey (e.g., Baydal, 2016; Peksoy, 2013; Kartal, 2018). But there is not enough study about the authenticity of dialogues in the ELT coursebooks in a

real language context. To this end, this study set out with the aim of assessing the authenticity of dialogues in B1-B2 levels ELT coursebooks in Turkey.

## **1.2. Statement of the Problem**

It is an undeniable fact that English is the lingua franca of the world (Harmer, 1991; House, 2003; Seidlhofer, 2005). Lingua franca is defined as “a vehicular language spoken by people who do not share a native language” (Mauranen, 2003, p. 513). Because English is one of the most widely spoken languages in the world, it enables people to be in communication with the rest of the world. In today’s world, English is the language of education, science, media, technology, policy, etc.

The English language maintains its importance in the Turkish context, too. Because of its growing status as a contact language, people all over the world are trying to learn effectively communicating in English, and thus, many countries have begun to give utmost importance in the teaching and learning of it in their national curriculums. Turkey is not an exception. English is the most preferred foreign language of nearly all students (98,4%) in Turkey (Genç, 1999). Most of the Turkish students have a desire to understand/speak English. But they can not develop communicative competence. Even though Turkish students received approximately +1000 hours of English courses before graduating from high schools, they still have speaking and understanding problems in English later (British Council & TEPAV, 2013). Turkey continuously ranks far behind on different studies measuring English language skills (British Council & TEPAV, 2015). The EF English Proficiency Index (henceforth EF EPI) is one of them. EF EPI rate countries by the average level of English language skills among those adults who have taken the EF exam. According to the EF EPI data of 2020, Turkey ranks at the 69th position out of 100 countries and has scored ‘low proficiency’ English level (EF EPI, 2020).

English is taught as a compulsory course at every educational level (primary, secondary, and higher) in Turkey. The Turkish Ministry of National Education (MoNE) provides ELT coursebooks (also the other coursebooks) for free. Teachers have no alternatives to select appropriate coursebooks for their classes, they must use the coursebooks provided by MoNE. According to article 37 of the Official Journal of Turkey dated September 12, 2012, MoNE has forbidden teachers to purchase coursebooks and other educational tools that are not determined by the Ministry.

Foreign language teachers usually follow the coursebooks strictly and try to complete all activities in it. Therefore, coursebooks play a crucial role in English language instruction in Turkey.

Because English is taught as a foreign language (EFL) in Turkey, students are exposed to the foreign language in a very limited way outside the classroom and have nearly no chance to practice their English-speaking ability in daily life. The language learning process of Turkish students is restricted to classroom practice based on coursebook-centered activities. For that reason, ELT coursebooks have become even more important in the Turkish context. Numerous studies have shown that most of the EFL teachers in Turkey are not satisfied with the representation of the real and authentic language in coursebooks (Tekir & Arıkan, 2007; Uztosun, 2018; Dülger, 2016). O’Keeffe et al. (2007) agree on this idea by stating that the language taught in the classroom mostly depends on the writers' intuition on how to use that language rather than the actual use of that language. Therefore, it may be claimed that the language used in coursebooks is far from authenticity and accuracy.

Dialogues are one of the most effective means to represent students' real authentic communicative use of language. Thus, especially in foreign language contexts such as Turkey, where students have very limited exposure to target language use outside the classrooms, dialogues within the coursebooks help them gain effective authentic communication skills. As the aim of the language teaching process is expected from students to use the knowledge they have learned in their coursebooks in daily communication, it is crucial that the dialogues reflecting the daily speaking language ensure authenticity and accuracy. But the coursebooks rarely go beyond offering fixed dialogues. The dialogues in the coursebooks are usually performed to reinforce a language structure, a grammar rule, pronunciation, or new vocabularies. Indeed, dialogues in the coursebooks should have used to teach how to manage a conversation in that language, “but the purpose was not to teach the rules of communication, appropriateness and, use: the focus was nearly always a structural one...” (McDonough & Shaw, 2012, p. 169). Fixed dialogues that have structural language teaching purposes can not offer authentic language. Using an inauthentic language may lead to problems in a genuine interaction between ‘real’ people that occurred in an everyday conversation. For that reason dialogues in the coursebooks

should not be too formal, they should represent the everyday speech of that language. “Instead of isolated and decontextualized competencies, interaction-oriented tasks allow learners to embrace the tasks because of their meaning and usefulness” (Jacomard & Kuuse, 2016, p. 26).

### **1.3. Purpose of the Study**

This study aims at analyzing the authenticity of dialogues in B1-B2 levels ELT coursebooks by comparing with the Spoken British National Corpus 2014 (Spoken BNC2014) to address the gap between coursebook dialogues and authentic language use. The study investigates the authenticity of the spoken discourse of dialogues in the coursebooks compared with items in the functional categories with pragmatic functions suggested by O’Keeffe, McCarthy, and Carter (2007). O’Keeffe et al. suggest some items for each of the categories. These categories are discourse markers, face and politeness, vagueness and approximation, and conversational routines. The study also aims at asking the opinion of the native speaker about the authenticity of the dialogues in the coursebooks.

### **1.4. The Research Questions**

This study aims to investigate whether B1-B2 levels ELT coursebooks provide authentic dialogues comparing with the Spoken BNC2014 and whether they represent the functional categories with pragmatic functions of spoken discourse, such as discourse markers, face and politeness, vagueness and approximation, and conversational routines suggested by O’Keeffe et al. (2007).

In line with this aim, the study addresses the following research questions:

1. What are the most frequent 50 words in the dialogues in B1-B2 levels ELT coursebooks and the Spoken BNC2014?

2. Are there any significant differences between the dialogues in the coursebooks and the Spoken BNC2014 in terms of authenticity?

2.1. Do the dialogues in the coursebooks represent the items in functional categories with pragmatic functions of spoken discourse, such as discourse markers, face and politeness, vagueness and approximation, and conversational routines suggested by O’Keeffe et al. (2007)?

3. Is there a significant difference between frequency distribution of items in the functional categories with pragmatic functions suggested by O’Keeffe et al. (2007) in B1-B2 levels ELT coursebooks and the Spoken BNC2014?

4. What are native speaker’s comments about the authenticity of dialogues in B1-B2 levels ELT coursebooks?

The authenticity of the dialogues used in the coursebooks will be discussed in the context of learning English as a foreign language (EFL), raising such research questions above as whether they facilitate or even hinder successful authentic language learning.

### **1.5. Scope of the Study**

The research aims to examine the authenticity of dialogues in B1-B2 levels ELT coursebooks used in state high schools in Turkey. The dialogues, both written and transcribed, in three B1-B2 levels ELT coursebooks suggested by MoNE are examined in the study. The coursebooks are *Ortaöğretim İngilizce 10 Ders Kitabı*, *Silver Lining 11 Student’s Book*, and *Count Me In 12 Student’s Book*.

### **1.6. Overview of the Methodology**

This study aims at doing a corpus-based analysis of the authenticity of dialogues in B1-B2 levels ELT coursebooks implemented with computer assistance and corpora of the naturally occurring data. Three B1-B2 levels ELT coursebooks suggested by MoNE are examined in the study. The reason why the dialogues are analyzed in this study is that the dialogues are the most efficient means to reflect the real-life context in the coursebooks.

This study is a descriptive study that aims to look into the authenticity of dialogues in B1-B2 levels ELT coursebooks in Turkey used in the 2019-2020 academic year. Mixed methods research, where quantitative and qualitative data are collected and analyzed, is conducted in this study. In this study, the quantitative data were collected via corpus analysis of the dialogues in the coursebooks comparing with the Spoken BNC2014. The qualitative data on the authenticity and clarity of the dialogues in the coursebooks were obtained from the views of one British female native speaker with a bachelor’s degree.

The study is based on mixed method data analysis; quantitative and qualitative analysis. Quantitative data analyzed through the corpus-analytic program Sketch Engine. Qualitative data obtained from the interview with a native speaker of English analyzed through the content analysis method.

### **1.7. Assumptions and Limitations of the Study**

It is assumed that the coursebooks as a foreign language teaching material are prepared in line with the writers' intuition, not with the authentic use of language. It is also assumed that the native speaker of English analyzes the authenticity of dialogues in the coursebooks properly and in-depth.

One of the main limitations of this study is that it is restricted to B1-B2 levels ELT coursebooks used in state high schools in Turkey. Primary and secondary levels ELT coursebooks were out of the scope of this study. The reason beneath this is that the language level of the high school coursebooks is higher than elementary and secondary school coursebooks. While elementary school level coursebooks contain English at the sentence level, high school coursebooks have more conversational elements and dialogues. As it is assumed that they involve more authentic items like dialogues, this study is only restricted to B1-B2 levels ELT coursebooks used in state high schools.

Another drawback of this study is that only B1-B2 levels ELT coursebooks used in state high schools approved by the Board of Education and provided by MoNE were analyzed. There are lots of private high schools in Turkey. Generally, they do not use the local coursebooks which are provided by the MoNE in Turkey. They use commercial ELT coursebooks produced by international publishers such as Cambridge University Press, Oxford University Press, Longman, Heinemann, YDS Publishing. Since it was almost impossible to determine which commercial ELT coursebooks each private high school uses, the commercial ELT coursebooks are not included in the scope of the study. This study is limited to B1-B2 levels ELT coursebooks used in state high schools in Turkey.

Another limitation of the study is that the investigation of the authenticity of the language used in the coursebooks is only limited to written and spoken dialogues presented in the coursebooks. The main reason for focusing on the dialogues is that

they are effective means to represent the communicative functions of the target language.

### **1.8. Definitions of the Terms**

Authenticity: “Real language produced by a real speaker or writer for a real audience and designed to convey a real message” (Morrow, 1977, p. 13).

Common European Framework of Reference (CEFR): “It provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe” (Council of Europe, 2001, p.1).

Corpus (Plural Corpora): “It is a collection of texts, written or spoken, which is stored on a computer” (O’Keeffe, McCarthy, & Carter, 2007, p. 1).

Corpus Linguistics: Corpus linguistics is a methodology to obtain and analyze the language data either quantitatively or qualitatively (McEnery & Wilson, 2001).

Coursebook: “It is a textbook of which the teacher and, usually, each student has a copy, and which is in principle to be followed systematically as the basis for a language practice” (Ur, 1996, p. 183).

Dialogue: “It is a Conversation between two or more people as a feature of a book, play, or movie” (“Dialogue,” n.d.).

## **2. LITERATURE REVIEW**

In this chapter, the theoretical background of the study and previous studies in the literature related to this topic are presented. Firstly, it offers a detailed overview of corpus linguistics, its historical development and techniques, and corpus-based studies in the literature. Then, coursebooks use in the ELT field is discussed in detail. The last subsection of this chapter intends to focus on the authenticity of language teaching materials.

### **2.1. Corpus Linguistics**

A well-known definition of corpus by McEnery and Wilson (2001) is the following:

...any collection of more than one text can be called a corpus: the term 'corpus' is simply the Latin for 'body', hence a corpus may be defined as any body of text. But the term 'corpus' when used in the context of modern linguistics tends most frequently to have more specific connotations than this simple definition (p. 19).

The connotations of corpus are:

- sampling and representativeness
- finite size
- machine-readable form
- a standard reference

McEnery and Wilson (2001) explain these connotations in their book as follows: Since it is an impracticable and unending job to examine every single utterance in a language, a smaller sample of the variety is designed to create a corpus. The sample represents a picture of the variety as accurately as possible. Also, a corpus has a finite size. For instance 10.000.000 words. But monitor corpus is an exception in this respect. The Monitor corpus is constantly updated and texts are being added to it. So that it grows in size over time. With the advent of computers, the 'machine-readable' feature is added to the corpus. Before the computers, the corpus was collected in printed texts. Machine-readable corpora enables users to easily and rapidly search for data and update the information at any time. Lastly, for the language variety which it serves, a corpus constitutes a standard reference.

As Baker (2010) states that “Corpus linguistics is an increasingly popular field of linguistics which involves the analysis of (usually) very large collections of electronically stored texts, aided by computer software” (p. 93). Corpora can include both written and transcribed spoken texts. As Kennedy (1998) defines corpus: "a body of written text or transcribed speech which can serve as a basis for linguistic analysis and description" in his book *An Introduction to Corpus Linguistics* (p. 21). It is worth noting that the corpora, or electronic samples of real language, include conversation transcriptions, traditional and newer texts so that the texts offer more authentic language.

### **2.1.1. History of Corpus Linguistics**

Corpus linguistics is considered a method of linguistics. But its status is still a debatable issue either as a method or a subdiscipline. Most of the scholars shared the view that corpus linguistics is not a subdiscipline of linguistics, likewise phonetics, semantics, pragmatics, and so forth (Leech, 1992; McEnery & Wilson, 1996; Meyer, 2002). All of these subdisciplines focus on analyzing some aspect of the use of language; however, corpus linguistics is not restricted to a specific aspect of language. It can be used in almost all areas of linguistics. Leech (1992) holds the view that corpus linguistics is “a methodological basis for pursuing linguistic research” (p. 105), rather than a separate field within linguistics.

Corpus linguistics is not a new idea; it is mainly a phenomenon from the late 1950s onwards. This is due to the corpus studies' almost complete dependence on computerized text-computer technology that had to develop to the purpose where it could manage large amounts of electronic text. Most of this early research made use of one of the most simple corpus analysis methods, the frequency list, though compiling frequency lists of tens of thousands of words of textual content was a much more extreme challenging issue before the advent of the computer (McEnery & Hardie, 2013). Before the computer age, language corpora collected, stored, and analyzed manually. Baker, Hardie, and McEnery (2013) state that “Early (pre-electronic) studies which used large bodies of text to analyze language included diary studies of child language (Preyer, 1889; Stern, 1924), research into language pedagogy (Fries & Traver, 1940; Bongers, 1947), spelling conventions (Käding, 1897) and comparative linguistics (Eaton, 1940)” (p. 50).

Before the use of computers for linguistic analysis, one of the most famous studies was conducted by Thorndike (1921) on word frequency based on a 4.5 million word corpus that includes classical literary works and books read by younger children. As Kennedy (1998) remarks that “The principle of ‘vocabulary control’ in the design and editing of reading materials for both first and second language learners of English owes much to Thorndike’s pioneering work...” (p. 93).

In the late 1950s, corpus methodology was heavily criticized by some linguists. American linguist Noam Chomsky is a critical figure in the history of Corpus linguistics because of his criticisms of the use of corpora. Chomsky’s criticisms of the corpus data are based on the concept of ‘*competence*’ and ‘*performance*’ as a part of the basis of his Universal Grammar. Whereas the term competence (or I-language) is the internalized knowledge of a language, performance (or E-language) means the external evidence of language competence. In the opinion of Chomsky, because the linguists are attempting to analyze the knowledge of the language, the competence should be modeled rather than performance. He states that “The concept of E-language has no place... in the theory of language” (1986, p. 26). Because every collection of texts is a compilation of performance data- and the performance may be influenced by so many factors (e.g., attention, interest, errors, short-term memory limitations, distractions), a corpus can not be used for a model competence. Chomsky holds the view that “any natural corpus will be skewed. Some sentences won’t occur because they are too obvious, others because they are false, still others because they are impolite. The corpus, if natural, will be so wildly skewed that the description would be no more than a mere list” (1957, p. 159). As it was argued by Chomsky before, performance “is a poor mirror of competence” (McEnery & Wilson, 2001, p. 6). Beside this, Chomsky criticizes the corpus from the point of creativity. He states that “...one of the qualities that all languages have in common is their ‘creative’ aspect. Thus an essential property of language is that it provides the means for expressing indefinitely many thoughts and for reacting appropriately in an indefinite range of new situations” (1965, p. 6). But the corpus data reflects only a finite sample of an infinite population. He argues that corpus data is therefore a poor guide to reflecting linguistic competence. Despite all these criticisms, corpus linguistics has been an emerging field and continued to attract the attention of linguists and researchers.

In the 1960s, the developments in technology and computers allowed researchers to conduct much more corpus-based studies. In the early 1960s, Brown Corpus was created by Nelson Francis and Henry Kučera and it was the first modern computer-readable corpus ever built. The corpus consists of 1 million words. It contains 500 text samples, each of which has around 2,000 words. The corpus includes running text of edited English prose printed in the United States throughout the year 1961. Because of being the earliest form of the electronic corpus, Brown Corpus is used as a model for other corpora. Since then, and progressively since the 1980s, there has been a considerable increase in the number and size of the corpora and corpus-based researches.

In 1987, the first entirely corpus-based dictionary -COBUILD- was published. It comprises 20 million words corpus of connected text. "COBUILD" stands for Collins Birmingham University International Language Database. It was a collaborative project developed at the University of Birmingham in 1980 and sponsored by Collins publishers. John Sinclair, who was a professor of Modern English Language at the University of Birmingham for most of his career, led the COBUILD project. The ultimate aim of the project was to launch a variety of English language learning and teaching materials based particularly on corpus findings, such as dictionaries, grammar books, etc. COBUILD dictionary was created by virtue of the project and broke new ground in approaches to dictionary writing.

Because today's computer technology has the potential to measure the frequencies and conduct statistical studies quickly and reliably, researchers have access to linguistic patterns that were previously unavailable (Baker, 2010). For that reason, corpus linguistics maintains its popularity worldwide.

### **2.1.2. Corpus Techniques**

Here, two core corpus-processing techniques are overviewed. These are frequency and concordance that can be searched rapidly by using corpus software programs like WordSmith Tools (Scott, 2020), Word Sketch Engine (Kilgarriff, Pavel, Pavel & David, 2004), etc.

### 2.1.2.1. Frequency

Frequency is one of the core tools in corpus linguistics. The corpus software programs show how often each different word-form occurs in the corpus and rank them from most frequent to least frequent. After all, the program generates a frequency list (or word-list) of all the words in a corpus. This kind of list is helpful to see the number of times that each word occurs in the corpus and to have an idea of the nature of the text. And of course, one of the most significant benefits of the frequency lists is to discover the commonest words used among the speakers of a language and to determine the core vocabulary to be taught in the teaching process. As McCarten (2010) states that the “frequency lists which band vocabulary into the most frequent 1,000 words, 2,000 words or etc. can be the basis for organizing vocabulary for different levels of a course” (p. 416).

Word-forms in the frequency can be ordered in several ways. The most common are alphabetical order and frequency order (is shown in Table 2.1.).

Table 2.1. The most frequent 10 words in the Brown Corpus

| <b>RANK ORDER</b> | <b>WORD</b> | <b>ABSOLUTE FREQUENCY</b> |
|-------------------|-------------|---------------------------|
| 1                 | The         | 62,713                    |
| 2                 | Of          | 36,080                    |
| 3                 | And         | 27,932                    |
| 4                 | To          | 25,732                    |
| 5                 | A           | 21,894                    |
| 6                 | In          | 19,542                    |
| 7                 | That        | 10,328                    |
| 8                 | Is          | 10,098                    |
| 9                 | Was         | 9,924                     |
| 10                | For         | 8,841                     |

*Note:* Obtained through *Word Sketch Engine* Corpus Program.

The table above shows the most frequent ten words in the Brown Corpus obtained by using modern corpus analysis software- Sketch Engine. As can be seen from the table, prepositions, determiners, auxiliary verbs are on the top of the list.

These are the function words that do not have lexical meaning but instead help to convey grammatical connections with other words within a sentence. These are in the high rank of the frequency list of any corpus.

Norberg and Nordlund (2018) state that learners need to know more than 1,000–2,000 of the most frequent words in English in order to maintain intelligibility and communicate with each other. They also state that using only high-frequency words in a text is not possible and natural at all. Low-frequency words are required to be used to show some themes. For that reason, high and low-frequency words should be balanced in texts to facilitate learning, and texts should be presented in a meaningful context.

### 2.1.2.2. Concordance

Concordance is another important concept used in corpus linguistics, which means that using corpus tools to detect any instance of a particular word or expression. The search word or phrase is referred to as the ‘node’ and the concordance lines are shown with the node word/phrase in the middle of the line, with the words that come before and after it. They are also known as Key-Word-In-Context (or KWIC) (O’Keeffe et al., 2017). The search term is commonly one word, however, several concordance programs enable users to search for multi-word phrases.

Concordance lines allow the user to review how the words co-occur and how they are combined in a meaningful context. In this way, the users discover patterns associated with a word or sentence. Also, as O’Keeffe and McCarthy (2010) states “In particular, concordance analysis can provide evidence of the most frequent meanings or the most frequent collocates (co-occurring items) such as shopping center or shopping mall” (p. 130).

A sample of concordance lines of the word *way* is shown in Figure 2.1. below:

|  |
|--|
| ether in northern Ireland is no different in a <b>way</b> then em what they were desperately<br>you see it? Some of you anyhow? Now in a <b>way</b> ‘What Dreams may come’ it’s not<br>subject to study in college in fact it’s a <b>way</b> of life and you find this right<br>and how could he present things in such a <b>way</b> that he would persuade people.<br>ul and the purpose of life is to live in such a <b>way</b> that when you die your soul is<br>t he was obviously he obviously lived a certain <b>way</b> of live and they wanted to know<br>lem that they had to deal with in a different <b>way</b> they couldn’t deal with it by<br>asically in football stadium that’s the easiest <b>way</b> to describe it. There is a large<br>sking for you ok I find this the most effective <b>way</b> . Ok now today em you have as well<br>speculative because there is no evidence either <b>way</b> . You can’t have evidence about |
|--|

e theologian starts from the top and works his **way** down. The theologian will have  
rts from the ground so it speaks and works its **way** up. The theologian starts from

Figure 2.1. Concordance lines for way from LCIE

*Note:*Adapted from *From corpus to classroom; Language use and language teaching* (p. 9), by O'Keeffe, A., McCarthy, M., and Carter, R., 2007, Cambridge University Press.

Concordance lines can be sorted in various ways (e.g. to the left or right of the word under examination), which makes it easier for humans to recognize the systematic patterns. Below are the same lines sorted so that the words immediately before (to the left of) *way*.

ether in northern Ireland is no different **in a way** then em what they were desperately  
you see it? Some of you anyhow? Now **in a way** 'What Dreams may come' it's not  
subject to study in college in fact **it's a way of life** and you find this right  
and how could he present things **in such a way** that he would persuade people.  
ul and the purpose of life is to live **in such a way** that when you die your soul is  
t he was obviously he obviously lived **a certain way** of live and they wanted to know  
lem that they had to deal with **in a different way** they couldn't deal with it by  
asically in football stadium that's **the easiest way** to describe it. There is a large  
sking for you ok I find this **the most effective way**. Ok now today em you have as well  
speculative because there is no evidence **either way**. You can't have evidence about  
e theologian starts from the top and **works his way down**. The theologian will have  
rts from the ground so it speaks and **works its way up**. The theologian starts from

Figure 2.2. Sample concordance lines for way from LCIE, sorted to the left of the screen

*Note:*Adapted from *From corpus to classroom; Language use and language teaching* (p. 9), by O'Keeffe, A., McCarthy, M., and Carter, R., 2007, Cambridge University Press.

Here are the same lines again, this time the word *way* sorted so that the words after (to the right of) it.

would acquire an unlimited right of **way from** Abattoir Road to our client's land along  
h Hampton magistrates ah just up the **way from** ah from the Silverstone circuit am the  
And then there's one over across the **way from** Centra. Oh right. And  
ah oh yeah. +to come all the **way from** Frank's house do you know. So it's a  
ead here laughing all the **way from** here all the way to the back myself and  
there's a bad test it's a bad go **way from** it don't bother with it cause it's this  
ntion a request that came in all the **way from** Sweden it it's sort a it has put a  
day and John said he drove the whole **way from** the top lights to the bottom traffic  
sobbing the whole **way from** the church to the hotel sobbing  
third last. Now there's a long **way from** the third last isn't there to the  
h. Yeah then you can go that **way from** there as well. Can we?

Figure 2.3. Sample concordance lines for way from LCIE, sorted to the right of the screen

*Note:*Adapted from *From corpus to classroom; Language use and language teaching* (p. 9), by O'Keeffe, A., McCarthy, M., and Carter, R., 2007, Cambridge University Press.

### 2.1.3. Types of Corpora

Corpora are designed for specific purposes and they are classified into different types according to a variety of purposes. The most commonly used corpus types are listed below:

### **2.1.3.1. Specialised Corpus**

Specialised Corpus is designed with a specific purpose (Hunston, 2002; Kennedy, 1998; O’Keeffe et al., 2007). It is used to analyze a particular kind of language and it is intended to represent the language of a given kind of text. Newspaper editorials, academic articles on a specific subject, geography books, daily conversations, essays written by students are examples of specialised corpus.

The level of specialization is not restricted; however, the criteria draw the line about the type of text involved. For example, the texts for the specialised corpus may be restricted to a period, social context, or to a given topic (Hunston, 2002).

MICASE (Michigan Corpus of Academic Spoken English) (transcripts of different kinds of lectures & interactive exchanges in academic environments at the University of Michigan), CANCODE (The Cambridge and Nottingham Corpus of Discourse in English) (informal British English registers) and BAWE (British Academic Written English) (assignments from three UK universities) are some well-known specialised corpora.

### **2.1.3.2. General (Reference) Corpus**

The general corpus includes texts of various types in it. It can contain written or spoken language, or both can contain texts created in one or many countries and can be part of one or more periods (Hunston, 2002).

Language examples collection of the General Corpus is wider than the Specialised Corpus. It is generally used as a basic standard in language teaching/learning studies. For that reason, it is also called as a *reference corpus*.

Some of the general corpora that are most widely known are given below:

#### **British National Corpus (BNC)**

The British National Corpus (BNC) is a compilation of 100 million words in British English from many sources, including examples of written and spoken language. 90% of BNC is composed of the written part, whereas 10% of it is the spoken part.

Aston and Burnard (1998) explain the method of collecting the spoken and written BNC data as follows. The written corpus samples were taken from books, periodicals, miscellaneous published (brochures, advertisements, manuals, etc.), miscellaneous unpublished (letters, essays, reports, etc.), and written-to-be spoken (scripted television material, play scripts).

The spoken corpus samples, on the other hand, were collected in two different ways: Informal conversations created by volunteers from a variety of ages, geographic regions, and social classes or more formal transcriptions made at certain types of events (e.g. meetings, seminars, lectures, radio programs, etc.).

### **Brown Corpus**

Brown corpus was collected as the first computer-aided corpus in the 1960s at Brown University. Brown Corpus has almost one million words obtained from written American English in 1961. It has 500 samples and almost 2000 words per sample. These 500 samples comprise 15 groups of text (Kennedy, 1998).

#### **2.1.3.3. Monitor Corpus**

A monitor corpus is developed to detect changes in a language. A monitor corpus grows rapidly in size as it is constantly updated. Although it is updated consistently, the amount of text types in the corpus remains stable, which allows comparing changes across different periods (Hunston, 2002).

### **Corpus of Contemporary American English (COCA)**

The Corpus of Contemporary American English is the first large, genre-balanced corpus of any type of language. It comprises more than 600 million words from various genres: academic journals, newspapers, spoken, fiction, and magazines. The most important point is that the balance of genre remains constant despite the dynamic form of COCA (Davies, 2010).

#### **2.1.3.4. Comparable Corpus**

The Comparable corpus is used to compare two (or more) corpora in different languages, such as English and German, or in different varieties of a language such as Australian English and Canadian English. Comparable corpora consist of texts from two or more languages that are similar in genre, subject, register, etc. but do not

contain the same content. It is generally used by translators and by learners to investigate similarities and differences between two languages. The ICE corpora (International Corpus of English) are one of the comparable corpora that have 1 million words each of the different varieties of English.

### **2.1.3.5. Parallel Corpus**

The parallel corpus contains a collection of original texts in a language and their translations into the other language (s) (e.g. a novel in Spanish which has been translated into English) or texts published in different languages simultaneously (e.g. European Union regulations which are issued in all official languages of the EU). Language learners and translators use this kind of corpus to identify the possible expression equivalents (Hunston, 2002).

### **2.1.3.6. Learner Corpus**

Learner corpus comprises the electronic text collections produced by foreign (or second) language learners (e.g. essays). The Learner corpus enables us to identify the frequently occurring mistakes and common difficulties of language learners by comparing the language learners' corpus and native speakers' one. International Corpus of Learner English (ICLE) is the most widely known learner corpus. It includes essays written by advanced learners of English from different mother tongue backgrounds (e.g. Turkish, Spanish, French, German, Russian).

## **2.1.4. Studies Related to Corpus-based Coursebooks Analyses**

In the last two decades, corpora have been used not only in linguistic science but also in foreign language teaching and learning areas. Especially, some researchers have conducted corpus-based coursebook analyses to investigate whether the language used in English coursebooks is effective or not due to the significant role of them in the language teaching process.

Table 2.2. below provides an overview of corpus-based coursebook studies carried out over the last two decades:

Table 2.2. Corpus-based ELT coursebook analyses in the literature

| <b>AUTHOR</b> | <b>RESEARCH TYPE</b> | <b>COURSEBOOK TYPE</b> | <b>FOCUS</b> |
|---------------|----------------------|------------------------|--------------|
|---------------|----------------------|------------------------|--------------|

|                                   |                            |                                 |                                  |
|-----------------------------------|----------------------------|---------------------------------|----------------------------------|
| Gabrielatos (1994)                | Unpublished master's essay | International                   | Collocations                     |
| Gilmore (2004)                    | Journal article            | International                   | Discourse Features               |
| Römer (2004a)                     | Book chapter               | Local (German)                  | If clauses                       |
| Römer (2004b)                     | Book chapter               | Local (German)                  | Modal auxiliaries                |
| Chujo (2004)                      | Book chapter               | Local (Japanese)                | Vocabulary levels                |
| Biber, Conrad, & Cortes (2004)    | Book chapter               | Local (American)                | Lexical bundles                  |
| Römer (2005)                      | Book chapter               | Local (German)                  | Progressives                     |
| Anping (2005)                     | Conference paper           | International + Local (Chinese) | Vocabulary, Grammar              |
| Koprowski (2005)                  | Journal article            | International                   | Lexical phrases                  |
| Molavi, Koosha, & Hosseini (2014) | Journal article            | International                   | Collocations                     |
| Meunier & Gouverneur (2007)       | Book chapter               | International                   | Phraseology                      |
| Catalán & Francisco (2008)        | Article                    | Local (Spanish)                 | Vocabulary                       |
| Khateeb & Almujaivel (2018)       | Journal article            | Local (Saudi)                   | Speaking and communication tasks |
| Norberg & Nordlund (2018)         | Journal article            | Local (Swedish)                 | Vocabulary                       |
| Jahan (2019)                      | Journal article            | Local (Pakistani)               | Vocabulary                       |
| Chan & Cheuk (2020)               | Journal article            | International                   | Collocations                     |

As it can clearly be seen, most of the researchers have mostly focused on grammar and vocabulary as linguistic aspects in corpus studies and compared the coursebook texts with the authentic language in natural contexts (e.g., Anping, 2005; Gilmore, 2004; Römer, 2004a, 2004b, 2005; Gabrielatos, 1994; Chujo, 2004). In this way, the researchers aimed to decide whether the examined coursebooks are authentic.

For instance, Römer (2004) analyzed the use of modal auxiliaries in one of the major German textbook series used in the EFL classroom. She found that modal auxiliaries presented in the analyzed materials differ greatly from the usage of these

verbs in contemporary British spoken English. She claimed that quite frequent and important aspects of modals are underrepresented whilst less important ones are overrepresented in coursebooks. For that reason, she suggested corpus-driven works to produce more authentic foreign language materials.

In 2004, Römer, again, compared the use of conditional clauses in coursebooks and British National Corpus. Römer claimed that unlike the usual and limited classification of conditional clauses as ‘type 1’, ‘type 2’, and ‘type 3’ in the coursebooks, the usage of them is more irregular and diverse in everyday life. She proved the discrepancies between coursebook language and authentic corpus.

Gilmore (2004) investigated discourse features of seven dialogues published in coursebooks between 1981 and 1997, comparing them with authentic interactions. As reported by him, “the textbook dialogues differ considerably from their authentic equivalents across a range of discourse features: length and turn-taking patterns, lexical density, number of false starts and repetitions, pausing, frequency of terminal overlap or latching, and the use of hesitation devices and back-channeling” (p. 363).

Norberg and Nordlund (2018) examined the vocabularies in seven English textbooks used in Swedish primary schools. They compared the vocabularies used in coursebooks to reference materials (New General Service List and in the VP-Kids corpus). They found that the lexical content of English textbooks used in Swedish primary schools differs considerably, both in terms of vocabulary size, type/token relationship and word range, and that books contain a significant proportion of low-frequency words. At the end of the study, they concluded that great differences across the coursebooks’ content and vocabulary size show the lack of shared pedagogical idea on the development of materials for school system in Sweden.

Koprowski (2005) aimed to measure the effectiveness of lexical phrases in three contemporary British coursebooks that offer a wide variety of multi-word lexical items: collocations, compounds, idioms, phrasal verbs, binomials, fixed and semi-fixed expressions. Despite this, he pointed out that “... while designers have been enthusiastic about adding chunks to the syllabus, the process of selecting items has been highly subjective and conducted without reference to corpus data” (p. 322). At the end of the study, he concluded that only a quarter of the multi-word lexical items in the coursebooks have pedagogic value for language learners.

In view of all the studies mentioned so far, one may suppose that coursebooks provide inauthentic language content that is far away from real-life language examples. And also, as can be seen from the table above, there are quite a few studies conducted on corpus-based coursebook analysis, which shows that there is a need for further research in this area.

### 2.1.5. Corpus-based Coursebook Analyses in Turkish Context

It is well known that local English language coursebooks are extensively used in Turkish public schools. For this reason, a considerable number of studies were conducted to assess their authentic values. But most of the studies (e.g., Arıkan, 2009; Dülger, 2016; Kara, 2019; Kayapınar, 2009; Mede & Korkmaz, 2017; Tekir & Arıkan, 2007; Yalçınkaya, 2018) have conducted within a non-corpus based perspective and limited to the teachers' (or pre-service teachers) and students' attitudes towards the quality of coursebooks in the Turkish context.

Table 2.3. Studies related to the teacher/student views on their coursebooks in Turkey

| AUTHOR(S)              | RESEARCH TYPE    | COURSEBOOK TYPE  | PARTICIPANTS  |
|------------------------|------------------|--|---|
| Dülger (2016)          | Journal article  | Local- English language coursebooks used in Turkey       | 118 English language teachers from primary, secondary, and high schools   |
| Tekir & Arıkan, (2007) | Journal article  | Local- <i>Let's Speak English 7</i>                      | 50 English teachers who were teaching seventh grade students at state schools in Ankara and 80 seventh grade students                           |
| Kayapınar (2009)       | Journal article  | International- <i>Opportunities and New English File</i> | 134 English teachers in Mersin  |
| Yalçınkaya (2018)      | Research article | International- <i>English for Life</i>                   | 20 English instructors who have been teaching at the department of 'Common Compulsory Foreign Language Course' at the SOFL in Selcuk University |
| Arıkan (2009)          | Journal article  | Local- <i>Password and Breeze</i>                        | 12 prospective English teachers who were taking the School Experience II course   |
| Kara (2019)            | Journal article  | Local- <i>Teenwise-9</i>                                 | 20 pre-service teachers and 12  |

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|                       |                 |                        |   |
|-----------------------|-----------------|------------------------|---|
|                       |                 |                        | experienced teachers  |
| Mede & Korkmaz (2017) | Journal article | International-Speakout | 60 EFL instructors teaching at a non-profit, private university in Istanbul |

---

The results obtained from the studies in Table 2.3. show that most of the teachers and the students in Turkey have mostly negative attitudes towards the coursebooks used. Furthermore, most of the teachers suggest that coursebooks should be developed in accordance with the students' needs and interests in the national context. In this way, the students can relate those items to their own life experiences.

A meta-analytic study by Şimşek and Dündar (2017) researched the graduate theses discussed the question of use and assessment of coursebooks in Turkey between 2001 and 2013 showed that the most researched subject in the graduate theses analyzing the coursebooks was related to the teacher-student views on their coursebooks (37%). Studies related to teacher-student views were followed by studies investigating the concepts of social gender and identity in coursebooks -I.e. presentation of social gender and gender ideologies (17%) and primary language skills in coursebooks (11%). The results of this research support the idea that although the corpus provides computational data about the use of language, there is little interest to use corpus data in the studies related to coursebooks analyses. This indicates the need for a more experimental and deeper research in the relevant literature.

In line with this, in Turkey, there are a few studies that attempted to close this gap in the field of corpus-based coursebooks analysis.

For instance, Baydal (2016) investigated the use of vocabulary in A2 level coursebook *Upturn in English 8* in terms of the use of high-frequent words by comparing the British National Corpus, appropriateness of the words to A2 Level of the CEFR, and the correspondence of the vocabularies in the coursebook to the interests of the A2 level English language learners. 527 8th grade English language learners from seven regions of Turkey participated in his study. The results showed

that there are significant differences between the corpus in the coursebook and the British National Corpus in terms of word, parts of speech, and semantic field levels. He also reaches the conclusion that the vocabularies in the coursebook do not attract the attention of the 8th-grade language learners.

Peksoy (2013) investigated the authenticity levels of ELT coursebooks used in all high schools in Turkey compared to the spoken part of the BNC (British National Corpus) from certain grammatical aspects. He focused on tenses and modals as the grammar points. The study showed that grammatical items and the most frequent verbs used with each grammar point (tenses and modals) in the language of coursebooks have little similarity to authentic language use in BNC.

Kartal (2018) analyzed the frequencies of phrasal verbs in 4 commercial ELT coursebooks commonly used at the university level in Turkey by comparing the most frequent phrasal verbs in the British National Corpus (BNC) and the Corpus of Contemporary American English (COCA). At the end of the study, he observed that phrasal verbs in the commercial coursebooks are not used in COCA and BNC frequently.

A key problem with much of the literature concerning coursebooks is that the authenticity of coursebooks with the corpus-based perspective does not seem to get the necessary attention from researchers. To this end, the present study tries to extend the scope of corpus-based coursebook analyses and to investigate the authenticity of dialogues presented in the coursebooks.

#### **2.1.6. Corpus in Foreign Language Teaching**

Since the early 1990s, researchers have gradually been involved in applying the results of corpus-based studies to foreign language education. Thenceforward, the advantages of corpus linguistics in teaching and learning have received growing attention (Hunston, 2002; O'Keeffe et al., 2007). As Biber, Conrad, and Reppen (1998) point out that the goal of corpus-based studies is not simply to analyze the quantitative and statistical findings but to discuss the relevance of these results to the teaching and learning of language use patterns.

Römer (2008) divided the applications of corpus linguistics language teaching field into two categories: Direct approaches and Indirect approaches. On the one

hand, indirect approaches are related to the impact of corpus evidence on syllabus design or teaching materials. On the other hand, direct approaches include the teachers themselves use corpora to teach or the students get first-hand access to corpora.

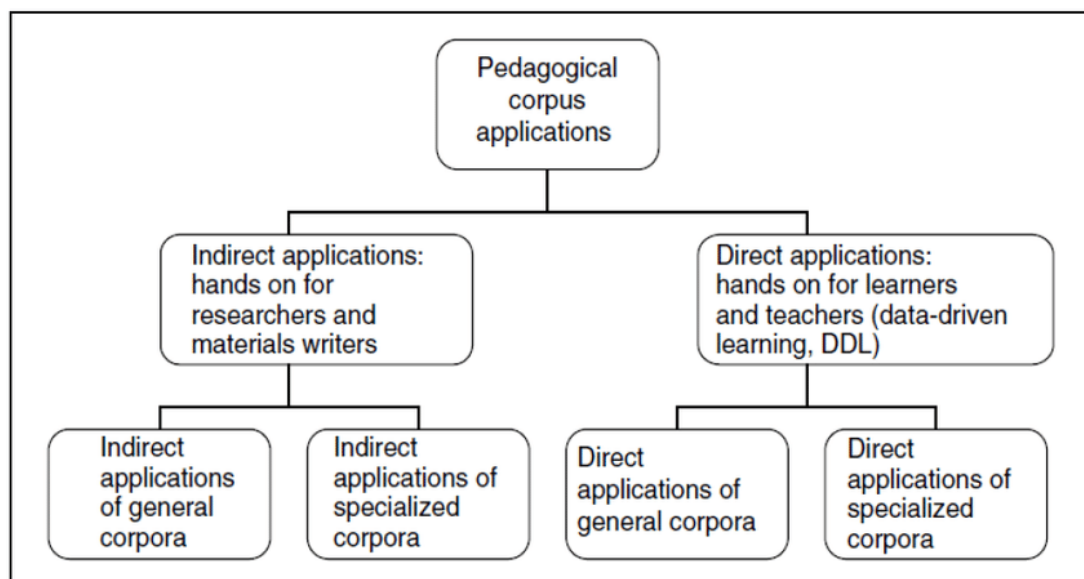


Figure 2.4. The use of corpora in language learning and language teaching

*Note:* Adapted from “Corpora and language teaching” by Römer, U. in A. Lüdeling & M. Kytö (Eds.), *Corpus Linguistics. An International Handbook Volume 1* (p. 113), 2008, Berlin: Mouton de Gruyter.

As can be seen from the Figure 2.4. above, while indirect applications focus on applying the corpus findings to syllabus design and teaching materials by the researchers/material writers; direct applications are related to the interaction between corpus and teachers/learners.

Barlow (1996) explains the different methods of teachers’ corpus use as follows:

1. Teachers themselves use corpora in order to:
  - (i) determine frequency patterns in specific domains;
  - (ii) enrich their language knowledge;
  - (iii) present authentic data
  - (iv) generate teaching materials.
2. Or teachers may introduce corpora to students:
  - (i) through investigation under the guidance of teacher;

(ii) in investigating a problem in a more open-ended way.

According to Biber and Reppen (2002), Corpus linguistics offers language learners more accurate descriptions of language rather than coursebook writers' or teachers' intuitions. In this way, learners encounter authentic language data in a meaningful context. As they concluded in their studies:

Lacking empirical studies, authors have been forced to rely on their intuitions for these judgments about language use, and widely accepted norms have arisen to support those intuitions. With the rise of corpus-based analysis, we are beginning to see empirical descriptions of language use, identifying the patterns that are actually frequent (or not) and documenting the differential reliance on specific forms and words in different registers (p. 207).

Material developers can shape foreign language teaching materials based on corpus-based information. Many studies have found that the language presented in coursebooks is often depends on the intuitions of material writers about how the language is used, rather than the actual use of it (Boxer & Pickering, 1995; Williams, 1998). Corpora provides empirical proof to check out the intuitions of language use (O'Keeffe et al., 2007). Also, corpus analysis of language teaching coursebooks enables the comparison of the L1 corpora and the language to which learners are exposed, since therefore, contributes to efficient material development.

## **2.2. Coursebooks as a Foreign Language Teaching Material**

Cunningsworth (1995) defines the coursebook as “It is a book that learners use regularly in the lessons and is seen as a resource in achieving aims and objectives that have already been set in terms of learner needs” (p. 7). According to McGrath, coursebook is a “central element in teaching-learning encounters, not only in school settings but frequently also in tertiary-level service English contexts. They will tend to dictate what is taught, in what order and, to some extent, how as well as what learners learn” (2006, p. 171).

As it is well known that a coursebook has always been the most common element of teaching English as a foreign (or second) language all around the world. Moreover, whether we like it or not, the coursebooks lie at the heart of any ELT program (Sheldon, 1988; Hutchinson & Torres, 1994). For that reason, the characteristics of coursebooks have a crucial effect on teaching and learning processes.

Coursebooks have extensive use in the learning and teaching process. Chall, Conrad, and Harris-Sharples (1991) point out that “By the time most students complete high school, they will have been exposed to over 32,000 pages in textbooks. Almost all of their time in reading instruction and at least three-fourths of their time in content classes will be spent with a textbook” (p. 1). Considering this extensive place of coursebook in the language teaching process, the quality of its content and design becomes even more important.

Cunningsworth (1995) states that no coursebook will be perfectly suitable for the needs and interests of a particular learner group, but the aim is to find the best fit supported with additional materials. He also explains the multiple roles of coursebooks in ELT as stated below:

- A resource for presentation material (spoken and written)
- A source of activities for learner practice and communicative interaction
- A reference source for learners on grammar, vocabulary, pronunciation, etc.
- 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
- A support for less experienced teachers who have yet to gain in confidence (Cunningsworth, 1995, p.7).

It is a well-known fact that the teachers heavily depend on coursebooks in the process of English language teaching. Nation and Macalister (2010) explain the reasons for teachers’ strong reliance on coursebooks in teaching processes as follows:

1. Their school or Ministry of Education requires them to follow it closely. This usually is because of a wish to standardize the quantity and quality of the education that all learners get and sometimes because of a lack of trust in the skills of the teachers.
2. The teacher may be inexperienced or largely untrained and there is security in following the set course book closely. The teacher may also have no idea about how to adapt the course book.
3. The teacher is convinced of the high quality of the course book.
4. The learners wish to cover every part of the course book (p. 160).

### **2.2.1. Arguments on Behalf of Coursebooks**

English teachers may have various reasons for benefiting coursebooks in language classes (Chou, 2010). A considerable number of specialists and educators (Harmer, 1991; Hedge, 2000; Graves, 2000; O'Neil, 1982; Richards, 1993) have asserted that coursebooks supplemented with materials and activities meet the needs of particular learner groups.

In this sense, Graves (2000) highlighted some advantages of using coursebooks:

- It provides a syllabus for the course because the authors have made decisions about what will be learned and in what order.

- It provides security for the students because they have a kind of road map of the course: they know what to expect, they know what is expected of them.

- It provides a set of visuals, activities, readings, etc., and so saves the teacher time in finding or developing such materials.

- It provides teachers with a basis for assessing students' learning. Some texts include tests or evaluation tools.

- It may include supporting materials (e.g., teacher's guide, cassettes, worksheets, video).

- It provides consistency within a program across a given level, if all teachers use the same textbook. If textbooks follow a sequence, as within a series, it provides consistency between levels (p. 174).

Harmer (1991) claims that coursebooks provide obvious advantages for both teachers and students. Good coursebooks offer lively and interesting materials; they arrange linguistic items in a systematic order; they present the aim of the course and curriculum that they covered. In addition to this, coursebooks offer students the opportunity to learn outside the classroom at their own speed. Also, the teachers feel confident to have materials and activities within reach and do not feel obliged to organize original material for every class.

### **2.2.2. Arguments to the Detriment of Coursebooks**

Most of the EFL teachers and researchers are not satisfied with the representation of real language in coursebooks. The main reason for the poor representation of the language in coursebooks is the deficiency of reflecting the real-life conversations outside. It can be given as an example of the inadequacy of

pragmatic functions such as discourse markings, collocational use of language, speech acts. While the language presented in coursebooks is artificial and bookish English, the students face informal language in daily conversations. Thus, coursebooks should be organized by “... how real people speak and write in everyday situations” (McCarthy, 2004, p. 6).

Using coursebooks in the ELT process sometimes causes bitter criticisms. Tomlinson (2008) expressed his views on this topic as follows:

Many ELT materials (especially global coursebooks) currently make a significant contribution to the failure of many learners of English as a second, foreign or other languages to even acquire basic competence in English and to the failure of most of them to develop the ability to use it successfully. They do so by focusing on the teaching of linguistic items rather than on the provision of opportunities for acquisition and development. And they do this because that’s what teachers are expected and required to do by administrators, by parents, by publishers, and by learners too (p. 3).

Graves (2000) highlighted some disadvantages of using coursebooks:

- The content or examples may not be relevant or appropriate to the group you are teaching.
- The content may not be at the right level.
- There may be too much focus on one or more aspects of language and not enough focus on others, or it may not include everything you want to include.
- There may not be the right mix of activities (too much of X, too little of Y).
- The sequence is lockstep.
- The activities, readings, visuals, etc. may be boring.
- The material may go out of date.
- The timetable for completing the textbook or parts of it may be unrealistic (p. 174).

According to Cunningsworth coursebooks should not be the aim of the learning process, they should be a part of it. He (1984) remarks that “course-books are good servants but poor masters” (p. 2). Teachers should teach the language, not the coursebooks. The coursebooks supply valuable materials and activities to teachers and learners but they should be “at the service” of them not be their “master” (Cunningsworth, 1995, p. 7).

### **2.2.3. Foreign Language Teaching Principles of MoNE in Turkey**

In conjunction with the globalization of the world and the necessity of international communication, English has become more and more important in recent years in Turkey. With the revision of the English Language Teaching program in 2013, English language teaching is compulsorily started in the 2nd grade rather than in the 4th grade and it lasts till the end of the 12th grade as it was before (MEB, 2013). There are 4 hours of English lessons per week in high school level classes.

The Ministry of National Education (MEB) (2018) states that the failure of communicative competence has remained one of the most critical issues for learners of English in Turkey. The language learners suffer from the inability to use the language correctly and appropriately to take part in effective communication. It has always argued that the reason for the learners' communicative problems in the foreign language is too much emphasis on grammatical competence in the Turkish ELT curriculum. To overcome this problem "the new 9th-12th Grades English Curriculum was designed to take all aspects of communicative competence into consideration in English classes by addressing functions and four skills of language in an integrated way and focusing on 'How' and 'Why?' in language rather than merely on 'What?'" (MEB, 2018, p. 5).

9th-12th grades English curriculum has been prepared in accordance with the main principles of the Republic of Turkey the Ministry of National Education. The curriculum has been developed in accordance with the principles of The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR). CEFR is created by the Council of Europe and described as follows:

The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis (Council of Europe, 2001, p. 1).

CEFR specifically emphasizes the need for learners to put their language knowledge into real-life practice in order to improve their accuracy and fluency (Council of Europe, 2001). The adapted approach is, therefore, an action-oriented approach, as English is used in this program as a communication vehicle rather than

a study lesson. Since no particular language teaching method was deemed to be appropriate to the needs of learners at various levels and with different learning styles, an eclectic mix of language teaching and learning methods was adopted.

The main objective of the new English Curriculum for 9th-12th grades is to involve English learners in inspiring and enjoyable learning environments so that they become efficient English communicators. The curriculum emphasizes the integration of 4 skills (listening, speaking, reading, writing) and so fostering communicative skills in the target language (MEB, 2018).

CEFR also defines the language proficiency levels that enable to measure learners' progress at each of the learning stages. It describes the ability of learners in terms of 4 skills (listening, speaking, reading, writing) at six reference levels. These six Common Reference Levels are A1, A2 (Basic Users), B1, B2 (Independent Users), and C1, C2 (Proficient Users). A1 (Breakthrough) level users can communicate with others in basic English using simple everyday expressions. A2 (Waystage) level users can use English to talk about routine matters within a limited range of contexts. B1 (Threshold) level users interact with others on familiar matters frequently encountered in daily life. B2 (Vantage) level users are fluent and spontaneous English in some sort while speaking with native speakers. C1 (Effective Operational Proficiency) level users use English in an effective and fluent way in a wide range of contexts. C2 (Mastery) level users can understand everything and express themselves in English fluently and precisely.

Table 2.4. Common Reference Levels: Global Scale

|                         |    |   |
|-------------------------|----|---|
| <b>PROFICIENT USER</b>  | C2 | Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.  |
|                         | C1 | Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.                                       |
| <b>INDEPENDENT USER</b> | B2 | Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. |
|                         | B1 | Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.                   |
| <b>BASIC USER</b>       | A2 | Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.                          |
|                         | A1 | Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.   |

*Note:* Adopted from *Common European Framework of Reference for Languages: Learning, teaching, assessment* (p. 24), by Council of Europe, 2001. Cambridge: Cambridge University Press.

The Ministry of National Education (MEB) (2018) states that language learners are expected to start their high schools with CEFR A1 level and advance progressively over time through CEFR A2- B2 levels. Finally, they are supposed to graduate from high school with a minimum CEFR B2+ level of competence in English. The ultimate aim of the new English curriculum is that students become autonomous and active learners who are fluent and intelligible speakers of English. High school students' English learning process is shown in the figure below:

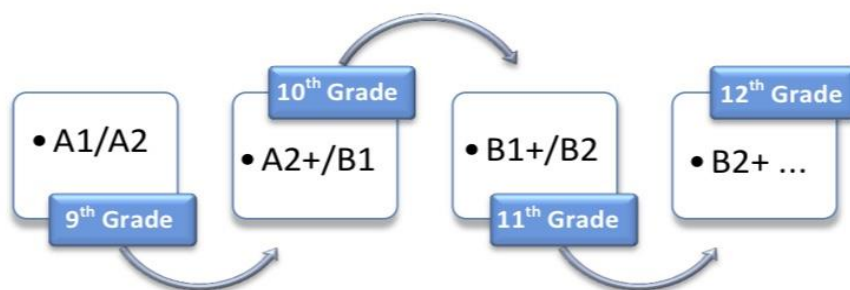


Figure 2.5. The process learners go through in their high school English classes  
 Note: Adapted from *İngilizce dersi öğretim programı* (p. 7) by MEB, 2018, Ankara: MEB Yayinevi.

#### 2.2.4. ELT Coursebooks Used in Turkish State High school

Despite the introduction of new technologies in English Language teaching in recent years, English coursebooks still preserve their crucial function in this field both in the world and in our country (Tomlinson, 2011). Foreign language instruction in Turkey is largely depends on language coursebooks, in line with the position of coursebooks in language teaching found in the literature (Dülger, 2016).

Since 2003, the Ministry of National Education (MoNE) in Turkey has been providing all coursebooks to every student free of charge. Those coursebooks are mostly written by non-native authors with little or no native speaker support. Before being delivered to schools, the coursebooks pass through a review process by the Board of Education to investigate the suitability of coursebooks to the national curriculum. When the review process is over, the appropriate coursebooks are selected and distributed to schools by local publishers.

State schools use local coursebooks for English language teaching in Turkey. Local coursebooks are “specifically produced for a country or region and draw on a national curriculum and the learners’ experiences by including references to local

personalities, places, etc.” (Barrios, de Debat & Tavella, 2008, p. 300). The teachers in the state schools in Turkey do not have any chance to select the coursebooks to be used in the classroom as Kayaoğlu (2011) states that “... the centralized education system with the strictly controlled syllabus in Turkey leaves almost no room for teachers to play any role either in the selection or adaptation process of the coursebook” (p. 352).

In accordance with the new 9-12 English language teaching curriculum in Turkey, ELT materials have preferred the ones “that are attractive in presentation, authentic in content/use, culturally sensitive, unbiased toward learners’/others’ cultures/genders” (Tomlinson, 1998, as cited in MEB, 2018). Also, the new curriculum encourages the material designers to use multimedia and technology-enhanced materials because technological devices reflect the communicative nature of language and foster the adolescence’ motivation and autonomy in the foreign language learning process. The units in the coursebooks are organized under certain terms, such as hobbies and skills, sports, music, friendship, movies.

Within the new teaching program, the high school level ELT coursebooks in Turkey have been revised. The coursebooks used in high schools in Turkey are listed below:

Table 2.5. Coursebooks used in Turkish public high schools

| GRADE    | TITLE                                | AUTHOR(S)   | PUBLISHER       | PUBLISHING DATE |
|----------|--------------------------------------|---|-----------------|-----------------|
| Grade 9  | Teenwise 9 Student’s Book            | Ebru BULUT,<br>Funda BAYDAR ERTOPÇU,<br>Seda UMUR ÖZADALI,<br>Sibel ŞENTÜRK | Millî Eđt. Yay. | 2019            |
| Grade 9  | Relearn 9 Student’s Book             | Lamia KARAMİL,<br>Evrin BİRİNCİOĐLU<br>KALDAR                               | Pasifik Yay.    | 2019            |
| Grade 10 | Ortaöđretim İngilizce 10 Ders Kitabı | Çiler GENÇ KARATAŞ  | Gizem Yay./Ank. | 2018            |
| Grade 11 | Silver Lining 11 Student’s Book      | Ebru AKDAĞ,<br>Funda BAYDAR ERTOPÇU,<br>Kader UYANIK BEKTAŞ,                | Millî Eđt. Yay. | 2019            |

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|             |  |   |                          |      |
|-------------|--|---|--------------------------|------|
|             |  | Seda UMUR ÖZADALI,<br>Tuğba KAYA  |                          |      |
| Grade<br>11 | Sunshine<br>English 11<br>Student's Book | Neslihan<br>ATCAN ALTAN,<br>Müge AKGEDİK CAN  | Cem<br>Web<br>Ofset/Ank. | 2019 |
| Grade<br>12 | Count Me In 12<br>Student's Book         | Fethi ÇİMEN,<br>Bilgen<br>TAŞKIRAN TİĞİN,<br>Ayten ÇOKÇALIŞKAN,<br>Nihan ÖZYILDIRIM,<br>Mustafa ÖZDEMİR | Millî Eğt. Yay.          | 2019 |

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The new 9-12 English language teaching curriculum specified that the materials used in English lessons “are authentic in design and content as much as possible” (MEB, 2018, p.10). However, the authenticity of coursebooks has always been the subject of intense debate within linguistics. For instance, Römer (2004a) claims that the learners are generally encountered with “invented sentences, sentences which probably have not occurred in any natural speech situation before (and which probably never will)” (p. 153).

### 2.3. The Authenticity of Language Teaching Materials/Coursebooks

The authenticity of coursebooks in respect to their language has been a controversial issue in the ELT field. While some researchers argue that the coursebooks should provide students with authentic English, the others claim that the concept of authenticity is not possible for language learners in the classroom setting, but rather it is ‘an illusion’ (Widdowson, 1990, p. 44). As a starting point of these discussions, the definition of authenticity should be reconsidered. Researchers argue about the authenticity of ELT materials based on the following definition quite often: “real language produced by a real speaker or writer for a real audience and designed to convey a real message” (Morrow, 1977, p. 13). The researchers arguing the language authenticity is not possible in the classroom indicate that authentic materials are “not originally developed for pedagogical purposes, such as the use of magazines, newspapers, advertisements, news reports or songs” (Richards & Schmidt, 2013, p. 43). However, the definition of authenticity is not seen as satisfactory in the ELT field by some researchers. Pinner (2016) is one of them. He argues that implying native speakers as an ‘originator of authentic language’ is inappropriate for English as an International Language (EIL). He continued his

criticism by saying that “by defining authentic materials as being ‘real’ there is an inference that the classroom learning context is not ‘real’. This seriously impedes the validity of language learning in institutional settings, and undermines the act of teaching with authentic materials” (p. 79).

Gilmore (2007) implied the contradictions of authenticity as a term and claimed that the definition in the ELT field is “too elusive to be useful” (p. 98). Afterward, Gilmore (2007) identifies eight possible inter-related meanings of authenticity emerge from the literature as follows:

1. the language produced by native speakers for native speakers in a particular language community
2. the language produced by a real speaker/writer for a real audience, conveying a real message
3. the qualities bestowed on a text by the receiver, in that it is not seen as something already in a text itself, but is how the reader/listener perceives it)
4. the interaction between students and teachers and is a ‘personal process of engagement’
5. the types of task chosen
6. the social situation of the classroom
7. the relevance something has to assessment
8. culture, and the ability to behave or think like a target language group in order to be validated by them (p. 98).

The purpose of this study is not to join the debate on the definition of authentic materials. However, while this study examines the authenticity of the coursebooks, the following definition is taken as the reference of authentic materials: they are “designed not to transmit declarative knowledge about the target language but rather to provide an experience of the language in use” (Tomlinson & Masuhara, 2010, p. 400). As McCarthy (1991) states that “Complete naturalness is probably impossible in the classroom, but the feeling that one is engaging in an authentic activity is important to the learner, as is the feeling that one is being taught authentic and naturally occurring structures and vocabulary to use in simulations of real-life talk” (p. 145).

### **2.3.1. The Role of Dialogues in English Language Teaching**

In language teaching, the term dialogue refers to a conversation between two or more people in a specific situation. These kinds of dialogues are particularly created for teaching purposes and commonly presented through ELT coursebooks. It's important to note that dialogues can be used for different purposes in coursebooks such as teaching grammar rules, vocabulary, punctuation; improving speaking, acting, and listening skills; introducing common expressions in daily life; practicing pronunciation, intonation, and stress; presenting target culture values.

Dialogues are one of the most popular activities in the ELT context to improve learners' communication skills by providing meaningful and real communication samples. The learners have a chance to interact with one another, as well as with their teacher, through dialogues. As Farid (1976) states that “... the ideal communication practice in an ESL classroom would take place when two students engaged in a dialogue in English on a topic of interest to them” (p. 300).

Berg et al. (2018) explain the benefits of using dialogues in the classroom in his book. Some of them are listed below:

Dialogues:

- can be used at all instructional stages, and in most subject areas;
- engage all of the students in the class actively and enjoyably;
- connect with learners' social-emotional parts of the brain, therefore increasing the chances that the material will be retained by the learner;
- are a beneficial and energetic break from class routine;
- help to connect oral and written language use, in this way the learners improve their language learning;
- promote social interaction between students (p. 23).

When reviewing the new 9th-12th grade English curriculum of MoNE in Turkey, it is clearly specified that the students are expected to use what they learn in the English lessons in their daily contact. This purpose, therefore, increases the significance of dialogues in coursebooks that are supposed to reflect communicative language use in a real-life context.

The dialogues in B1-B2 levels ELT coursebooks used in Turkey are mainly presented through written forms, listening tracks, or conversations in video clips. When the recorded dialogues are examined in detail, it is seen that they are presented through the interviews. In accordance with the coursebooks' instructions, the most popular implementation strategies of using dialogues in class are reading, filling in the missing parts (in a written or recorded dialogue) or acting out them (ready-made or a self-prepared dialogue). The students are mostly supposed to pair up and each of them takes on the role of one character by reading that part of the conversation.

### **2.3.2. The Authenticity of Dialogues in the Coursebooks**

The critical aspect of dialogues in the coursebooks is their potential in representing natural speech patterns, as can be seen in native speakers' real-life conversations. Authentic dialogue use in the EFL context helps learners to encounter genuine spoken language. In this way, "English-language students feel that they are using the language for a communicative purpose, which in turn contributes to developing their abilities to use English effectively in real-world contexts and ultimately to building students' confidence level in English" (García, 2018, p. 2).

However, the general opinion of educators and researchers about the authenticity of dialogues in the coursebooks is that material writers are not aimed at providing authentic language use through dialogues, but primarily at introducing new language items and making them practiced in many activities. Hence, as stated by Römer (2004a) states that "Pupils are mainly presented with invented sentences, sentences which probably have not occurred in any natural speech situation before (and which probably never will)" (p. 153).

A few studies are focusing on the authenticity of the dialogues in ELT coursebooks in the literature. For instance, Wong (2002) examines the telephone dialogues in English as a second language (ESL) textbooks comparing the real telephone interaction. The conversation analysts examining the dialogues reveal that natural telephone conversations in the textbook dialogues are problematic in terms of elements found in naturally occurring telephone exchanges such as summon-answer, identification, greeting, and how-are-you sequences. Wong suggests that material writers should utilize authentic spoken data and conversation analysis to improve the authenticity of textbooks conversations.

Gilmore (2004) investigates the discourse features of seven dialogues presented in coursebooks between 1981 and 1997, by comparison, the authentic interactions. He reports that there are wide discrepancies between the coursebook dialogues and their authentic equivalents across a variety of discourse features such as the number of false starts and repetitions, pausing, turn-taking patterns. As Gilmore (2004) asserts that "... materials writers have traditionally tended to use dialogues as a medium to reinforce particular grammar points or to present vocabulary and functional language. They have also had structural/functional pedagogic aims, and it is these that they have focused on rather than any issues of authenticity" (p. 370).

In the Turkish context, Aşık and Ekşi (2016) analyzed the dialogues 4 ELT coursebooks used in state secondary schools in Turkey by comparing with the corpus reference and native speaker intuitions. 30 dialogues, which constitute 20% of all the dialogues in the coursebooks, have been analyzed by native speakers' comments and it is concluded that there are great differences between authentic usage and the dialogues in the coursebooks. Aşık and Ekşi suggest that "... coursebooks writers should consult native speaker corpora and adapt the authentic corpora samples whenever possible while producing dialogues" (2016, p. 100).

### 3. METHODOLOGY

This chapter focuses on the design of the study. Research design, materials, participants, data collection instruments, data analysis tools, and procedures of the study are presented here.

#### 3.1. Research Design

The present study adopts a mixed method research design. Mixed method involves combining or integration of qualitative and quantitative research, and data in a research study (Creswell, 2003). It is believed that this methodological diversity will contribute to the validity of the results.

##### 3.1.1. Corpus-based Research

A corpus-based research in this study to answer the first, second, and the third research questions which attempt to compare the representations of functional categories with pragmatic functions suggested by O’Keeffe et al. (2007) used in dialogues in B1-B2 levels ELT coursebooks and the Spoken BNC2014.

O’Keeffe et al. (2007) suggest the functional categories with pragmatic functions in her book under the ‘Relational language’ heading. Relational language is defined as a “language which serves to create and maintain good relations between the speaker and hearer” (O’Keeffe et al., 2007, p. 159). This is in contrast to the transactional language that refers to the exchange of knowledge between interlocutors. However, language use is not separated from relational or transactional, they are interwoven in a conversation. Because the relational language helps learners to know how to use language appropriately within a social setting, it becomes crucial. The relational language expressions suggested by O’Keeffe et al. (2007) are used in English native speakers’ authentic spoken discourse, they are, therefore, should be learned by all foreign language learners.

The functional categories with pragmatic functions and their examples in various corpora have listed in the table below:

Table 3.1. The functional categories with pragmatic functions

| CATEGORY          | EXAMPLES                 | CORPUS EXAMPLES             |
|-------------------|--------------------------|-----------------------------|
| Discourse marking | right, well, so, anyway, | . . . I remember when I was |

---

|                             |   |  |
|-----------------------------|---|--|
|                             | <p>You know,<br/>I mean,<br/>And then,<br/>But I mean,<br/>You know what I mean,<br/>Do you know what I mean,<br/>At the end of the day,<br/>If you see what I mean</p>   | <p>young when I was younger <i>you know</i> er where I come from <i>you know</i> . . . (WSC)</p>   |
| Face and politeness         | <p>do you think,<br/>do you want (me) (to),<br/>I don't know if/whether,<br/>what do you think,<br/>I was going to say</p>  | <p>right okay um <i>do you think</i><br/>Maori is for Maori people only<br/>or for all New Zealanders?<br/>(WSC)</p>   |
| Vagueness and approximation | <p>just, whatever, basically,<br/>quite, pretty,<br/>a couple of,<br/>(and) this that and the other,<br/>and things like that,<br/>all the rest of it,<br/>or something like that,<br/>(and) all this/that sort of thing,<br/>(and) that sort of thing</p>  | <p>. . . do you want a sleeping bag<br/><i>or something</i> in case it's cold?<br/>(WSC)</p>   |
| Conversational routines     | <p>Greeting</p> <p>Leave-taking</p> <p>Expressives (or acknowledgements)<br/>such as: apologizing,<br/>appreciating, complimenting,<br/>condemning, congratulating,<br/>regretting, thanking,<br/>welcoming</p> <p>Commissives such as<br/>promising, offering, inviting</p> <p>Directives such as<br/>commanding, instructing,<br/>suggesting, advising, warning,<br/>requesting</p> | <p>Hey, Hiya, hello, hi there,<br/>How are you</p> <p>See you later</p> <p>welcome, thank you very<br/>much, thank god for that, thank<br/>goodness for<br/>that, thank you ever so much,<br/>thanks for<br/>your help</p> <p>Would you like to, do you<br/>want, do you want some, I'd<br/>love to, that's a nice idea, that<br/>would be lovely</p> <p>how would you feel about,<br/>have you got, would you be<br/>willing to, you've got to,<br/>you're supposed to, you'll have<br/>to, you'd be better off</p> |

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*Note:* Adapted from *From Corpus to Classroom: Language use and language teaching* (p. 160-165), by O'Keeffe et al., 2007. Cambridge University Press.

Discourse markers (DMs) are defined as “a word or phrase, for instance, a conjunction, adverbial, comment clause, interjection that is uttered with the primary function of bringing to listener’s attention a particular kind of the upcoming

utterance with the immediate discourse context” (Redeker, 1991, p. 1168). O’Keeffe et al. (2007) suggested the most common DMs in spoken English as *right, well, so, anyway, You know, I mean, And then, But I mean, You know what I mean, Do you know what I mean, At the end of the day, If you see what I mean.*

Brown and Levinson (1987) use the notion of *face* to explain politeness. The face can be defined as the individual’s self-image that can be damaged or enhanced through interactions with other people. According to this theory, speakers use indirect language to lessen potential imposing to the face of their addressees. O’Keeffe et al. (2007) suggested the most common items in spoken English which have the function in this way as: *do you think, do you want (me) (to), I don’t know if/whether, what do you think, I was going to say.*

In accordance with the theory of relevance, vagueness and approximation include examples of loose talk, which include less than literal thinking interpretations (Sperber & Wilson, 1986). Vagueness and approximation reflect informal and daily language usage. The most commonly used examples of vagueness and approximation items are listed by O’Keeffe et al. (2007) in this way: *just, whatever, basically, quite, pretty, a couple of, (and) this that and the other, and things like that, all the rest of it, or something like that, (and) all this/that sort of thing, (and) that sort of thing.*

O’Keeffe et al. (2007) listed the formulaic utterances routinized in conversational patterns as follows: *hey, hiya, hello, hi there, how are you, see you later, welcome, thank you very much, thank god for that, thank goodness for that, thank you ever so much, thanks for your help, would you like to, do you want, do you want some, I’d love to, that’s a nice idea, that would be lovely, how would you feel about, have you got, would you be willing to, you’ve got to, you’re supposed to, you’ll have to, you’d be better off.*

Being frequent in a foreign language requires the use of formulaic expressions in spoken discourse. The proficient language users often use the spoken language items in their conversations. For that reason, this study investigates these items in dialogues in the coursebooks to which students are exposed to daily language usage.

### 3.1.2. Qualitative Research

To answer the fourth research question of this study, the interview was conducted with a native English speaker. The native speaker's intuition solely may not encompass the rich detail about natural speaking patterns of the language (Wolfson, 1989). But corpus findings can be supported with native speaker intuition to discover the in-depth facts about the language. By means of the interview, native speaker's opinions about the authenticity of the dialogues are examined. Details of the interview contents are shown in the Data collection instruments section.

### 3.2. Materials

The materials chosen for this study are three B1-B2 levels ELT coursebooks used in state high schools in Turkey. The coursebooks are available on EBA (Educational Informatics Network) in a readable and searchable PDF format. EBA is a social qualified electronic educational content network established by the Republic of Turkey the Ministry of National Education in Turkey. To create coursebooks corpus (corpus of coursebooks), the PDF format of the coursebook has been downloaded from the EBA portal and has been converted to a Microsoft Word format by the converter programme "Abby FineReader 12".

Table 3.2. The coursebooks analyzed in this study

| GRADE    | CEFR LEVEL | TITLE                                | AUTHOR(S)  | PUBLISHER       | PUBLISHING DATE |
|----------|------------|--------------------------------------|--|-----------------|-----------------|
| Grade 10 | A2+/B1     | Ortaöğretim İngilizce 10 Ders Kitabı | Çiler GENÇ KARATAŞ   | Gizem Yay.      | 2018            |
| Grade 11 | B1+/B2     | Silver Lining 11 Student's Book      | Ebru AKDAĞ,<br>Funda BAYDAR<br>ERTOPÇU,<br>Kader UYANIK<br>BEKTAŞ,<br>Seda UMUR<br>ÖZADALI,<br>Tuğba KAYA  | Millî Eğt. Yay. | 2019            |
| Grade 12 | B2+...     | Count Me In 12 Student's Book        | Fethi ÇİMEN,<br>Bilgen TAŞKIRAN<br>TİĞİN,<br>Ayten<br>ÇOKÇALIŞKAN,<br>Nihan ÖZYILDIRIM,<br>Mustafa ÖZDEMİR | Millî Eğt. Yay. | 2019            |

After the books were converted to word format, all contents except dialogues were omitted. Because these contents are not related to the daily conversation routines. Numbers, extra spaces, the letters stand for the speakers such as *A, B, C...*, directions which explain the activities were eliminated in the dialogues. The dialogues in the recorded texts/videos were transcribed, the dialogues have jumbled sentences were ordered correctly and the dialogues in gap-filling activity format were filled with the appropriate words. The corpus should be in a plain text format to run on the data because most of the corpus software programs work best with this format. Thus, the texts in the Microsoft Word format have been converted to (or saved as) the plain text format.

The reason for choosing the coursebooks especially on B1- B2 levels is that because the users have independence usage of English and necessary confidence to communicate with native speakers in these levels, the coursebooks have potential to reflect authentic spoken language.

### 3.3. Participants

This study does not intend to reject traditional intuition-based approaches. The aim is to investigate the authenticity of dialogues in the coursebooks, combining both the corpus data and the native speaker intuition. For that reason, dialogues in the coursebooks were analyzed in detail in the interview, along with the native speaker's comments. To avoid any revelation of the participant's identity, the participant is coded as Native Speaker (NS) throughout the study.

Table 3.3. Demographic background of the participant

| <b>PARTICIPANT</b> | <b>AGE</b> | <b>SEX</b> | <b>NATIVE LANGUAGE</b> | <b>QUALIFICATION</b>                  | <b>OCCUPATION</b>  |
|--------------------|------------|------------|------------------------|---------------------------------------|--|
| NS                 | 26         | Female     | English                | <u>B.A:</u> English Language Teaching | Native English teacher/Manager in Power Overseas Education |

### 3.4. Data Collection Instruments

Data were collected in two ways in this study. The first one is to obtain statistical data about the language from the corpus software program. The second one

is the interview about the authenticity of dialogues in the coursebooks with the native speaker mentioned in the participants section above.

### **3.4.1. Corpus Software Program**

Sketch Engine is used to compare the corpora in this study. Sketch Engine is one of the ultimate corpus-analytic programs to analyze how the language works. Two types of corpus have been used as the basis of the analysis, which are the Spoken BNC2014 corpus and coursebooks corpus. Sketch Engine enables access to different kinds of corpora, including the Spoken British National Corpus 2014. The 10-million-word Spoken British National Corpus 2014 (Spoken BNC2014) was chosen as a reference corpus for comparing the coursebooks corpus. The newly compiled Spoken BNC2014 is “publicly accessible corpus of present-day spoken British English” and it is available online in the Sketch Engine (Love, Dembry, Hardie, Brezina & McEnery, 2017, p. 319). The reason why the Spoken BNC2014 was chosen as a reference corpus in this study is that it contains over 10-million-words of present-day spoken British English data in all. Also, choosing the Spoken British National Corpus 2014 has paralleled with the interview with a British native speaker in the qualitative part of this study. Sketch Engine also allows users to upload a self-created corpus. To compare the spoken language used in dialogues in the coursebooks and the reference corpus, coursebooks corpus were created and uploaded to the Sketch Engine.

### **3.4.2. Interview**

Interviews are one of the efficient ways to collect data, which contributes to a better understanding of people's perceptions and opinions about the topic. As can be seen in the Appendix, the interview was composed of two sections. The first part dealt with participant's demographic information (age, sex, educational background and occupation). The second section investigated native speaker's detailed analysis of the authenticity of the dialogues in B1-B2 levels ELT coursebooks. There is only one statement in the second section of the interview:

Q1: Please express your opinion on whether the dialogue is authentic. If it is not, please underline the inauthentic expression and write what can we use instead to make the dialogues more authentic and natural?

Note: Please express your opinion on the authenticity of dialogues bearing in mind that word choice, grammatical usage of English, natural language use, native speakers' speech patterns, information correctness, the relevance of sentences, the order of sentences, etc.

Interview with the native speaker was conducted online because of the ongoing Covid-19 pandemic. In the interview, the native speaker is supposed to underline the problematic parts of the dialogues in terms of authenticity. Native speaker suggested a more correct, authentic and natural way of the problematic usage of the English language in the dialogues.

### **3.5. Data Analysis Tools**

In this research, content analysis method is used to analyze the qualitative data which is obtained from the interview conducted with the native speaker of English. Corpus findings of the dialogues in the B1-B2 levels ELT coursebooks were analyzed through Sketch Engine corpus-analytic programs. In the following subsections, these two data analysis methods will be discussed in depth.

#### **3.5.1. Analysis of the Corpus**

After the data collection process, the frequency counts of each item should be compared with each other. However, the raw frequencies may not offer reliable results when comparing the corpora of different sizes. For that reason, Log-Likelihood (henceforth LL) statistics were employed to compare the frequency counts in coursebooks and the Spoken BNC2014 because of their different sizes. The LL calculator website created by Paul Rayson (freely available at <http://ucrel.lancs.ac.uk/llwizard.html>) was used for this study.

Differences in frequency between two corpora may be due to a random chance. "Significance" is the statistical term for this. If the results are significant, it is understood that these outcomes are not due to random chance. The results should be assessed to see statistical significance level. LL that is a statistical test shows a significant difference in the frequencies between two corpora to determine whether the frequency differences between two corpora were significant or not.

95th percentile; 5% level;  $p < 0.05$ ; critical value = 3.84

99th percentile; 1% level;  $p < 0.01$ ; critical value = 6.63

99.9th percentile; 0.1% level;  $p < 0.001$ ; critical value = 10.83

99.99th percentile; 0.01% level;  $p < 0.0001$ ; critical value = 15.13

For a frequency difference to be considered as statistically significant, it must be above 95th percentile. It is stated on the website that “The higher the G2 value, the more significant is the difference between two frequency scores. For these tables, a G2 of 3.8 or higher is significant at the level of  $p < 0.05$  and a G2 of 6.6 or higher is significant at  $p < 0.01$ ”. LL is also used to recognize the rate of the “underused” and “overused” of findings. A plus (+) indicates overuse before the LL value and a minus (-) indicates underuse before the LL value in sample corpus relative to reference corpus.

Granger (1993) warns that corpus analysis does not propose an entirely automated process. The researcher should reexamine the corpus data to achieve more reliable results. For that reason, it should be determined that what types of expressions can be categorized as discourse markers from the data obtained from corpora. If the expressions have not the functions of discourse markers, they were excluded from the research.

Well is one of those items that should be selected carefully during corpus analysis. Well is analyzed within the scope of this study when it is used as a discourse marker to introduce a new topic, to express a thinking process or hesitation. But, well can be used as an adverb, adjective, verb, or noun, too; and in these cases, it has no discourse marker function and these types of usages weren't included in statistical analysis. For example:

David: You're right Mrs. Williams I usually study at the last minute so I don't have enough time to study all the important points very well And then I feel too stressed before exams

Mrs. Williams: That's a big mistake David Let's think of your successful classmates For example Lisa's studying for her exams this week but she isn't feeling stressed because she revises regularly so she always learns well (from *Ortaöğretim İngilizce 10*, p. 13, Audio 1.3)

However, excerpts, such as the following which serve as a discourse marker, are included in the study:

Presenter: You're welcome Amanda what would you like to share with us

Amanda: Well I live in Melbourne Australia We have an exciting food festival there It's called Melbourne Tomato Festival and it's held in February People cook different dishes with tomatoes and offer them to their guests My mother and I always cook tomato soup

during the festival I think it's very delicious (from *Ortaöğretim İngilizce 10*, p. 94, Audio 7.4)

*Right* is another item that should be selected carefully. *Right* can not be categorized as a discourse marker in every usage as in the following extracts:

Sally: Actually, not everyone likes them and you know, some would never try or can't even dare to watch! Like me! (Ha ha!)

Matthew: You're right Sally, but there are millions who are addicted to adrenaline. One of them is sitting next to you right now! (Ha ha!) Today, we're gonna talk about bungee jumping, yes jumpers! Waiting for you! Call us and share your experiences!(from *Silver Lining 11*, p. 105, Track 51)

Man: That sounds great How can I go to the swimming pool I want to see it

Receptionist: Go straight ahead Turn left at the coffee shop It's on the right (from *Ortaöğretim İngilizce 10*, p. 67, Audio 5.5)

*So* is another discourse marker that was analyzed in detail. As can be seen from the extract below, *so* is used as an opening frame marker in the Mayor's sentence and it was included in the study. However, in Ally Jonas' sentence *so* is used as an adverb to qualify the adjective *simple* and it was excluded from the study.

The Mayor: So, the next issue is related to air pollution stemming from low calorie coal use in the neighborhood of Littlepole. It came in a letter of complaint by a resident, Myra Sahana. You have a copy of the letter in your folders. What would you say about it?

Linda Thomas: Don't get me wrong, but I think we should take a prompt action on this matter. We should be more sensitive about environmental issues.

Ally Jonas: You are right but the solution to this problem is not so simple as introducing a ban at once.(from *Count Me In 12*, p. 81)

Consequently, the sorting process explained in detail above has been conducted for each item to decide whether it has a discourse marker function.

### **3.5.2. Analysis of the Interview**

For qualitative data analysis, native speaker comments about the authenticity of the dialogues in the coursebooks are searched for. The native speaker data is analyzed by using the content analysis method. It "involves coding data in a systematic way in order to discover patterns and develop well-grounded interpretations" (Friedman, 2012, p. 191). In content analysis, the researcher develops a reliable coding system to describe the gathered data.

In the content analysis process, the answers of the interviewee are reanalyzed to gain a general understanding of the data. Next, the coding units are identified after combining all the interview answers. Then categories are created according to the codes that are related to each other and extracted the examples of the interviewee related to these categories. In this way, it is reached that a clear understanding of the interviewee's opinions about the authenticity and naturalness of the dialogues in the ELT coursebooks.

### **3.6. Procedures**

This study has been conducted by the following procedures:

- The spoken part of the BNC2014 is selected as a reference corpus of this study.

- ELT coursebooks corpus is created to compare the reference one.

- Each item is searched in the Spoken BNC2014 and the frequency and the concordances of each word are analyzed in each of the examples of four main functional categories suggested by O'Keeffe et al. (2007).

- The coursebooks corpus is analyzed for each item, as well.

- Discourse markers items are reanalyzed to sort out whether they have discourse marker function in a text.

- Raw frequency is the number of occurrences in the corpus. To compare the corpora of different sizes, relative frequencies and log-likelihood results were taken into consideration.

- The native speaker's comments about the authenticity of dialogues in the coursebooks are presented.

- Corpus findings and native speaker's comments are analyzed to discuss the authenticity level of dialogues used in the ELT coursebooks.

## **4. FINDINGS**

This chapter presents the findings obtained from statistical research via the corpus software program and the qualitative analyses of the interview with the native speaker. The findings of corpus-based research are presented in section 4.1. and the findings of qualitative research are presented in section 4.2.

### **4.1. Findings of the Corpus-based Research**

#### **4.1.1. Comparison of the Most Frequent 50 Words in Both Corpora**

The table displays the most frequent 50 words based on frequency counts from the coursebooks corpus and the Spoken BNC2014. In the fourth column, the relative frequency value is shown. Because of the different sizes of corpora, frequencies can not be compared to each other without normalizing the values. For instance, the Spoken BNC2014 has more words than coursebooks corpus. So, each word in the Spoken BNC2014 has more frequency value. To compare the corpora of different sizes, we should take relative frequency value into consideration.

Table 4.1. The most frequent 50 words in both corpora

| COURSEBOOKS CORPUS |      |                       |                           | SPOKEN BNC2014 |      |                       |                           |
|--------------------|------|-----------------------|---------------------------|----------------|------|-----------------------|---------------------------|
| NO                 | WORD | ABSOLUTE<br>FREQUENCY | RELATIVE<br>FREQUENCY (%) | NO             | WORD | ABSOLUTE<br>FREQUENCY | RELATIVE<br>FREQUENCY (%) |
| 1                  | I    | 678                   | 3,56                      | 1              | i    | 437123                | 4,16                      |
| 2                  | You  | 626                   | 3,29                      | 2              | it   | 353183                | 3,37                      |
| 3                  | The  | 569                   | 2,29                      | 3              | you  | 311372                | 2,97                      |
| 4                  | To   | 462                   | 2,43                      | 4              | the  | 297879                | 2,84                      |
| 5                  | A    | 412                   | 2,16                      | 5              | and  | 275499                | 2,63                      |
| 6                  | And  | 318                   | 1,67                      | 6              | yeah | 260027                | 2,48                      |
| 7                  | It   | 310                   | 1,63                      | 7              | that | 230806                | 2,2                       |
| 8                  | Of   | 241                   | 1,27                      | 8              | a    | 216361                | 2,06                      |
| 9                  | In   | 203                   | 1,07                      | 9              | to   | 200299                | 1,91                      |
| 10                 | Is   | 200                   | 1,05                      | 10             | n't  | 177638                | 1,69                      |
| 11                 | We   | 185                   | 0,97                      | 11             | like | 157426                | 1,5                       |
| 12                 | Do   | 184                   | 0,97                      | 12             | do   | 136518                | 1,3                       |
| 13                 | n't  | 180                   | 0,95                      | 13             | of   | 132113                | 1,26                      |
| 14                 | That | 178                   | 0,94                      | 14             | was  | 129812                | 1,24                      |
| 15                 | For  | 169                   | 0,89                      | 15             | they | 125716                | 1,2                       |
| 16                 | Have | 163                   | 0,86                      | 16             | in   | 112440                | 1,07                      |
| 17                 | My   | 157                   | 0,82                      | 17             | so   | 104201                | 0,99                      |
| 18                 | What | 152                   | 0,8                       | 18             | but  | 103445                | 0,99                      |
| 19                 | Are  | 139                   | 0,73                      | 19             | is   | 103027                | 0,98                      |
| 20                 | Your | 121                   | 0,64                      | 20             | he   | 97502                 | 0,93                      |
| 21                 | Be   | 111                   | 0,58                      | 21             | oh   | 96609                 | 0,92                      |
| 22                 | On   | 111                   | 0,58                      | 22             | we   | 91716                 | 0,87                      |
| 23                 | He   | 108                   | 0,57                      | 23             | no   | 88848                 | 0,85                      |

Table 4.1. Continued

|    |        |     |      |    |        |       |      |
|----|--------|-----|------|----|--------|-------|------|
| 24 | With   | 106 | 0,56 | 24 | know   | 87333 | 0,83 |
| 25 | Me     | 104 | 0,55 | 35 | just   | 85495 | 0,81 |
| 26 | They   | 99  | 0,52 | 26 | mm     | 82447 | 0,79 |
| 27 | About  | 99  | 0,52 | 27 | have   | 81075 | 0,77 |
| 28 | At     | 95  | 0,5  | 28 | what   | 74242 | 0,71 |
| 29 | Was    | 94  | 0,49 | 29 | there  | 72125 | 0,69 |
| 30 | this   | 88  | 0,46 | 30 | well   | 71471 | 0,68 |
| 31 | yes    | 88  | 0,46 | 31 | on     | 68613 | 0,65 |
| 32 | like   | 86  | 0,45 | 32 | she    | 68133 | 0,65 |
| 33 | can    | 86  | 0,45 | 33 | not    | 62741 | 0,6  |
| 34 | but    | 85  | 0,45 | 34 | be     | 58014 | 0,55 |
| 35 | all    | 84  | 0,44 | 35 | for    | 57952 | 0,55 |
| 36 | should | 81  | 0,43 | 36 | erm    | 56571 | 0,54 |
| 37 | so     | 80  | 0,42 | 37 | think  | 54511 | 0,52 |
| 38 | as     | 74  | 0,39 | 38 | er     | 52030 | 0,5  |
| 39 | if     | 69  | 0,36 | 39 | got    | 51502 | 0,49 |
| 40 | right  | 69  | 0,36 | 40 | did    | 51433 | 0,49 |
| 41 | not    | 69  | 0,36 | 41 | then   | 50470 | 0,48 |
| 42 | had    | 68  | 0,36 | 42 | this   | 49159 | 0,47 |
| 43 | our    | 63  | 0,33 | 43 | really | 48492 | 0,46 |
| 44 | how    | 62  | 0,33 | 44 | one    | 48477 | 0,46 |
| 45 | good   | 61  | 0,32 | 45 | if     | 47284 | 0,45 |
| 46 | time   | 60  | 0,32 | 46 | all    | 43826 | 0,42 |
| 47 | there  | 58  | 0,3  | 47 | with   | 43309 | 0,41 |
| 48 | would  | 57  | 0,3  | 48 | cos    | 42794 | 0,41 |
| 49 | one    | 56  | 0,29 | 49 | or     | 41630 | 0,4  |
| 50 | well   | 54  | 0,28 | 50 | get    | 41524 | 0,4  |

As Table 4.1. clearly demonstrates that there were no significant differences between both corpora in terms of the most frequent 50 words. It is also apparent from the table that function words are at the top of the frequency list of the words in both corpora. While nouns, verbs, adjectives, and adverbs are considered content words; prepositions, conjunctions, pronouns, auxiliary verbs, inflections, and interjections are considered function words (Brown & Fraser, 1963). Function words occur more frequently relative to content words in any text. There are not sufficient numbers of content words in the most frequent 50 words table.

It is seen that the subject pronoun “I” is the most frequent word in the corpus with relative frequency of 8.39%. It is followed by subject pronoun “you” with relative frequency of 7.75%, definite article “the” with relative frequency of 7.04%, preposition “to” with relative frequency 5.72%, indefinite article “a” with relative frequency of 5.10% and conjunction “and” with relative frequency of 3.93%.

#### **4.1.2. Comparison of the Discourse Markers Items Frequency in Both Corpora**

Table 4.2. below shows the occurrences of discourse markers suggested by O’Keeffe et al. (2007) in coursebooks corpus and the Spoken BNC2014. Table shows the frequency and relative frequency of each item. The O/U-use column indicates overuse (+) and underuse (-) of the item in the coursebooks corpus relative to the Spoken BNC2014.

Table 4.2. Comparison of the discourse markers items frequency in both corpora

| NO    | DISCOURSE MARKER        | COURSEBOOKS CORPUS |                        | SPOKEN BNC2014 |                        | LL RATIO | O/U- USE |
|-------|-------------------------|--------------------|------------------------|----------------|------------------------|----------|----------|
|       |                         | FREQUENCY          | RELATIVE FREQUENCY (%) | FREQUENCY      | RELATIVE FREQUENCY (%) |          |          |
| 1     | at the end of the day   | 1                  | 0,01                   | 154            | 0                      | +1,11    | Overuse  |
| 2     | if you see what i mean  | 0                  | 0                      | 42             | 0                      | -0,15    | Underuse |
| 3     | do you know what i mean | 0                  | 0                      | 629            | 0,01                   | -2,28    | Underuse |
| 4     | you know what i mean    | 0                  | 0                      | 663            | 0,01                   | -2,4     | Underuse |
| 5     | but i mean              | 0                  | 0                      | 1218           | 0,01                   | -4,41    | Underuse |
| 6     | anyway                  | 4                  | 0,02                   | 6596           | 0,06                   | -7,15    | Underuse |
| 7     | i mean                  | 7                  | 0,04                   | 18441          | 0,18                   | -30,96   | Underuse |
| 7     | and then                | 5                  | 0,03                   | 26079          | 0,25                   | -62,07   | Underuse |
| 9     | right                   | 5                  | 0,03                   | 26694          | 0,25                   | -64,06   | Underuse |
| 10    | you know                | 13                 | 0,07                   | 41724          | 0,4                    | -79,47   | Underuse |
| 11    | well                    | 31                 | 0,16                   | 71471          | 0,68                   | -108,43  | Underuse |
| 12    | so                      | 39                 | 0,2                    | 103445         | 0,99                   | -174,53  | Underuse |
| Total |                         | 105                | 0,55                   | 297156         | 2,83                   | -535,91  | Underuse |

Table 4.2. summarizes the data on the items analyzed in discourse markers category. 12 items are analyzed in this category. The item *-at the end of the day-* is overused with an LL ratio +1.11 in coursebooks corpus by comparison with the Spoken BNC2014. Coursebooks corpus are found to underuse the other 11 items - *if you see what i mean, do you know what i mean, you know what i mean, but i mean, anyway, i mean, and then, right, you know, well, so-* with an LL ratio ranging from -0.15 to -174.53 by comparison with the Spoken BNC2014. Of these 12 items in this category, *-if you see what i mean, do you know what i mean, you know what i mean, but i mean-* are not used in dialogues in the coursebooks.

*Well* as a discourse marker is used to initiate or close a discourse, to serve as a filler or delaying tactic, to show a reaction and back-channelling signal of understanding and attention (Castro, 2009).

Mandy: What are you doing this weekend

Alex: Well I'm taking a guitar course on Saturday morning (from Ortaöğretim İngilizce 10, p. 28, Audio 2.3)

Presenter: You're welcome Amanda what would you like to share with us

Amanda: Well I live in Melbourne Australia We have an exciting food festival there It's called Melbourne Tomato Festival and it's held in February... (from Ortaöğretim İngilizce 10, p. 93, Audio 7.3)

Manager: Why do you think you are the right person for the job

Austin: Well I know this city very well I am considered to be friendly and sociable and get along well with people from other countries Oh I am also really into history and culture... (from Silver Lining 11, p. 20, Track 5)

*I mean* as a discourse marker is added to a sentence to repair or change one's word to make sure that the sentences are clear for the listener.

Austin: I had a part-time job at the information desk at Edinburgh Airport last summer I picked up a lot of experience in working with different people

Manager: OK Good Austin Selling tickets and organising tours are physically demanding and the hours are really long Sometimes you will be working evening shifts or 7 days a week I mean you will be burning the candle at both ends (from Silver Lining 11, p. 20, Track 5)

Joan: Come on I don't see any point in playing such a game

James: That doesn't make sense Joan Experts do They say that there are both positive and negative effects of these games They may help with cognitive functions I mean they may change the brain structure they may help with concentration and boost hand-eye coordination... (from *Count Me In 12*, p. 46, Video Script 4.1)

When *and* collocates with *then*, it shows the temporal sequence of the topic in a conversation. Some extracts of *and then* in the coursebooks are given below:

Mrs. Williams: You should make a study plan, David. You should start your revision early. In this way, you can complete your studies in time. It's not a good idea to study for your exams at the last minute.

David: You're right, Mrs. Williams. I usually study at the last minute so I don't have enough time to study all the important points very well. And then I feel too stressed before exams. (from *Ortaöğretim İngilizce 10*, p. 13, Audio 1.3)

Dorothy: Oh, dear! Feel free to tell.

Amy: I have always enjoyed eating but this has turned into a habit. I snack non-stop. Whenever I turn on TV, I want to have a snack. The last time I was watching a film and snacking, I didn't realise how much I ate and then fell asleep. I woke up with a terrible headache and stomachache followed by throwing up... (from *Silver Lining 11*, p. 63, Track 29)

*Anyway* has a digression function when it is used as a discourse marker. Coll (2009) states that *anyway* dismisses a specific issue under discussion with a view to introducing a new topic or returns to a previous topic. He also detailed this function as "This use always connects to previous discourse, as the previous piece of discourse is what is being dismissed, or considered an unimportant matter" (p. 181).

Linda: If we had a choice now we wouldn't sit for exams

Mr. Timmons: That's also what we teachers would do if we had the chance Linda Anyway we'd rather do something to change the negative mood here Any suggestions (from *Count Me In 12*, p. 51)

Susan: The study is in a complete mess Like a China shop But that is not all I've told you many times and telling once more The lock is out of order You should get it repaired immediately

Henry: Come on Susan Don't exaggerate I just haven't had time Anyway I won't get it repaired I'll fix it myself I'll just replace the lock set (from *Count Me In 12*, p. 87)

*You know* is used to mark shared knowledge between speaker and listener in a conversation and to assess the listener's knowledge about the utterances (Fung & Carter, 2007, p. 418).

Lara: Dennis I've just finished reading your last poem I'm speechless You have a flair for writing poems and articles

Dennis: Happy to hear you've enjoyed it You know my only passion is to study English Literature at Cambridge When I was ten I could write poems for my teachers (from *Silver Lining 11*, p. 33, Track 14)

A: Andy wants to go to Australia next month

B: You know he has itchy feet He can't stay here too long (from *Ortaöğretim İngilizce 10*, p. 73)

*So* can be used to initiate discourse including to attract the attention of the listener, to indicate a new topic in a conversation, to shift another topic, to indicate a result, to summarize opinions, or to mark self-correction.

Man: No I'm planning to travel with my wife my son and my daughter

Travel agent: So you want a family vacation (from *Ortaöğretim İngilizce 10*, p. 62, Audio 5.1)

Manager: So Austin Looking at your CV you are a student at Edinburgh College of Art aren't you

Austin: Yes I am a 3rd grade student at university and I will be graduating next year I am looking for a temporary summer job (from *Silver Lining 11*, p. 20, Track 5)

Sam: So guys What do you think about Mr. Robbins What kind of a person is he

Morgan: I was impressed I like the way he teaches (from *Count Me In 12*, p. 23, Tapescript 2.2)

*Right* is mostly used to start or end a conversation. It is also used to ask for confirmation, to check the audience's response, and to get the attention of the listeners to gain the control (Schleef, 2005; Othman, 2010).

Celia: I can learn new things quickly. I'm good at maths and physics.

Uncle Martin: Right First you should know your skills and interests It's a good idea to decide what makes you happy (from *Ortaöğretim İngilizce 10*, p. 76, Audio 6.1)

David: So Kevin if you could send me that summary before the deadline that would be really great

Kevin: Right I'll do my best (from *Count Me In 12*, p. 59)

#### **4.1.3. Comparison of Face and Politeness Items Frequency in Both Corpora**

Table 4.3. below shows the face and politeness items suggested by O'Keeffe et al. (2007) in both corpora.

Table 4.3. Comparison of face and politeness items frequency in both corpora

| NO    | FACE AND<br>POLITENESS  | COURSEBOOKS CORPUS |                           | SPOKEN BNC2014 |                           | LL<br>RATIO | O/U- USE |
|-------|-------------------------|--------------------|---------------------------|----------------|---------------------------|-------------|----------|
|       |                         | FREQUENCY          | RELATIVE<br>FREQUENCY (%) | FREQUENCY      | RELATIVE<br>FREQUENCY (%) |             |          |
| 1     | what do you think       | 4                  | 0,02                      | 496            | 0                         | +5.72       | Overuse  |
| 2     | do you want             | 5                  | 0,03                      | 2538           | 0,02                      | +0.03       | Overuse  |
| 3     | i was going to say      | 0                  | 0                         | 193            | 0                         | -0,7        | Underuse |
| 4     | do you want me to       | 0                  | 0                         | 382            | 0                         | -1,38       | Underuse |
| 5     | i don't know if         | 1                  | 0,01                      | 1586           | 0,02                      | -1,64       | Underuse |
| 6     | do you think            | 1                  | 0,01                      | 1684           | 0,02                      | -1,87       | Underuse |
| 7     | i don't know<br>whether | 0                  | 0                         | 527            | 0,01                      | -1,91       | Underuse |
| Total |                         | 11                 | 0,06                      | 7406           | 0,07                      | -7,5        | Underuse |

As can be seen from the Table 4.3., 7 different items are analyzed in the face and politeness category. Of these 7 items -what do you think, do you want- are overused in coursebooks corpora with an LL ratio ranging from +5.72 to +0.03 compared to the Spoken BNC2014. The items -I was going to say, do you want me to, I don't know if, do you think, I don't know whether- are underused with an LL ratio ranging from -0.70 to -1.91 compared to the Spoken BNC2014. Of these 7 items in this category, -I was going to say, do you want me to, I don't know whether- are not used in dialogues in the coursebooks.

When it comes to face and politeness items, it can be observed that do you think occurs 1 time, do you want occurs 5 times, I don't know if occurs 1 time, what do you think occurs 4 times. The items -do you want me to, I don't know whether, I was going to say- can not be found in the dialogues.

Related excerpts in the coursebooks are given below:

Jane: Do you think I could borrow your car this weekend

Sue: Normally I'd say no but you are my best friend and I know you wouldn't ask for it if you didn't need it so much (from *Count Me In 12* p. 58 Tapescript 6.1)

Kate: OK I don't know if I told you that I'm going on holiday next week for a couple of weeks

Jennifer: Oh cool That's very nice (from *Count Me In 12* p. 64)

Presenter: You have a very interesting name What does it mean Do you want to tell us the story behind it

Bryant: Ohh yes Many people are curious about it My name comes from a Japanese steak (from *Silver Lining 11* p. 99 Track 46)

#### **4.1.4. Comparison of Vagueness and approximation Items Frequency in Both Corpora**

Table 4.4. summarizes the data on the frequency of vagueness and approximation items suggested by O'Keeffe et al. (2007).

Table 4.4. Comparison of vagueness and approximation items frequency in both corpora

| NO    | VAGUENESS AND APPROXIMATION       | COURSEBOOKS CORPUS |                        | SPOKEN BNC2014 |                        | LL RATIO | O/U- USE |
|-------|-----------------------------------|--------------------|------------------------|----------------|------------------------|----------|----------|
|       |                                   | FREQUENCY          | RELATIVE FREQUENCY (%) | FREQUENCY      | RELATIVE FREQUENCY (%) |          |          |
| 1     | a couple of                       | 4                  | 0,02                   | 2282           | 0,02                   | -0,01    | Underuse |
| 2     | (and) all this/that sort of thing | 0                  | 0                      | 72             | 0                      | -0,26    | Underuse |
| 3     | (and) this that and the other     | 0                  | 0                      | 82             | 0                      | -0,3     | Underuse |
| 4     | all the rest of it                | 0                  | 0                      | 131            | 0                      | -0,47    | Underuse |
| 5     | and things like that              | 0                  | 0                      | 418            | 0                      | -1,51    | Underuse |
| 6     | or something like that            | 0                  | 0                      | 716            | 0,01                   | -2,6     | Underuse |
| 7     | pretty                            | 1                  | 0,01                   | 4288           | 0,04                   | -9,44    | Underuse |
| 8     | basically                         | 0                  | 0                      | 3455           | 0,03                   | -12,52   | Underuse |
| 9     | whatever                          | 0                  | 0                      | 4808           | 0,05                   | -17,43   | Underuse |
| 10    | quite                             | 4                  | 0,02                   | 17455          | 0,17                   | -38,73   | Underuse |
| 11    | just                              | 21                 | 0,11                   | 85491          | 0,81                   | -183,96  | Underuse |
| Total |                                   | 30                 | 0,16                   | 119198         | 1,14                   | -267,23  | Underuse |

The Table 4.4. demonstrates the data of 11 items in Vagueness and approximation category. All of these items *-a couple of, (and) all this/that sort of thing, (and) this that and the other, all the rest of it, and things like that, or something like that, pretty, basically, whatever, quite, just-* are underused with an LL ratio ranging from -0.01 to -183.96 compared to the Spoken BNC2014. Of these 11 items in this category, *-(and) all this/that sort of thing, (and) this that and the other, all the rest of it, and things like that, or something like that, basically, whatever-* are not used in dialogues in the coursebooks.

Some of the related excerpts from the dialogues in the coursebooks as follows:

James: That doesn't make sense Joan Experts do They say that there are both positive and negative effects of these games They may help with cognitive functions I mean they may change the brain structure they may help with concentration and boost hand-eye coordination That's not all They may also help to improve quick thinking and decision making skills

Joan: I'm not sure I can't quite understand what you say (from *Count Me In 12*, p. 46, Video Script 4.1)

Elsa's mum: HmMMM What about cheating me

Elsa: MumMMM I'm sorry for telling you late I just didn't want you to be on pins and needles I'm not a beginner anymore and I'm really gifted in highlining Maybe you'd like to come and try with me (from *Silver Lining 11*, p. 27, Track 10)

Joan: I'm not sure I can't quite understand what you say James: I'm pretty sure Joan The thing is these games may have positive effects (from *Count Me In 12*, p. 46, Video Script 4.1)

Susan: Can you do it on your own

Henry: Indeed I can But ordering the screen waiting for the delivery may take a couple of days We should have it changed by a professional(from *Count Me In 12*, p. 87)

#### **4.1.5. Comparison of Conversational routines Items Frequency in Both Corpora**

Table 4.5. compares the occurrences of conversational routine items suggested by O'Keeffe et al. (2007) in both corpora.

Table 4.5. Comparison of conversational routines items frequency in both corpora

|                     | COURSEBOOKS CORPUS |                         |           |                        | SPOKEN BNC2014 |                        |          |          |
|---------------------|--------------------|-------------------------|-----------|------------------------|----------------|------------------------|----------|----------|
|                     | NO                 | CONVERSATIONAL ROUTINES | FREQUENCY | RELATIVE FREQUENCY (%) | FREQUENCY      | RELATIVE FREQUENCY (%) | LL RATIO | O/U-USE  |
| <b>Greeting</b>     | 1                  | hello                   | 9         | 0,05                   | 1389           | 0,01                   | +9.93    | Overuse  |
|                     | 2                  | hey                     | 7         | 0,04                   | 930            | 0,01                   | +9.27    | Overuse  |
|                     | 3                  | how are you             | 3         | 0,02                   | 410            | 0                      | +3.84    | Overuse  |
|                     | 4                  | hi there                | 0         | 0                      | 16             | 0                      | -0,06    | Underuse |
|                     | 5                  | hiya                    | 0         | 0                      | 69             | 0                      | -0,25    | Underuse |
| <b>Leave-taking</b> | 1                  | see you later           | 1         | 0,01                   | 91             | 0                      | +1.93    | Overuse  |
| <b>Expressives</b>  | 1                  | welcome                 | 22        | 0,12                   | 351            | 0                      | +111.87  | Overuse  |
|                     | 2                  | thank you very much     | 16        | 0,08                   | 367            | 0                      | +70.44   | Overuse  |
|                     | 3                  | thank you ever so much  | 0         | 0                      | 5              | 0                      | -0,02    | Underuse |
|                     | 4                  | thank goodness for that | 0         | 0                      | 6              | 0                      | -0,02    | Underuse |
|                     | 5                  | thanks for your (help)  | 0         | 0                      | 6              | 0                      | -0,02    | Underuse |
|                     | 6                  | thank god for that      | 0         | 0                      | 18             | 0                      | -0,07    | Underuse |
| <b>Commissives</b>  | 1                  | would you like to       | 11        | 0,06                   | 205            | 0                      | +52.72   | Overuse  |
|                     | 2                  | i'd love to             | 3         | 0,02                   | 296            | 0                      | +5.38    | Overuse  |
|                     | 3                  | that would be (lovely)  | 3         | 0,02                   | 1470           | 0,01                   | +0.04    | Overuse  |
|                     | 4                  | do you want             | 5         | 0,03                   | 2671           | 0,03                   | +0.01    | Overuse  |
|                     | 5                  | that's a nice idea      | 0         | 0                      | 0              | 0                      | +0.00    | Overuse  |
|                     | 6                  | do you want some        | 0         | 0                      | 300            | 0                      | -1,09    | Underuse |

Table 4.5. Continued

|                   |   |                          |    |      |       |      |         |          |
|-------------------|---|--------------------------|----|------|-------|------|---------|----------|
| <b>Directives</b> | 1 | have you got             | 4  | 0,02 | 1318  | 0,01 | +0.90   | Overuse  |
|                   | 2 | would you be willing to  | 0  | 0    | 0     | 0    | +0.00   | Overuse  |
|                   | 3 | how would you feel about | 0  | 0    | 4     | 0    | -0,01   | Underuse |
|                   | 4 | you'd be better off      | 0  | 0    | 8     | 0    | -0,03   | Underuse |
|                   | 5 | you're supposed to       | 0  | 0    | 11    | 0    | -0,04   | Underuse |
|                   | 6 | you'll have to           | 0  | 0    | 395   | 0    | -1,43   | Underuse |
|                   | 7 | you've got to            | 0  | 0    | 1298  | 0,01 | -4,7    | Underuse |
| <b>Total</b>      |   |                          | 84 | 0,44 | 11634 | 0,11 | +105,94 | Overuse  |

As can be seen from the table above, conversational routines are subcategorized by O’Keeffe et al. (2007) as *Greeting, Leave-taking, Expressives, Commissives, Directives*.

In *Greeting* subcategory, the items *-hello, hey, how are you-* are overused with an LL ratio ranging from +9.93 to +3.84 compared to the Spoken BNC2014. The items *-hi there, hiya-* are underused with an LL ratio ranging from -0.06 to -0.25 compared to the Spoken BNC2014.

The item *hey* is used 7 times, *hello* is used 9 times, *how are you* is used 3 times in dialogues in the coursebooks. The item *hiya* and *hi there* do not occur in the dialogues. To see if there are other items to indicate greetings in the dialogues, the dialogues are reanalyzed. Other greetings items are as follows: *hi* with 13 occurrences, *nice to see you* with 1 occurrence, *good morning* with 6 occurrences, *how are you doing* with 1 occurrence and *good afternoon* with 12 occurrences. Some of the related excerpts from the dialogues in the coursebooks as follows:

Jane: Hey Steve How’s it going

Steve: Hey Jane Not bad Thanks And you (from *Ortaöğretim İngilizce 10*, p. 10, Video 1.1.)

Sally: A ha, our first jumper is on the line. Hello Jane, how long have you been jumping?

Jane: Hi! I’ve been a jumper for four years now. (from *Silver Lining 11*, p. 105, Track 51)

In *Leave-taking* subcategory, the item *-See you later-* is overused with an LL ratio +1.93.

As can be seen from the table, the leave-taking item *see you later* suggested by O’Keeffe et al. (2007) does not occur in dialogues in the coursebooks. To see the other leave-taking items, the dialogues are reanalyzed. Instead of the suggestion *see you later*, *bye* is used 8 times, *goodbye* is used 3 times, *take care* is used 2 times, *see you* is used 3 times, *have a nice day* is used 3 times, *see you later* is used 1 time, *see you again* is used 2 times, *i hope to see you later* is used 1 time. Related excerpts from the dialogues in the coursebooks are given below:

Steve: Don’t mention it Jane See you later

Jane: See you Bye (from *Ortaöğretim İngilizce 10*, p. 10, Video 1.1)

David: Yes Mrs. Williams I'll study very hard this week Have a nice day

Mrs. Williams: Thanks Goodbye (from *Ortaöğretim İngilizce 10*, p. 13, Audio 1.3)

In *Expressives* subcategory, the items *-welcome, thank you very much-* are overused with an LL ratio ranging from +111.87 to +70.44 compared to the Spoken BNC2014. The items *-thank you ever so much, thank goodness for that, thanks for your (help), thank god for that-* are underused with an LL ratio ranging from -0.02 to -0.07 compared to the Spoken BNC2014.

Expressions of thanking such as *thank god for that, thank goodness for that, thank you ever so much*, and *thanks for your (help)* do not occur in coursebooks corpus. To identify which expressions are used to say thanks, we reanalyzed all the dialogues in depth. The results obtained from this analysis show that *thank you very/so much* are used 17 times, *thank you* is used 25 times, *thanks* is used 14 times. Within the occurrences, *thanks a lot, thank you in advance*, and *thank you very much indeed* are observed as an alternative way of thanking. The results display that the conversational routine items aim to express thanking do not be represented in dialogues in the coursebooks. The variety of expressions to say thanks is limited in coursebooks' dialogues.

Ticket agent: OK I've just booked your flight Ms. Lopez

Woman: Thank you very much (from *Ortaöğretim İngilizce 10*, p. 66, Audio 5.4)

Uncle Martin: You're welcome I wish you good luck

Richard: Thanks a lot (from *Ortaöğretim İngilizce 10*, p. 76, Audio 6.1)

Jason: Hi Robert It's me Jason Are you feeling better today

Robert: Yeah thank you for your interest I just want to apologize for last night I shouldn't have behaved so rude You know I was really sad and sought somebody to put the blame on (from *Count Me In 12*, p. 98, Tapescript 10.1)

In *Commissives* subcategory, *-Would you like to, I'd love to, that would be (lovely), do you want, that's a nice idea-* are overused with an LL ratio ranging from +52.72 to +0.00 compared to the Spoken BNC2014. The item *-do you want some-* is underused with an LL ratio -1.09.

As can be seen from the table, commissive items that have functions such as promising, offering, inviting are not presented enough in dialogues in the coursebooks. *Would you like to* occurs in 11 times, *do you want* occurs in 5 times, *I'd*

*love to* occurs 3 times, *(that) would be (lovely)* occurs in 4 times, *do you want some* do not occur in dialogues in the coursebooks.

A: Do you want help

B: Sure Two heads are better than one (from *Ortaöğretim İngilizce 10*, p. 87)

Alex: Sorry I can't I'm playing tennis with Mike on Sunday afternoon But our tennis practice finishes at 5 p.m Would you like to go out after that

Mandy: Yes I'd love to (from *Ortaöğretim İngilizce 10*, p. 28, Audio 2.3)

David: So Kevin if you could send me that summary before the deadline that would be really great

Kevin: Right I'll do my best (from *Count Me In 12*, p. 59)

In *Directives* subcategory, *-have you got, would you be willing to-* are overused with an LL ratio ranging from +0.90 to +0.00 compared to the Spoken BNC2014. The items *-how would you feel about, you'd be better off, you're supposed to, you'll have to, you've got to-* are underused with an LL ratio ranging from -0.01 to -4.70 compared to the Spoken BNC2014.

Suggested directive items such as *How would you feel about, would you be willing to, you've got to, you're supposed to, you'll have to, and you'd be better off* do not occur in the dialogues. *Have you got* occurs 4 times in the dialogues.

Kate: Um Jennifer have you got a minute

Jennifer: Yeah sure (from *Count Me In 12*, p. 64)

## **4.2. Findings of the Qualitative Research**

### **4.2.1. Native Speaker's comments on the Authenticity of Dialogues in B1-B2 Levels ELT Coursebooks**

Native speaker's comments about the authenticity of dialogues in the ELT coursebooks are given in the table below. Because of the large number of dialogues in the 3 coursebooks analyzed, only problematic parts of the dialogues are presented in the table below.

Table 4.6. Native speaker's comments on the authenticity of dialogues in B1-B2 levels ELT coursebooks

| DIALOGUE EXTRACTS   | NATIVE SPEAKER'S COMMENTS   |
|---|---|
| <p>...</p> <p><b>Austin :</b> Oh, I'm going to do something different in the first month. My cousin, Joe, and I will be travelling across Europe by train in June. <u>We haven't fixed upon the countries yet</u> but we will probably make it France, Germany, The Netherlands, Belgium and Spain.</p> <p><b>Tailynn :</b> Wow! Your plan sounds amazing. <u>I'm sure you will be tickled to death with Joe.</u> Lucky you!</p> <p>...</p> <p><b>Austin :</b> Oh, poor you! If you keep working such long hours without a holiday, you will burn out. <u>However, I'm sure you will get ahead</u> because most entrepreneurs start their careers with jobs like this.</p> <p>...</p> <p>(from <i>Silver Lining 11</i> p. 15 Track 1)</p> | <p>(NS): 'Fixed upon' should not be used here. 'came to a decision' should be used. [Incorrect word choice in terms of authenticity]</p> <p>(NS): The idiom 'tickled to death' is not suitable for the level; We can use 'jubilant' or 'overjoyed'. It could be said in this way instead : 'I am sure you will be overjoyed with Joe.'<br/>[Sentences/expressions not suitable for the level of the students]</p> <p>(NS): 'Get ahead' has many meanings such as being good at a job, raising money to be the first and to improve; so the sentences' meaning is not clear in which meaning it is stated. We native speakers say 'march on'. 'I'm sure you will march on'. [Ambiguous usage of language that is not clear and easy to understand]</p> |
| <p>...</p> <p><b>Manager :</b> <u>Why do you think you are the right person for the job?</u></p> <p>...</p> <p><b>Austin :</b> I had a part-time job at the information desk at Edinburgh Airport last summer. <u>I picked up a lot of experience in working with different people.</u></p> <p><b>Manager :</b> OK. Good, Austin. Selling tickets and organising tours are physically demanding and the hours are really long. Sometimes you will be working evening shifts or 7 days a week. <u>I mean you will be burning the candle at both ends.</u></p> <p>...</p> <p>(from <i>Silver Lining 11</i> p. 20 Track 5)</p>   | <p>(NS): 'Why do you think you are the right person for the job?' is not a common usage in a job interview. Instead, we say: 'Why should I/we hire you?' [Uncommon usage of English/The speech patterns of non-native speakers of English]</p> <p>(NS): 'Picked up' didn't accord with this sentence. Instead we say: 'I summed/amassed a lot of experience in working with different people.' [Incorrect word choice in terms of authenticity]</p> <p>(NS): We as native speakers say 'day in day out' in such a situation. It is more natural. 'I mean you will be working day in day out.' [Uncommon usage of English/The speech patterns of non-native speakers of English]</p>   |
| <p>...</p> <p><b>Elsa :</b> Actually, I don't want you to be disappointed, but <u>I'm not gonna swim. I'm gonna do highlining.</u></p> <p>...</p>   | <p>(NS): 'Gonna' slang language is overused here. The authenticity is not holded. [Uncommon usage of English/The speech patterns of non-native speakers of English]</p>   |

|   |  |
|---|--|
| <p><b>Elsa :</b> <u>I think it's time to let the cat out of the bag.</u> I don't swim at weekends anymore. Instead, I regularly practise highlining and I've made a great progress. That's what my coach always says. Also, I'm a member of the extreme sports organisation of the city.</p> <p>(from <i>Silver Lining 11</i> p. 27 Track 10)</p>   | <p><b>(NS):</b> <i>Instead, we native speakers generally use : 'spill the beans'. 'I think it's time to spill the beans.'</i> [Uncommon usage of English/The speech patterns of non-native speakers of English]</p>  |
| <p><b>Cameron :</b> Mel, I can't believe your hobby is cooking. <u>You've always been the odd man out.</u> You know I'm always a reluctant cook. I'd rather eat out than cook at home.</p> <p><b>Mel :</b> I hope you will be able to afford the luxury of eating out every day in the future. I've always cooked all my life. I simply enjoy it. When I was 8, <u>I could cook nearly all sorts of cakes.</u></p> <p>...</p> <p><b>Cameron :</b> You're great. <u>Have you ever thought of cooking as a hobby that makes money?</u></p> <p>...</p> <p>(from <i>Silver Lining 11</i> p. 33 Track 14)</p>  | <p><b>(NS):</b> <i>'Odd fellow' should be used here. 'You've always been the odd fellow'</i> [Uncommon usage of English/The speech patterns of non-native speakers of English]</p> <p><b>(NS):</b> <i>'Sort of' is an upper intermediate usage. 'I could cook nearly all type of/kind of cakes.' is suggested.</i> [Sentences/expressions not suitable for the level of the students]</p> <p><b>(NS):</b> <i>It would be better to say: 'Have you ever thought of cooking as a hobby which is well-paid?'</i> [Incorrect word choice in terms of authenticity]</p> |
| <p><b>Thilda :</b> Hi Patrick. <u>What are you up to?</u></p> <p><b>Patrick :</b> Hey Thilda! I'm preparing my science project. The teacher asked us to search for the Nobel Prize winning scientists.</p> <p>...</p> <p>(from <i>Silver Lining 11</i> p. 38 Track 16)</p>  | <p><b>(NS):</b> <i>'What are you up to?' is used in a bad way meaning someone is doing things which are not illegal. The answer 'I'm preparing my science project' does not encounter the question. 'What are you doing these days?' is a better usage.</i> [Ambiguous usage of language that is not clear and easy to understand]</p>   |
| <p>...</p> <p><b>Dad :</b> Tell me about it, son. When I was at your age, my face used to be full of pimples and scars. <u>What's more, I had to deal with my rude friends.</u> Whenever they made fun of my face, I used to feel embarrassed.</p> <p>...</p> <p><b>Dad :</b> I remember using the herbal medicine my grandmother prepared for me. I used to put it on my face before I went to bed. Unfortunately, <u>it didn't work at all.</u> I decided to see a dermatologist right away, so I asked my mum to take me to a clinic. First thing the doctor advised was to be careful about what I ate. I used to eat a lot of junk food, so I changed my eating habit.</p> | <p><b>(NS):</b> <i>'What's more' could have both negative and positive meanings. 'What is worse' should be used here because it has a direct negative meaning.</i> [Ambiguous usage of language that is not clear and easy to understand]</p> <p><b>(NS):</b> <i>It should be used as: 'it didn't work out at all'</i> [Incorrect grammatical usage of English]</p>  |

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| <p><b>Colt :</b> <u>Did the doctor also prescribe you any medication?</u></p> <p>...</p> <p>(from <i>Silver Lining 11</i> p. 45 Track 20)</p>   | <p><b>(NS):</b> <i>'Did the doctor also write out a prescription to you on any medication?'</i> is correct usage. [Uncommon usage of English/The speech patterns of non-native speakers of English]</p>  |
| <p>...</p> <p><b>Sunay Akın:</b> Exactly. <u>His success was never due to luck</u>, it was blood, sweat and tears all the way. All gifted people in history had the same treasure; their imagination. They were all curious and passionate children. They were all courageous and determined when they were young. They were all hardworking.</p> <p>...</p> <p>(from <i>Silver Lining 11</i> p. 51 Track 22)</p>   | <p><b>(NS):</b> <i>'His success was never on the score of luck'</i> is suggested. [Uncommon usage of English/The speech patterns of non-native speakers of English]</p>  |
| <p>...</p> <p><b>Harold :</b> The beloved mother of a friend of mine was among the crew members. After the explosion, my friend had really hard times and so did the families and friends of other six heroes. <u>They all died up there.</u></p> <p>...</p> <p>(from <i>Silver Lining 11</i> p. 56 Track 26)</p>   | <p><b>(NS):</b> <i>'up'</i> is a wrong usage here. It should be removed: <i>'They all died there.'</i> [Incorrect grammatical usage of English]</p>  |
| <p><b>Amy :</b> I have always enjoyed eating but this has turned into a habit. <u>I snack non-stop.</u> Whenever I turn on TV, I want to have a snack. The last time I was watching a film and snacking, I didn't realise how much I ate and then fell asleep. I woke up with a terrible headache and stomachache followed by throwing up. I had to spend the whole day at a hospital. Now, I bite my nails whenever I want to stop myself from eating. I wish somebody could help me.</p> <p><b>Dorothy :</b> Oh, poor girl. I wish you had stopped snacking before getting sick. If you had eaten fruit and veggies instead of snacks, you wouldn't have been sick. <u>Don't forget to eat them more.</u> Have healthy days.</p> <p><b>Amy :</b> Thanks a lot. <u>I will do my best to get it over.</u></p> <p>...</p> <p><b>Harry :</b> Hi, Dorothy. I am a real social network addict and I spend long hours online. I can't help checking my friends' profiles. Last week I forgot to meet my real friends because of chatting to my online ones. <u>That made me quite stressed and whenever I feel stressed,</u> I start to pull my hair. I suppose it's time to stop, but how?</p> <p>...</p> | <p><b>(NS):</b> <i>'I snack non-stop.'</i> is a wrong sentence. <i>'I eat snack continuously.'</i> should be used. [Uncommon usage of English/The speech patterns of non-native speakers of English]</p> <p><b>(NS):</b> <i>'Do not hesitate to/Don't be reluctant to eat them more'</i> is more natural. [Uncommon usage of English/The speech patterns of non-native speakers of English]</p> <p><b>(NS):</b> <i>Instead, 'I will do my utmost.'</i> or <i>'I will do my best to get over it.'</i> are suggested. [Uncommon usage of English/The speech patterns of non-native speakers of English]</p> <p><b>(NS):</b> <i>'That made me quite stressed and whenever i feel stressed out.'</i> The word <i>'out'</i> is omitted which is wrong. [Incorrect grammatical usage of English]</p> |

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| <p><b>Paula :</b> Hello, Dorothy. I am a blonde girl but I have always wanted to have a golden-bronze tan, so I spend long hours lying in the sun. Unfortunately, sunbathing the whole day turned my holiday into a disaster last summer. I had to spend three days at a hospital and came back home not with a sun tan but with sun burns and bloody eyes. <u>I wish it had just been a nightmare.</u></p> <p>...</p> <p>(from <i>Silver Lining 11</i> p. 63 Track 29)</p>   | <p>(NS): <i>'I wish it to be a nightmare.'</i> should be used here. [Uncommon usage of English/The speech patterns of non-native speakers of English]</p>   |
| <p>...</p> <p><b>Jones :</b> Well, after being a hacker for a long time, I decided to give up this illegal job and started to work as a security consultant. My mission was cybersecurity.</p> <p><b>Interviewer :</b> What does that mean? <u>Can you explain it?</u></p> <p>...</p> <p><b>Interviewer :</b> Oops no friends at all. Thanks for the interview.</p> <p><b>Jones :</b> That's my pleasure.</p> <p><b>Interviewer :</b> Yes, <u>we all have to be alert to the cybercrime.</u> See you next programme.</p> <p>(from <i>Silver Lining 11</i> p. 68 Track 33)</p>   | <p>(NS): <i>'Can you open up a bit please?'</i> is more natural. [Uncommon usage of English/The speech patterns of non-native speakers of English]</p> <p>(NS): <i>'We have to keep an eye out to the cybercrime.'</i> is better usage. [Uncommon usage of English/The speech patterns of non-native speakers of English]</p> |
| <p><b>Mrs Gibson:</b> <u>Is it all clear now?</u> Are there any questions?</p> <p><b>Beckett:</b> No. Everybody must have understood.</p> <p>...</p> <p><b>Mrs Gibson:</b> It's the story of Jack Wright, a talented cyclist. <u>One day, he receives an invitation to compete in one of the top cycling events in the world.</u> He is thrilled. However, on the big day, when Jack is about to reach the finishing line, one of his rivals causes him to fall off his bike on purpose. The winner gets the cup but he can't sleep that night because a guilty conscience needs no accuser. The next day, he sends the cup with an apology note to Jack, the real winner.</p> <p>(from <i>Silver Lining 11</i> p. 80 Track 37)</p> | <p>(NS): <i>'Is it all clear now?'</i> is a wrong usage. Instead, <i>'Is it crystal-clear now?'</i> is suggested. [Incorrect word choice in terms of authenticity]</p> <p>(NS): <i>'compete in'</i> is a wrong usage. We say <i>'compete with'</i>. [Incorrect grammatical usage of English]</p>                              |
| <p>...</p> <p><b>Presenter :</b> Which game is unforgettable for you?</p> <p><b>Bryant :</b> Each game was important of course, but in 2006 while we were playing against Toronto Raptors, <u>I carried the ball and scored 28 of 46 shots.</u> That was my highest score in agame. And it was the first and only game my grandmother watched live.</p>   | <p>(NS): <i>'of'</i> is wrong usage here. Instead we say: <i>'I carried the ball and scored 28 out of 46 shots.'</i> [Incorrect grammatical usage of English]</p>   |

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| (from <i>Silver Lining 11</i> p. 99 Track 46)   |  |
| <p><b>Jane:</b> Hey, Steve! How's it going?</p> <p><b>Steve:</b> Hey, Jane! Not bad. Thanks. <u>And you?</u></p> <p>...</p> <p><b>Jane:</b> <u>What's your favorite pastime?</u></p> <p><b>Steve:</b> Basketball. I'm crazy about it. I usually play basketball with some classmates after school.</p> <p>(from <i>Ortaöğretim İngilizce 10</i> p. 10 Video 1.1)</p>              | <p>(NS): 'And you?' could be used but we native speakers say 'What about you?' [Uncommon usage of English/The speech patterns of non-native speakers of English]</p> <p>(NS): 'pastime' could lead to misunderstanding, it is not reliable and suitable for the sentence. 'What are you interested in?/What are you keen on?' is suggested. [Ambiguous usage of language that is not clear and easy to understand]</p> |
| <p>...</p> <p><b>Mrs. Williams:</b> Good afternoon, David! You look so unhappy. What's the matter with you?</p> <p><b>David:</b> <u>I feel too stressed</u>, Mrs. Williams. I have four exams next week. I don't want to fail. But I don't know what to do.</p> <p>...</p> <p>(from <i>Ortaöğretim İngilizce 10</i> p. 13 Audio 1.3)</p>  | <p>(NS): 'I feel stressed out' is much better usage here. [Incorrect grammatical usage of English]</p>   |
| <p>...</p> <p><b>Mandy:</b> What time?</p> <p><b>Alex:</b> At 7 p.m.</p> <p><b>Mandy:</b> Great. <u>Let's speak again on Sunday.</u></p> <p><b>Alex:</b> OK. I'll call you. Bye.</p> <p>...</p> <p>(from <i>Ortaöğretim İngilizce 10</i> p. 28 Audio 2.3)</p>   | <p>(NS): "Let me know" is a better usage for trying to agree on sth. 'Let me know about what we are going to do on Sunday.' is a more natural and common expression. [Uncommon usage of English/The speech patterns of non-native speakers of English]</p>   |
| <p>...</p> <p><b>Barry:</b> Yes. Actually, I'm very busy. I'm going to pack my baggage tomorrow morning. I'm flying to Paris at 2 p.m. I've already bought my ticket.</p> <p><b>Arthur:</b> Oh, right. <u>When are you coming back?</u></p> <p><b>Barry:</b> On Friday. My flight arrives at 11 a.m.</p> <p>...</p> <p>(from <i>Ortaöğretim İngilizce 10</i> p. 29 Audio 2.4)</p> | <p>(NS): It should be 'When will you return?' [Uncommon usage of English/The speech patterns of non-native speakers of English]</p>  |
| <p>...</p>  |  |

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| <p><b>Ticket agent:</b> OK. I've just booked your flight, Ms. Lopez.</p> <p><b>Woman:</b> Thank you very much.</p> <p><b>Ticket agent:</b> You're welcome. And there's one more thing.</p> <p><b>Woman:</b> <u>Yes?</u></p> <p><b>Ticket agent:</b> You should obey the baggage allowance. A passenger can't have baggage more than 25 kilos.</p> <p><b>Woman:</b> No problem. I always travel light.</p> <p>...</p> <p>(from <i>Ortaöğretim İngilizce 10</i> p. 66 Audio 5.4)</p>  | <p><b>(NS):</b> <i>Woman replying as 'yes' is a short and wrong answer, it can mislead students. It should be: 'What is it?/Explain it to me/Can you open up a bit please?'</i> [Ambiguous usage of language that is not clear and easy to understand]</p>  |
| <p>...</p> <p><b>Man:</b> Does it include breakfast?</p> <p><b>Receptionist:</b> Yes. The price includes breakfast, but you must pay € 15 for dinner.</p> <p><b>Man:</b> <u>Pardon?</u></p> <p><b>Receptionist:</b> The price doesn't include dinner and it costs € 15.</p> <p><b>Man:</b> All right.</p> <p>...</p> <p><b>Receptionist:</b> Right. Your room number is 345. It's on the third floor. You're lucky. Your room <u>overlooks</u> the swimming pool.</p> <p><b>Man:</b> That sounds great. How can I go to the swimming pool? I want to see it.</p> <p>...</p> <p>(from <i>Ortaöğretim İngilizce 10</i> p. 67 Audio 5.5)</p> | <p><b>(NS):</b> <i>'Pardon' is wrong. There is no connection between the sentences. 'What is the reason for this?/Why is that?/Do you mean we have to pay for dinner?' should be used here.</i> [Ambiguous usage of language that is not clear and easy to understand]</p> <p><b>(NS):</b> <i>'Overlook' is ambiguous in this sentence. It has more than 15 meanings. 'You have a swimming pool view' is better usage.</i> [Ambiguous usage of language that is not clear and easy to understand]</p> |
| <p>...</p> <p><b>Caller:</b> You can use the inside of banana peel to whiten your teeth. You should rub it on your teeth for about 2 minutes. <u>It really works.</u> Your listeners must try it.</p> <p><b>Presenter:</b> You're right, Maggie. Thank you very much.</p> <p><b>Caller:</b> You're welcome, Shirley. Bye.</p> <p><b>Presenter:</b> Bye. <u>And now we have another caller.</u> ...</p> <p>(from <i>Ortaöğretim İngilizce 10</i> p. 79 Audio 6.6)</p>  | <p><b>(NS):</b> <i>'It really works out' should be used here.</i> [Incorrect grammatical usage of English]</p> <p><b>(NS):</b> <i>It should be: 'And now we are moving on to the next caller'. Because people are on the phone in an order.</i> [Uncommon usage of English/The speech patterns of non-native speakers of English]</p>   |

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| <p><b>Sam:</b> Yeah. He seems to be supportive and patient but it's early to talk about tolerance. It was just the first lesson with him and the class treated him in a respectful way.</p> <p><b>Morgan:</b> We deserved it. He went step by step. He tried to calm us down. <u>To me, he is sincere and soothing</u>, and also charismatic as Jack Nicholson.</p> <p>(from <i>Count Me In 12</i> p. 23 Tapescript 2.2)</p> | <p>(NS): <i>'Balmy' is the suggested vocabulary in this sentence. 'To me, he is sincere and balmy,....'</i> [Incorrect word choice in terms of authenticity]</p>     |
| <p>...</p> <p><b>Mrs. Calmer:</b> Well... What do you usually do in the office?</p> <p><b>Morris:</b> When I finish the work of the moment, I wear <u>my earphone</u> and listen to music.</p> <p>...</p> <p>(from <i>Count Me In 12</i> p. 52 Tapescript 5.1)</p>   | <p>(NS): <i>'Headphone is commonly-held vocabulary. 'I wear my headphone and listen to music' is suggested.</i> [Incorrect word choice in terms of authenticity]</p> |
| <p><b>Alex:</b> <u>What's that song you are humming</u>, Luke?</p> <p><b>Luke:</b> I don't know, yet. I just heard part of it while driving to work in the morning and it's been an earworm since then.</p> <p>...</p> <p>(from <i>Count Me In 12</i> p. 13)</p>   | <p>(NS): <i>'Gabbling' should be used. 'What's that song you are gabbling, Luke?' is better.</i> [Incorrect word choice in terms of authenticity]</p>                |
| <p><b>Tiffany:</b> <u>Did anything grab your attention?</u></p> <p><b>Robert:</b> Yes, smart security cameras. I'm fond of them. They can identify human beings, recognize their faces and even alert you via your phone.</p> <p>(from <i>Count Me In 12</i> p. 91)</p>  | <p>(NS): <i>'Did anything draw your attention?' is commonly-held usage.</i> [Uncommon usage of English/The speech patterns of non-native speakers of English]</p>    |

## 5. DISCUSSION AND CONCLUSION

This chapter summarizes the discussions and conclusions drawn from the present study. After that, the pedagogical implications of the study are presented. Finally, suggestions for further studies are discussed.

### 5.1. Discussion and Concluding Remarks

The main purpose of this study is to investigate the authenticity of the dialogues used in B1-B2 levels ELT coursebooks from certain pragmatic markers. The first, second, and third research questions related to corpus-based research in this study. The fourth question is related to qualitative research. The research questions are discussed in line with the data obtained from corpus analysis.

**Research Question 1:** What are the most frequent 50 words in the dialogues in B1-B2 levels ELT coursebooks and the Spoken BNC2014?

The most common 50 words in both corpora are analyzed and presented in-depth in Table 4.1. in the Findings section. As can be interpreted from the table, there is no significant difference in the most frequent words in both corpora. As expected, function words mostly take place on the list in both corpora.

Because there are not enough content words in Table 4.1., the first research question of the present study is not able to shed light on the vocabulary diversity in dialogues in the coursebooks.

**Research Question 2:** Are there any significant differences between the dialogues in the coursebooks and the Spoken BNC2014 in terms of authenticity?

Dialogues in the coursebooks are mostly presented through listening tracks/video scripts. It can be an advantage to provide students with listening and speaking practice in English language. But at this point, it is important whether the dialogues in the coursebooks constitute a real speaking practice. If the dialogues are just read aloud under the supervision of the teacher, that process is far away from the real speaking practice and authenticity.

Most of the dialogues in the ELT coursebooks are designed to provide “models of new grammar, vocabulary, and functions” and to provide “models of discourse sequences, for example, making an appointment at the doctor’s” (Timmis, 2015, p.

2). The researched coursebooks are not an exception. There is a significant number of dialogues that are designed to teach grammar and vocabulary aspects of language. It is observed that in such dialogues, a grammatical aspect of the language is emphasized too much and authenticity of context is not paid attention to.

What is surprising is that dialogues in the coursebooks are mostly presented through radio programs, TV shows, or interview concepts. These dialogues mostly present a conversation about the theme of the related unit and try to teach the suggested vocabularies of that unit. The language used in these kinds of dialogues can be explained by Carter's (1998) words as follows: "... the language of some coursebooks represents a 'can do' society, in which interaction is generally smooth and problem-free, the speakers cooperate with each other politely, the conversation is neat, tidy, and predictable, utterances are almost as complete as sentences, no-one interrupts anyone else or speaks at the same time as anyone else, and the questions and answers are sequenced rather in the manner of a quiz show or courtroom interrogation" (p. 47). But this kind of language used in some dialogues in the coursebooks can not reflect the unpredictability and dynamism of the authentic conversation in real life.

**2.1.** Do the dialogues in the coursebooks represent the functional categories with pragmatic functions of spoken discourse, such as discourse markers, face and politeness, vagueness and, approximation and conversational routines suggested by O'Keeffe et al. (2007)?

This study aims to shed light on the authenticity level of the dialogues in the B1-B2 levels English coursebooks in terms of spoken items used in real life. Since it was impossible to compare all the items of the spoken language, the functional categories with pragmatic functions suggested by O'Keeffe et al. (2007) are taken as a reference to research the authenticity level of dialogues. Comparative findings reveal that dialogues in the coursebooks underrepresent the functional categories with pragmatic functions suggested by O'Keeffe et al. (2007).

However, the spoken items suggested by O'Keeffe et al. (2007) are not totally excluded by dialogues in the B1-B2 levels ELT coursebooks used in Turkey. The coursebooks represent the items to a certain extent. 105 items

have discourse markers functions with relative frequency of 0,55%; 11 items that have face and politeness function with relative frequency of 0,06%; 30 items that have vagueness and approximation function with relative frequency of 0,16%; 84 items that have a conversational function in dialogues in the coursebooks. Taken all together, these findings highlight that discourse markers and conversational routines items are represented in the dialogues more rather than the other categories suggested by O’Keeffe et al. (2007).

The coursebooks do not present a range of items in spoken language suggested by O’Keeffe et al. (2007). While some items such as *-well, you know, so, just, would you like to, welcome, thank you very much-* are used frequently in dialogues, some other items such as *-but I mean, you know what I mean, or something like that, and things like that, do you want some, thank god for that, hiya-* are not presented at any sentences.

The coursebooks analyzed in this study presented a restricted range of discourse markers. As Fung and Carter (2007) remark that “the restricted range of discourse markers used and the frequency of particular markers reflect the unnatural linguistic input ESL learners are exposed to and the traditional grammar-centred pedagogic focus which has been geared towards the literal or propositional (semantic) meanings of words rather than their pragmatic use in spoken language”.

**Research Question 3:** Is there a significant difference between frequency distribution of items used in spoken language suggested by O’Keeffe et al. (2007) in B1-B2 levels ELT coursebooks and the Spoken BNC2014?

Detailed analysis of the items in spoken language suggested by O’Keeffe et al. (2007) is presented in the findings section of the present study. Here overall usage of the items in the coursebooks is compared to the Spoken BNC2014. The frequency distribution of the items used in spoken language is shown in Figure 5.1. below:

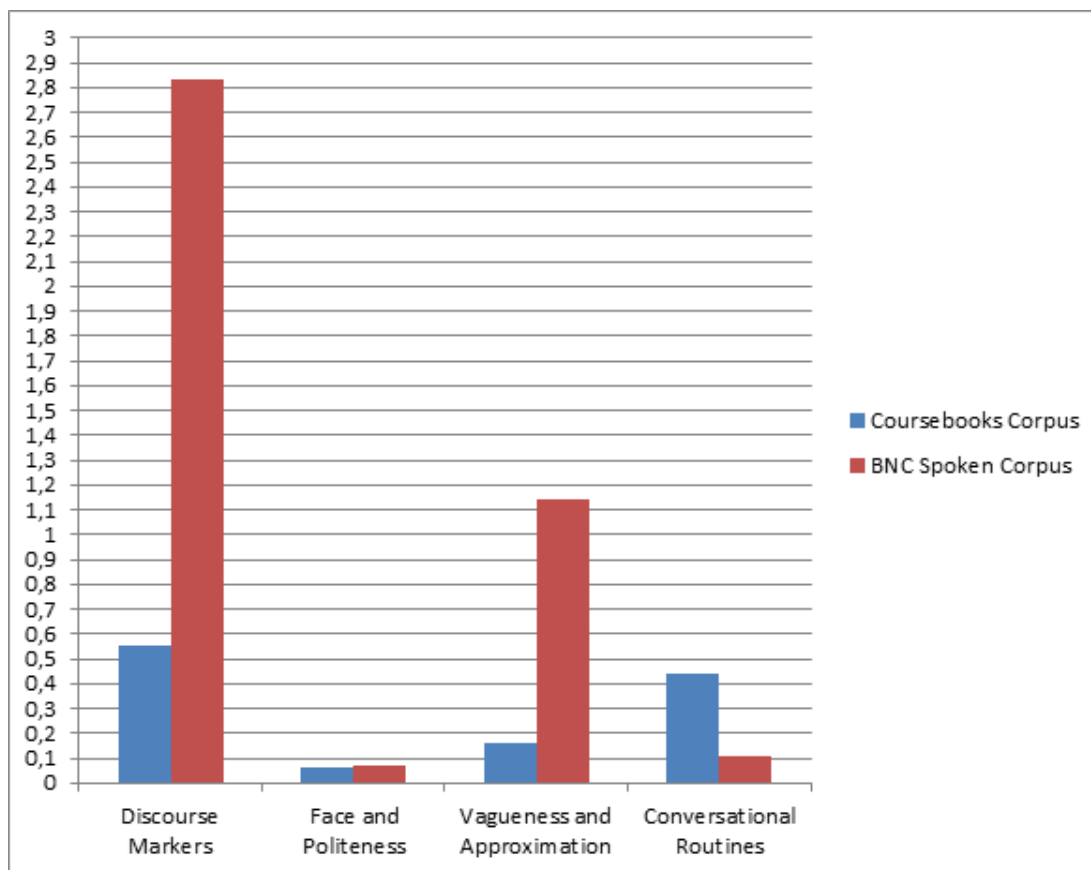


Figure 5.1. Overall frequency distribution of functional categories with pragmatic functions in both corpora

As can be seen from the graphic above, there is a significant difference in the overall usage of the items suggested by O’Keeffe et al. (2007) between coursebooks corpus and the Spoken BNC2014. Discourse markers are unusually underused in dialogues in the coursebooks with relative frequency of 0,55% though the relative frequency of 2,83% in the Spoken BNC2014.

No significant difference on the items that have face and politeness functions was found between the coursebooks corpus and the Spoken BNC2014. While the coursebooks corpus has 0,06% relative frequency, the Spoken BNC2014 has 0,07% relative frequency. However, this overuse is too slight in percentage. It is probable that the reason for this result is that the native speakers do not use face and politeness expressions frequently in their daily life.

There is a significant difference in the expressions that have vagueness and approximation functions between coursebooks corpus and the Spoken BNC2014. Vagueness and approximation items are also underused in the coursebooks with

relative frequency of 0,16% compared to the Spoken BNC2014 with relative frequency of 1,14%.

While the other three categories suggested by O’Keeffe et al. (2007) are overused in the Spoken BNC2014, the overused frequency distribution of conversational routines expressions in the coursebooks corpus is interesting. While the coursebooks corpus has a 0,44% relative frequency, the Spoken BNC2014 has a 0,11% relative frequency. The reasons for this result are not yet wholly understood. The unexpectedly high level of the overall relative frequency of conversational routines in the coursebooks might be explained by the fact that the material writers give extra importance to some conversational routine items in dialogues in the coursebooks. For instance, almost all the dialogues have a greeting, leave-taking, and thanking expressions in the coursebooks. This might have increased the overall frequency of the conversational expressions in the coursebook corpus.

In light of the above, it can be inferred that discourse markers and vagueness and approximation items have probably been underestimated in the B1-B2 levels coursebooks used in teaching English process in Turkey.

**Research Question 4:** What are native speaker’s comments about the authenticity of dialogues in B1-B2 levels ELT coursebooks?

The native speaker evaluates the authenticity level of dialogues in the B1-B2 levels English coursebooks and makes some corrections. The native speaker’s comments about the authenticity of the dialogues in the coursebooks are presented in the Findings section in detail. After the interview, the native speaker’s comments are analyzed in depth. It has been revealed which reasons the native speaker makes corrections that inhibit authenticity in the dialogues and determined the themes. The themes are given in square brackets after the native speaker’s comments in Table 4.6. in the Findings section. It can be checked over Table 4.6. to have a better evaluation of the themes. Table 5.1. summarizes the themes that emerge from the native speaker’s interview data:

Table 5.1. Summary of themes revealing native speaker’s opinions about the authenticity of dialogues in the coursebooks

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**NO THEMES**

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- 1 Uncommon usage of English/the speech patterns of non-native speakers of English
  - 2 Incorrect grammatical usage of English
  - 3 Incorrect word choice in terms of authenticity
  - 4 Ambiguous usage of language that is not clear and easy to understand
  - 5 Sentences/Expressions not suitable for the level of the students
- 

In line with the corrections, the themes above are determined to show the reasons inhibiting authenticity. When analyzing authenticity, the native speaker mostly makes corrections in dialogues because of *Uncommon usage of English/the speech patterns of non-native speakers of English*. The themes *-Incorrect grammatical usage of English, Incorrect word choice in terms of authenticity, and Ambiguous usage of language that is not clear and easy to understand-* follow the first theme. Lastly, the native speaker makes corrections in just a few sentences because of *Sentences/Expressions not suitable for the level of the students*.

In conclusion, the interview with a British native speaker reveals that the most common factor that decreases the authenticity level in dialogues is the uncommon English use and non-native speakers' speech patterns. This finding corroborates the ideas of Çakır who concluded that the coursebooks are “... unable to present the authentic language in natural contexts, which unfortunately leads to teach a pure language abstaining from the original usage” (2010, p. 182). Apart from this, there are a considerable amount of problems with grammar use, word choice, and ambiguous expressions that should be corrected in the dialogues. The interview with the native speaker of English indicates that besides the authenticity of the language in dialogues, there are also problems with the accuracy of the language presented in dialogues in the coursebooks.

## **5.2. Pedagogical Implications of the Study**

The present study has important implications for the Ministry of National Education (MoNE), coursebook writers, teachers, and language learners to solve the authenticity problems of the language used in ELT coursebooks.

First of all, the study reveals that ELT coursebooks have problems with accuracy and correctness as well as authenticity. The Board of National Education is in charge of developing educational plans and programs and educational materials directly affiliated to the MoNE. Coursebooks are evaluated by the Board of National Education to whether they meet specified evaluation criteria of MoNE. The review team of the Board of Education can benefit from spoken language elements emerged from the corpus data and native speakers' comments in order to make the language presented in ELT coursebooks more authentic and natural.

Moreover, ELT coursebooks are prepared by either an expert committee of the MoNE or the private publishing houses. Books that are prepared by authors are reviewed and the necessary procedures are followed before submitting the book to the Board of Education. It can be inferred from the findings of the current study that English language teaching materials used in Turkish high schools are prepared by the writers' intuition and unable to present authentic language use. The deficiencies of coursebooks on reflecting real language use can give the material writers an insight to revise the contents of ELT coursebooks used in Turkish context. The coursebooks need some changes and improvements regarding the spoken language elements. Corpus reference helps material writers go beyond intuitive selections of language use and helps present authentic spoken discourse in ELT coursebooks.

Furthermore, the discrepancies between the coursebook language and authentic language use has also some implications for teachers and language learners. Teachers should be aware of the deficiencies and possible mistakes in ELT coursebooks and should be flexible to use the contents in coursebooks. They should not refrain from suggesting more authentic and natural language use and material adaptation in their language teaching process. Teachers also should try to create an unthreatening and natural atmosphere to listen and practice spoken language in dialogues in the coursebooks. In this way, the students feel that they learn English for the real world of communication. Because "... it is clearly important that learners are exposed to the interactional nature of everyday conversation (quite distinct from fixed 'dialogues' to be read aloud). This is rather more difficult to construct in the classroom environment, except artificially" (McDonough, Shaw, & Masuhara, 2013, p. 152). The present study also reveals that language learners encounter a very restricted number of spoken language items in their learning process. For that reason, they are

unfamiliar with the linguistic features of spoken language. Presenting inauthentic language use in coursebooks may lead to students both lack of interest and feeling of inadequacy in English language. Language learners can use corpus programs to discover the spoken elements of language to have a more authentic and natural conversation in English.

### **5.3. Suggestions for Further Studies**

In this part, it is attempted to make suggestions for further studies arised from the findings and limitations of this study.

This study investigates 52 items of the functional categories with pragmatic functions suggested by O’Keeffe et al. (2007) comparing the Spoken BNC2014. Because analyzing discourse markers is a challenging and time-consuming process, a certain number of items are analyzed in this study. To get a clearer picture of authenticity of texts in the ELT coursebooks, it is recommended that further studies compare the other spoken language items in dialogues in the coursebooks with a reference native corpus.

This study also gets the native speaker’s comments about the authenticity of dialogues. The native speaker analyzed every single detail in depth. Because there is only one native speaker to analyze all the dialogues in three ELT coursebooks, it is hard to make a generalization of the views of the native speakers on the authenticity of the dialogues in the coursebooks. Other studies may do interviews with a large sample size of native speakers to reach a reliable generalization about the issue. Also, other studies may take the views of native speakers on the quality of pronunciation in the listening tracks of the dialogues, or the relevance of the texts and visual items in the coursebooks.

The findings in the present study concluded that the dialogues in the coursebooks do not present authentic language use. However, authenticity is not a one-sided concept. It has more types, such as learners authenticity, tasks authenticity, and social situation authenticity (Breen, 1985). Solely, the text authenticity is discussed in this study. To make sure that the language learners are exposed to authentic language in a learning process or not the other aspects of the authenticity should be researched.

We believe that taking into consideration these suggestions will contribute to creating authentic dialogues presented in the ELT coursebooks, and this helps the students reach the ultimate goal of the language learning process-speaking.

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## APPENDICES

### APPENDIX A: SAMPLE DIALOGUES IN B1-B2 LEVELS ENGLISH COURSEBOOKS

#### ORTAÖĞRETİM İNGİLİZCE 10 DERS KİTABI

**Read the questionnaire on the next page and then watch the video. Jane is asking Steve some questions. Tick (✓) Jane's questions. (Video 1.1)**

Jane: Hey Steve How's it going

Steve: Hey Jane Not bad Thanks And you

Jane: Just fine Thank you Our English teacher's given us a questionnaire I must ask these questions to five students from different classes Can you answer them

Steve: Sure

Jane: Great Let's start then Here's the first question Do you live in a flat

Steve: No I don't I live in a house with a big garden

Jane: Are you from a large family

Steve: No

Jane: Do you have any sisters or brothers

Steve: No I don't have any sisters or brothers I'm an only child

Jane: What does your father do

Steve: He's an engineer He works for an international company

Jane: What does your mother do

Steve: She's a dentist She works at a hospital

Jane: How do you come to school

Steve: I always come to school on foot

Jane: What school subject do you like most

Steve: My favorite subject is maths I think it's very interesting

Jane: What kind of music do you like

Steve: Rock music I really like it

Jane: Do you like pop music

Steve: No I hate it In my opinion it's terrible

Jane: What's your favorite pastime

Steve: Basketball I'm crazy about it I usually play basketball with some classmates after school

Jane: That's all Steve Thank you very much for your time

Steve: Don't mention it Jane See you later

Jane: See you Bye

**Look at the picture and choose the correct answer. Then listen and check your answer. (Audio 1.3)**

David: Good afternoon Mrs. Williams

Mrs. Williams: Good afternoon David You look so unhappy What's the matter with you

David: I feel too stressed Mrs. Williams I have four exams next week I don't want to fail But I don't know what to do

Mrs. Williams: You should revise regularly David Do you have a study plan

David: No I don't

Mrs. Williams: You should make a study plan David You should start your revision early In this way you can complete your studies in time It's not a good idea to study for your exams at the last minute

David: You're right Mrs. Williams I usually study at the last minute so I don't have enough time to study all the important points very well And then I feel too stressed before exams

Mrs. Williams: That's a big mistake David Let's think of your successful classmates For example Lisa's studying for her exams this week but she isn't feeling stressed because she revises regularly so she always learns well

David: Yes Mrs. Williams Lisa's such an eager beaver She studies very hard and she does all her homework

Mrs. Williams: She's a very successful student She always passes her exams with flying colors

David: Yes I want to be successful like her

Mrs. Williams: You shouldn't study at the last minute then

David: All right Mrs. Williams I'll make a study plan today

Mrs. Williams: Great And you should sleep well in the few days before your exams Your diet is also important You should eat healthy food

David: OK Mrs. Williams

Mrs. Williams: I'm sure you'll be successful David Please let me know if you need any help

David: Thank you very much Mrs. Williams

Mrs. Williams: You're welcome David You should hit the books as soon as possible

David: Yes Mrs. Williams I'll study very hard this week Have a nice day

Mrs. Williams: Thanks Goodbye

**Watch the video. What type of celebration are Amy, Betty and James organizing? Choose the correct answer. (Video 2.1)**

Amy: It's our parents' 25th wedding anniversary next week

Betty: Yes that's right It's on Friday

James: Why don't we celebrate it

Amy: That's a great idea I think they'll be happy

Betty: I'm sure mum will be over the moon She loves parties

James: You are right Let's organize a surprise party for them

Betty: Yeah that sounds fantastic

Amy: When shall we throw the party

Betty: On Friday evening

Amy: Let's have a garden party

James: What a great idea I believe it'll be wonderful

Betty: OK We're going to have the party in our back garden then Shall we decorate the garden

James: Yeah why not We must buy balloons candles and different decorations

Amy: Yes Who are we going to invite

Betty: Let's invite our grandparents aunts and uncles

James: I'm going to visit my grandparents this evening so I can invite them

Amy: OK I'll phone my aunts then What about our uncles Can you call them Betty

Betty: Yes of course But don't forget to tell everyone that it's a surprise party

Amy: All right And we must buy gifts for mum and dad

Betty: Mum likes earrings a lot Let's buy a pair of silver earrings for her

James: OK And why don't we buy a shirt for dad

Amy: I like that idea We should buy a blue one It's his favorite color

Betty: Right We should also buy some food and drinks

James: Don't forget the cake Let's order a huge chocolate cake

Betty: Yes It's important When shall we go shopping

Amy: How about tomorrow afternoon Is it fine with you

Betty: Yes I'm free tomorrow afternoon

James: Me too

Betty: All right Let's prepare the shopping list now Can you give me a hand

James: Sorry I can't I have to finish my English homework

Amy: No problem James I can help Betty with the shopping list Come on Betty Let's start

Betty: OK Amy Thank you

**Listen to Mandy and Alex. Circle the correct alternative. (Audio 2.3)**

Mandy: Hi Alex

Alex: Hi Mandy How are you

Mandy: Not bad thanks And you

Alex: Fine thank you

Mandy: What are you doing this weekend

Alex: Well I'm taking a guitar course on Saturday morning

Mandy: What time does it finish

Alex: At 11 30

Mandy: Have you got any plans for Saturday afternoon

Alex: Yes I have I'm going to finish my biology project But I'm free after 6 p.m  
Why don't we meet up in the evening

Mandy: I'm afraid I can't I'm going to visit my aunt with my family She's having a  
housewarming party on Saturday evening

Alex: Oh right Do you fancy doing something on Sunday

Mandy: Sure But I've already got plans for Sunday morning I'm going ice skating  
with some

classmates

Alex: What a shame Anyway maybe next time

Mandy: How about Sunday afternoon Alex Let's meet up then

Alex: Sorry I can't I'm playing tennis with Mike on Sunday afternoon But our tennis  
practice finishes at 5 p.m Would you like to go out after that

Mandy: Yes I'd love to

Alex: Shall we go bowling

Mandy: Sorry but bowling isn't my cup of tea What about going to the funfair  
instead

Alex: Yeah why not Sounds fun

Mandy: What time

Alex: At 7 p.m

Mandy: Great Let's speak again on Sunday

Alex: OK I'll call you Bye

Mandy: Bye Take care

## **SILVER LINING 11TH GRADE STUDENTS' BOOK**

### **Listen to Tailynn and Austin talking about their summer plans. Tick Tailynn's summer job tasks. (Track 1)**

Tailynn : So Austin, what are you planning to do on your vacation?

Austin : Oh, I'm going to do something different in the first month. My cousin, Joe, and I will be travelling across Europe by train in June. We haven't fixed upon the countries yet but we will probably make it France, Germany, The Netherlands, Belgium and Spain.

Tailynn : Wow! Your plan sounds amazing. I'm sure you will be tickled to death with Joe. Lucky you!

Austin : What about you Tailynn? Are you doing anything exciting this summer?

Tailynn : Me? Well, I'd love to go and lie on a beach somewhere, but I need to save money for school. I saw an ad on the Net. I have already applied for it and they have taken me on.

Austin : Oh, really? What is it exactly?

Tailynn : A door-to-door salesperson to sell Toddy's electronic accessories. Teens love this brand and it sells like hotcakes. So, I will be selling headphones, pen drives, chargers, cases and so on by next summer.

Austin : Will you? I'm really pleased for you. Are you going to work full-time or part-time?

Tailynn : Full-time. I will probably start at 10.00 a.m. They will let me know the area that I am going to be responsible for. They expect me to visit almost 30 customers per day.

Austin : 30 customers? That's a lot.

Tailynn : Oh, it's OK. I'll inform them about the products, prices, new offers and promotions. I'll also report the customers' complaints or requests to the employer. Finally, I'll cash up and grant the money before I go home in the evening.

Austin : Oh, poor you! If you keep working such long hours without a holiday, you will burn out. However, I'm sure you will get ahead because most entrepreneurs start their careers with jobs like this.

Tailynn : I don't mind working long hours if the pay is good.

Austin : Listen! Do you think there is something for me on the Net for July and August?

Tailynn : Haha! Let's check the job ads.

**Listen to a manager interviewing Austin for a summer job that he saw on the Net. Guess the job he was interviewed for. (Track 5)**

Austin : Good afternoon, Ms Brooks. I'm Austin Hensley. I am here for the position you advertised online.

Manager : Nice to meet you Austin. Please come in and take a seat.

Austin : Thank you.

Manager : So, Austin ... Looking at your CV, you are a student at Edinburgh College of Art, aren't you?

Austin : Yes, I am a 3rd grade student at university and I will be graduating next year. I am looking for a temporary summer job.

Manager : Why do you think you are the right person for the job?

Austin : Well, I know this city very well. I am considered to be friendly and sociable and get along well with people from other countries. Oh, I am also really into history and culture. I suppose I have a good sense of geography. And I speak Spanish fluently.

Manager : That's perfect because this job will involve greeting foreign students, interpreting and introducing nature attractions and historic sites to them. Have you got any experience of this type of work?

Austin : I had a part-time job at the information desk at Edinburgh Airport last summer. I picked up a lot of experience in working with different people.

Manager : OK. Good, Austin. Selling tickets and organising tours are physically demanding and the hours are really long. Sometimes you will be working evening shifts or 7 days a week. I mean you will be burning the candle at both ends.

Austin : No problem. I'm flexible, punctual and organized. And I'll work to tight deadlines.

Manager : Well, everything seems great. Are there any questions you'd like to ask us?

Austin : Not a question but there is just one thing I have to mention. Unfortunately, I won't be available to start in June as I will be travelling across Europe then.

Manager : I see... OK... How about June 30th, Friday?

Austin : Thank you Ms Brooks, you won't be sorry. But I'd prefer July 3rd to start if that's alright with you.

Manager : OK then. See you at 9:00 on July 3rd. Ohh... please do not forget you will be having a week's training in May.

**Listen to the dialogue between Elsa and her mother. Fill in the blanks. (Track 10)**

Elsa : Mum! I've decided to apply for the talent show prepared by the Sports Club in our university. I have to sign up first and then wait for them to call me.

Elsa's mum : Oh my sweetheart! I'm so glad to hear that as you've been swimming so well since you were four.

Elsa : Actually, I don't want you to be disappointed, but I'm not gonna swim. I'm gonna do highlining.

Elsa's mum : Oh my God! What's that?

Elsa : Walking across a rope from one cliff to another. It's a kind of extreme sport.

Elsa's mum : What? I can't believe you. It never crossed my mind that you might do such a crazy thing. It's perilous!

Elsa : It's not, mum. I wear safety harness fastened to the rope which prevents me from falling if I slip.

Elsa's mum : You are talking as if you've tried it before.

Elsa : I think it's time to let the cat out of the bag. I don't swim at weekends anymore. Instead, I regularly practise highlining and I've made a great progress. That's what my coach always says. Also, I'm a member of the extreme sports organisation of the city.

Elsa's mum : Gosh! I'd rather you kept on swimming. I suppose praying is the only thing I can do for you. But please, promise me to be very careful while doing it.

Elsa : Stop worrying, please. I'm not a child anymore.

Elsa's mum : Please don't forget to check your safety harness all the time and...

Elsa : Mummy, feel relaxed. I've been doing this for more than a year. I'm a kind of adrenalin seeker. I love walking on that tight rope at high. Simply I prefer highlining to swimming. OK?

Elsa's mum : Hmmmm... What about cheating me?

Elsa : Mummmmm... I'm sorry for telling you late. I just didn't want you to be on pins and needles. I'm not a beginner anymore and I'm really gifted in highlining. Maybe you'd like to come and try with me.

Elsa's mum : Ohhh, never my dark horse!

**Listen to Thilda and Patrick talking about an assignment on scientist Marie Curie. Tick the information you hear about her. (Track 16)**

Thilda : Hi Patrick. What are you up to?

Patrick : Hey Thilda! I'm preparing my science project. The teacher asked us to search for the Nobel Prize winning scientists.

Thilda : Who are you planning to write about?

Patrick : Marie Curie.

Thilda : Oh, I know her. She is the first woman to win the Nobel Prize. But what is so special about her?

Patrick : Well, it wasn't easy for her to win that prize in those times. She had ups and downs in her life. She was born into educator parents but they had financially hard times when she was a child. What's more, she lost her mother when she was only 10.

Thilda : Oh, that's so sad. However, that's not a reason to stop going to school.

Patrick : You're right. She wanted to specialize in science but girls weren't allowed to get university education in Poland in those years.

Thilda : How did she become a scientist then?

Patrick : She had to move to Paris with her sister Bronya. They decided to finance each other for university education. While Marie was working as a tutor to make money, Bronya was going to university. After she graduated, she supported Marie.

Thilda : So, they depended on each other and took turns to go to university.

Patrick : Exactly! Marie's suffering didn't end with this. While she was studying physics at university, she had to fight against poor conditions and most of the time she could hardly find something to eat.

Thilda : Sounds really depressing. But as far as I know, she had a brilliant career with her husband, Pierre Curie.

Patrick : Yes, she did. When they were working together, they made amazing discoveries in their own laboratory. Then, they shared the 1903 Nobel Prize in Physics. Unfortunately, her happiness didn't last long. Her beloved husband was killed in an accident when she was only 39 with two young children.

Thilda : Oh, that is so tragic. Was she able to continue her academic studies then?

Patrick : Of course, she was an ambitious woman. Five years later, she won another Nobel Prize, but in Chemistry this time. So, that makes Marie Curie the first and only woman to win the prize twice in two different fields.

Thilda : That's incredible! What a strong woman! Please tell me there is a happy ending in her life.

Patrick : Well, she exposed herself to radiation for a long time while doing her researches. She had to spend a long time in the hospital but unfortunately, she couldn't recover from cancer.

Thilda : Oh, that's terrible but everybody remembers her successful career.

## COUNT ME IN 12TH GRADE STUDENT'S BOOK

**Watch the video and take notes about positive and negative effects of cyber games. Then, compare your notes with the notes based on the listening. (Videoscript 4.1)**

Joan: I'm really fed up, James. I can't cope with Milton. He keeps playing cyber games all the time.

James: That doesn't seem to be a problem. What kind of games does he play?

Joan: I have no idea. He just sits in front of the computer and plays games.

James: Well. You shouldn't be prejudiced against all video or cyber games.

Joan: Do you mean they are useful?

James: Not, exactly. It depends. First, check the content of the game. There are games with violent content. If it is a game of that kind, it's a serious problem. But it may be a game with teaching purposes as well. Then, give a go ahead. He could learn from them.

Joan: Come on! I don't see any point in playing such a game.

James: That doesn't make sense, Joan. Experts do. They say that there are both positive and negative effects of these games. They may help with cognitive functions, I mean they may change the brain structure, they may help with concentration and boost hand-eye coordination. That's not all. They may also help to improve quick thinking and decision making skills.

Joan: I'm not sure. I can't quite understand what you say.

James: I'm pretty sure, Joan. The thing is, these games may have positive effects.

Joan: Don't they have negative effects, at all?

James: I've already told you that.

Joan: Some children try to move and act like super heroes and heroines and get seriously injured. They cannot distinguish between the real and imaginary world.

James: Did I say these do not happen? There are many other threats as well. Distraction from school life, muscular and skeletal disorder, poor academic performance, social isolation and aggressive behavior are just some of them.

Joan: You hit the nail on the head.

James: Look! Why don't you observe Milton and try to notice any academic and behavioral changes?

Joan: That's a good beginning.

**Now, listen to Mrs. Calmer, talking to different clients and make a list of the suggestions she makes to change the negative moods of her clients. (Tapescript 5.1)**

### **Dialogue 1**

Mrs. Calmer: So, you are telling me that your office is a boring place because people do not talk to you much?

Morris: Yes, absolutely.

Mrs. Calmer: Can you tell me what you've done to cope with this?

Morris: Nothing much. I do not think I can make a change.

Mrs. Calmer: Well... What do you usually do in the office?

Morris: When I finish the work of the moment, I wear my earphone and listen to music.

Mrs. Calmer: Don't you think that they want to talk to you but since you are usually listening to music, they do not want to disturb you?

Morris: I've never thought so.

Mrs. Calmer: I suggest that you talk to your friends when you and they have the time instead of listening to music. Things may change.

Morris: I'd rather do that. Thank you, doc.

Mrs. Calmer: You are welcome, Morris. I hope things will work out fine for you.

### **Dialogue 2**

Mrs. Calmer: Linda, what I understand from what you say is that your parents treat you as if you were a child. Do I get it right?

Linda: absolutely. They keep giving advice all the time and I feel that they do not have confidence in me.

Mrs. Calmer: Let me tell you something, Linda. I am 48 years old, married with two children, but believe me, even my parents try to shape my life even though they are aware of this. You are not alone. There are millions of people like you.

Linda: How do you react?

Mrs. Calmer: I just assume that they are my parents, my beloved ones and they will always see me as their child no matter how old I am, what my status is. I also assume that they feel well when they give me advice and that they think they protect their children. If I do so, it doesn't hurt me. Why don't you try to see things this way?

Linda: Oh! I can do that.

Mrs. Calmer: Great! I hope to see you happier some time later.

### **Dialogue 3**

Mrs. Calmer: So, Johnny. You say that you have been intimidated and you feel frustrated.

Johnny: That's right, Mrs. Calmer. What should I do?

Mrs. Calmer: I suggest you talk to them about the problem and tell them that you do not want anything similar once more.

Johnny: What if this doesn't work out well?

Mrs. Calmer: Then, you had better contact the authorities at school and ask them for help.

## **AUTOBIOGRAPHY**

Zeynep AKMAK was born in Bayburt, Turkey. She completed her primary and high school education in Giresun. She received her bachelor's degree from the Department of English Language Teaching at Atatürk University in Erzurum, in 2018 and in the same year got accepted to the Master's program of English Language Education at Ondokuz Mayıs University. Currently, she has been working as an English language teacher at Ütaş Primary School in Gümüşhane.

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