GRADUATE SCHOOL
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A Comparative Corpus-Based Analysis of Conjunctions in Dialogues in Local and International EFL Coursebooks Used in Türkiye

Master's Thesis

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This Master's thesis titled "A Comparative Corpus-Based Analysis of Conjunctions in Dialogues in Local and International EFL Coursebooks Used in Türkiye" written by Sılanaz UÇAK at the Department of Foreign Language Education was accepted by our jury.

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STATEMENTS

Style and Reference Manual Statement

Having reviewed this thesis written under my supervision, I confirm that it has been written in accordance with APA (7th Edition) Manual of Style and used its [footnote/in text] reference format consistently throughout the entire text.

Lect. PhD. Abdullah YILDIZ

Declaration of Originality

I hereby declare that all information in this dissertation has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conducts, I have fully cited and referenced all material and results that are not original to this work.

Sılanaz UÇAK

GENİŞ ÖZET

Türkiye'de Kullanılan Yerel ve Uluslararası İngilizce Ders Kitaplarındaki Diyaloglarda Bulunan Bağlaçların Derlem Tabanlı Karşılaştırmalı Analizi

Uçak, Sılanaz

Yüksek Lisans Tezi, Yabancı Diller Eğitimi Anabilim Dalı

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Dil öğretimi ve öğreniminde otantik materyallerin kullanılması, öğrenme etkinliğini, hedef dili öğretmeyi ve öğrenmeyi kolaylaştırarak öğrenenlere gerçek hayattaki kullanımları göstermede önemli bir rol oynamaktadır (Alisherovna, 2023; Haryati, vd., 2023; Temizyürek ve Birinci, 2016). Ders kitapları, öğretmen ve öğrencilerin hedef dilin ediniminde yararlandıkları temel materyallerden biri olduğundan, etkinliklerin otantik olması dil edinimi sürecinde önemli bir etkiye sahiptir. Bu çalışma, Türkiye'de kullanılan üç farklı ders kitabı serisinde yer alan diyaloglarda geçen bağlaçların derlem tabanlı karma bir yöntem ile karşılaştırmalı analizini yapmayı amaçlamaktadır. Analiz edilecek geniş bir veriye sahip olmak maksadıyla A1'den C1+'ya kadar olan yeterlilik seviyelerine göre üç ders kitabı serisi seçilmiştir. Milli Eğitim Bakanlığı (MEB) tarafından hazırlanan on iki ders kitabı, ana dili İngilizce olmayan yazarlarca hazırlanması sebebiyle seçilmiştir. Dört Touchstone ders kitabının derlem temelli olarak hazırlanırken altı ders kitabını içeren New English File serisi de ana dili İngilizce olan kişiler tarafından hazırlanmıştır. Bulguları ek olarak etkileyebilecek çeşitli verileri elde edebilmek amacıyla bu ders kitabı serileri sıklık, otantisite ve sezgiye odaklanarak analiz edilmiştir. Derlem araçları ile elde edilen nitel ve nicel

veriler sayesinde çalışmanın kapsamı zenginleştirilmiştir. Serinin öğretmen kitapları, açık erişimli ders kitaplarındaki diyalogların transkripsiyonlarını içermektedir. Veriler word veya pdf formatlarında seviyelere göre isimlendirilerek corpus programına yüklenmiştir. BNC, içerdiği yoğun veri nedeniyle hedef dilin otantik formlarını içeren bir araç olarak seçilmiştir. Bağlaçlar, ait oldukları grupların özellikleri göz önünde bulundurularak ayrı ayrı analiz edilmiştir. Bağlaçları üç kategoriye ayırmak için kullanılan tanımlar esas alınarak analiz aracında söz konusu tanımlara göre beklentilerin karşılanması adına bazı sınırlamalar getirilmiştir. Transkripsiyonlar, aşağıdaki ilgili olan alt başlıkta ayrıntılı bir şekilde açıklanan derlem araçlarına yüklendikten sonra; derlem başına sıklık oranlarına, bağlaçların otantik kullanımlarına ve bağlaçların ardından gelen yapılara ulaşmak amacıyla 'Frequency', 'Concordance' ve 'Key Words in Context' (KWIC) bölümlerinden yararlanılmıştır.

Ham sıklık, derlem başına kullanım sayısı olarak tanımlanırken göreli sıklık ise bir bağlacın derlem boyunca kullanılma yüzdesini göstermektedir (Dean & Illowsky, 2010). İlk araştırma sorusu için ham ve göreli sıklıkların birlikte kontrol edilmesinin sebebi, her bir derlemde geçme sıklıklarını içeren ham sıklığın ilk bakışta anlamlı görünmesine karşın, hedef derlemin kelime sayısına göre kullanım yüzdesini gösteren göreli sıklığın daha açıklayıcı olabileceğinin tespit edilmesidir. İncelemeler, indirgeme (reduction) türleri de dahil olmak üzere gruplamada kullanılan tanımlara ilişkin üç bağlaç türü içinde gerçekleştirilmiştir. Verilerin derlenmesinde araç olarak kullanılan

Sketch Engine üzerinde herhangi bir sınırlama olmaksızın sonuçlar kontrol edildikten sonra, aşağıda ilgili araştırma sorusunun bulgularında açıklanacak olan bazı sınırlamalar belirlenmiştir. Sketch Engine aracılığıyla sıklıkları da içeren tanımların gereklerini sağlamak için verilerin analizinde temel olarak 'Concordance' ve 'KWIC' bölümlerinden yararlanılmıştır. Buna ek olarak birkaç bağlaç özelinde, kullanılan indirgeme formları için 'Part of Speech Context' çalışılmıştır. Bağlaçlar, araştırma sürecine yardımcı olan ve bağlacın ikinci kelimesini de içeren 'Lemma Context' yardımıyla arama motoru üzerinde bağlacın ikinci kelimesi 5 veya 15 yeri kapsayacak şekilde aranmıştır.

İkinci araştırma sorusu ise BNC ve çalışma kapsamında hazırlanan derlemler arasında yapılan karşılaştırmayla otantisiteyi analiz etmektir. Bu soruyu yanıtlarken, geçerliliği sağlamak adına ilk araştırma sorusunda belirlenen sınırlamalar tekrar uygulanmıştır. Bağlaçların ardından gelen en çok kullanılan anahtar kelimeleri belirlemek için 'Concordance' bölümünde arama tamamlandıktan sonra 'Frequency' bölümü kullanılmıştır. Sketch Engine aynı zamanda seçilen anahtar kelimelerin kullanım şeklinin görülmesini sağlayarak otantisitenin analizine katkıda bulunmuştur. Kelimelerin cümledeki hangi ögeyi temsil ettiğini ifade eden 'Part of Speech Context' bölümü, çoğunlukla BNC'de bulunabilen indirgeme biçimlerinin analizinde önemli bir rol oynamıştır.

Son araştırma sorusu, birinci ve ikinci araştırma soruları kapsamında Turkish Corpus'a ilişkin bulguların önemine işaret eden Milli Eğitim Bakanlığı tarafından hazırlanan ders kitaplarının yazarlarının sezgilerini analiz

etmektir. Iqbal ve diğerleri (2021), dilbilgisi yapısının öğrenenlerin zihninde sezgi olarak yer aldığını ve öğrenenlerin dilbilgisi kurallarının doğruluğuna ilişkin herhangi bir sebep bilmeden dilbilgisel olan ve olmayan yapılara karar vermelerini sağladığını göstermiştir. Bu araştırma sorusuna yönelik sonucu gösteren bulgulara göre bazı örnekler bulunmuştur.

Bu çalışmayı gerçekleştirebilmek amacıyla Türkçe ve Uluslararası bağlamdaki ders kitapları serisinin üç derlemi hazırlandıktan sonra Sketch Engine'e yüklenmiştir. Sketch Engine, içerdiği kelime taslakları, konkordanslar ve kelime listeleri aracılığıyla insanların dilin nasıl çalıştığını keşfetmeleri için bir derlem analizi aracıdır (2024). Bu araç, terim çıkarma ve sıklık listelerine olanak sağladığı için metinsel analizler yoluyla İngilizcenin yaygın ve yaygın olmayan özellikleri ile birlikte terimlerin otantik kullanımlarına ulaşmak için kullanılabilir. Bununla birlikte aracın içerisinde 70 milyar kelimeye yaklaşan yerleşik derlemler bulunmaktadır. Sketch Engine'in 'Dashboard' olarak adlandırılan ana sayfasında, bir araştırmacının yararlanabileceği çeşitli özellikler sunulmaktadır. Bu çalışmada, derlenen yeni derlemler, ses transkripsiyonlarının word veya pdf formatları olarak 'New Corpus' bölümü aracılığıyla yazılıma yüklenmiştir. Ayrıca, Sketch Engine aracılığıyla derlenen derlemler ve özetler indirilebilir durumdadır. Derlemler derlendikten sonra, derlemler üzerinde uyum ve kelime listesi analizleri yapılmış ve sonuçlar not edilmiştir. Referans derlem olarak, derlenen üç derlemden elde edilen bulgular Sketch Engine'de gömülü olan BNC ile karşılaştırılmıştır. Oxford University Press tarafından derlenen bu derlem programı, farklı türlerdeki

sözlü ve yazılı içerikler aracılığıyla yaklaşık 96 milyon kelime gibi geniş bir kelime ölçeğine sahip olmasından dolayı seçilmiştir (British National Corpus, 2024). Bu derlem aracı yardımıyla bağlaçların sıklığı tespit edilmiştir. Bağlaçlar tek tek taranmış ve ders kitaplarının bağlaçların asıl kullanımlarını ne ölçüde yansıttığını araştırmak için bağlaçların sıklıkları ve bağlamları karşılaştırılmıştır.

İlk araştırma sorusu, İngilizceyi ikinci dil olarak öğretmek için kullanılan ders kitaplarında yer alan diyaloglar aracılığıyla bağlaçları üç grupta inceleyerek sıklık oranını analiz etmeyi amaçlamaktadır. İlk grup, ‘for, and, nor, but, or, yet, so’, gibi benzer kelimeleri isimden isme koordine eden koordinasyon (coordinating conjunctions) bağlaçlarıdır. Araştırma, söz konusu bağlaçlarla ilgili bu bilgiler doğrultusunda yürütülmüştür. 'nor’un BNC'ye en yakın olarak Turkish Corpus'ta (TC) en sık kullanıldığı, bununla beraber 'and’in sıklık oranının Turkish ve Touchstone (TSC) derlemlerinde en yüksek olduğu tespit edilmiştir. 'so' ve 'yet' koordinasyon bağlaçları TSC boyunca BNC’den de fazla olmak üzere en çok kullanılan bağlaçlardır. Son olarak, New English File Corpus'ta (NEFC) BNC'ye en yakın koordinasyon bağlacı olarak ‘yet’ ve 'or' kullanılmıştır.

Denklik bağlaçları (correlative conjunctions), sözcükleri, söz öbeklerini veya cümleleri birbirine bağlayabilen en az iki sözcükten oluşan bağlaçları içermektedir. BNC'ye en yakın sayıda kullanılan toplam yedi bağlaç Turkish Corpus'ta 'both…and, either…or, not only…but (also), as…as, so…as, rather…than, such…that’ olarak belirlenmiştir. Denklik bağlaçlarından olan

'neither…nor' bağlacı Turkish Corpus'ta sıklık oranı dikkate alındığında BNC'den daha fazla kullanılmıştır. 'whether...or' bağlacının BNC'ye en yakın NEFC içerisinde kullanılmıştır. Bu gruptaki yedi bağlacın Touchstone Corpus'ta kullanılmadığı, 'if…then' bağlacının BNC'nin sıklık oranına en yakın kullanılan bağlaç olduğu tespit edilmiştir. Ayrıca 'so…that' bağlacı sıklık oranına göre Touchstone Corpus'ta BNC'den daha fazla yer almıştır. Görüldüğü üzere, New English File Corpus'ta yer alan ilgili bağlaç grubunun daha az kullanımına sahip olmasının yanısıra BNC'ye yakın bir sıklık oranı içermediği sonucuna varılmıştır.

İlk araştırma sorusunu yanıtlamak için analiz edilen son bağlaç grubu, buna göre analiz edilecek gruplar oluşturmak için bulunan belirlemelere göre cümleleri bağlamak için kullanılan yan cümle bağlaçlarıdır (subordinative conjunctions). Diğer kullanımlar, arama koşulları sınırlandırılarak cümle elde etmek amacıyla kaldırılmıştır. Yan bağlaçlardan dokuzunun Touchstone Corpus'ta örneği bulunmazken, 'although, as if, just as, once, since, so that, whatever, whereas, unless', dört bağlaç, 'in case, only if, wherever, unless', ve iki bağlaç da, 'only if, till', Turkish ve New English File Corpus'ta hiç kullanılmamıştır. 'till' bağlacının BNC ve Touchstone Corpus ile aynı sıklık oranına sahip olduğu görülmüştür. 'as, however, just as' bağlaçları, diğer derlemler arasında TC'de en çok kullanılan yan cümle bağlaçları olarak tespit edilmiştir. Ayrıca, 'after, if, whenever, while' bağlaçları TC'de BNC'den de fazla kullanıma sahip olarak belirlenmiştir. Diğer derlemlere kıyasla Touchstone Corpus, en çok kullanılan 'before, even if, even though, only if,

wherever, until, till' olmak üzere yedi bağlacı içermektedir. Son olarak New English File Corpus, BNC'ye en yakın olarak 'although, as if, because, once, since, whatever, unless' bağlaçlarını içermektedir. 'in case, so that, when, whereas' bağlaçlarının ise NEFC'de BNC'den bile fazla kullanıma sahip oldukları saptanmıştır.

Bulgular analiz edildiğinde, bağlaç grupları arasındaki dağılımın eşit ya da düzenli olmadığı görülmüştür. Koordinasyon bağlaçları dikkate alındığında Touchstone Corpus, hedef bağlaç grubunda en fazla kullanıma sahip olmuştur. Turkish Corpus, kullanım sayıları dikkate alındığında denklik bağlaçlarının kullanımı açısından BNC'ye daha yakın olan tek derlemdir. Bununla birlikte NEFC, yan cümle bağlaçlarının kullanım sıklığı açısından en yüksek orana sahipken, Touchstone Corpus, NEFC'ye göre çok az bir farkla ikinci sırada yer almıştır. Turkish Corpus diğer derlemlere oranla daha az kelime sayısına sahip olduğu için sıklıklar alındığında BNC'nin kullanım sıklığına daha yakın bir orana sahip çıkmıştır. Sonuç olarak, New English File Corpus bağlaç grupları için yeterli sayıda kullanıma sahip değildir çünkü Touchstone Corpus'da kullanılan bağlaçların çoğunun BNC'den de fazla frekans aralığına sahip oldukları saptanmıştır. Bu da bağlaçların diğer hazırlanan derlemlere oranla sesler ve videolar aracılığıyla daha fazla kullanımından kaynaklanıyor olabilir çünkü NEFC diğer ders kitabı derlemlerine oranla daha fazla kelime sayısına sahiptir.

Koordinasyon bağlaçları genel olarak BNC'ye benzer bir şekilde kullanılmış, hatta hedef bağlaç gruplarının doğru bağlamında gelen BNC ile aynı anahtar kelimeleri içermiştir.

Denklik bağlaçları, içinde en az iki kelime içerdiğinden ilgili bağlaçların kullanımlarına ulaşmak için derlem aracı aracılığıyla 'Lemma Context' aracılığıyla çalışılmıştır. 'both...and, neither...nor, as...as, so...that' bağlaçları, derlenen derlemler aracılığıyla otantik formlara benzer şekillerde kullanılmıştır. 'so…that' tüm derlemlerde bağlacın kendi kelimeleri arasına herhangi bir kelime almadan kullanılmıştır. 'either...or' bağlacında, derlenen derlemlerde örneği bulunmayan BNC aracılığıyla bağlaca eklenen 'by, to ve as' gibi anahtar kelimeler bulunmaktadır. 'not only…but (also)' bağlacının kullanımı için, New English File Corpus'ta 'also' kullanılmazken, Turkish Corpus'un 'but'tan hemen sonra yer verdiği ortaya çıkmıştır. 'ao...as' sadece Turkish Corpus'ta bu şekilde kullanılmış ve diğer kullanımlarda bağlaç kelimeleri arasında herhangi bir anahtar kelime olmadan 'ao as' kullanılmıştır. Ayrıca, "whether...or" ifadesi New English File Corpus'ta yukarıda "so...as" bağlacı için bahsedildiği şekilde kullanılmıştır. 'rather...than' bağlacı Touchstone Corpus hariç tüm derlemlerde bağlantılı olarak kullanılmıştır. 'if…then' ifadesinin Turkish Corpus'ta herhangi bir örneği bulunmamakla birlikte, sadece BNC'de araya kelime girmeden bağlaç kullanımına ilişkin örnekleri bulunmaktadır. Son olarak, 'the more...the' BNC'de bağlantılı olarak kullanılmış ancak derlenen derlemlerde herhangi bir örnek tespit edilmemiştir.

Diyaloglar aracılığıyla bağlaçların otantik biçimlerinin kullanılması üzerine analiz edilen son bağlaç grubu ise yan cümle bağlaçlarıdır. Yukarıdaki açıklamada bu bağlaçların cümleleri birleştirdiği belirtildiği için, cümlelerin indirgenme biçimleri göz önünde bulundurularak analize bazı sınırlamalar getirilmiştir. 'after, although, as, just as, only if, so that, whenever, wherever, until', BNC tarafından belirtilen otantik formlara benzer şekilde kullanılan yan cümle bağlaçları arasındadır. 'by', BNC'de 'as if' kelimesinden sonra gelen bir anahtar kelime olarak kullanılırken, hazırlanan derlemin geri kalanı bu örneği içermemekle birlikte sadece ilgili bağlacın sonrasında cümle almışlardır. 'because' bağlacının indirgenmiş biçimi sadece BNC'de kullanılırken, Touchstone Corpus 'before' bağlacının indirgeme biçimlerini içermeyen tek bağlaçtır. BNC'nin otantik kullanımlarında 'even if, even though, in case, whereas, unless, till' bağlaçlarından sonra düzenli olarak virgül kullanılmakla birlikte 'though' hem New English File hem de BNC'de virgül kullanılan tek bağlaçtır. 'however' ve 'if' bağlaçlarından sonra gelen ve BNC'de belirtilen bir cümle dışında bir örnek olan 'to', anahtar kelime olarak kullanılmıştır. 'once' ve 'since' bağlaçları New English File Corpus ve BNC'de indirgeme formunda kullanılmıştır. Ayrıca, New English File Corpus ve BNC'de 'whatever' ifadesinin cümle sonunda kullanılabileceği belirtilmiştir. 'when' bağlacının otantik kullanımları araştırılırken, zamirlerin iyelik zamirlerinden daha fazla kullanıldığı ve 'he' zamirinin 'she' zamirinden daha fazla kullanıldığı ortaya çıkmıştır. Son olarak, 'while' bağlacının indirgeme formunun sadece Touchstone Corpus'ta kullanılmadığı tespit edilmiştir.

Süreç boyunca, dahil edilen bağlaç gruplarının sayısı artmış ve bu da sonuçları etkilemiş, bir başka ifadeyle derlemler arasındaki fark da artmıştır. Araştırma sorusunun otantisite ile ilgili bulgularına bakıldığında, BNC ile benzer kullanımlar olsa da, derlenen derlemlere ait diyaloglarda bazı önemli farklılıkların yer aldığı ortaya çıkmıştır. Örneğin, yan cümle bağlaçlarının çoğu onları birleştirmek için cümleler içerirken, BNC'nin söz öbeklerini içeren çeşitli örnekleri vardır. BNC boyunca indirgeme ve ters çevirme (inversion) formları kullanılmakla birlikte derlenen derlemlere çok az indirgeme formu örneği dahil edilmiştir. Noktalama işaretlerinin bazı kullanımları BNC ile benzerlik göstermekle birlikte, bu tür bağlaçlar aracılığıyla da bazı farklılıklar tespit edilmiştir. Bu farklılıklar, bağlaçların hedef gruplar tarafından Turkish, New English File ve Touchstone Corpus'ta hiç kullanılmamasından ya da az kullanılmasından kaynaklanabilir. Örneğin, Touchstone ders kitaplarının derlem yardımıyla hazırlandığı belirtilse dahi, diyaloglar boyunca bağlaçların daha az kullanıldığı ya da hiç kullanılmadığı görülmüştür ki bu da en sık kullanılan yapıların sıklık oranını ve otantikliğini etkileyebilir.

Bu çalışmanın son araştırma sorusu, yazarların sezgiyi kullanıp kullanmadıklarını belirlemek amacıyla Milli Eğitim Bakanlığı tarafından hazırlanan ders kitaplarının diyaloglarını içeren Turkish Corpus'a odaklanmıştır. Sonuçlar, yalnızca Turkish Corpus sonuçlarını içeren birinci ve ikinci araştırma sorularının bulgularına göre değerlendirilmiştir. Daha önce bahsedilen sonuçlara göre, hedef bağlaç gruplarının kullanımlarının herhangi bir derlem aracından yararlanılmadan rastgele dağıtıldığı ifade edilmiştir.

Ayrıca, bağlaçların otantik biçimlerine ilişkin veriler analiz edilirken bazı benzerlikler tespit edilmiştir. Ancak, bağlaçların kullanımında da bazı önemli farklılıklar olduğu belirtilmiş, bu da bazı yapıların TC'de değil BNC'de kullanıldığını göstermesi açısından son derece kayda değerdir. MEB yazarlarının İkinci Dil Olarak İngilizce öğretimine yönelik materyalleri hazırlarken kendi sezgilerinden yararlandıkları sonucuna varılabilir (Çakmak, 2021; Kara, 2020; Khojasteh ve Reinders, 2013; Peksoy ve Harmaoğlu, 2017; Söğüt ve Vural, 2023). Bu çalışmanın sonuçlarına göre, dil öğretimi için materyal hazırlarken sezgilerin kullanılmasının, derlem dilbiliminin kapsayabileceği yapıların eksikliğine ve materyallerin dilin gerçek kullanımına dair yanlış veya yetersiz bir kaynak olarak karşımıza çıkmasına sebep olabileceği saptanmıştır. Bu çıkarım ise, dil eğitimi materyallerinin hazırlanmasında derlem araçlarının kullanılmasının önemini göstermektedir.

Anahtar Kelimeler: Derlem, Sıklık, Otantik, Diyalog, Sezgi

ABSTRACT

A Comparative Corpus-Based Analysis of Conjunctions in Dialogues in Local and International EFL Coursebooks Used in Türkiye

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The exposure of students to the target foreign language in countries like Türkiye in which native language is not English is mostly limited to the coursebooks. The dialogues of listening activities integrated to the coursebooks should contain authentic structures of the target language which should not be prepared by the authors relying on their intuition but authentic examples of the target language. To analyze three coursebook series which are used in Turkish context, a corpus-based mixed method of analysis is conducted. Frequency, authenticity, and intuition of the Turkish authors who prepared the coursebooks used in Turkish state schools regarding the usages of conjunctions which connect sentences, words or phrases together are analyzed in this study. Three coursebook series are decided as the coursebooks published by the Ministry of National Education (MoNE), New English File series, and Touchstone series. The decision is made including series prepared by native speakers of English, non-native speakers, and series of a corpus-based coursebooks. To compare the frequency and authenticity of the conjunctions, British National Corpus (BNC) is chosen as the reference because it includes approximately 96 million words through several genres including spoken and written contexts. Conjunctions are grouped as 'Coordinating, Correlative, and Subordinating' according to the definition of Unubi (2016). The compiled data is analyzed on Sketch Engine which is benefitted from as a corpus tool. According to the definitions of the conjunction groups, some limitations are set to analyze the data on the corpus tool. The results of this study revealed that the dialogues with in three coursebook series generally lacked authentic usages when compared to the structures used within BNC. The distribution of the conjunctions through the series of coursebooks were not even or regular. Furthermore, the coursebooks prepared by MoNE were prepared within the intuition of the authors. All in all, this study underlines the importance of using corpus linguistics tools and findings in analyzing the usages of conjunctions stated in English as a Foreign Language (EFL) coursebooks.

Keywords: Corpus, Conjunction, Dialogue, Frequency, Authenticity, Intuition

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LIST OF ABBREVIATIONS

AWL: Academic Word List

BEFL: Business English Lingua Franca

BROWN: Brown University Standard Corpus of Present-Day American English

BNC: British National Corpus

CEFR: Common European Framework of Reference for Languages

COCA: Corpus of Contemporary American English

CUP: Cambridge University Press

EFL: English as a Foreign Language

ESL: English as a Second Language

FLOB: the Freiburg-Lancaster-Oslo/Bergen Corpus of British English

FROWN: the Freiburg- Brown Corpus of American English

GEPT: General English Proficiency Test

GSL: General Service List

KWIC: Key Words in Context

LCD: Longman Collocation Dictionary

LOB: the Lancaster – Oslo/Bergen Corpus

L2SCA: L2 Syntactic Complexity Analyzer

MoNE: Ministry of National Corpus

NEFC: New English File Corpus

OCD: Oxford Collocation Dictionary

OUP: Oxford University Press

TAALED: Tool for the Authentic Analysis of Lexical Diversity

TC: Turkish Corpus

TECCL: Ten-thousand English Compositions of Chinese Learners

TOEFL: Test of English as Foreign Language

TSC: Touchstone Corpus

1. INTRODUCTION

This section presents the background of the study, statement of the problem, purpose of the study, research questions analyzed, scope of the study, assumptions and limitations, and definitions of terms. Background of the study implies the significance of using corpus linguistics in language teaching via dialogues of the coursebooks used in Turkish context. The current status in Türkiye is explained in a detailed way along with the statement of the problem. With the rest of the sections of the introduction, aim and scope of the study are emphasized. Assumptions and limitations are used to strengthen the expressions and additionally, definition of the terms used throughout the study is declared.

1.1. Background of the Study

Corpus linguistics (CL) studies the real language via searching on computer databases and those are called as 'corpora' (Vaughan & O'Keeffe, 2015). Corpus linguistics existed even before the invention of computers which reinforced the CL tools and techniques utilized in the field of linguistics named as pre-electronic and electronic corpora (Meyer, 2008). Chomsky who rejected seeing the corpus linguistics as a part of linguistics believed in the power of intuition (McEnery & Hardie, 2013). However, despite this rejection, there have been numerous studies benefitting from the CL methods and tools which contributed to the field of linguistics including several components such as the Bible, grammar structures of English, and dictionaries (Meyer, 2008).

CL tools can also be useful for pedagogical purposes because corpora not only had an impact on linguistics but also the procedure of language education (Römer, 2004). CL can be integrated to the pedagogical applications directly by teachers and students

using corpora during the lessons and indirectly which entails data and examples extracted from corpora being integrated into teaching practice and teaching materials (Römer, 2011). Training teachers and students on utilizing CL tools can have an important effect on the process of language learning besides enabling efficient materials and syllabuses driven by corpus data and examples.

In countries like Türkiye, where language teaching mainly focuses on the way the language taught via coursebooks because they are the key component for the exposure to the target language, the selection of coursebooks is significant because choosing a coursebook suitable for a proficiency level including authentic structures of the target language is a challenge for teachers (İnal, 2006). However, the authors of the coursebooks used in Türkiye prepared by the Ministry of National Education are not native speakers of English which can mislead them into relying on their intuition in a form that included inauthentic structures of the target language (Peksoy & Harmaoğlu, 2017). The coursebooks are stated to be prepared based on the four language skills including listening, speaking, reading, and writing (MEB, 2018). As the listening skill is seen as an important part of language acquisition for an effective real-life communication (Yıldırım & Yıldırım, 2016), the students in Türkiye should be given opportunities to be exposed to the target language by listening activities stated in the coursebooks. The language is supposed to be taught in authentic forms meaning that the coursebooks should include activities reflecting daily expressions and structures that can be useful for the learners of a foreign language by motivating them (Kimsesiz, 2023). For this reason, the activities proceeding dialogues in audios and videos play an important role for students to hear and acquire the authentic usages of English. Therefore, materials should include authentic texts, monologues and dialogues that

help students gain greater awareness regarding the authentic use of the target language through listening activities (Nunan, 2002).

The relevant literature reviewed in this study indicates that a limited number of studies have analyzed international coursebooks comparatively with coursebooks prepared by MoNE including New English File and Touchstone series via corpus tools. However, the dialogues of those coursebooks have not been focused on primarily concerning the usages of conjunctions which are connectors of words, phrases, and sentences that play an important role in discourse comprehension (Geva, 1986). Also, the Touchstone series are described to be prepared with the help of corpus tools to ensure preparation of the activities in an authentic way (Touchstone, 2024). So, three series of coursebooks are chosen to conduct a corpus-based analysis to delve into usages of conjunctions within dialogues including a corpus-based coursebook, a coursebook series prepared by non-native speakers, and an international coursebook series authored by native speakers. As the authentic usages of the target language plays an important role in language teaching, the British National Corpus is benefitted from because of its massive word collection including almost 96 million words inside (BNC, 2024).

1.2. Statement of the Problem

In Türkiye, English which began to be taught in earlier stages of a person in primary schools is regarded as a skill that learners must acquire (Kızıldağ, 2009). According to the curriculum published by MoNE (MEB, 2018), it was stated the four language skills were integrated into the curriculum gradually considering the levels of the learners. Furthermore, learners are expected to be autonomous which help them to coordinate their own learning experience within collaborative activities. The complexity of the target language is demonstrated as increasing throughout the levels from 9th grade to

graduation. The MoNE also claims that technology is included into curriculum development (MEB, 2018). Despite the efforts by MoNE to develop new policies to reinforce teaching English as a foreign language, the current state in the context was defined as a bleeding wound by Karadağ (2022) due to frequent changes in policies, the problems occurring in teacher training programs and classrooms, which hinder the effectiveness of the curricula, teaching practice and materials. In contrast with the importance of focusing on four language skills in a real classroom environment, the necessary attention is not given to the listening and speaking skills in English (Karadağ, 2022). Preparing a curriculum theoretically including all necessities to teach a foreign language might be difficult to implement, however, putting this curriculum into practice might pose an even greater challenge than that (Tuzcu Eken, 2021).

Sönmez and Köksal (2022) state that another reason for the failure in Türkiye's English language teaching lies in the lack of knowledge by language teachers on the target language. It has been contended that teacher training programs need to offer a more robust series of instruction and practice to ensure greater competence and an improved grasp of the target language by pre-service teachers (Öztürk & Aydın, 2019). Alongside the well-educated language teachers, coursebooks should be prepared meeting the expectations of the curriculum. Students in Türkiye have limited exposure to the target language as it is only restricted to the schools which indicates the importance of coursebooks used (Çakmak, 2021). As to be exposed to the authentic usages of the target language, dialogues presented in audios and videos play an important role in language teaching. Even children can not speak in the early months of their lives without being exposed to the mother tongue indicating the importance of listening skill which should be the first to be taught to teach students how to communicate in foreign language (Cheung, 2010). Effective language teaching occurs

with the help of authentic materials that attract students' attention (Oğuz & Bahar, 2008). However, the relevant literature indicates that some of the materials for language teaching are prepared with the intuition of the authors preparing them which indicates the importance of using authentic materials (Çakmak, 2021; Kara, 2020; Khojasteh & Reinders, 2013; Peksoy & Harmaoglu, 2017; Söğüt & Vural, 2023).

1.3. Purpose of the Study

This study aims to conduct a corpus-based analysis of the dialogues in three different coursebook series used in Türkiye and their comparison to BNC which represents the authentic forms of the target language because it includes several structures across various genres. The study mainly focuses on frequency, authenticity, and intuition. The frequency of the conjunctions was measured with the help of the Sketch Engine that was the main corpus tool in this study. Also, the authenticity is assessed comparing the usages of conjunctions within BNC. Lastly, the usage of intuition in the coursebooks of MoNE is evaluated based upon the other components analyzed through this study.

1.4. Research Questions

In this study,

1. What are the frequencies of coordinating, correlative, and subordinating conjunctions among the three EFL textbook corpora?
2. In what extent, the usages of the conjunctions are authentic when compared to BNC?
3. Do authors of the coursebooks prepared by Ministry of National Education rely on intuition to prepare the activities for the coursebooks?

are decided as the research questions that investigates to analyze the frequency, authenticity, and intuition of the usages of conjunctions through the compiled corpus and BNC.

The frequency of the conjunctions includes raw frequency which indicates how many times a conjunction occurs in a corpus and relative frequency which states the percentage of the usage of conjunctions according to the total word count of the corpora (Dean & Illowsky, 2010). The authenticity of the conjunctions is determined by means of BNC and the search on the Sketch Engine is limited according to the definitions of grouping the conjunctions to get reliable results. The intuition of the authors prepared the coursebooks of MoNE is evaluated according to the findings of the first two research questions whether there is a consistency regarding the results or not.

1.5. Scope of the Study

The aim of this study is to analyze the conjunctions used within the dialogues in coursebooks used in the context of Türkiye. Three series of coursebooks are selected according to the proficiency levels including A1 to C1+ to have a wide set of data to analyze. The coursebooks prepared by MoNE is selected because they were prepared by authors who are non-native speakers of English and therefore represent the given context. Touchstone series are claimed to be prepared as corpus based while the New English File series are prepared by native speakers of English. To have a variety of data that can affect the findings additionally, these series of coursebooks were analyzed focusing on the frequency, authenticity, and intuition. With the help of qualitative and quantitative data analyzed by the corpus tools, the scope of the study is enriched. More detailed information about the series is given in Section 3.

Sketch Engine is used as a corpus tool to analyze the compiled corpora. The teachers' books of the series include transcriptions of the dialogues of the coursebooks which are open access. The corpus files are grouped and annotated according to the levels in word or pdf formats and uploaded to the corpus software. According to the definitions that are used to group the conjunctions into three categories, some limitations are set to cover the expectations.

1.6. Assumptions & Limitations

The present study is based on certain assumptions and is not without limitations. Firstly, as there were no specific levels stated in the coursebooks prepared by MoNE and Touchstone series, the comparison was not put into practice including the proficiency levels of the coursebooks.

Secondly, no existing studies so far had standardized the categorization of correlative and subordinating conjunctions in the exact same way; therefore, the corpora for this research were compiled based on the previous literature on grouping of these conjunctions. Additionally, the compiled corpora were to be cross referenced with coursebooks utilized in the Turkish educational context to ensure relevance and applicability. The scarcity of studies focusing on dialogues also made it difficult to compare and discuss the findings of this study with other relevant works in the literature that could emphasize and highlight the significance of the findings in the present study.

While conducting the analyses for answering the second research question, it was revealed that the number of key words selected within the Sketch Engine's contexts affects the results reached. That is, if five key words were selected in the right context, the frequency table is shaped into the most frequently used phrases consisting of

phrases which lead the search on focusing on the first key words that came after the conjunction groups. For instance, while searching for the coordinating conjunction ‘for’, the phrase was detected as ‘for a long time ago’. Additionally, how many times the phrase can be seen within the corpus tool was reached including the rate of percentage which lead this study to focus on the first key word that comes after the conjunction. With the help of selecting the relevant key words on the corpus search engine, the usages of the target conjunction groups were found and analyzed manually. By taking into consideration the reduction forms of the conjunctions and the condition of subordinating conjunctions including sentences afterwards, each search was analyzed manually by selecting verbs or pronouns to have the most convenient results in the topic. The parts of speech were mentioned within the related paragraphs whether the verbs of pronouns were selected as searching for the first key word in the right context.

Because BNC includes a large number of data when compared to the corpora compiled in scope of this study, a limited set of data were focused on the common usages of the conjunction groups. Some of the dialogues that were extracted from the coursebooks were repeated because the activities required listening to the audios more than once. Also, while analyzing the data on BNC, it was revealed that some of the data were used more than once, too. As a result, the collected data from the coursebooks were not regulated to have one example from each audio data were kept the as they were.

1.7. Definition of Terms

The present section presents the definitions of key terms mentioned throughout.

Corpus Linguistics: “Corpus linguistics uses large collections of both spoken and written natural texts (corpora or corpuses, singular corpus) that are stored on computers.” (Reppen & Simpson-Vlach, 2019, p. 89).

Corpus: “A corpus consists of a databank of natural texts, compiled from writing and/or a transcription of recorded speech” (Krieger, 2003, p. 123).

Authenticity: “For some researchers ‘authentic’ can be defined by the nature of the material itself while for others authenticity is connected to how a learner ‘experiences’ material i.e. the manner in which they interact with it.” (Jones, 2022, p. 65).

Intuition: “Linguistic intuition is an unreflective take or awareness which speakers have about the linguistic forms of their language.” (Iqbal & Rahman & Hamid, 2021, p. 279).

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” (Çakmak, 2021, p. 7).

Dialogue: “It is a Conversation between two or more people as a feature of a book, play, or movie” (Çakmak, 2021, p. 7).

Compile: “To collect information from different places and arrange it in a book, report, or list” (Cambridge Dictionary, 2024).

2. LITERATURE REVIEW

The present chapter offers a synthesis of previous studies conducted through corpus-based analysis of coursebooks. The existing literature presented below is organized thematically focusing on two major categories, namely Corpus-Based Coursebook Analysis in Turkish Context and Corpus-Based Coursebook Analysis in International Context. As Meunier and Gouverneur (2009) stated the types of textbook analysis as local and international, the term 'international' is used for the coursebooks used in global context to teach English as a foreign language.

2.1. Corpus-Based Coursebook Analysis in Turkish Context

In their qualitative study, Aşık and Ekşi (2016) aimed to investigate whether EFL coursebooks used in secondary schools in Türkiye are authentic or not with regard to the pragmatic functions of the language (O'Keeffe et al. 2007). In total, they analyzed seven coursebooks by randomly choosing some dialogues to focus on the oral interactions. In this study, Aşık and Ekşi used Corpus of Contemporary American English (COCA) and two native speakers' opinions on the dialogues as the main resource for the comparison between the textbook content and the target language. They concluded that while some of the activities seemed to be appropriate and authentic, others were identified as exhibiting unnatural usage. They suggested that the authors of the coursebooks prepared for Turkish state schools should consult to the native speaker corpora for enhanced authenticity of content.

Baydal (2016) studied on vocabulary within a A2 level coursebook focusing on the number of the usage, the authenticity of the words used according to BNC, and if the words chosen are appropriate to the CEFR and interests of the learners. To study on the interests of the learners a questionnaire was handed out to 527 8th grade students

across the seven regions of Türkiye. Furthermore, two different corpus programs, Compleat Lexical Tutor and Vmatrix, were employed to reach quantitative aim of the study. The percentage of the most frequently used 1000 words was high, however, the percentage was decreased with the second and third most frequently used 1000 words. According to the results of the study, there was no balance in distribution of the vocabulary items through the units. Also, the usages of the words were not similar to the data of BNC. Lastly, according to the results of the questionnaire, the interests of the 8th grade students were not taken into consideration by the editors and publishers of the coursebooks.

Similar to Aşık and Ekşi (2016), Çakmak (2021) studied authenticity in coursebooks based on the pragmatic functions suggested by O'Keeffe et al. (2007) on her master's thesis. However, she chose B1-B2 level English coursebooks used in Turkish context in her qualitative study. For the resource of authentic language use, Spoken BNC2014 was selected. Also, a native speaker took a part in the analyzing part of the data by interviewing online. At the end of the study, it was concluded that there was a contradiction between the actual usage of the target language and the coursebooks prepared by Turkish authors.

In another study, Gedik and Kolsal (2022) studied high school coursebooks and last ten university entrance exams to evaluate whether the coursebooks are enough for a student to be successful in the examination. Various corpus tools were used to analyze the data such AntWordProfiler for lexical sophistication, TAALED for lexical diversity and L2 Syntactic Complexity Analyzer (L2SCA) for syntactic complexity. Also, SPSS was used to find the mean difference between the two corpora. It was concluded that there were significant differences among the two corpora and the exam corpus had higher levels in each context. So, as Gedik and Kolsal stated in their study, the students

are at higher risk of not being able to be successful in the exam and the results showed that students can be affected in a negative way because of the differences between the two corpora.

In his master's thesis, Kara (2020) conducted a corpus analysis of English coursebooks used in Türkiye whether they are prepared authentically in terms of the lexical contents by focusing specifically on the use of 'must'. Also, a questionnaire was handed out to the English teachers and semi-structured interviews were carried out. A corpus was compiled as Reference Coursebook Corpus with four coursebooks written by native speakers to benefit from them as the authentic forms of the target language. Sketch Engine was the corpus tool used for comparing the two corpora. At the end of the study, it was revealed that the content of the Turkish coursebooks had little similarity to the native speaker corpus with regard to the authenticity and frequency. Moreover, the questionnaire and semi-structured interviews revealed that almost all participants who were English teachers in Türkiye complained about the contents of the coursebooks used in state schools of Türkiye regarding the grammatical and lexical items in them. According to the researcher, the coursebooks prepared by Ministry of National Education should revise them to have more authentic materials. As for usage of 'must' in both corpora, there was a similarity about the 'obligation' and 'strong possibility' meanings of 'must'. However, some critical differences occurred through its usage patterns and subjects used with it. So, it can be concluded that there were significant differences across the two corpora on the use of tense and modality.

The corpus-based study by Nacar (2023) focused on the usage of complement '-ing' clauses in high school coursebooks used in Turkish state schools and in BNC (BNC). It was a quantitative study that compared the frequency and overuse/underuse

of the complement '-ing' clauses. The listening activities of the six coursebooks were transcribed and Key Word in Context (KWIC) program was used to create the corpus. The Sketch Engine was used to reach written and spoken BNC. The results showed that there was a significant difference across the two corpora. Even when the complement '-ing' clauses were overused in coursebooks, they lacked lexical diversity and authenticity when compared to BNC. Nacar argues that the authors of the instructional materials should possess a thorough understanding of the corpus as well as the authentic use of the language being taught to ensure that the resources provided can enhance the communicative proficiency of the students.

Peksoy and Harmaoğlu (2017) investigated the authenticity of four coursebooks used in Türkiye by comparing grammatical items and use of tenses with the spoken component of BNC corpus. They concluded that there was little similarity to the authentic usage and frequency of the tenses in English between the two corpora. Thus, it was found that all the tenses were underused within the coursebooks when compared to BNC's spoken corpus. The authors suggested that the coursebooks used Türkiye was prepared by intuition because as it was analyzed, even there was no certain pattern for teaching the tenses. So, they suggested that authors should consult spoken corpora such as BNC-Spoken corpus in creation of coursebook content for a more balanced and accurate presentation of grammatical structures.

In his study, Rathert (2016) analyzed two different coursebooks with different teaching aims by focusing on the authenticity of the reading comprehension questions. One aims to teach English, English File Elementary Student's Book, while the other aims to teach Turkish as a second language, Practical Turkish. Rather states that understanding the comprehension questions affects the teaching process remarkably, which emphasizes the importance of authenticity of comprehension tasks. It was

revealed that the coursebook Practical Turkish included texts almost all of which were non-authentic. Also, it was concluded that the coursebook English File included more questions focusing on the development of critical thinking skills of the learner while Practical Turkish most frequently relied on reading comprehension questions. Lastly, it was argued that the design of the English File was also appealing when compared to the Practical Turkish, so the importance to the design of the coursebooks was also underlined.

Yu (2023) analyzed high school EFL coursebooks and used a similar method with the one in the study of Gedik and Kolsal (2022). She focused on a comparison of the lexical and syntactic components of the coursebooks published between 2018 to 2019 and exams held over the last decade. For the analysis of lexical components, the Lexical Complexity Analyzer was employed while the Automatic Analysis of Syntactic Sophistication and Complexity was used to analyze the syntactic components of the two corpora. It was concluded that the exam corpus had more complicated components when compared to the coursebooks given by the Ministry of National Education. Thus, a disparity between the corpora was detected which can have negative effects on both teachers and learners according to the author. Yu asserted that there needs to be a greater alignment between the coursebooks and the university entrance exams considering the potential negative effects.

2.2. Corpus-Based Coursebook Analysis in International Context

In his doctoral thesis, Ahmed (2021) studied the lexical coverage of the EFL coursebooks used in Bangladeshi to assess whether the coursebooks used in primary schools provided sufficient vocabulary input to prepare the students for the next academic level and for university education. As the corpus tool, the AntConc was used to create a flemma list which organizes the word types and creates collocations and

frequency lists from the head words. The coursebooks were compared incrementally meaning that Grade 1-6 coursebooks were compared with the Grade 7 coursebook. According to the results, the distribution of the words was not planned to the levels of the coursebooks which can pose a problem for learners who only count on the coursebooks on vocabulary learning. Ahmed contended that some of the coursebooks needed to be revised to fill the vocabulary gap so that learners would be successful. Furthermore, it was asserted that the coursebooks analyzed should include more repetition for the vocabulary learning of the students.

Bouhlal et al. (2018) conducted a contrastive corpus-based study on frequency and distribution of modal verbs across two corpora which include a corpus of English as a Second Language coursebooks (Secondary ESL Corpus) and a native-speaker corpus (Nation's corpus). Nine central modals; 'will, can, would, could, should, may, must, might, shall' were selected and analyzed through their frequency while 'can, should, must, may' were selected specifically to analyze their semantic prosody within two corpora for the second part of this study. They concluded that despite the high frequency of modal verbs in the coursebook corpora, some contrast was observed in semantic framework of the modals between the two corpora. As not all the semantic components were covered through the coursebook corpus, the authentic usages of the modals were not provided sufficiently when compared to the native speaker corpus.

Criado and Sánchez (2009) studied the usage of vocabulary in an EFL coursebook, Valid Choice 2, used in Spain. The vocabulary items were analyzed considering three perspectives: learning the vocabulary with a cognitive perspective, the role of the frequency in learning, and the distribution of the items through coursebooks. The tool RANGE was used to analyze the quantitative data for the study. Also, the vocabulary items were compared to Nation's list of the most frequently used 3000 words. As for

word range and frequency, there wasn't enough numbers of words used according to the usages compared to Nation and the distribution of them was not balanced. Furthermore, there wasn't enough repetition for the newly taught vocabulary items. Lastly, there were enough activities for explicit learning of vocabulary so, the authors stated that the coursebook have a high possibility to reach the goal of vocabulary teaching.

In another study, Curry et al. (2022) conducted longitudinal research on the usage of adverbs through recent changes occurred in spoken British English Corpus. Also, the researchers conducted an interview with four editors of Cambridge University Press involving the recent coursebooks they would publish for adult and teenage learners in terms of the usage of adverbs. Lastly, they conducted a qualitative analysis on the coursebooks 'Talent level 2, Talent level 3, and Evolve Level 6' which were provided by the editors to see how the research affected the usage of adverbs through the coursebooks. According to the results of this study, in a period of twenty years, the usage of 'like' as discourse marker and quotative increased in number. The usage of 'just' increased as well but not as a time adverb. Also, 'literally' was among the adverbials that increased in frequency of the usage as metaphorically. For the results of the interviews, it was revealed that the editors were aware of the corpus linguistics, and they viewed the corpus as a positive impact on language teaching. Lastly, at the end of the study, it was observed that the editors published the coursebooks by considering the change occurred in BNC through twenty years in terms of adverbs by choosing the activities wisely meaning that they used 'literally' in metaphorical meanings with video scripts.

In her master's thesis, Demir (2022) conducted on a corpus-based quantitative study of the lexical collocations in three international coursebooks, namely New Headway

Intermediate 4th Edition, Language Leader Intermediate, and New English File Intermediate 3rd Edition. The collocations were grouped under six main categories including verb + noun, adjective + noun, adverb + adjective, noun + verb, noun + noun, and verb + adverb and the collocations were checked with the help of Oxford Collocation Dictionary (OCD) and the Longman Collocation Dictionary (LCD) to get the usefulness score. The collocations were studied with Corpus of Contemporary American English (COCA) whose categories were Blog, Web, News, Magazine, Academic, TV/Movies, Spoken and Fiction. In the end, New English File was found to be the most pedagogically valuable when compared to the other coursebooks about the usage of collocations.

Hsu (2009) compiled a coursebook corpus including the textbooks used in universities of Taiwan to teach General English. The aim of the study was to create the corpus and comparing it with BNC in terms of size and levels of the lexical items and text coverage. Some word lists were chosen to benefit from such as Academic Word List and BNC's high frequency word list and they were gathered up with RANGE corpus. Most frequently used 2000 words were obtained by Taiwan's Ministry of Education and it was combined with the chosen thirty-six coursebooks used in universities. When compared to the AWL, learners will be in need of another teaching material to learn more academic lexical items. However, the coursebook corpus can help learners to acquire new lexical items up to 2001 so, the level of the textbook which will be used should be chosen carefully for the sake of the learner. For learners to be successful in the intermediate level General English Proficiency Test, a textbook would be enough however, for the higher level of GEPT, students should study more. Lastly, the GE corpus covered the lexical items used within BNC lists including 3000 to 13000 including several proficiency levels. The author suggested that teachers

should be aware of the proficiency levels of the learners to choose the correct level for the textbook used in the classroom.

Jahan et al. (2019) were among the researchers studied on the vocabulary usage of the coursebooks used for English teaching. Four textbooks recommended by Punjab Curriculum and Textbook Board were chosen to analyze the frequency of the words comparing with BNC and effectiveness of the words used through the Academic Word List (AWL). The Compleat Lexical Tutor and AntConc 3.5.7 version were benefitted from to analyze the data. In the results section of this study, the authors stated that there was little coverage to BNC and academic word list when compared to the vocabulary items used in Punjab coursebooks. Thus, a revision of coursebooks was done by the authors to make them meet the needs of the learners.

In another study including coursebook analysis, Jin et al. (2012) benefitted from TOEFL coursebooks used in Malaysia to study on the vocabulary items as well. Different coursebooks of TOEFL from different authors were analyzed to examine the most frequently used words in their contents and types. As corpus tools, WordSmith, RANGE, and Compleat Lexical Tutor were used. The data were compared to the General Service List and Academic Word List because they include the words that are most frequently used. According to the authors, learners who will take the TOEFL tests should be prepared for the test with appropriate materials. So, teachers should benefit from General Service List or Academic Word List in helping learners for the TOEFL.

Kartal (2018) analyzed upper-intermediate level international coursebooks used in Türkiye which were New Headway, New English File, Face2Face and English Unlimited to conduct a corpus-based study on phrasal verbs by comparing them with the two corpora, BNC (BNC) and Corpus of Contemporary American English

(COCA). The most frequently used phrasal verbs in BNC and COCA were chosen from a previous study and it was revealed that the two corpora have 59 same phrasal verbs on their lists. As a result of this study, despite having covered some of the most frequently used phrasal verbs, the coursebooks did not include those phrasal verbs frequently enough. Kartal contends that, learners should be exposed to the phrasal verbs more often in each unit rather than having some highlights at some parts of the coursebooks.

Khojasteh and Reinders (2013) conducted a corpus-based study for studying on the modal verbs of English because they do not have an equivalent in the Malaysian language. Two corpora were selected for this study including a pedagogic corpus which had four Malaysian English language coursebooks inside and a learner corpus which includes essays from 600 Malaysian English learners. BNC and WordSmith tool were benefitted from within the analysis part of this study. According to the results, it was concluded that the frequency of modal auxiliary verbs in textbooks had a small number of usage when compared to BNC. Furthermore, the usage of learners did not match with numbers when compared to the textbook usages as well. Because the learners made a large percentage of errors while using the modal auxiliary verbs which were taught implicitly, the authors suggested that the teachers should be careful while combining the instruction and accuracy of the target language.

Kim and Oh (2020) studied on collocations used in 42 English coursebooks' reading activities which were published according to the 2015 curriculum within the Korean schools. The Sketch Engine was employed as the reference corpus software alongside the Application Programming Interface. Moreover, SPSS was used in the end of the research to detect the differences. The collocations were compiled by focusing on the word list supplied by the curriculum and the nouns from the lists were selected as the

target word group to create the collocations. ‘Verbs, nouns, and adjectives’ were determined as the subtypes to create the collocations. Within the results of this study, it was concluded that while the collocations were used with higher density and association strength, they were repeated less when compared to the reference corpus which may be resulted in collocations not to be reflected effectively for the learners. The frequency and association strength together played an important role for learners to improve their intuition in learning the collocations according to the authors. For this reason, the frequency of using the collocations within the coursebook was seen as substantial as the association strength provided already with the reading activities.

Kirana et al. (2018) focused on the vocabulary usage in English as a Foreign Language textbook used in Indonesia. The lexical items were analyzed within the distribution, frequency and how much exposed learners would be to the 2000 most frequently used English words. RANGE was worked as the analysis tool alongside with BNC, AWL and GSL for the lists that contained the most frequently used English words inside. According to the results of this study, the researchers found that the coursebook analyzed included 13823 tokens which covered most of the words included in the most frequently used 1000 words of English list. However, when focused on broadly, it was revealed that not enough exposure was provided by the coursebook in terms of the most frequently used 2000 words of English. So, it was suggested by the researchers that this study provides some pedagogical suggestions for teachers and editors of the coursebooks that learners should be exposed to vocabulary items more to reach the knowledge of 2000 words of English.

Li (2022) conducted corpus-based study on improving the usage of modal auxiliary verbs within the English language coursebooks used in Chinese by analyzing three different corpora consisting of a textbook corpus of five books, a native speaker corpus

as BNC, and a learner corpus “Ten-thousand English Compositions of Chinese Learners (TECCL)”. The modal verbs were analyzed regarding the distribution features, semantic functions, co-occurring structures, and learner errors. As the study used spoken discourse, the Multidimentional Analysis was included to divide the data as written and spoken. It was seen that the textbook corpus did not present the modal auxiliary verbs in the same way when compared to BNC which was a problem of authenticity. Also, there were some syntactic problems with some modal auxiliary verbs which can be resulted from the inter- and intra-linguistic factors. For example, there might be a problem resulted from the native language of the learners. For the co-occurring structures, it was suggested that there should be more usage of modal verb with ‘have done’ rather than using them with bare infinitive. The researcher told that the coursebooks have activities for explicit teaching the modals because of the native language’s influence on the second language learning.

In her master’s thesis, Matou (2020) analyzed through three EFL coursebooks used in Greece in terms of frequency of vocabulary items. C2 level coursebooks were scanned and analyzed with AntConc and AntWordProfiler which were worked as corpus tools. BNC and the Corpus of Contemporary American English were utilized as they represent the forms native speakers produce. Also, Nation’s word list was used as a reference. It was concluded that all the coursebooks include the most used 1000 words with the highest percentages. The first and second coursebooks, Close Up – C2 and ECPE Honors, include enough vocabulary items enabling learners to understand the native speakers when compared to the third coursebook, Stars and Stripes, even if it includes the most tokens. Lastly, the author drew attention to the importance of coursebook selection in vocabulary teaching because the chosen coursebook can be helpful for students to learn the lexical items.

Mushtaq et al. (2021) studied on an intermediate level coursebook used in Punjab to analyze lexical items in coverage and frequency by using LexTutor as the corpus tool. According to the results of the study, the words were used occasionally through the coursebook however, as to the authors it might be difficult for learners to remember all the lexical items to use them in the future. The coursebook includes a great deal of words within numbers and selection but the author stated that there was not a common sense to the vocabulary items selected. The author suggested that the coursebooks should include more academic words in the target language and the authorities to revise the coursebook that had been analyzed in this study.

Nordberg (2010) conducted a corpus-based study on four secondary school EFL coursebooks used in Finland focusing on the modals of English. The authentic usages of modality verbs, different usages of the authentic usages of them, and how more authenticity can be reached with the curriculum applied in Finland were the aims of this study. As the corpus tool AntConc was employed. The modality verbs were analyzed through their different meanings such as possibility, ability, obligation, etc. With the high frequency of using 'can', the coursebooks were stated as having a closer approach to teaching communication. According to the results of this study, the author suggested that modals should be presented more in 'permission, necessity, volition' meanings favorably to their categories. Moreover, if 'shall' is not used as much as it is used in the past, it should be considered that the learners can come across to its' usages through native speakers. So, the coursebooks should include modal verbs that have few usages as well. Lastly, the usages of 'volition/prediction' modals should be separated from the tense usages of them.

In another study, Nurweni and Komariah (2023) studied on lexical items within numbers, levels, and frequency occurring in three English language coursebooks that

Indonesian high school students using. RANGE was employed as the corpus tool for analyzing the data obtained from the coursebooks and the word list of Nation's were used for the second research question. The results showed that even if there were enough numbers of using the words of the target language, the authenticity was not provided through the texts. Also, for the first, second thousand and academic word lists there were not enough numbers of usage through the lexical items. Lastly, the activities of the coursebooks were unable to teach the words incidentally because they consisted of the words insufficiently. So, the teachers and students had to make further efforts to learn the lexical items.

Oktavianti and Prayogi (2020) studied on future tense markers used in three Indonesian coursebooks used for English language teaching. To compare the authentic usage of future tense markers, Corpus of Contemporary American English was worked as a corpus tool. The frequency and collocations used with 'will' and 'be going to' were analyzed qualitatively and quantitatively. The activities including the future tense markers for conversation were elected and the spoken part of the corpus were benefitted from. In the results section of this study, it was revealed that even if the usage of it was decreased through the coursebooks, 'will' was used more than 'be going to' through the coursebooks and COCA. The usage of 'be going to' was decreased in number within the second and third coursebooks. The first coursebook was the one close to COCA in numbers. Moreover, it was concluded that the collocates from the first and third coursebook were similar to the usages of COCA. However, there was discrepancy between the usages of future tense markers in conversations of coursebook corpora and COCA. The authors suggested that while preparing a coursebook for language teaching, the editors should benefit from corpora to reach the authentic usages of the target language items.

In his master's thesis, Peppard (2021) conducted a corpus-based study on the usage of 'like' aiming to answer two main questions as the most frequently used way of 'like' in English Language Teaching Coursebook Corpus and Corpus of Contemporary American English, and how was 'like' used in teaching materials by benefitting from the pedagogic corpus of ELT coursebooks. According to results of this study, it was resulted that although 'BE like' and 'VERB like' had a great number of usages, 'prepositional like' was used more in COCA. For the results of the second research question, it was concluded that 'like' was used within verbal manners the most. So, the author mentioned that the usage of 'like' do not reflect the authentic usage which can affect the learners' usage of 'like' in a bad way.

Phoocharoensil (2017) studied on linking adverbials of results to reveal what coursebooks of English language teaching lacks. As the adverbials, 'therefore, hence, thus, so' were analyzed through the written academic part of Corpus of Contemporary American English. Randomly selected 1200 concordance lines were analyzed within the target adverbial items. 'thus' was revealed as the most frequently used one among the other linking adverbials of results meanwhile 'so' was the least used one. When it was about the pattern of usage of these linking adverbials, regardless of the previous studies, 'so' was found to be the one which was used in middle position with this study. For this reason, the author stated that the coursebooks should be revised in including the patterns of linking adverbials of results. For instance, 'hence' was not used in the coursebooks even if it occurred in academic English part of COCA. That's why some revisions should be made in coursebooks used to teach the target language.

Söğüt and Vural (2023) analyzed a data set of two pre-intermediate level of ESL coursebooks which consisted of one corpus-informed, Touchstone Level 3 Student's Book, and one conventional coursebook, Headway Pre-Intermediate Student's Book,

in lexical manners. New General Service List were benefitted from as it contains most frequently used 2000 words. They concluded that there is a negligible disparity between a corpus-informed coursebook and a conventional one, as being corpus-informed did not entail incorporation of more words from the NGSL. In fact, the conventional coursebook featured a higher count of words from the list. Consequently, despite the Touchstone series' utilization of the Cambridge English Corpus in its development, it can be asserted that the lexical items from the corpus were not adequately integrated into the series.

In master's thesis of Sriumporn (2011), she studied on lexical bundles and vocabulary within five Business English coursebooks used in Thailand by using the corpus tool WordSmith. The author compared the coursebooks with the corpus Business English Lingua Franca which was compiled with the business stories of English newspapers published in Thailand by focusing on the cultural attributes of it. Furthermore, a pilot study was conducted to reveal whether the data was enough to compare a newspaper corpus with the coursebook corpus. According to the results of this research, it was revealed that there were cultural attributions to the Business English Lingua France which includes the male domination, collectivism, Asian type of bundles, lack of negativity, the influence of the government. The language used through the stories published in Thailand included lexical items like 'He/His, We, Asian, Government, etc.' but there were not so many usages of words like 'bad' or 'fail'. Also, the frequency of lexical bundles was analyzed and 'per cent, managing director of, exchange of Thailand, billion baht in' were among the most frequently used bundles. BG 2000 English III and BG 2001 English IV coursebooks were the closer ones to the BELF in content and frequency of the lexical bundles. As a result, the author suggested that the coursebooks should be prepared by taking into consideration

the existence of corpus tools including the authentic activities for the learners to benefit from.

In her doctoral thesis, Whitty (2017) focused on the usages of modals ‘can’, ‘could’ and ‘be able to’ within BNC, written and spoken data from a classroom environment, and New Headway coursebooks which are used to teach English. This study was conducted to reach both qualitative and quantitative data on the topic. The several meanings of the modals were determined and the frequency of them was reached afterwards. The comparison was held first between the classroom and BNC and the coursebook and BNC. As a result of this study, the meaning of possibility was found to be the most frequently used one even if more categories of meanings to these modals were discovered with this study. With the classroom corpus compiled, it was revealed that there would be a positive relationship between the explicit instruction and the usage of modals with several meanings. When it was about the corpus of coursebook series, some meanings of modals were used more frequently such as ‘ability’ comparing to BNC. According to the researcher, the content modals were taught in it plays an important role in making learners grasp the meaning and structure to use the modals successfully.

Yu and Renandya (2021) studied on the vocabulary profile occurred in eight English language coursebooks used in senior secondary education in China to see whether the requirements of 2017 National English Curriculum Standard for General Senior Secondary Education was met. The curriculum included word lists for learners to be successful in college entry exam and improve their vocabulary knowledge. As a corpus tool, the WordSmith was employed for gathering up the data to analyze. According to the results, it was shown that the coursebooks included %80 of the lemmas presented by the word lists. Despite the well distribution of the vocabulary, the coursebooks had

seen as a failure for a distribution and repetition of the target words. For an appropriate learning of the target language's vocabulary items, more exposure and repetition should be supplied by the teachers.

Zamin et al. (2019) conducted corpus-based study on the usage of phrasal verbs within Malaysian context. They searched on the frequency of phrasal verbs used through each coursebook. The findings were compared to the Longman Grammar of Spoken and Written English corpus. According to the results of this study, the intuition played an essential role in preparing the Malaysian secondary school textbooks because no explanation was made by authors of the coursebooks about the phrasal verbs. The frequency of phrasal verbs was enough however, the way authors presented them made it difficult for Malaysian learners to learn about the phrasal verbs successfully. The authors suggested that people who prepared and designed the coursebooks used in Malaysia should not lean on only the intuition, but they should benefit from corpus. The distribution and how to teach the phrasal verbs should be revised as to the authors.

Zarifi and Mukundan (2015) studied on the semantic treatment of the phrasal verbs used in English as a Second Language coursebooks used in Malaysia. The researchers used the WordSmith as a corpus tool and the Oxford Dictionary of Phrasal Verbs as the instrument of the research. According to the results of this study, it was revealed that although the phrasal verbs were used in great numbers through the coursebooks, they were most frequently used in different forms with the same meanings. Also, some of the phrasal verbs were presented within the rare meanings of them. Thus, the authors stated that the presentation of the phrasal verbs tends to be intuitive. It was suggested that the phrasal verbs should be taught in an idiomatic way regarding the progress in levels of the learners with the help of the coursebooks.

As a result of the literature review of this study, it can be concluded that corpus linguistics on the coursebook analysis was not used efficiently in the Turkish context when compared to the international context because of the limited number of the studies. Also, conjunctions were not among the grammatical topics that was in demand to search about. The conjunctions were grouped differently within several studies meaning that the data analyzed were shaped accordingly (Huddleston, 1988; Parrott, 2000; Philip et al, 2012; Unubi, 2016). Also, the listening tracks of the coursebooks were not paid attention to which can be seen that the reading activities stated in the coursebooks were used most frequently to analyze on several topics such as lexical items, tense markers, modal verbs, etc. Thus, analyzing all three groups of conjunctions through the audio and video scripts of the coursebooks by comparing them to BNC overall without eliminating it to the spoken context was the main aim of this study.

3. METHODOLOGY

This chapter describes the overall design of the study. Research design, classification of the conjunctions which will be analyzed, presentation of the coursebooks used in Turkish context, data collection procedures are described below.

3.1.What is Corpus Linguistics?

Corpus is defined mainly as the collection of texts of a particular type depending on the study's context. There are two types of corpora as pre-electronic and electronic (Meyer, 2008). Pre-electronic corpora which consist of texts were compiled manually when there were no electronic corpus tools to benefit from. When it is about electronic type of corpus, there are several tools that can be used to create corpora in electronic environments like BNC which was utilized in this study. On the other hand, corpus linguistics is said to be an approach used to investigate all the properties of a language through the texts (Dash, 2008). Corpus tools that are used to analyze language include several genres inside enabling researchers to conduct studies depending on the field of the study. Furthermore, by reaching the number of usage and context of the target word or phrases to analyze via corpus tools, the authentic usages of them will be revealed. For example, Stefanowitsch (2020) searched on BROWN, FROWN, LOB and FLOB corpora within the usages of 'windscreen' and 'windshield' to analyze them. So, to conclude, corpus linguistics offers a variety of ways to decide the authentic meaning of the vocabulary (Teubert, 2001).

For this study, corpus linguistics methods and tools were used for analyzing the data that was taken from the audio and video of the EFL coursebooks used in Türkiye in an electronic environment which was a better way to include fewer errors and faster to analyze. After the transcriptions were uploaded to the corpus tools which were

described in detail within the related sub-title below, the ‘Frequency’, ‘Concordance’ and ‘Key Words in Context’ (KWIC) parts were benefitted from to reach the rate of frequencies per corpus, the authentic usages of the conjunctions, and the forms that proceed the conjunctions.

3.2. Research Design

In this study, a corpus-based mixed method was conducted by compiling three different corpora of conjunctions used in dialogues of coursebooks of Turkish and International contexts to teach English as a foreign language. Even though there were numeric values analyzed to answer the first research question, the study fundamentally focused on the qualitative data and analysis for the second and third research questions.

Teachers’ book of the coursebooks belonging to the Turkish context which include the transcriptions of the audios were reached from OBA (Öğretmen Bilişim Ağı). Also, the transcriptions of the listening tracks and videos of internationally used coursebooks were accessible online. As not all the transcripts were to be found on the teachers’ guidebooks, the students’ books of the New English File series were checked for the related activities and transcribed manually. All the series of coursebooks were found to include some activities for practicing intonation, pronunciation, and stress pattern which use nouns, adjectives, adverbs, etc. After closely reading the transcriptions of these activities, it was detected that almost none of these activities included conjunctions. Due to the lack of usage of conjunctions, the activities that did not involve any conjunctions were removed from the documents. In the books used in Turkish context, the instructions above the listening activities were read along with the audio again. As they did not contain any conjunctions too, they were removed from the transcriptions.

The transcriptions of the activities were grouped as Turkish context, New English File, and Touchstone because unlike the series of the New English File, coursebooks used in Türkiye and Touchstone include more than one level in one coursebook which made it almost impossible to analyze the conjunctions according to the levels of English. The workbooks of the series were not included in creating the three corpora because not all the series have activities for the listening skills.

3.3. Classification of the Conjunctions

As Unubi (2016) stated in his study, there are traditionally three types of conjunctions classified as coordinating, subordinating, and correlative conjunctions. So, the classification was selected accordingly. Coordinating conjunctions known as coordinators are used to coordinate items that are similar in types such as noun to noun, adverb to adverb, etc. They are generally coded as 'FANBOYS' including 'for, and, nor, but, or, yet, so' (Huddleston, 1988). Correlative conjunctions which can be classified as two-word conjunctions include conjunctions that consist of two or more words just like a phrase such as 'either…or, not only…but (also), so/such…that, if…then, etc.' (Parrott, 2000). Lastly, subordinating conjunctions, subordinators, which connect clauses of dependent, independent, and adverbial clauses can be listed as 'in order that, in that, rather than, although, because, until, whereas, after, as, before, since, till, until, because of, in case of, after, before, once, since, and though etc.' (Greenbaum, 1996). Unubi (2016) included many classifications of the related groups of conjunctions in his study. However, many researchers chose to classify them in different ways. Other types of classifications are included in other studies, however, by focusing on the place of use of the conjunctions and the ones that are listed above, three corpora were analyzed with respect to what they have in common among the coursebook series.

3.4. Coursebooks used in Turkish Context

In the present study, the data set consists of twelve books that have been used within Turkish context including "English 9, Uplift Grade 9, Teenwise 9, Relearn 9, Ortaöğretim İngilizce 10, Sunshine English 10, Count Me In 10, Spice Up 11, Sunshine English 11, Silver Lining 11, Notifier English 12, Count Me In 12" which were developed by the Ministry of National Education (See Table 1). Only the workbooks of 'Uplift 9 and Spice Up 11' include a few listening activities. So, the workbooks were excluded from the data set. The curriculum of teaching English as a foreign language in Türkiye was designed according to the Common European Framework of Reference for Languages as stated by MoNE (MEB, 2018). It is said that A1-A2 levels represent basic users meanwhile B1-B2 learners represent independent learners. The coursebooks of secondary education is seen as the continuum of the primary education. The learners are expected to be in A2 level after completing the 8th grade in a state school however by considering the learner differences, MoNE decided to design the 9th grade coursebook including activities for A1 and A2 level learners. However, it is stated that the activities of 9th grade coursebooks for A1 level might have more advanced structures and vocabularies when compared to the coursebooks for 8th graders (MEB, 2018). The learners are expected to improve their English levels incrementally by starting from A1 level of English and graduate from the high school with B2+ level of English. For the 10th graders, activities compatible with A2+ and B1 level English were included in the coursebooks meanwhile activities for B1+ and B2 level of English were involved in the related coursebooks. As the last grade of the high school education system of Türkiye, 12th graders' coursebooks were prepared with activities of B2+ level. According to the curriculum, all the coursebooks were designed considering the four language skills embedded into ten units the coursebooks have

taking the communicative competence into consideration because the system was criticized for not giving much attention to the communication but grammatical structures (MEB, 2018). Furthermore, more authentic assessment parts were included in the coursebooks to help students to assess themselves communicatively. By considering the importance of collaboration, the activities were designed to get students some support from their peers, teachers, etc. All the coursebooks have ten units in common and syllabuses of the coursebooks generally do not include the grammar topic but the topic of the unit only. The dialogues obtained by the coursebooks of MoNE was named as the Turkish Corpus which was abbreviated as 'TC' because all the authors of these books are native speakers of Turkish. The corpus was compiled including the dialogues of the audios obtained from the Teachers' Books available on the EBA platform and the total word count was given as 72,298 words.

Table 1

Coursebook used in Turkish Context

Grade	CEFR Level	Title	Author(s)	Publisher	Publication Date
9th Grade	A1/A2	English 9	Nuray BAYRAKTAR	Erkad Yay.	2023
9th Grade	A1/A2	Uplift 9	Aynur YADİGAR ARTIRAN, Berrin KODALAK KORKUTAN, Esin ÖZEN, Nezaket BİRGÜL AKTAŞ	Milli Eğt. Yay.	2022
9th Grade	A1/A2	Teenwise 9	Ebru BULUT, Funda BAYDAR ERTOPÇU, Seda UMUR ÖZADALI, Sibel ŞENTÜRK	Milli Eğt. Yay.	2019
9th Grade	A1/A2	Relearn 9	Lamia KARAMİL, Evrim BİRİNCİOĞLU KALDAR	Özgün Yay.	2022

10th Grade	A2+/B1	Ortaöğretim İngilizce 10	Çiler GENÇ KARATAŞ	Gizem Yay.	2018
10th Grade	A2+/B1	Sunshine English 10	Müge AKGEDİK AKOĞLANOĞLU, Neslihan ATCAN ALTAN	Cem Yay.	2023
10th Grade	A2+/B1	Count Me In 10	Fethi ÇİMEN, Bilgen TAŞKIRAN TİĞİN, Ayten ÇOKÇALIŞKAN, Nihan ÖZYILDIRIM, Mustafa ÖZDEMİR, Esra DEMİR, Gözde FINDIKÇI	Milli Eğt. Yay.	2019
11th Grade	B1+/B2	Spice Up 11	Burcu KOYUTÜRK, Ebru AKDAĞ, Funda BAYDAR ERTOPCU, Müzeyyen Hande BOZBIYIK, Seda UMUR ÖZADALI, Tuğba AKTAŞ	Milli Eğt. Yay.	2022
11th Grade	B1+/B2	Sunshine English 11	Müge AKGEDİK CAN, Neslihan ATCAN ALTAN	Cem Yay.	2021
11th Grade	B1+/B2	Silver Lining 11	Ebru AKDAĞ, Funda BAYDAR ERTOPCU, Kader UYANIK BEKTAŞ, Seda UMUR ÖZADALI, Tuğba AKTAŞ	Milli Eğt. Yay.	2021
12th Grade	B2+	Notifier English 12	Fethi ÇİMEN, Bilgen TAŞKIRAN TİĞİN, Ayten ÇOKÇALIŞKAN, Mustafa ÖZDEMİR, Dr. Senem CELLAT	Milli Eğt. Yay.	2023
12th Grade	B2+	Count Me In 12	Fethi ÇİMEN, Bilgen TAŞKIRAN TİĞİN, Ayten ÇOKÇALIŞKAN, Nihan ÖZYILDIRIM, Mustafa ÖZDEMİR	Milli Eğt. Yay.	2019

3.5. International Coursebooks used in Turkish Context

This section includes a detailed information about the international coursebooks chosen to compile a corpus of conjunctions used through the dialogues of the series the New English File and Touchstone. Within the study of Meunier and Gouverneur (2009), the textbook types were suggested as local and international which is the reason for using the term 'international' for the coursebooks used in global context to teach English as a foreign language.

3.5.1. New English File 4th Edition

The six international coursebooks included in this study are named within the series of New English File 4th Edition which belong to the Oxford University Press (OUP). The series offer eight different levels for the adult and teenage learners starting from A1 to C1+. However, because coursebooks in the Turkish context do not include advanced levels, only six coursebooks including 'Beginner, Elementary, Pre-Intermediate, Intermediate, Intermediate+, Upper-Intermediate' levels were analyzed (See Table 2). Four of the coursebooks analyzed have sixteen online packs including students' books, workbooks, and teachers' guides and Intermediate + and Upper-Intermediate levels include 17 online packs. Beginner, Elementary, and Pre-Intermediate levels include twelve units and six episodes of Practical English meanwhile Intermediate, Intermediate +, and Upper-Intermediate levels include ten units and five episodes for Practical English. Also, after every two units, there is a Revise and Check section to make students practice more about the topics they have learned recently. Within the syllabuses, focus topic of the grammar, vocabulary and pronunciation is given clearly (New English File, 2024). The compiled corpus was named NEFC as it includes the dialogues of the New English File Corpus. The corpus was compiled including the dialogues of the audios and videos obtained from the

teachers' books available on the internet and the total word count was given as 243,838 words.

Table 2

International Coursebook used in Turkish Context – New English File

Grade	CEFR Level	Title	Author(s)	Publisher	Publication Date
Young Adults & Adults	Beginner (A1)	English File 4th Edition - Beginner	Christina LATHAM-KOENIG, Clive OXENDEN, Jerry LAMBERT, Anna LOWY, Krysia MABBOTT	Oxford University Press	2019
Young Adults & Adults	Elementary (A2)	English File 4th Edition - Elementary	Christina LATHAM-KOENIG, Clive OXENDEN, Jerry LAMBERT, Paul SELIGSON, Anna LOWY, Krysia MABBOTT	Oxford University Press	2019
Young Adults & Adults	Pre-Intermediate (A2-B1)	English File 4th Edition – Pre-Intermediate	Christina LATHAM-KOENIG, Clive OXENDEN, Jerry LAMBERT, Paul SELIGSON, Anna LOWY, Krysia MABBOTT	Oxford University Press	2019
Young Adults	Intermediate (B1)	English File 4th Edition - Intermediate	Christina LATHAM-KOENIG, Clive	Oxford University Press	2019

& Adults			OXENDEN, Jerry LAMBERT, Anna LOWY, Krysia MABBOTT		
Young Adults & Adults	Intermediate+ (B1-B2)	English File 4th Edition – Intermediate+	Christina LATHAM-KOENIG, Clive OXENDEN, Jerry LAMBERT, Anna LOWY, Krysia MABBOTT	Oxford University Press	2020
Young Adults & Adults	Upper-Intermediate (B2)	English File 4th Edition – Upper-Intermediate	Christina LATHAM-KOENIG, Clive OXENDEN, Kate CHOMACKI, Anna LOWY, Krysia MABBOTT	Oxford University Press	2020

3.5.2. Touchstone

The rest of the coursebooks used internationally belong to the Touchstone series by Cambridge University Press (CUP). The series includes coursebooks in four levels from A1 to B1 (See Table 3). According to the curriculum shared by CUP, the first book includes activities for A1 level only meanwhile the second book includes activities combining A1 and A2 levels. Also, the third book is designed with activities suitable for A2 and B1 levels and the fourth and last coursebook only includes B1 level activities. The coursebooks are said to be suitable for use from young adults to adults according to the levels of the learners. Contrary to the other coursebooks used within this study, the coursebooks of Touchstone are the only ones that have 'corpus' parts among the activities that contain Cambridge English Corpus sections claiming to teach

English the way it is used in real life. Just as the New English File series, Touchstone has online materials for learners to benefit from. Furthermore, the syllabus of the coursebooks include functions/topic, grammar, vocabulary, conversation strategies, and pronunciation parts. All the coursebooks have twelve units and four checkpoint units combining three units to make students focus on what they had problem with understanding through the previous units (Touchstone, 2024). The corpus was named as TSC because it includes the dialogues of the Touchstone Corpus. The corpus was compiled including the dialogues of the audios and videos obtained from the Teachers' Books available on the internet and the total word count was given as 35,119 words.

Table 3

International Coursebook used in Turkish Context – Touchstone

Grade	CEFR Level	Title	Author(s)	Publisher	Publication Date
Young Adults & Adults	A1	Touchstone 1	Michael MCCARTHY, Jeanne MCCARTEN, Helen SANDIFORD with Sue ALDCORN, Janet K. BATTISTE, Andrew GITZY, Lynn STAFFORD-YILMAZ	Cambridge University Press	2005
Young Adults & Adults	A1-A2	Touchstone 2	Michael MCCARTHY, Jeanne MCCARTEN, Helen SANDIFORD with Sue ALDCORN, Janet K. BATTISTE, Andrew GITZY, Eliza JENSEN, Tay LESLEY	Cambridge University Press	2005

Young Adults & Adults	A2-B1	Touchstone 3	Michael MCCARTHY, Jeanne MCCARTEN, Helen SANDIFORD with Sue ALDCORN, Janet K. BATTISTE, Andrew GITZY, Eliza JENSEN, Tay LESLEY	Cambridge University Press	2006
Young Adults & Adults	B1	Touchstone 4	Michael MCCARTHY, Jeanne MCCARTEN, Helen SANDIFORD	Cambridge University Press	2006

3.6. The Compiled Corpora and the British National Corpus

A corpus was compiled including the dialogues of audios and videos that belonged to the coursebooks stated in Tables 1, 2, and 3. Some abbreviations were applied. The coursebooks used in Türkiye which were prepared by the MoNE were named as the Turkish Corpus once and it was abbreviated as TC. The New English File Corpus was compiled including the series of coursebooks named as New English File Corpus and the abbreviation to it was decided as NEFC. Also, the dialogues of Touchstone series were included in this study with the abbreviation of TSC. The British National Corpus was chosen as the authentic structures of the EFL because it includes a massive amount of data, and the abbreviation BNC was hereafter in this study to refer to this corpus. These coursebook series mentioned above were chosen to be analyzed in this study with the reason of including various proficiency levels of English. Additionally, the coursebooks had different characteristics of the way they had been prepared involving a coursebook series prepared as corpus-based, by non-native speakers of the target language, and native speakers of English.

3.7. Data Collection and Analysis

In this study, the data collection procedure was conducted by getting the teachers' guidebook of the coursebooks used in Turkish and International contexts because almost all of them include the transcriptions of the activities for listening and videos. Only the New English File coursebooks had some reading activities combined with listening tracks. For that series, the students' books were analyzed either. The coursebooks of MoNE were selected to analyze in this study because the researcher of this study has been working in a state school of Türkiye for two and a half years. Also, the international coursebooks were decided as including the CUP and OUP because their activities for teaching English to teenagers were benefitted to prepare exams or quizzes to the students of the researcher of this study. Also, when the literature review of this study was analyzed, it can be implied that the coursebooks stated above were used within several studies. However, the dialogues of the coursebooks were not studied regarding the usage of the conjunctions. Furthermore, three series of coursebooks were chosen to conduct a corpus-based analysis to delve into usages of conjunctions within dialogues including a corpus-based coursebook, a coursebook series prepared by non-native speakers, and an international coursebook series authored by native speakers.

For answering the research questions of this study, the terms of frequency, authenticity, and intuition were benefitted from. For the first research question, the raw and relative frequencies were checked together because even if the raw frequency which included the times of occurrence per corpora seemed significant at first sight, it was revealed that relative frequency which indicated the percentage of the usage regarding the word count of the target corpus might be more revealing. The raw frequency is defined as the number of usages per corpus as well as the relative

frequency demonstrates the percentage of a conjunction used through the corpus (Dean & Illowsky, 2010). The search were conducted within the three types of conjunctions regarding the definitions utilized to group them including the reduction types as well. After checking the results without any limitations on the Sketch Engine which was used as the tool to compile the data together, some limitations were set which would be explained in the findings of the related research question below. Mainly, the 'Concordance' and 'KWIC' sections were benefitted in analyzing the data for ensuring the requirements of the definitions which also included the frequencies through the Sketch Engine. Also, for several conjunctions, 'Part of Speech Context' was worked for the reduction forms used. The correlative conjunctions were searched on the engine with the help of 'Lemma Context' which helps the research process including the second word of the conjunction itself within the 5 or 15 places. The second research question was to analyze the authenticity among BNC and the compiled corpora. For answering this question, the limitations set within the first research question was applied again to provide validity. The 'Frequency' section was used after the search was completed on the 'Concordance' section to identify the most used key words after the conjunctions. The Sketch Engine also allowed to be seen the way of usage of the key words selected contributing to the analysis of the authenticity. The 'Part of Speech Context' section played an important role in analyzing the reduction forms which can be found in BNC mostly. The last research question was to analyze the intuition of the authors of the coursebooks prepared by MoNE which indicated the importance of the findings regarding the TC within the first and second research questions. Iqbal et al. (2021) implied that the structure of grammar is located in the mind of the learners as intuition which allows learners to decide the grammatical and ungrammatical structures without knowing any initiative for the correctness of the grammar rules.

Some examples were found according to the findings indicating the result for this research question.

3.8. Corpus Tools Used in This Study

Within this section of this study, the corpus tools that are benefitted from throughout the study is mentioned in a more detailed way.

3.8.1. Sketch Engine

The data for the dialogues of the coursebooks to teach EFL was collected with the help of the teachers' books series have offered. Most of the teachers' books included the dialogues of audios in a transcript way at the end of the book itself. Also, some of them were embedded among the activities. The coursebooks of Türkiye were divided according to the level which included 9, 10, 11, and 12; meanwhile the international coursebooks were divided according to the proficiency levels. The transcripts were collected manually by copy-pasting to a word document and the documents were named according to the levels or proficiency levels. After compilation, the three corpora of the coursebooks series of Turkish and International contexts were uploaded to Sketch Engine. It is an ultimate corpus tool for people to explore how language works by means of word sketches, concordances, and word lists it has within (Sketch Engine, 2024). It can be used to reach the common and uncommon features and usages of English through textual analyses as it enables term extraction and frequency lists. It includes built-in corpora reaching up to 70 billion words. On the homepage of the Sketch Engine which is called 'Dashboard', it offers several features that a researcher can benefit from. In this study, new corpora that were compiled were uploaded to the software though the 'New Corpus' section as word or pdf formats of the audio transcriptions. Also, the corpora and extracts compiled though Sketch Engine are

downloadable. Once the corpora were compiled, concordance and wordlist analyses were conducted on the corpora and results were noted.

3.8.2. British National Corpus

Lastly, the findings from the three corpora that had been compiled were compared with BNC embedded in the Sketch Engine. This corpus program which was compiled by the Oxford University Press was chosen because it has a large scale of words, approximately 96 million words, through different genres of spoken and written contexts (British National Corpus, 2024). The frequency of conjunctions was detected with the help of this corpus tool. The conjunctions were searched one by one in the end and the frequency and context of them were compared to investigate whether and to what extent the coursebooks reflect the actual usages of the conjunctions or not.

4. FINDINGS

This chapter presents the findings of the current study on the conjunctions' usage in the dialogues of coursebooks used in Turkish context. As stated above, the conjunctions were grouped as Coordinating Conjunctions, Correlative Conjunctions, and Subordinating Conjunctions to investigate their frequency of use across three corpora. Sketch Engine's 'Concordance' tool was used to find out the frequency of conjunctions in each corpus. Also, BNC was accessed via the Sketch Engine corpus program because it has a wieldier homepage when compared to BNC itself. The results of the comparison of frequencies and use are presented below. Authenticity and intuition were the other components analyzed in this chapter. The authentic structures of the conjunctions used through the dialogues were analyzed via Sketch Engine thanks to the 'Key Word in Context' section of the corpus tool. While doing this, some limitations were set according to the definitions of the conjunctions whether to have a sentence afterwards or not. Intuition was regarded in terms of the findings of first and second research questions as they included the necessary data for answering the third research question to conduct the analyze on the coursebooks used in Turkish context prepared by non-native speakers of the target language.

4.1.Frequency

The first research question of this study has been identified as "What are the frequencies of coordinating, correlative, and subordinating conjunctions across the three corpora compiled based on the coursebooks used in Türkiye to teach English as a foreign language?". To answer question, the extent to which there is a consistency with the usages of conjunctions among the corpora of coursebooks used in Turkish context and BNC was investigated. As the conjunctions were classified into three main categories, the findings of this study were presented accordingly. The corpus titled

‘TC’ consisted of 72,298 words with twelve coursebooks written by Turkish native speakers to teach English as a foreign language. The corpus of ‘TSC’ included 35,119 words in it with the four coursebooks meanwhile the corpus of ‘NEFC’ had 243,838 words with six coursebooks in total. Within the Tables 4, 5 and 6, the raw frequency which is the number of usages per corpus and relative frequency which indicates the fraction of times a conjunction used through the corpus were given (Dean & Illowsky, 2010). Because the relative frequency inferred more reliable results including the rate of percentage according to the total word counts of the related corpus, the raw frequency was utilized as not enough to cover the consequences of the frequency section of this study. For instance, a conjunction could have five usages in the TC, however, it might have 11% which was the closest frequency to BNC. That indicated the importance of including both the raw and relative frequencies to this study.

For the Coordinating conjunctions, the frequencies of ‘for, and, nor, but, or, yet, so’ in the TC, TSC and BNC were found and presented in Table 4 below. Results showed that the coordinating conjunction ‘for’ occurred 682 times within the corpus named as TC; 230 times through the TSC; 1806 times for the NEFC; and lastly 880842 times within BNC. When considering the word counts of the corpora, 0.75%, 0.58%, 0.5%, and 0.78% were the percentages in turn related to the Table 4 below. So, the frequency results indicated that the rate of frequency of the conjunction ‘for’ was the highest within the TC following BNC instead of the numbers written in the table.

‘and’ was the most frequently used coordinating conjunction across all the corpora. It was revealed that it occurred for 1630 times within the TC; 812 times through the TSC; 5315 times for the NEFC; and lastly 2624245 times within BNC. The TC had the rate of frequency as 1.8% meanwhile NEFC had 1.7% of usage according to the rate of percentage to the total number of the corpus. TSC included ‘and’ 812 times with

1.8% and lastly, BNC had 2.3% rate of percentage. Surprisingly, TSC and TC had the highest and closest ratio to BNC opposed to the usage of ‘and’ in the NEFC.

The coordinating conjunction ‘nor’ was found to not occur within the TSC. However, it also had the lowest frequency of usage among other conjunctions within BNC. It had a times of occurrence as seven in TC, three in NEFC, and 12048 in BNC. Its rate of frequency was observed as 0.0077% within the TC while NEFC had 0.00097% for the rate of frequency. Lastly, BNC had 0.011% for the rate of frequency. TC had the closest rate of frequency to BNC.

‘but’ was included in all the corpora with the rate of frequency 0.36% in TC, 0.5% in NEFC, 0.61% in TSC, and 0.4% in BNC. It also occurred for 330 times within the TC; 282 times through the TSC; 1545 times for the NEFC; and lastly 446833 times within BNC. To conclude, the corpus that used this conjunction most frequently was found to be the TSC according to the relative frequency.

‘or’ was used 171 times with the rate of frequency of 0.19% in TC, 931 times with the rate of frequency of 0.3% in NEFC, 133 times with the rate of frequency of 0.29% in TSC, and 370114 times with the rate of frequency of 0.33% in BNC in turn. There was a little difference between the NEFC and BNC with the repeating decimals.

The coordinating conjunction ‘yet’ was found to have a relatively lower frequency of usage across the corpora. Results showed that it occurred for six times in TC; 49 times in NEFC; four times in TSC; and lastly 33929 times within BNC. It had 0.0066% of usage in TC meanwhile 0.016% of usage in NEFC. It had the highest usage within BNC with the rate of frequency of 0.03% while the TSC had the rate of frequency as 0.0087%. With this conjunction, the NEFC was the closest one to BNC in percentage.

While searching for ‘so’ in the Turkish context, it was seen that it was used in different structures such as ‘so much’. So, the search was filtered to find occurrences of ‘so’ in instances where it preceded a pronoun to make sure the results consist of right grammatical category. Results showed that it occurred for 48 times in TC; 357 times in NEFC; 106 times in TSC; and lastly 71617 times within BNC. It was found to have the rate of frequency as 0.053% within the TC, 0.12% in NEFC, 0.23% in TSC, and lastly 0.064% with BNC. So, the TSC had the most usage of this coordinating conjunction among the other corpora.

To conclude, ‘nor’ was the coordinating conjunction which was used the closest to BNC in TC. Also, ‘and’ was used within the same percentage in TC and TSC. ‘yet’ and ‘or’ were used the closest to BNC in NEFC. Lastly, ‘so’ and ‘but’ were used even higher than the rate of frequency of BNC in TSC (See Table 4).

Table 4

Frequencies of Coordinating Conjunctions

Coordinating Conjunctions	Turkish Corpus		New English File Corpus		Touchstone Corpus		British National Corpus	
	freq.	%	freq.	%	freq.	%	freq.	%
Yet	6	0.0066 %	49	0.016%	4	0.0087 %	33929	0.03%
Nor	7	0.0077 %	3	0.00097 %	-	-	12048	0.011 %
So	48	0.053%	357	0.12%	106	0.23%	71617	0.064 %
Or	171	0.19%	931	0.3%	133	0.29%	370114	0.33%
But	330	0.36%	1545	0.5%	282	0.61%	446833	0.4%

For	682	0.75%	1806	0.58%	230	0.5%	880842	0.78%
And	1630	1.8%	5315	1.7%	812	1.8%	2624245	2.3%

For the correlative conjunctions, the coursebooks were checked manually to prepare a list of conjunctions according to the word count of the conjunctions as they consist of at least two words (See Table 5). The concordance tool of the Sketch Engine was used to find the correlative conjunction group. However, to be able to reach the two-word conjunctions such as 'both…and, either…or, etc.', the context was filtered with lemmas including tokens with the right placement within 5-15 next words because there might be a sentence integrated between the words. The 'KWIC' tool was checked manually and if there was another sentence formed, the selection was made within five sentences. Also, because of the easiness of using the dashboard of Sketch Engine, some of the conjunctions were searched in there instead of BNC as Sketch Engine already includes BNC inside. Lastly, the correlative conjunction 'as much…as' was incorporated into the correlative conjunction 'as…as' because when checked the Sketch Engine, no significant difference or similarity was determined both for the numerical value and for the authenticity. Also, the conjunction 'just…as' were removed from the correlative conjunctions because the usages showed that it was used connectedly just like the subordinating conjunction 'just as'.

The correlative conjunction 'both…and' had a rate of frequency as 0.014% in TC, 0.0081% in NEFC, 0.0065% in TSC, and 0.028% in BNC. It also occurred for 13 times in TC; 25 times in NEFC; three times in TSC; and lastly 31466 times within BNC. As it can be seen from the Tables 4 and 5, the coordinating conjunctions had more usage through corpora when compared to the correlative conjunctions. The TC had the most

usage of ‘both…and’ alongside with BNC itself when compared to the other corpora stated above.

‘either…or’ was used with the rate of 0.0088% through the TC, 0.0068% with the NEFC and 0.011% through BNC. However, there was no usage of this conjunction in Touchstone series. It also occurred for eight times in TC; 15 times in NEFC; and 11797 times within BNC. According to the ratio of the usage per corpus, not any of the corpora stated above was close to BNC in numbers but TC.

‘neither…nor’ had 0.0077% of usage in TC meanwhile it had 0.0049% of usage in NEFC. Once again there was no usage of this conjunction in the TSC. Lastly, it had a rate of frequency as 0.0032% through BNC. It also was used seven times in TC; two times in NEFC; and lastly 3638 times within BNC. Surprisingly, TC had the most usage when compared to the other corpora with the help of the ratio to the word count of the related corpora.

The correlative conjunction ‘not only…but (also)’ was used with the rate of frequency as 0.0033% within the Turkish context. It had 0.00065% of rate of frequency through NEFC while it did not have any usage in TSC. Finally, it had 0.0038% in BNC. Results showed that the conjunction occurred for three times in TC; two times in NEFC; and lastly 4219 times within BNC. Not all the corpora that had been prepared to analyze the dialogues of the coursebooks used in Turkish context included enough usage when compared to BNC however, the rate of frequency belongs to the TC was close to BNC in numbers.

‘so…as’ had a 0.0044% of usage in TC. Also, it had 0.0039% through NEFC and the TSC did not include any usages of the target correlative conjunction. Terminally, it had 0.011% through BNC. It also occurred for four times in TC; twelve times in

NEFC; and 11948 times within BNC. With this percentages, there was no compiled corpora that have close number of usages to BNC. However, TC was detected as having the closest frequency to BNC.

'whether…or' was not used even just once in TSC meanwhile it had 0.0011% of usage in TC. Also, it had 0.0026% of usage in NEFC and 0.0079% rate of frequency in BNC. Results also showed that the conjunction was used for once in TC; eight times in NEFC; and 8861 times within BNC. NEFC had the closest rate of frequency to BNC.

'as…as' had the most usage per corpus according to the Table 5. However, it had a rate of frequency as 0.036% with the TC while it had 0.027% of usage in NEFC. Also, it had 0.015% of usage in TSC and 0.067% of usage in BNC. Results showed that the conjunction occurred for 33 times in TC; 82 times in NEFC; seven times in TSC; and 75724 times within BNC. Although the ratios were close to each other, TC was the closest one to BNC.

The correlative conjunction 'rather…than' had a rate of frequency of 0.011% in TC while it had 0.0052% in NEFC. It also had 0.0044% of usage in TSC and 0.02% in BNC. The conjunction also occurred for ten times in TC; 16 times in NEFC; two times in TSC; and 22353 times within BNC. The ratios of NEFC and TSC were close to each other, and the TC had the closest usage of percentage when compared to the other corpora compiled to BNC.

The correlative conjunction 'if…then' did not have any usage to detect a rate of frequency in TC meanwhile it had a rate of frequency as 0.0016% in NEFC. Moreover, it had 0.0022% of usage in TSC and 0.0024% in BNC. The conjunction occurred five times in NEFC; once in TSC; and 2647 times within BNC. Impressively, Touchstone

series included the correlative conjunction ‘if…then’ more in ratio in comparison to the usage of BNC. Furthermore, Touchstone had a close ratio to BNC, but the NEFC did not have enough usage in numbers.

There was no usage of the correlative conjunction ‘such…that’ in TSC however, it had 0.0011% of rate in TC. It also had 0.00065% of usage in NEFC and lastly, it had 0.0055% of usage in BNC. Results showed that the conjunction occurred for one time in TC; two times in NEFC; and 6195 times within BNC. TC had the closest usage of the coordinating conjunction to BNC.

‘so…that’ was among the most frequently used correlative conjunctions in BNC according to the Table 5 below. It had 0.026%, 0.028%, 0.044%, and 0.037% of usages in turn. Results showed that the conjunction occurred for 24 times in TC; 88 times in NEFC; 20 times in TSC; and lastly 42048 times within BNC. The TSC was the one who was the highest when compared to the other corpora compiled. However, the TC and NEFC did not have enough usage in numerical value according to the ratio of BNC.

The last correlative conjunction used in three corpora compiled to analyze the usage of dialogues in Turkish context was ‘the more…the’. It had a rate of frequency as 0.0022% in TC while it had 0.0016% in NEFC. It also had 0.0022% of usage in TSC and 0.0029% of usage in BNC. The conjunction was used two times in TC; five times in NEFC; for once in TSC; and 3226 times within BNC. All the ratios were close to each other however, in this conjunction, the usage within the TC and the TSC was the closest one to BNC.

To conclude, ‘both…and, either…or, not only…but (also), so…as, as…as, rather…than such…that’ were the correlative conjunctions that were used within the

closest rate of frequency to BNC in TC. Also, 'neither…nor' was used the most in TC even more than the relative frequency of BNC. In NEFC, 'whether…or' was used closest to BNC. The correlative conjunction 'the more…the' was used within the same percentages in TC and TSC. Lastly, 'if…then' was used closest to BNC in TSC and 'so…that' was used within the highest percentage of the corpora (See Table 5).

Table 5

Frequencies of Correlative Conjunctions

Correlative Conjunctions	Turkish Corpus		New English File Corpus		Touchstone Corpus		British National Corpus	
	freq.	%	freq.	%	freq.	%	freq.	%
Both…and	13	0.014%	25	0.0081%	3	0.0065%	31466	0.028%
Either…or	8	0.0088%	15	0.0068%	-	-	11797	0.011%
Neither…nor	7	0.0077%	2	0.0049%	-	-	3638	0.0032%
Not only…but (also)	3	0.0033%	2	0.00065%	-	-	4219	0.0038%
So…as	4	0.0044%	12	0.0039%	-	-	11948	0.011%
Whether…or	1	0.0011%	8	0.0026%	-	-	8861	0.0079%
As…as	33	0.036%	82	0.027%	7	0.015%	75724	0.067%
Rather…than	10	0.011%	16	0.0052%	2	0.0044%	22353	0.02%
If…then	-	-	5	0.0016%	1	0.0022%	2647	0.0024%
Such…that	1	0.0011%	2	0.00065%	-	-	6195	0.0055%
So…that	24	0.026%	88	0.028%	20	0.044%	42048	0.037%
The more…the	2	0.0022%	5	0.0016%	1	0.0022%	3226	0.0029%

The list of subordinating conjunctions (See Table 6) was compiled with the help of the book written by Greenbaum (1996) by checking the three corpora so that at least one corpus includes the conjunctions listed below. Because the subordinators were

seen as the conjunctions which connect sentences, the ones which can be used in relative clauses were not included in this study. The subordinating conjunctions ‘as long as, as much as, and as soon as’ will not take part in analyzing of the subordinating conjunctions on account of the fact that the correlative conjunction ‘as…as’ involves the conjunctions above. The related search on the correlative conjunction was analyzed in Table 5. Furthermore, ‘in order to’ and ‘in that’ were removed from the list of subordinating conjunctions because they do not include any sentences after themselves. As some of the conjunctions can be used in many meanings such as ‘as, once, when, etc.’, the search was conducted on Sketch Engine by selecting the ‘Part of Speech Context’ in a way that the conjunction having pronouns or verbs afterwards considering the reduction forms of the sentences. The list of subordinating conjunctions was prepared according to the numbers provided by the Sketch Engine considering the way of search used through analyzing the conjunctions. For instance, after manually checking the usages of conjunctions such as ‘after, as, if, etc.’, it was revealed that the search should be conducted in a way that all usages of the subordinating conjunctions would be involved including the reduction forms. The information of the selected part of the speech context will be mentioned below through the related conjunctions. Checking BNC manually whether the subordinating conjunctions include sentence afterwards was almost impossible because of the high number of usages. Thus, the filters used within the small corpora will be applied to BNC to get convenient results.

The subordinating conjunction ‘after’ was searched on the Sketch Engine considering the reduction usage of it by limiting the condition of search only including verbs after the conjunction within first or second states. According to the distribution results, the subordinating conjunction was used 0.024% in TC; 0.0055% in the NEFC;

0.0087% in TSC; and lastly, 0.021% in BNC. Results also showed that the subordinating conjunction occurred for 22 times within TC; 17 times through the NEFC; four times for the TSC; and lastly 24144 times within BNC. As it can be seen from the distribution of 'after', TC was the highest one in number.

The rate of frequency of the subordinating conjunction 'although' was 0.0055% in TC and 0.011% in the NEFC. It was searched without any limitation on the Sketch Engine because it was checked manually about the reduction form. The TSC did not include any 'although' usage while the rate of frequency was 0.038% in BNC. It was revealed that the subordinating conjunction occurred for five times within TC; 33 times through the NEFC; and lastly 42780 times within BNC. The New English File was the closest one in number to BNC even if it did not have enough usage in numbers.

The subordinating conjunction 'as' was searched by taking into consideration the correlative conjunction 'as…as' because they were grouped into different categories in this study. Also, the subordinating conjunctions 'as if' and 'just as' were removed from the list as well. So, the search was limited with getting pronouns after the related conjunction within the first or second place afterwards. Also, the usages of the subordinating conjunction were eliminated manually unless it gets sentences afterwards. 'as' was used with 0.034% in the TC and with 0.026% in the NEFC. It also had the rate of frequency as 0.011% in the TSC and 0.11% in BNC. Results showed that the subordinating conjunction occurred for 31 times within TC; 80 times through the NEFC; five times for the TSC; and lastly 125844 times within BNC. As a result, none of the compiled corpora had a rate of frequency closer to BNC but the TC had the closest usage of the subordinating conjunction.

‘as if’ was among the subordinating conjunctions which were searched without any filters, and it had no usage through the TSC. The rate of frequency in TC was 0.0022% while it had 0.0045% in the NEFC. Lastly, the subordinating conjunction was used 0.013% through BNC. It was stated that the conjunction was used two times within TC; 14 times through the NEFC; and 14615 times within BNC. According to the results, NEFC had the closest usage to BNC.

The subordinating conjunction ‘because’ was searched on the Sketch Engine with filtering it only to get verbs within the first or second places afterwards because of the reduction form of the conjunction. Furthermore, the usages including ‘because of’ were eliminated manually in the compiled corpora because the subordinatives were described as they connect sentences together. The rate of frequency of the subordinating conjunction ‘because’ was 0.078% in the TC and 0.079% in the NEFC. It also had the rate of frequency in the TSC as 0.05% and in BNC as 0.04%. Results also showed that the subordinating conjunction occurred for 70 times within TC; 245 times through the NEFC; 33 times for the TSC; and lastly 44398 times within BNC. The NEFC had the closest usage of the conjunction to BNC.

‘before’ was among the subordinating conjunctions which were searched on the condition that they include verbs afterwards within the first or second places. Also, it was checked manually through the compiled corpora to get usages including sentences afterwards. It was used 0.034% in TC and 0.019% in the NEFC. It also had 0.044% of usage in the TSC and 0.028% usage in BNC. Results stated that the conjunction occurred for 27 times within TC; 57 times through the NEFC; 20 times for the TSC; and lastly 31733 times within BNC. Even if the percentages of the usages were close to each other through the compiled corpora, the TC was the close one to BNC in numbers. However, the TSC had the most usage of the conjunction.

The subordinating conjunction ‘even if’ was searched on the corpus tool without any limitations on the application because when it was checked manually, all the usages include sentences afterwards. It had 0.0011% in TC; 0.0029% in the NEFC; 0.0087% in the TSC; and lastly, 0.0076% in BNC. It was revealed that it was used for once within TC; nine times through the NEFC; four times in the TSC; and 8578 times within BNC. As it can be seen coursebooks of Touchstone included the relevant conjunction more when compared to BNC according to the rate of usage within the corpora.

‘even though’ was among the subordinating conjunctions that were searched on the corpus tool with any filters on as it was checked manually. The rate of frequency was 0.0022%, 0.0036%, 0.0065%, and 0.0051% in turn according to Table 6. Results also showed that the subordinating conjunction occurred for two times within TC; eleven times through the NEFC; three times for the TSC; and lastly 5755 times within BNC. It was used the least within the TC and the most through the TSC considering the number of usages.

‘however’ was checked manually within the Sketch Engine whether it had a sentence afterwards or not. According to the corpus tool, it was used within 0.029% in TC. It had 0.0094% of usage in the NEFC and 0.0022% in the TSC. Lastly, the rate of frequency was 0.053% through BNC. It was stated that the conjunction was used 26 times within TC; 29 times through the NEFC; for once in the TSC; and 59742 times within BNC. The TC was the one which had the closer rate of frequency to BNC which had the highest amount of frequency.

The subordinating conjunction ‘if’ was analyzed on the Sketch Engine by limiting the search for having verbs after the conjunction within the first or second place. The

subordinating conjunction ‘even if’, ‘as if’ and ‘only if’ were removed from the data manually in the compiled corpora. The TC had 0.18% of usage meanwhile the NEFC had 0.15% of usage. The conjunction was used with 0.13% in the TSC and BNC. Also, it was stated that the conjunction was used 168 times within TC; 476 times through the NEFC; 58 times for the TSC; and lastly 131778 times within BNC. So, the TC had the closest rate for the usage of this subordinating conjunction to BNC.

The TC did not include the subordinating conjunction ‘in case’ through the dialogues used in coursebooks used in Türkiye while it had 0.0029% of usage in the NEFC. It also had a rate of frequency as 0.0022% in the TSC and 0.0012% in BNC. The conjunction also occurred for nine times through the NEFC; for once in the TSC; and lastly 1404 times within BNC. The NEFC had the highest number of usages according to the rate of frequencies mentioned above among the compiled corpora.

The search for the subordinating conjunction ‘just as’ was conducted without any limitations, and it was used with 0.0011% in the TC and 0.00097% in the NEFC. This conjunction was not used in the Touchstone coursebook series. The rate of frequency in BNC was 0.007%. Results also showed that the subordinating conjunction occurred for once within TC; three times through the NEFC; and 7911 times within BNC. As it can be seen from the frequencies table and the rate of frequencies mentioned above, ‘just as’ was not used in adequate numbers when compared to BNC. However, it was used in the TC closest to BNC in numbers.

The subordinating conjunction ‘once’ was searched in the Sketch Engine with the help of the ‘Part of Speech Context’ section by limiting the search having verbs after the exact conjunction within the first or second place. Also, it was checked manually with the compiled corpora for having sentence afterwards. It was revealed that the

conjunction was used with 0.0022% in the TC. ‘once’ was used with 0.0065% in the NEFC while it had no usage in the TSC. Finally, according to the Sketch Engine, the subordinating conjunction was used with 0.014% as a rate of frequency in BNC. Results also showed that the subordinating conjunction occurred for two times within TC; 20 times through the NEFC; and lastly 15342 times within BNC. Once again, the NEFC had the closest number of usages to BNC.

The TC and the NEFC did not have any usage for the subordinating conjunction ‘only if’ and the TSC had 0.0044% of usage. Also, BNC had 0.0014% of usage. It was indicated that the conjunction occurred for two times in TSC and 1557 times within BNC. It was revealed that the TSC had the highest rate of frequency for this conjunction.

The subordinating conjunction ‘since’ was among the conjunctions which were limited while searching in the Sketch Engine for getting verbs afterwards to take into consideration the reduction forms of the sentences. The TC had 0.0099% of usage meanwhile the NEFC had 0.011%. Lastly, the subordinating conjunction ‘since’ was used within 0.013% of usage in BNC. This conjunction was not used in the dialogues taken from the series of Touchstone. It was revealed that the conjunction was used nine times within TC; 33 times through the NEFC; and 14320 times within BNC. The NEFC was the closest one to BNC with a minor difference in numbers.

The subordinating conjunction ‘so that’ was searched on the corpus tool by limiting the search to get pronouns after the conjunction within the first or second place. Like other conjunctions which were searched with the limitation having verbs afterwards was checked manually and it was seen that limiting the search for this conjunction with pronouns got more appropriate usages of it for connecting sentences. It had 0.0022%

of usage in the TC and 0.0039% of usage in the NEFC. While this subordinating conjunction did not have any usage in the TSC, it had 0.003% in BNC. Results also showed that the subordinating conjunction occurred for two times within TC; twelve times through the NEFC; and 9036 times within BNC. The highest rate of frequency belonged to the NEFC.

Among the other subordinating conjunctions which were searched without any filters, 'whatever' had 0.0022% of usage in the TC. The rate of frequency in the NEFC was 0.0049% and, in the TSC, there was no usage of the conjunction. Finally, BNC had 0.011% as the rate of frequency. It was stated that 'whatever' was used for two times within TC; 15 times through the NEFC; and lastly 12800 times within BNC. The NEFC had the closest ratio to BNC.

The subordinating conjunction 'when' was searched on the Sketch Engine by limiting the search on having pronouns on the first place after the conjunction as it can be used to ask questions either. The unrelated usages of the conjunction were eliminated manually as well by paying attention to the reduction form. With the filter on, it had 0.13% of usage in the TC. It also had 0.19% and 0.15% of usages in the NEFC and the TSC. Lastly, BNC had 0.093% of usage which was the highest rate of frequency of them all. Results also showed that the subordinating conjunction occurred for 122 times within TC; 590 times through the NEFC; 68 times for the TSC; and lastly 1104567 times within BNC. NEFC had the highest rate of frequency for this subordinating conjunction.

'whenever' was searched on the Sketch Engine by limiting the search on having verbs within the first or second place after the subordinating conjunction. The TC had 0.0066% of usage while the NEFC had 0.0039% of usage. The conjunction was used

with 0.0065% and 0.0016% in the TSC and BNC in turn. It was revealed that the times of occurrence was six times within TC; twelve times through the NEFC; three times for the TSC; and 1827 times within BNC. The TC was the one which had the highest rate of frequency which was close to the TSC.

The rate of frequency of the subordinating conjunction ‘whereas’ was 0.0022% in TC and 0.0023% in the NEFC. It was searched with a limitation for having verbs after the conjunction with first or second place. The TSC did not include any ‘whereas’ usage while the rate of frequency was 0.0011% in BNC. Results also showed that the subordinating conjunction occurred for two times within TC; seven times through the NEFC; and 1189 times within BNC. The NEFC was the highest one in numbers.

The TC did not include any usage of the subordinating conjunction ‘wherever’ though the dialogues used to create the corpus. It had 0.0019%, 0.0022% and 0.0011% of usages in the NEFC, the TSC, and BNC in turn. It was also stated that the subordinating conjunction occurred for six times through the NEFC; for once in the TSC; and 1271 times within BNC. As it can be revealed that the TSC had the highest number of usages when compared to the other corpora.

The subordinating conjunction ‘while’ was searched on the Sketch Engine manually within the compiled corpora because there were usages including ‘for a while’ inside which refers to a period. ‘for a while’ was removed from BNC’ rate of frequency manually as well. Without any limitations, it was used within 0.058% in the TC while it had 0.017% of usages in the NEFC. The rate of frequency in the TSC was 0.0087% and it was 0.025% in BNC. The conjunction was used 53 times within TC; 51 times through the NEFC; four times for the TSC; and lastly 27970 times within BNC. The

TC had the highest rate of frequency among all the corpora when the NEFC was the closest one to BNC.

After checking the compiled corpora for the reduction forms and having sentences after the subordinating conjunction ‘until’, the search was limited to having verbs after the conjunction within the first, second or third places. It was used with 0.0099% in the TC and 0.0091% in the NEFC. The rate of frequency was 0.024% in the TSC and 0.016% in BNC. It was also revealed that the subordinating conjunction occurred for nine times within TC; 28 times through the NEFC; eleven times for the TSC; and 18082 times within BNC. According to the data above, the TSC had the highest rate of frequency.

The subordinating conjunction ‘unless’ did not have any usages in the TC and the TSC. So, the comparison would be among the NEFC and BNC. The rate of frequency in the NEFC was 0.0055% and it was 0.0097% in BNC. Results also showed that the subordinating conjunction occurred for 17 times the NEFC and 10845 times within BNC. As a result, BNC had the highest rate of frequency along with the NEFC.

‘though’ was checked on the corpus tool by taking into consideration the ‘even though’ which was searched separately in advance. The limitation of the search focused on having verbs after the conjunction in the first or second places. The rate of frequencies was 0.0033%, 0.0036%, 0.0065%, and 0.015% in turn within the TC, the NEFC, the TSC, and BNC. Also, it was revealed that the conjunction was used three times within TC; eleven times through the NEFC; three times for the TSC; and lastly 16740 times within BNC. As it was revealed that not any of the compiled corpora had close rate of frequency to BNC which had the highest rate of frequency, but the NEFC was the closest one.

The subordinating conjunction ‘till’ was searched on the Sketch Engine by limiting the search on having verbs after the conjunction within the first, second or third places. The conjunction was checked manually on the corpus tool to have sentences afterwards and the numbers were changed accordingly. The TC had 0.0011% of usage while the TSC had 0.0022% of usage. The NEFC did not have any ‘till’ though the dialogues used to create the corpus. Lastly, BNC had 0.0022% of usage which was the same as the TSC. Results also showed that the subordinating conjunction occurred for once both in TC and TSC. It was also used for 2490 times within BNC. So, the conjunction was used the highest in TSC.

To conclude, ‘as, however, just as’ were used the closest to BNC in TC. However, ‘after, if, whenever, while’ were used the highest among all corpora. In NEFC, ‘although, as if, because, once, since, whatever, unless, though’ were used the closest to BNC. Additionally, ‘in case, so that, when, whereas’ were used within the highest rate of frequency even more than BNC. The rest of the subordinative conjunctions ‘before, even if, even though, only if, wherever, until, till’ were used the most in TSC whose percentages were higher than BNC as well.

Table 6

Frequencies of Subordinating Conjunctions

Subordinating Conjunctions	Turkish Corpus		New English File Corpus		Touchstone Corpus		British National Corpus	
	freq.	%	freq.	%	freq.	%	freq.	%
After	22	0.024%	17	0.0055%	4	0.0087%	24144	0.021%

Although	5	0.0055 %	33	0.011%	-	-	42780	0.038%
As	31	0.034%	80	0.026%	5	0.011%	125844	0.11%
As if	2	0.0022 %	14	0.0045%	-	-	14615	0.013%
Because	70	0.078%	245	0.079%	33	0.05%	44398	0.04%
Before	27	0.034%	57	0.019%	20	0.044%	31733	0.028%
Even if	1	0.0011 %	9	0.0029%	4	0.0087 %	8578	0.0076 %
Even though	2	0.0022 %	11	0.0036%	3	0.0065 %	5755	0.0051 %
However	26	0.029%	29	0.0094%	1	0.0022 %	59742	0.053%
If	168	0.18%	476	0.15%	58	0.13%	131778	0.13%
In case	-	-	9	0.0029%	1	0.0022 %	1404	0.0012 %
Just as	1	0.0011 %	3	0.00097 %	-	-	7911	0.007%
Once	2	0.0022 %	20	0.0065%	-	-	15342	0.014%
Only if	-	-	-	-	2	0.0044 %	1557	0.0014 %
Since	9	0.0099 %	33	0.011%	-	-	14320	0.013%
So that	2	0.0022 %	12	0.0039%	-	-	9036	0.003%
Whatever	2	0.0022 %	15	0.0049%	-	-	12800	0.011%
When	122	0.13%	590	0.19%	68	0.13%	104567	0.093%
Whenever	6	0.0066 %	12	0.0039%	3	0.0065 %	1827	0.0016 %
Whereas	2	0.0022 %	7	0.0023%	-	-	1189	0.0011 %

Wherever	-	-	6	0.0019%	1	0.0022 %	1271	0.0011 %
While	53	0.058%	51	0.017%	4	0.0087 %	27970	0.025%
Until	9	0.0099 %	28	0.0091%	11	0.024%	18082	0.016%
Unless	-	-	17	0.0055%	-	-	10845	0.0097 %
Though	3	0.0033 %	11	0.0036%	3	0.0065 %	16740	0.015%
Till	1	0.0011 %	-	-	1	0.0022 %	2490	0.0022 %

4.2. Authenticity

The second research question of this study is "In what extent, the usages of the conjunctions are authentic when compared to BNC?". To this end, the usages of the conjunction groups were searched in detail. To get a list of the most frequently used forms after the conjunctions, the 'Frequency' tool of the Sketch Engine was employed. Also, the 'KWIC' tool was benefitted from to get a list of words used within the conjunctions to analyze the structures and compare the compiled corpora with BNC. The conjunctions were analyzed separately as three groups including 'Coordinating Conjunctions, Correlative Conjunctions, and Subordinative Conjunctions' and all the conjunctions were analyzed one by one within the corpora. When some key words were selected on the right context, it was revealed that the phrases shaped accordingly. For instance, six key words in the right context were chosen and the table for the usages included 'for the rest of his life' as a phrase and the frequencies evolved around them. So, the search was conducted on the first key word of the right context and the most frequently used ten examples from the dialogues of the coursebooks were involved in this part due to the high numbers of usage in BNC. If it was necessary, the key words

were selected and checked manually on the compiled corpora thanks to the concordance tool of the corpus engine. Also, in the Sketch Engine, some punctuation markers were ranked as words during the search, and they were removed manually. Lastly, the limitations used in answering the first research question which was required by such conjunctions to get sentences afterwards will be applied in the second research question. As some of the conjunctions was not used in exact coursebooks, the number of examples which were decided as ten above will be arranged accordingly.

The coordinating conjunctions include 'for, and, nor, but, or, yet, and so'. Each of these conjunctions were analyzed on the Sketch Engine individually by including the most frequently used forms according to the corpora.

'for' was the first coordinating conjunction to be searched on. As it can be seen from Table 7, all the corpora get noun or noun phrases after the coordinating conjunction. When looking at the ten most frequently used words after 'for' in BNC, the TC and the NEFC had four same words while the TSC had only three of them. The most frequently used two words from BNC were used in all the compiled corpora as well.

Table 7

The first Key Word proceeding the Coordinating Conjunction 'For' & the Frequency

Coordinating Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
	The – 85	A – 243	A – 28	The – 166352
	A – 63	The – 177	You – 21	A – 72661
	You – 46	Me – 123	The – 17	Example – 23766
	Me – 40	You – 84	Me – 12	This – 10779

For	Example – 29	Example – 83	Dinner – 10	His – 10377
	Your – 20	Dinner – 31	Sure – 5	Their – 9563
	My – 17	Lunch – 27	About – 5	An – 9222
	That – 13	My – 22	Men – 4	All – 8890
	Them – 11	Your – 22	Lunch – 4	You – 8461
	Us – 11	Two – 21	My – 4	Her – 8179

The coordinating conjunction ‘and’ was the next one to be analyzed on the corpus tool. As shown in Table 8, it was revealed that ‘and’ can connect nouns to nouns or sentences to sentences. When it comes to the authentic usages, the NEFC was the one which had the highest number of the same words that were used in BNC. The sorting went on within the TC with seven same words and the TSC with six words. Also, the first four words in each corpus were also found to occur in BNC.

Table 8

The first Key Word proceeding the Coordinating Conjunction ‘And’ & the Frequency

Coordinating Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
And	I – 118	I – 532	I – 90	The – 194984
	The – 71	The – 218	Then – 50	A – 56353
	You – 48	It – 202	It – 39	I – 51288
	A – 32	Then – 177	The – 25	That – 35141
	It – 32	A – 155	She – 22	Then – 34326
	He – 31	We – 128	You – 22	It – 33890
	Then – 26	You – 122	He – 22	He – 28757
	They – 26	They – 98	They – 19	In – 26537
	We – 26	He – 91	We – 18	To – 23716
	There – 18	That – 74	Everything – 17	They – 21423

As the coordinating conjunction 'nor' was found in limited numbers in the compiled corpora and TC yielded five hits, the total number of examples was found five for this conjunction. The TSC yielded no hits for the usage of 'nor'. On the other hand, neither the TC nor the NEFC had same words with BNC. It was revealed that the usages of BNC were various compared to the compiled corpora as exemplified with the extracts a and b below (See Table 9).

a) An example from the NEFC

...That's one small step neither Pierre nor Marie Curie was aware of...

b) An example from BNC

...Travis hadn't looked round, nor did he now.

Table 9

The first Key Word proceeding the Coordinating Conjunction 'Nor' & the Frequency

Coordinating Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
Nor	Women – 2	Needle – 1	-	The – 995
	Coffee – 2	Clever – 1	-	Is – 740
	Sleep – 1	Marie – 1	-	Did – 597
	German – 1	-	-	Was – 522
	Waves – 1	-	-	Do – 362

‘but’ was the next one to be analyzed on the Sketch Engine about the usage of it through the dialogues of the coursebooks used in Türkiye (See Table 10). Its usage was similar to the coordinating conjunction ‘and’. The TC and the NEFC had the same number of words that were used as key words with BNC as six words. However, the TSC had five same words with BNC.

Table 10

The first Key Word proceeding the Coordinating Conjunction ‘But’ & the Frequency

Coordinating Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
But	I – 75	I – 315	I – 61	The – 36128
	He – 20	It – 118	It – 39	It – 30977
	It – 20	We – 58	They – 19	I – 29144
	The – 14	The – 55	You – 12	He – 16101
	Now – 12	He – 51	That – 12	They – 12104
	We – 12	In – 49	The – 9	There – 10712
	You – 10	There – 41	We – 7	In – 9340
	They – 10	You – 40	Then – 6	Not – 8948
	There – 9	Then – 38	My – 6	She – 8899
	Only – 7	That – 34	Now – 4	That – 8871

The TC had four same key words with BNC when it was about the usages of ‘or’ across the corpora. The NEFC had five same key words while the TSC had three words in common with BNC. Even if the usages of the coordinating conjunction ‘or’ look similar to the authentic usages in BNC, the numbers of the commonly used key words after the conjunction were not enough as shown in Table 11.

Table 11

The first Key Word proceeding the Coordinating Conjunction 'Or' & the Frequency

Coordinating Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
Or	A – 12	A – 70	Something – 25	The – 14948
	Sisters – 4	Something – 22	Four – 4	A – 11168
	Brother – 4	The – 19	Three – 4	Not – 7540
	Heroines – 4	In – 19	Eleven – 4	Two – 6163
	Not – 3	Not – 17	A – 4	To – 5378
	An – 3	Just – 12	Do – 4	More – 5132
	Work – 3	Do – 12	Anything – 4	Even – 4884
	Credit – 3	You – 12	So – 4	In – 4784
	In – 3	On – 12	Have – 3	So – 4155
	The – 3	Six – 11	Twice – 3	Something – 3865

For the coordinating conjunction 'yet', the TSC did not have any proceeding key words but only had punctuation marks. So, the Table 12 includes three key words that proceeds 'yet' that was used within the other coursebooks. The TC included punctuation marks along with the NEFC. Even if it was not written in the Table 12, punctuation markers were also used in BNC alongside the other corpora compiled.

Table 12

The first Key Word proceeding the Coordinating Conjunction 'Yet' & the Frequency

Coordinating Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
Yet	She – 1	Jet – 1	-	The – 1838
	-	And – 1	-	To – 1758
	-	Reading - 1	-	Another – 1489

For the first research question, a limitation of getting pronouns after the coordinating conjunction 'so' was applied because of its different meanings. For this reason, only pronouns and pronoun like usages were included in Table 13 including the first five key words. For this conjunction, some punctuation marks were also used afterwards. The subordinating conjunction 'so that' was also removed from the table below. This was because only pronouns were included in the table, the key words were compatible with each other. When it comes to the usage, similarities were retained.

Table 13

The first Key Word proceeding the Coordinating Conjunction 'So' & the Frequency

Coordinating Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
So	I – 22	I – 175	I – 44	I – 12775
	We – 5	We – 51	You – 17	It – 7657
	It – 5	It – 44	We – 15	You – 6818
	He – 5	You – 38	It – 12	The – 6545
	They – 4	The – 21	They – 8	We – 5931

The correlative conjunctions which were analyzed for the second research question include conjunctions consisting of two words. That means, the criteria of search for answering the first research question were also applied in this question. Within the concordance tool of the Sketch Engine, 'Lemma Context' will be selected and five words in the right context should include the second word of the correlative conjunction. Also, for analyzing the usages of the target correlative conjunctions, the first key word stated in the right context was tabularized below and comparison was followed through. Some of the correlative conjunctions were stated as having no words in between but used as combined. For instance, the correlative conjunction 'the more…the' can be used in the form of 'the more the…'. So, the tables including the frequency of the next key words proceeding the conjunction were organized accordingly. The number of the usages for the correlative conjunction was less than the coordinating conjunctions. Additionally, the number of the key words was decided as jointly which means that same number of key words were taken from the corpus tool to ensure compatibility. When the tables including the key words were not enough to judge the structures used with the coordinating conjunctions, the usages were checked manually based on the key words that were used the most frequently. Unlike most of the coordinating conjunctions, correlative conjunctions covered most of the phrases that can be used including noun, verb, adjective, etc. The required statements were given within the related paragraphs for the correlative conjunctions individually with the help of the tables including the key words.

The first correlative conjunction analyzed and presented here is 'both…and'. As shown in Table 14, the TSC did not include any key words that were included in BNC. Also, as the TSC included less hits of the conjunction, the table was arranged to three

most frequently used key words. Regardless of the rate of frequency of using the correlative conjunction 'both…and', the compiled corpora had similar usages of it.

Table 14

The first Key Word proceeding the Correlative Conjunction 'Both…and' & the Frequency

Correlative Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
Both…and	The – 2	The – 2	Knew – 1	The – 4371
	Very – 2	Plays – 2	Busy – 1	In – 1311
	Students – 1	In – 1	Yellow – 1	A – 570

Because the TC had fewer usages of the correlative conjunction 'either…or', the Table 15 shows five key words to provide the consistence. However, the TSC did not include any occurrences of this conjunction. Both the TC and the NEFC had one key word in common. Without considering the common words, the usages of the compiled corpora were similar to BNC as exemplified by the examples below.

a) An example from the TC

…You can either wait for a change or you make a change…

b) An example from BNC

…Prepared either to swim or play tennis…

Table 15

The first Key Word proceeding the Correlative Conjunction 'Either…or' & the Frequency

Correlative Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
Either…or	In – 3	The – 3	-	The – 978
	Wait – 2	Texting – 2	-	In – 527
	This – 1	Really – 2	-	A – 522
	Jack – 1	Very – 1	-	To – 407
	Chess – 1	Monopoly – 1	-	By – 404

The correlative conjunction 'neither…nor' did not occur in the TSC while the TC and the NEFC had few usages of the conjunction. So, the table was arranged to have two key words from each corpus because the NEFC included only two examples. As shown in Table 16, the compiled corpora did not include any words that were same. However, when checked manually across the corpora for the usage of the conjunction, no significant difference was detected and the usages of the correlative conjunction 'neither…nor' in the coursebooks were similar to BNC.

Table 16

The first Key Word proceeding the Correlative Conjunction 'Neither…nor' & the Frequency

Correlative Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
Neither…nor	Men – 2	Pretty – 1	-	The – 537
	Tea – 2	Pierre – 1	-	A – 113

As the correlative conjunction ‘not only…but (also)’ was used two times within the NEFC, the Table 17 was arranged to have two key words per corpus. The TSC did not include any usage of the target conjunction once again. Even if the usages of ‘not only…but (also)’ were corresponding, they did not cover all the phrases that BNC had covered within the corpus tool as exemplified by the examples below.

a) An example from the TC

…We must not only learn but also understand and follow…

b) An example from BNC

…First, the tasks we carry out are not only more or less complex but they also…

Table 17

The first Key Word proceeding the Correlative Conjunction ‘Not only…but (also)’ & the Frequency

Correlative Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
Not only…but (also)	Learn – 1	In – 1	-	The – 537
	To – 1	Clothes – 1	-	A – 113

For the correlative conjunction ‘so…as’, it was revealed that the TC includes a dot between the two words of the conjunction which was not added to the Table 18. Besides, it was revealed that the NEFC had the usage of getting no words between the

words that creates the conjunction according to the Table 18. Also, the TSC only had one example for the keywords that proceeding the correlative conjunction. The NEFC was the only one which had a common key word that was used within BNC which was a way of using the correlative conjunction without getting any words between them. Even if the usage of the conjunction in the TC looked similar to BNC, the course books couldn't cover the list of keywords that most frequently used as exemplified by the examples below.

a) An example from the TC

...I'm so glad to hear that as you've been…

b) An example from BNC

...playing down the risks so as not to undermine…

Table 18

The first Key Word proceeding the Correlative Conjunction 'So…as' & the Frequency

Correlative Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
So…as	Glad – 1	As – 6	I – 1	As – 2506
	Have – 1	I – 4	-	Far – 2495
	Successful – 1	Annoying – 1	-	Long – 1334

The correlative conjunction ‘whether…or’ was not used in the TSC and it had only one key word example within the TC. That's why, the Table 19 was arranged to get only one keyword after the conjunction. When searched on the Sketch Engine for the key words of the NEFC and BNC, it was revealed that some words that were used through the dialogues were the same. Moreover, the key word of the TC was used within BNC either. Still, the TC did not offer the usage of the correlative conjunction ‘whether…or’ without any words between the words that consist of the conjunction itself which was used in the NEFC and BNC most frequently as exemplified by the examples below.

a) An example from the TC

...the most frequently debated topics nowadays is whether to choose team sports or individual sports…

b) An example from BNC

...what do you say about whether or not that was accurate…

Table 19

The first Key Word proceeding the Correlative Conjunction ‘Whether…or’ & the Frequency

Correlative Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
Whether…or	To – 1	Or – 2	-	Or – 2876

Because of the limited usage of the correlative conjunction ‘as…as’ through the TSC, the Table 20 consisted of five key words per corpus. The NEFC had four same words with BNC which was the highest number according to the table below. When checked manually for the usages of the correlative conjunction, it was revealed that the usages of the compiled corpora were similar to BNC. As no significant difference or similarity was detected when checked the corpus tool, the correlative conjunction ‘as much…as’ was integrated into the analyse of the correlative conjunction ‘as…as’.

Table 20

The first Key Word proceeding the Correlative Conjunction ‘As…as’ & the Frequency

Correlative Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
As…as	Far – 9	Soon – 21	Soon – 3	Well – 18596
	Soon – 5	Long – 7	Much – 1	Far – 6351
	Early – 2	Much – 7	Funny – 1	Much – 5543
	Much – 2	Well – 5	Colorful – 1	Soon – 5472
	Thick – 1	Many – 5	Long – 1	Many - 2087

The correlative conjunction ‘rather…than’ was among the other correlative conjunctions that did not have any words among the two words of the conjunctions themselves. The Table 21 was compiled with more than one key word beforehand to check whether there were same words between the compiled corpora and BNC. However, only the key word ‘than’ was the same one so, the table contained of only one key word. The TSC was the only one that did not contain the key word the TC and the NEFC included. The usages of the correlative conjunction ‘rather…than’ were similar to BNC within the TC and the NEFC as exemplified by the examples below.

a) An example from the TSC

...I'd rather be safe than sorry…

b) An example from BNC

…as a preparation for life rather than training for a specific…

Table 21

The first Key Word proceeding the Correlative Conjunction 'Rather…than' & the Frequency

Correlative Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
Rather…than	Than – 4	Than – 14	Be – 2	Than – 21320

For the correlative conjunction 'if…then' the TC did not have any example as a keyword. Also, the TSC only had one example which required the Table 22 to get only one key word. When checked the Sketch Engine manually to analyse the authentic usages of the correlative conjunction, it can be seen that almost all the usages among the compiled corpora included sentences between the two words of the correlative conjunction. However, within BNC, there was a usage of not getting any key words between the words of the conjunction itself. With the help of the number of the usages in the NEFC, it was more appealing on the authentic usage of the target correlative conjunction as exemplified by the examples below.

a) An example from the NEFC

...because if you panic, then you're going to run out…

b) An example from BNC

...which has also been raised if then maybe the stage door…

Table 22

The first Key Word proceeding the Correlative Conjunction 'If then' & the Frequency

Correlative Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
If…then	-	You – 2	I – 1	You – 381
	-	She – 1	-	It – 254
	-	Angie – 1	-	They – 198
	-	Not – 1	-	This – 155

The correlative conjunction 'such…that' had no usage in the TSC while it had few usages in the TC and the NEFC. The Table 23 was arranged to get only one key word to get a consistence. The usages of the correlative conjunction among the compiled corpora and BNC were similar. However, the NEFC was the only one that included the usage which required the conjunctions to not get any words between the two words of them as BNC as exemplified by the examples below.

a) An example from the NEFC

...I enjoy such that seeing a recorded version of...

b) An example from BNC

...The definition of p is such that the averaged expectation...

Table 23

The first Key Word proceeding the Correlative Conjunction 'Such...that' & the Frequency

Correlative Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
Such…that	A – 1	An – 1	-	A – 1491

The usages of the correlative conjunction 'so…that' included comma and dots within all the corpora which were removed manually. Also, the Table 24 was arranged to have only six key words per corpus because the TSC' few numbers of usages. The NEFC had the greatest number of same words with BNC. Even if the usages for not getting any words between the two words of the correlative conjunction itself was seen as the most frequently used key words, some of the usages were not convenient in meaning which can refer to the subordinating conjunction 'so that'.

Table 24

The first Key Word proceeding the Correlative Conjunction 'So…that' & the Frequency

Correlative Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
So…that	That – 6	That – 39	That – 10	That – 22671
	Sure – 2	I – 6	We – 2	Much – 1255
	Interesting – 1	Many – 3	I – 1	It – 754
	I – 1	Much - 3	Mad – 1	I – 718
	Glad – 1	It – 2	In – 1	Far – 472
	Much – 1	He – 2	Many – 1	Many – 403

The last correlative conjunction to be searched on the corpus tool for answering the second research question was 'the more…the'. This conjunction can be used without any words among the conjunction itself which can be seen from Table 25 that contained 'the' as the key word of the TSC and BNC. The usages of the TC and the NEFC was similar to BNC; however, they did not include the most frequently used form of the correlative conjunction as exemplified by the examples below.

a) An example from the NEFC

...The more coffee I drink, the worse I sleep…

b) An example from BNC

...Again, the more the merrier…

Table 25

The first Key Word proceeding the Correlative Conjunction 'The more…the' & the Frequency

Correlative Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
The more…the	Crowded – 1	You – 2	The – 1	The – 184

The last conjunction group to be searched on the Sketch Engine for analyzing the authentic usages of the conjunctions was the subordinating conjunctions which include conjunctions that combine sentences together. So, the study was decided to be limited in getting sentences after the subordinating conjunctions. Some restrictions were placed considering the reduction usages of such subordinative conjunctions which will be mentioned in detail within the related paragraph for analyzing the subordinative conjunctions. The search will be conducted on the 'Concordance' part of the corpus tool by limiting the search on 'Part of Speech Context'. Subsequently, the 'Frequency' part will be selected and first the key word within the right context will be chosen to analyze the authentic usage by including the most frequently used key words. Thus, the key word would be a help for understanding the structures that can be used with the subordinating conjunctions. The number of the key words that tables below will include will be determined according to the usages per corpus arranging in to create the consistence for analyzing. However, over all ten key words from each corpus will be chosen because BNC includes a great deal of words inside which affected the study to focus on the common usages of the conjunctions. For further information on the usages of the subordinating conjunctions, they will be manually checked on the Sketch Engine for combining two sentences together.

The subordinating conjunction ‘after’ was searched on the Sketch Engine by limiting the search to get verbs afterwards. Within the TC, it was revealed that a dot was used after the conjunction to end the sentence for once. Also, even if the Table 26 did not include ‘being’ as a key word within the TC, it was because of the limitation in the key words of the table as the TSC only had four usages of it. All the compiled corpora included pronouns and verb with ‘-ing’ suffixes after the conjunction although the table below did not include any reduction forms within the NEFC which was reduced in number to have four key words at most because of the TSC. The usages of ‘after’ were similar to BNC however a limited number of usages was reflected via the dialogues of the coursebooks.

Table 26

The first Key Word proceeding the Subordinating Conjunction ‘After’ & the Frequency

Subordinative Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
After	I – 8	I – 6	We – 1	Being – 1785
	We – 4	He – 3	Winning – 1	He – 1687
	He – 2	She – 2	You – 1	They – 1017
	Watching – 1	We – 3	Talking – 1	It - 852

‘although’ was searched on the corpus tool without any limitations for the ‘Part of Speech Context’ however, the search was conducted on the ‘Frequency’ part within the first key word that proceeding the conjunction. In the TC and the NEFC, a comma

was used for once after the subordinating conjunction ‘although’ in the way that BNC used comma after it according to the Table 27. Also, the TSC did not have any usage for this conjunction. Thus, the usages of the conjunction in the TC, the NEFC were compared to BNC. The usages were similar when checked manually.

Table 27

The first Key Word proceeding the Subordinating Conjunction ‘Although’ & the Frequency

Subordinative Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
Although	Some – 1	The – 8	-	The – 7293
	This – 1	She – 4	-	It – 3586
	Running – 1	We – 2	-	He – 2205
	It – 1	It – 2	-	There – 1642

The subordinating conjunction ‘as’ was limited to get pronouns after using it because of various types of usages of it in the way that the search was conducted for looking for the answer of the first research question. The inappropriate key words such as ‘if’ was removed from the Table 28 manually because the focus was to the subordinating conjunction ‘as’ only. The key words included pronouns most frequently that proceeding the conjunction in the first place. Moreover, the usages of the compiled corpora were similar to BNC in structures.

Table 28

The first Key Word proceeding the Subordinating Conjunction 'As' & the Frequency

Subordinative Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
As	You – 17	You – 27	You – 2	He – 18513
	They – 6	I – 16	I – 2	It – 16219
	I – 5	We – 10	He – 1	They – 14986

The search for the subordinating conjunction 'as if' was conducted without any limitation because the compiled corpora included sentences after it. The TSC did not have any usage for it. However, because of the limited usage in the TC, the Table 29 was arranged to have one key word for each corpus. When manually checked BNC included a usage of 'by' as a key word that proceeding the conjunction within the right context which consisted of phrases. The compiled corpora did not have any example for this usage but only included sentences afterwards as exemplified by the examples below.

a) An example from the NEFC

…When I lived there, it was as if 16 sticks…

b) An example from BNC

…with the appearance of design as if by a master watchmaker…

Table 29

The first Key Word proceeding the Subordinating Conjunction 'As if' & the Frequency

Subordinative Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
As if	You – 2	They – 3	-	He – 2124

The subordinating conjunction 'because' was searched on the corpus tool for including sentences after it by limiting the search for getting verbs following the conjunction. When searched on the engine, 'because of' was removed manually by reason of not having sentences afterwards. The Table 30 included nine key words because of the TSC. According to the table below, it was revealed that all the compiled corpora included sentences after the conjunction without any reduction forms. BNC had few usages for the reduction forms as well as exemplified by the examples below.

a) An example from the NEFC

...I like singing because I feel happy…

b) An example from BNC

...I was a regular visitor because being a big blues fan…

Table 30

The first Key Word proceeding the Subordinating Conjunction 'Because' & the Frequency

Subordinative Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
Because	I – 17	I – 72	I – 6	It – 9016
	It – 12	It – 38	You – 4	They – 7374
	They – 8	They – 33	They – 4	I – 5802
	There – 7	You – 24a	People – 2	He – 5032
	He – 5	We – 15	He – 2	We – 2549
	She – 5	He – 12	It – 2	You – 2502
	We – 3	She – 9	There – 1	She – 2496
	You – 3	There – 8	We – 1	There – 2287
	People – 3	That – 6	She – 1	That – 843

'before' was searched on the Sketch Engine for having verbs after the conjunction considering the reduction forms used. The TC and the NEFC included comma within the key words which was removed from the Table 31 like BNC. Also, the reduction forms used within the subordinative conjunction were not used within the first seven key words that most frequently used through BNC. Even so, the TC and the NEFC was the only ones among the compiled corpora that included the reduction structures as exemplified by the examples below.

a) An example from the TSC

...I really need coffee before I start my day…

b) An example from BNC

…That was all she said before going out…

Table 31

The first Key Word proceeding the Subordinating Conjunction 'Before' & the Frequency

Subordinative Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
Before	I – 6	I – 17	I – 12	He – 2673
	We – 4	You – 10	You – 2	You – 2268
	It – 4	Going – 4	It – 2	They – 2211
	You – 3	She – 3	She – 2	I – 2024
	Entering – 2	We – 3	They – 2	It – 1842

The subordinative conjunction 'even if' had limited numbers of usage among the compiled corpora. That's why the Table 32 only included one key word from each corpus. BNC was the only corpus that included a comma after the conjunction. The rest of the usages were similar to BNC.

Table 32

The first Key Word proceeding the Subordinating Conjunction 'Even if' & the Frequency

Subordinative Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
Even if	It – 1	I – 3	It – 2	The – 1340

'even though' was the subordinating conjunction which was searched on the corpus tool without any limitations but checked manually for the sentences. Once again, it was revealed that a comma was used within BNC after the conjunction. However, the usages of the compiled corpora included sentences that were similar to the usages of BNC.

Table 33

The first Key Word proceeding the Subordinating Conjunction 'Even though' & the Frequency

Subordinative Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
Even though	The – 1	I – 5	They – 2	The – 979
	They – 1	He – 2	We – 1	It – 703

The corpora were checked beforehand to get key words after the subordinating conjunction 'however' because the compiled corpora did not have any key words within the Sketch Engine because it got commas after the conjunction. So, the search was limited to the key words that proceeding the conjunction in the second right

context. BNC also had commas when the search was limited to the first key words. For this reason, the second key words were selected for BNC as well. ‘to’ was among the key words that was used within BNC after the conjunction, but the compiled corpora only had sentences afterwards as exemplified by the examples below.

a) An example from the TSC

…The most important thing, however, is just to be yourself.

b) An example from BNC

…It is important however to clarify some of the points…

Table 34

The first Key Word proceeding the Subordinating Conjunction ‘However’ & the Frequency

Subordinative Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
However	I – 4	The – 3	Is – 1	The – 7291
	It – 4	I – 2	He – 1	It – 3008

For the subordinating conjunction ‘if’, a limitation for getting verbs following the conjunction was set. Also, the subordinating conjunctions ‘even if’, ‘as if’ and ‘only if’ was removed from the lists of usages because they were analyzed singly. Just like the subordinating conjunction ‘however’, ‘to’ was among the key words which was

not added to the Table 35 because the list was limited to the fewer usages among the compiled corpora. It can be seen the conjunction was most frequently used within the sentences as exemplified by the examples below.

a) An example from the TSC

...Especially, if I'm in the pool alone…

b) An example from BNC

...will be unable to deal with the property if to do so would interfere…

Table 35

The first Key Word proceeding the Subordinating Conjunction 'If' & the Frequency

Subordinative Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
If	You – 79	You – 256	You – 26	You – 42024
	I – 43	I – 83	I – 21	It – 15499
	They – 8	It – 28	It – 5	They – 14126
	It – 7	We – 27	We – 2	He – 11889
	We – 7	They – 26	There – 2	I – 11380
	There – 5	He – 15	Anything – 1	We – 9892
	She – 4	There – 13	They – 1	There – 6917

The TC did not include any usage for the subordinating conjunction ‘in case’ and the TSC had only one example for it. As the key word ‘of’ was used through the phrase ‘in cases of…’ most frequently, it was removed from the table below. A comma was used within BNC which did not have any example within the compiled corpora. Despite of the few usages of the conjunction in the compiled corpora, the ones that were used within them had similar usages.

Table 36

The first Key Word proceeding the Subordinating Conjunction ‘In case’ & the Frequency

Subordinative Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
In case	-	You – 5	You – 1	You – 311

The subordinating conjunction ‘just as’ wasn’t used within the TSC and also, it had only one usage in the TC. Because the ‘as…as’ usages couldn’t be removed from the list of BNC, the related adjectives such as ‘much’, long, etc.’ were not added to the list. The usages of the compiled corpora were similar to BNC in spite of the few usages.

Table 37

The first Key Word proceeding the Subordinating Conjunction 'Just As' & the Frequency

Subordinative Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
Just as	I – 1	She - 1	-	The – 798

The limitation for searching the subordinating conjunction 'once' was to get verbs following the conjunction and the data was checked manually as well. BNC and the NEFC included reduction structures that can be used within the conjunction. However, the TC did not have any example for that as exemplified by the examples below. Also, the TSC did not have any usage at all.

a) An example from the TC

…Once you own the equipment, it becomes…

b) An example from BNC

…The Dark Ages, once thought to be of extensive duration lasting until,,,

Table 38

The first Key Word proceeding the Subordinating Conjunction 'Once' & the Frequency

Subordinative Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
Once	Own – 1	It – 5	-	You – 1543
	See – 1	I – 5	-	They – 928

The TC and the NEFC did not have any example for the usage of the subordinating conjunction 'only if'. So, the comparison will be conducted between the TSC and BNC. The TSC only had two usages which was few yet, they were similar to BNC.

Table 39

The first Key Word proceeding the Subordinating Conjunction 'Only if' & the Frequency

Subordinative Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
Only if	-	-	You – 1	The – 335
	-	-	I – 1	It – 164

The TSC did not have any usage of the subordinating conjunction 'since'. However, as the TC had limited usage of the conjunction, the Table 40 had limited number of key words as four words per corpus that included the conjunction through the dialogues. The search on the corpus tool was conducted to get verbs after the conjunction. Even if the table below did not include the reduction structure of the target

conjunction inside, the NEFC and BNC used verbs within the first right context after the conjunction as exemplified by the examples below.

a) An example from the TC

...I'd rather use a notebook than a tablet since a notebook has more powerful…

b) An example from BNC

...She hadn't seen Travis since leaving the airport…

Table 40

The first Key Word proceeding the Subordinating Conjunction 'Since' & the Frequency

Subordinative Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
Since	I – 3	I – 22	-	It – 2061
	You – 2	She – 4	-	He – 1319
	It – 2	We – 2	-	They – 1164
	They – 1	He – 2	-	I – 1163

The limitation for the subordinating conjunction 'so that' was set as getting pronouns following the conjunction. As the subordinating conjunctions were said to connect sentences together, the Table 41 was arranged accordingly by considering the

number of the usage per corpus which resulted in having one key words per corpus. The usages were similar to BNC.

Table 41

The first Key Word proceeding the Subordinating Conjunction 'So that' & the Frequency

Subordinative Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
So that	They – 2	I – 4	-	They – 1716

The subordinating conjunction 'whatever' wasn't used within the TSC. The rest of the compiled corpora was checked if the conjunction had sentences afterwards manually. The Table 42 was compiled conveniently to the number and usage. The NEFC and BNC had examples of using the conjunction at the end of the sentence, but the TC only had pronouns in the first right context to from sentences. as exemplified by the examples below.

a) An example from the TC

…He can but whatever he wants…

b) An example from BNC

…Funny handshakes and whatever…

Table 42

The first Key Word proceeding the Subordinating Conjunction 'Whatever' & the Frequency

Subordinative Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
Whatever	Vehicle – 1	You – 4	-	The – 1785
	The – 1	Type – 3	-	It – 1026
	He – 1	It – 2	-	You – 803

When the subordinating conjunction 'when' was checked on the compiled corpora, it was revealed that the subordinating conjunction can also be used as interrogative. So, the limitation of searched was set to have pronouns on the first place after the conjunction itself to prevent the interrogative forms that have been used. Furthermore, the reduction forms of the conjunction were checked manually. According to the Table 43 it was seen that the pronouns were used primarily when compared to the possessive pronouns within all the corpora. Also, the pronoun 'he' was used more than the pronoun 'she' in all the corpora.

Table 43

The first Key Word proceeding the Subordinating Conjunction 'When' & the Frequency

Subordinative Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
	I – 43	I – 211	I – 25	He – 21162
	You – 27	You – 138	You – 19	I – 17431

When	He – 13	They – 57	They – 9	You – 15612
	We – 12	We – 56	We – 5	They – 13892
	They – 11	He – 45	He – 2	It – 10966
	It – 8	It – 33	She – 2	She – 10353
	She – 4	She – 26	It – 2	We – 9078
	My – 1	My – 13	His – 2	His – 1493
	Their – 1	Her – 3	Our – 1	Her – 821
	His – 1	Your – 3	Their – 1	Their – 812

The search for the subordinating conjunction ‘whenever’ was limited to have verbs following the conjunction itself. As the number of the usages in the TSC was limited, the Table 44 was compiled as getting two key words per corpus. The TC and the NEFC had other pronouns other than ‘I’ and ‘you’. When the authentic usages of BNC were compared to the compiled corpora, it was revealed that there were similarities.

Table 44

The first Key Word proceeding the Subordinating Conjunction ‘Whenever’ & the Frequency

Subordinative Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
Whenever	I – 4	I – 5	I – 2	I – 295
	You – 1	You – 2	You – 1	You – 286

For the subordinating conjunction ‘whereas’, the TSC did not have any examples. Because the TC had few examples for the conjunction the Table 45 was arranged to have only two keywords per each corpus. Although the usage of the conjunction within

the compiled corpora were similar to BNC, BNC also used a comma after the conjunction for several times.

Table 45

The first Key Word proceeding the Subordinating Conjunction 'Whereas' & the Frequency

Subordinative Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
Whereas	Touching – 1	A – 2	-	The – 1330
	In – 1	Women – 2	-	In – 553

The TC did not include any usage for the subordinating conjunction 'wherever' and the TSC included only one example. Almost all the corpora used sentences after the conjunction. The NEFC and BNC had one common key word as 'possible'.

Table 46

The first Key Word proceeding the Subordinating Conjunction 'Wherever' & the Frequency

Subordinative Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
Wherever	-	You – 4	They – 1	Possible – 364

The subordinating conjunction 'while' was searched on the engine by being careful about the usages of 'for a while' and 'after a while' which were eliminated manually.

The most frequently used keywords of BNC did not include any reduction forms of the conjunction. However, the TC and the NEFC included some examples through the dialogues. The TSC had limited number of usages that's why the Table 47 were arranged to have three key words per corpus. Also, the TSC did not have any usages for the reduction form as exemplified by the examples below. Overall, the usages for the subordinating conjunction were similar to BNC.

a) An example from the TSC

...while I was waiting for him to answer, I heard…

b) An example from BNC

...While working at the cinema, for instance, he tried to repair…

Table 47

The first Key Word proceeding the Subordinating Conjunction 'While' & the Frequency

Subordinative Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
While	I – 8	I – 11	I – 2	The – 9090
	You – 4	You – 7	He – 1	He – 2120
	Eating – 3	He – 3	You – 1	I – 1905

The search for the subordinating conjunction ‘until’ was limited to have verbs after the conjunction to have sentences. As the TSC had limited number of usages the Table 48 was arranged to have only four key words per corpora. According to the results, it was revealed that all the key words included sentences or articles but not reduction forms. So, it can be said that the usages of the subordinating conjunction of the compiled corpora were similar to BNC.

Table 48

The first Key Word proceeding the Subordinating Conjunction ‘Until’ & the Frequency

Subordinative Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
Until	It – 3	You – 6	I – 4	The – 2551
	We – 2	They – 5	They – 4	He – 1774
	The – 2	I – 5	We – 2	They – 1709
	Your – 1	It – 4	You – 1	It – 1633

There was no usage of this subordinating conjunction ‘unless’ within the TC and the TSC. So, the comparison would be between the NEFC and BNC. The usages belong to the NEFC looked similar to BNC in form. However, a comma was used after the conjunction ‘unless’ within BNC as well.

Table 49

The first Key Word proceeding the Subordinating Conjunction 'Unless' & the Frequency

Subordinative Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
Unless	-	You – 9	-	The – 1751
	-	I – 3	-	You – 1575
	-	They – 3	-	They – 980
	-	She – 1	-	It – 918
	-	It – 1	-	He – 546

The subordinating conjunction 'though' was searched on the corpus tool by eliminating the subordinating conjunction 'even though'. Also, the search was limited to have verbs after the conjunction. When checked the corpora, it was revealed that BNC used commas after the conjunction for several times, but the compiled corpora did not have any example for that except for the NEFC. As the TSC and the TC had few usages, they were close to BNC in structure just as the NEFC.

Table 50

The first Key Word proceeding the Subordinating Conjunction 'Though' & the Frequency

Subordinative Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
Though	He – 1	I – 3	I – 2	It – 2677
	They – 1	Many – 1	It – 1	He – 2084

The last subordinating conjunction to be analysed on the authenticity was 'till'. To have sentences after the conjunction itself the search was limited to have verbs after the conjunction. The NEFC did not have any usage for this conjunction while the TC and the TSC only had one example. So, the Table 51 included one key word per corpora. When checked on BNC, it was seen that comas were used after the conjunction for several times which had no examples within the compiled corpora. However, the usages of the compiled corpora were similar to BNC because they included sentences afterwards.

Table 51

The first Key Word proceeding the Subordinating Conjunction 'Till' & the Frequency

Subordinative Conjunction	Turkish Corpus	New English File Corpus	Touchstone Corpus	British National Corpus
Till	I – 1	-	You – 1	I – 385

To conclude, it can be stated that the coordinating conjunctions were used in a similar way to BNC even including the same key words after the conjunctions. For the correlative conjunctions it can be indicated that even if there were similar usages to the authentic forms, there were significant differences as well regarding the written forms of the conjunctions itself. Some of the correlative conjunctions were used without getting any words between the words of conjunctions such as using 'so…that' as 'so that'. Also, 'by, to, and as' were used as key words in BNC but there were no examples of it throughout the compiled corpora. Lastly, while searching for the key words that comes in the right context of subordinative conjunctions, it was revealed that there were no usages of reduction and inversion forms within the compiled corpora

even if there were several examples of them in BNC regardless of the limitations that were set. Furthermore, some punctuation markers were used within the corpora after the conjunctions which were explained in a detailed way through the related paragraphs for the subordinative conjunctions.

4.3. Reliance on Intuition

Yin (2015) states that a native speaker of English can intuitively know whether a grammatical structure is used correctly or not. However, this type of judgment which is referred as the 'Intuition' would not be possible for the second language to use and produce in the target language. Intuition works based on learners' own instincts rather than through the empirical investigation (Siyanova-Chanturia & Spina (2015)). Depending on the term 'Intuition', the last research question to be answered here is "Do authors of the coursebooks prepared by Ministry of National Education rely on intuition to prepare the activities for the coursebooks?". To answer this question, the findings of the first and second research questions were elaborated in combination mainly including the coursebooks prepared by MoNE.

The first research question's results illustrated that the rate of frequencies of the coordinating conjunctions used in Turkish coursebooks were high in numbers when compared to the international coursebooks used to teach the target language. The coordinating conjunctions 'for, but, and, and so' were used most frequently within the dialogues of the Turkish coursebooks. Also, as the findings for the second research question illustrates, it can be stated that 'for, and, and but' had the most similar usages to BNC which played an important role for answering the third research question because BNC was used as the reference to find the authentic forms and use of the target language. On the other hand, the coordinating conjunctions were found as the group

which had the most similar examples to the authentic forms within BNC as exemplified below.

a) An Example from Turkish Coursebooks for the Coordinating Conjunction 'Yet'

...I haven't finished it yet...

b) An Example from BNC for the Coordinating Conjunction 'Yet'

...Yes, you haven't had them yet...

The rate of frequencies of the correlative conjunctions 'both…and, neither…nor, not only…but (also), as…as, and the more…more' was higher in numbers through the Turkish coursebooks. The correlative conjunction 'if…then' wasn't used in the TC however, the usages of 'rather…than' was similar to the authentic forms of it. To investigate the details of the usages for the correlative conjunctions, the Sketch Engine was used within the keywords that was used between or after the conjunctions. Some of the correlative conjunctions were found as not having any words between the two words that consisted of the conjunction itself. So, it can be said that even if the usages seemed authentic according to the findings of the second research question for the correlative conjunctions, there were instances where the conjunctions were observed in BNC only. The examples given below indicated the difference between the TC and BNC in different usages for the correlative conjunction 'the more…the'. In the

examples below from BNC, no words were attached to the words of the conjunction itself which did not occur in the dialogues in the Turkish coursebooks.

a) An Example from Turkish Coursebooks for the Correlative Conjunction 'The more…the'

...The more you give, the more you take…

b) An Example from BNC for the Correlative Conjunction 'The more…the'

...you know the more, the more you can do…

The subordinating conjunctions 'after, before, whenever, and however' were used the most frequently across the compiled corpora when compared to BNC which was few because the NEFC and the TSC included more subordinating conjunctions that was used the most. The conjunctions 'in case and wherever' had no example within the dialogues of the Turkish coursebooks. According to the findings of the second research question for the subordinating conjunctions, it can be said that the usages seemed to be authentic generally; however, when BNC was searched for the subordinating conjunctions, it was revealed that some usages of BNC were different from the compiled corpora including the usages of the reduction forms which meant that both the frequencies and the authenticity of the conjunctions decreased in number throughout the groups of conjunctions. The examples below shows that the subordinating conjunction 'once' was used in the reduction form within BNC which had no example in the coursebooks of Türkiye compiled by MoNE.

a) An Example from Turkish Coursebooks for the Subordinating Conjunction ‘Once’

…You will recognize him once you see him…

b) An Example from BNC for the Subordinating Conjunction ‘Once’

…Once produced, nitrous oxide remains in the atmosphere for about 150 years…

To conclude, there was a random distribution of the rate of frequencies among the coordinating, correlative, and subordinating conjunctions through the dialogues of Turkish coursebooks. Also, even though there were authentic usages of the conjunctions, some differences were also detected indicating that the authors of the Turkish coursebooks which were used within the state schools linked to the Ministry of National Education benefitted from their intuition to prepare the activities including dialogues instead of corpora that reflect the authentic use of the target language.

5. DISCUSSION & CONCLUSION

This chapter demonstrates the results and discussions that were drawn from the present study. Furthermore, pedagogical implications on the topic are presented and some suggestions for further studies are indicated.

5.1. Results and Discussion

The aim of this study was to analyze the conjunction groups used in dialogues of the EFL coursebooks used in Türkiye regarding the rate of frequencies, authenticity, and intuition of the authors of the coursebooks prepared by MoNE. A corpus-based study was conducted via the Sketch Engine. Also, the authentic usages found on BNC because it had approximately 96 million words through several contexts which covers most of the grammatical structures used in the target language. The research questions were discussed considering the findings of this study individually by analyzing the groups of conjunctions that includes the coordinating, correlative, and subordinating conjunctions. The TC included the dialogues of the coursebooks prepared by the Ministry of National Education which included 72,298 words. The NEFC had 243,838 word counts that covered six coursebooks of the publishing house. Lastly, the TSC included the dialogues of the related publishing house with including 35,119 words. The rate of frequencies including raw and relative frequencies was calculated with the help of the corpus tool by considering the word counts of all the corpora.

5.1.1. Research Question 1: What are the frequencies of coordinating, correlative, and subordinating conjunctions among the three EFL textbook corpora?

The first research question aimed to analyze the rate of frequency through the dialogues of the coursebooks used to teach English as the second language by grouping

the conjunctions into three. The first group was the coordinating conjunctions including ‘for, and, nor, but, or, yet, so’ which coordinates similar words such as nouns to nouns. The research was conducted according to this information about the coordinative conjunctions. ‘nor’ was found to be used the most frequently in the TC as closest to BNC but the rate of frequency of ‘and’ was the highest in the Turkish and Touchstone corpora together. The coordinating conjunctions ‘so’ and ‘but’ were used the most through the TSC even more than the relative frequency of BNC. Lastly, the coordinative conjunctions ‘yet’ and ‘or’ were used closest to BNC in the NEFC.

The correlative conjunctions included conjunctions that consist of at least two words which can connect words, word phrases or sentences together. Seven conjunctions in total used the closest in numbers to BNC were identifies as ‘both...and, either…or, not only…but (also), as…as, so…as, rather…than, such…that’ in the TC. The correlative conjunction ‘neither…nor’ was used in the TC more than BNC according to the rate of frequency. ‘whether…or (not)’ was used within the closest frequency in NEFC to BNC. Seven conjunctions of correlative conjunctions were not used through the TSC however, ‘if…then’ was the one used the closest to the rate of frequency of BNC. Also, ‘so…that’ was included in the TSC more than BNC according to the rate of frequency. Moreover ‘the more…the’ was used within the same percentage in TC and TSC. As it can be seen that the NEFC did not include any close rate of frequency to BNC even if the TSC had fewer usages of the related conjunction group.

The last conjunction group analyzed for answering the first research question was the subordinative conjunctions which were used to connect sentences according to the definition found to create groups to analyze accordingly. Other utilizations were removed by limiting the search conditions to get sentences. Nine of the subordinative

conjunctions did not have any example through the TSC which were ‘although, as if, just as, once, since, so that, whatever, whereas, unless’ meanwhile four conjunctions, ‘in case, only if, wherever, unless’, and two conjunctions, ‘only if, till’, in turn did not have any usage throughout the TC and NEFC. Nine conjunctions found as the most frequently used ones in BNC were ‘although, as if, however, just as, once, since, whatever, when, unless, though’. Also, ‘till’ had same rate of frequency with BNC and the TSC. ‘as, however, just as’ were the subordinative conjunctions that were used the closest in the TC to BNC. Also, ‘after, whenever, while’ had the highest percentage in TC even compared to BNC. ‘if’ had the same rate of frequency in TC and TSC. The TSC included seven conjunctions as ‘before, even if, even though, only if, wherever, until, till’ which were used the most when compared to the other corpora. Lastly, the NEFC included the conjunctions ‘in case, so that, when, whereas’ the most along with ‘although, as if, because, once, since, whatever, unless, though’ which were the closest to the relative frequency of BNC.

The distribution through the groups of conjunctions was not even or regular when the findings were analyzed. The relative frequencies were distributed randomly throughout the groups of conjunctions. For the coordinating conjunctions, the TSC had the most usage of the target conjunction group. The TC was the only one closer to BNC through the usages of the correlative conjunctions in numbers. Also, NEFC was the closest one in the rate of frequencies of using the subordinating conjunctions and the TSC was the second one with little difference to the NEFC. If all the groups of conjunctions were to be compared, the results were detected as similar within the number of conjunctions used closest to BNC.

The NEFC did not have enough usages in numbers for the group of subordinating conjunctions when compared to TSC because the all the conjunctions used in listening

activities of TSC had the highest rate of frequency of all even more than the usages of BNC. The reason behind that might be the word count of NEFC because it included more words throughout the listening activities when compared to the other compiled corpora with 243,838 words total. Also, even the TSC was stated as prepared with the help of corpus tools, some of the conjunctions were not even used once in the listening activities. However, most of the ones used in the activities were used the highest even more than the relative frequency of BNC. The findings regarding the listening activities of TSC might be resulted from the choice of authors prepared them with the help of corpus tools as well. Also, the correlative conjunctions were the only group which had more usage in the TC among all the groups of conjunctions which indicated the random distribution through the TC. As a result, it can be stated that the coursebooks prepared with the help of corpus tools included the target groups of conjunctions more when compared to the coursebooks prepared by non-native and native speakers of English who did not get any help of the corpus linguistics while preparing the coursebooks of EFL.

5.1.2. Research Question 2: In what extent, the usages of the conjunctions are authentic when compared to BNC?

Using authentic materials in language teaching and learning plays an important part to show learners the real-life usages by making the learning activity easier to teach and learn the target language (Alisherovna, 2023; Haryati, et al., 2023; Temizyürek & Birinci, 2016). As coursebooks are one of the main materials that teachers and students benefit from for the acquisition of the target language, the authenticity of the activities has a significant effect on the process of language acquisition. BNC was chosen as the instrument that included the authentic forms of the target language because of the

massive data it had within. The conjunctions were analyzed individually considering the properties of the groups.

The coordinating conjunctions were used in a similar way to BNC overall, even including the same key words as BNC that come in the right context of the target conjunction groups. ‘nor’ was an exception because it included various usages through BNC when compared to the compiled corpora. An inverted form for the conjunction were used in BNC which did not have any example in the TC, NEFC, and TSC.

As the correlative conjunctions included at least two words inside, a lemma context was worked through the corpus tool to reach the usages of the related conjunctions. The correlative conjunctions ‘both…and, neither…nor, as…as, so…that’ were used in similar ways to the authentic forms through the compiled corpora. ‘so…that’ was used without getting any words between the words of the conjunction itself in all corpora. ‘either…or’ had key words such as ‘by, to, and as’ that was inserted into the conjunction through BNC which had no example in the compiled corpora. For the usage of correlative conjunction ‘not only…but (also)’ it was revealed that ‘also’ were not used in the NEFC meanwhile the TC included it right after ‘but’. ‘so…as’ was only used in this form within the TC and rest of the usages included ‘ao as’ without having any keywords between the words of the conjunction. Also, ‘whether…or’ was used in the NEFC in the same way as stated above for the conjunction ‘so…as’. The conjunction ‘rather…than’ was used connectedly in all the corpora except for the TSC. ‘if…then’ did not have any example in the TC; however, it had examples of using the conjunction without having words integrated in between through BNC only. Lastly, ‘the more…the’ was used connectedly in BNC but no examples were detected in the compiled corpora.

The last group of conjunctions analyzed on using the authentic forms of the conjunctions through the dialogues was the subordinative conjunctions. As the description stated that these conjunctions combine sentences together, some limitations were added to analyze by considering the reduction forms of the sentences. ‘after, although, as, just as, only if, so that, whenever, wherever, until’ were among the subordinating conjunctions used similar to the authentic forms stated by BNC. ‘by’ was used as a key word that came after ‘as if’ in BNC only when the rest of the corpora included examples of getting sentences afterwards only. The reduction form of the subordinative conjunction ‘because’ was used only in BNC while the TSC was the only one that did not include the reduction forms of ‘before’. A comma was used regularly after the conjunctions ‘even if, even though, in case, whereas, unless, till’ through the authentic usages of BNC and ‘though’ was the only one that had a comma in both corpora as the NEFC and BNC. After conjunctions ‘however’ and ‘if’, ‘to’ was used as a key word that came after the conjunction that was an example other than a sentence stated in BNC. The subordinating conjunctions ‘once’ and ‘since’ were used in the reduction form through the NEFC and BNC. Also, ‘whatever’ was stated in the NEFC and BNC that it can be used at the end of the sentence. While searching for the authentic usages of the conjunction ‘when’, it was revealed that pronouns were used more than possessive pronouns including the pronoun ‘he’ as used more than ‘she’. Lastly, it was identified that the reduction form through ‘while’ was not used in the TSC only.

Progressively, the number of the conjunctions groups included increased, and it affected the results accordingly meaning that, the difference among the corpora increased as well. For instance, the group of coordinating conjunctions included seven conjunctions inside while the group of subordinating conjunctions included more

conjunctions inside which might be result of the differences of authenticity occurred throughout the groups of conjunctions regarding the listening activities. When looked at the findings of the research question regarding the authenticity, it was revealed that even if there were similar usages to BNC, some important differences were involved in the dialogues belonging to the compiled corpora. For instance, as most of the subordinating conjunctions included sentences to combine them, BNC had various examples including phrases even if the same limitations were applied to the search within BNC. The reduction and inversion forms were used throughout BNC, but no examples of reduction forms were included to the compiled corpora. Some of the punctuation usages were similar to BNC; however, some deficiencies were detected through such conjunctions as well. These differences can be resulted from no usages or few usages of the target groups of the conjunctions through the TC, NEFC, and TSC. For example, even if the Touchstone coursebooks were prepared with the help of corpus, they had fewer or no usages of the conjunctions throughout the dialogues which can affect the rate of frequencies and authenticity of most frequently used structures.

Even if the main components to be analyzed on corpus tools regarding the EFL coursebooks were different from this study, in Turkish context, it was stated that the coursebooks should be prepared including more authentic structures with the help of corpus tools such as BNC and COCA (Aşık & Ekşi, 2016; Baydal, 2016; Çakmak, 2021; Kara, 2020; Peksoy & Harmaoğlu, 2017). Furthermore, there were several studies focused on authenticity within international context that indicated the importance of corpus linguistics on the preparation of coursebooks regardless of the grammatical structures including lexical items, modal markers, etc. to teach the target

language (Bouhlal et al., 2018; Li, 2022; Nordberg, 2010; Nurweni & Komariah, 2023; Oktavianti & Prayogi, 2020; Peppard, 2021; Sriumporn, 2011).

5.1.3. Research Question 3: Do authors of the coursebooks prepared by Ministry of National Education rely on intuition to prepare the activities for the coursebooks?

The last research question of this study mainly focused on the TC which included the dialogues of the coursebooks prepared by the Ministry of National Education to determine whether the authors use intuition or not. The results were based on the findings of the first and second research questions involving the results of TC solely because the findings for the frequency and authenticity terms were already regarded with the help of first and second research questions. According to the results mentioned before, it was shown that the usages of the target conjunction groups were distributed randomly without benefitting from any corpus tools. Furthermore, some similarities were detected while analyzing the data for the authentic forms of the conjunctions. However, some important differences were also stated in the utilization of the conjunctions which indicated that some of the structures were not used in the TC but BNC which included reduction forms, inversion forms, punctuation markers, and some key words that were used as a phrase in BNC. It can be concluded that the authors of MoNE drew on their own intuition while preparing the materials to teach English as a Second Language (Çakmak, 2021; Kara, 2020; Khojasteh & Reinders, 2013; Peksoy & Harmaoglu, 2017; Söğüt & Vural, 2023). According to the results of this study, it can be concluded that using intuition in preparing materials for the language teaching can cause missing structures that the corpus linguistics can cover which indicates the importance of using the corpus tools through language acquisition. Furthermore, according to the literature on the topic of intuition regardless of local or international

context, it was stated that the coursebooks should be prepared without relying on the intuition of the authors but with the help of corpus linguistics (Kim & Oh, 2020; Peksoy & Harmaoglu, 2017; Zamin et al., 2019).

5.2. Pedagogical Implications

The results of this study showed that the dialogues of listening tracks that were used through the coursebooks to teach English as a Foreign Language used the conjunctions without depending not on corpora but only on intuition. A discrepancy was observed between distribution of the conjunctions through the coursebooks and in BNC. Also, the authenticity of the conjunctions used in the dialogues were not fully covered because there were some differences stated between the compiled corpora and BNC which was the reference corpus that included the authentic structures of the target language. When considering the distribution and authenticity of the coursebooks used in the schools of MoNE, it can be said that the authors seemed to rely on their intuition while preparing the materials. However, intuition only goes to a point that might get less reliable throughout the syllabus (Koprowski, 2005). The materials should be prepared regarding the empirical evidence instead of consulting on the intuition of the authors (Aşık & Ekşi, 2016). As a result of this study, some alterations should be made to prepare the materials for language acquisition supplying the authentic usages of the conjunctions. The real-life usage of the target language should be included in the dialogues of the materials for providing learners with all the forms of the conjunctions that can be used through daily life.

The language teachers should be aware of the benefits of using the corpus linguistics in language teaching enabling them to cover up the deficiency that coursebooks might have. The corpus linguistics should be added to the curriculum of the teacher training programs especially in countries like Türkiye in which the ministry

prepares the curriculum and coursebooks for teaching the target language. The teachers are in need of an education on corpus linguistics because the training can have positive effects on them to teach the lexical items of the target language (Çalışkan & Gönen, 2018; Römer, 2009). Even though the coursebooks were not prepared with the help of corpus linguistics, a teacher who knows about corpora can benefit from the tools to teach the authentic structures students need to learn. Because a learner of a foreign language is expected to produce in the target language grammatically correct (Zahra & Abbas, 2018). A teacher who is knowledgeable on the topic of corpus linguistics can criticize the way of the coursebooks prepared which helps their own pedagogical content knowledge to rise because a teacher should know the authentic structures of the target language they have been teaching and be able to criticize a material whether it is well-prepared or not (O'Keeffe & Farr, 2003). Furthermore, some in service training opportunities are offered by MoNE which can be another way for English teachers to be informed on the topic of corpus linguistics even after they have graduated from the university a long time ago that might be useful for them throughout the lessons (MEB, 2024). Embarking on a direct approach to corpus linguistics meaning that teachers and students benefit from corpus tools on their own instead of depending on the coursebooks only can be a better way to comprehend the way of corpus linguistics used through the learning environment (Römer, 2006). A well-informed teacher on the topic can teach their students on reaching the authentic forms of the language they are eager to learn via corpus linguistics. So, using the corpus tools reciprocatively between the teacher and students can create a more educatory environment which includes the authentic usages of the target language.

5.3. Suggestions for Further Studies

In this study, the conjunctions were grouped according to the relevant literature that included the definitions to group the conjunctions that were used through the dialogues of the coursebooks. For instance, the subordinating conjunctions were told to combine sentences together; so, the search was conducted to limit the search for having sentences. Other types of usages including words and phrases can be analyzed within other studies.

Some of the conjunctions were excluded because the usages relating to the definitions were not provided through the dialogues. By including more parts from the coursebooks but not only the audios, the scope of the study would also be expanded in other studies to make a comparison among the coursebooks prepared by various publishing houses.

According to the findings of this study, it was revealed that the pronoun ‘he’ was used more than the pronoun ‘she’ within the Sketch Engine which might have resulted from addressing to the unknown gender as ‘he’. However, whether there is another reason behind that including sexism can also be investigated.

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APPENDICES

This section includes one sample dialogue from each local and international coursebooks that are used in Turkish context to teach English. Three series of coursebooks were chosen to be analyzed regarding the usages of conjunctions via the Sketch Engine. The coursebooks used in state schools of Türkiye included twelve coursebooks prepared by MoNE. Also, the coursebooks prepared by native speakers, the series of New English File, included six coursebooks while the corpus-based coursebook series, the Touchstone, included four coursebooks.

APPENDIX A – One Sample Dialogue from Each Coursebooks of MoNE

English 9 – Unit 10 – Track 78

Interviewer: Good evening ladies and gentlemen. Welcome to today's talk show! Today, our guest is Felix Warremann. He is a professional Italian animator. Hi, Felix! Welcome to our program. You are a successful animator. We'd like to get to know you better. Can you tell us a little about yourself?

Felix: Thank you for inviting me. I'm happy to be here. Well... I was born in Italy. I was interested in art. Then I studied in art. I studied at NABA (Nuova Accademia di Belle Arti) in Milano. In 1997, I graduated from the university. And I started 3D animation online school in 1998.

Interviewer: When did you come here?

Felix: I moved to the USA in 2000. Then I worked in Harry Potter I in 2001. I made animations for Ice Age II in 2006. And then, I worked in Frozen in 2010.

Interviewer: Wow! You worked for the best. Then?

Felix: I taught 3D animation online. I helped students to have a career in animation.

Interviewer: What are you working on now?

Felix: I’m composing some music for short films.

Interviewer: Hmm... You are also interested in making short films, aren’t you?

Felix: Yeap! I’m also interested in making short films.

Interviewer: You are very hardworking and successful person. Well... It’s time for a commercial. Let’s have a break.

Uplift 9 – Unit 6 – Track 6.2

Waiter: Good afternoon. Welcome to Kim’s Restaurant.

Man: Good afternoon. We’d like a table for two, please.

Waiter: Do you prefer sitting indoors or outdoors?

Woman: Indoors, please.

Waiter: OK, please come this way. How about this table?

Man: That’s great, thanks. Could we have the menu, please?

Waiter: Of course, here you are.

A few minutes later

Woman: Excuse me!

Waiter: Are you ready to order, madam?

Woman: Yes, I’d like vegetable soup and then grilled chicken, please.

Waiter: Anything to drink, madam?

Woman: Yes, a glass of iced tea, please.

Waiter: Sure. Can I get you anything else?

Woman: No, thank you. That’s all for now.

Waiter: All right. And you, sir?

Man: Can I have fish soup and macaroni salad, please?

Waiter: I’m sorry, but the fish soup is finished.

Man: Can I have pumpkin soup then?

Waiter: Of course, would you like a drink, sir?

Man: No, thank you, but I’d like a piece of chocolate cake.

Waiter: Sure, sir. Do you want me to bring it with the meal or after the meal?

Man: After the meal, please.

Teenwise 9 – Unit 2 – Track 8-9

Andy: Sue, can I come in?

Sue: Sure, Andy. Welcome!

Andy: It says "Don't Enter" on the door.

Sue: It's not for you Andy; for my parents. Come in and make yourself at home!

Andy: I have a "Keep out" sign for my little brother. Wow, what a nice room!

Sue: Thanks. This is my favorite place with my blue bed and wardrobe.

Andy: It's really big. What do you have in your wardrobe, Sue?

Sue: Oh, dozens of things. I hang all my shirts, jeans, dresses, and skirts. I put all my scarves in the drawer. There is a section under the drawer, and I put my bags in it. I place my pyjamas and towels in the section next to my bags.

Andy: Himm... You've got so many things in your wardrobe, but it's so tidy. My wardrobe is smaller than yours and it's messy all the time.

Sue: Not always. What else do you have in your room?

Andy: There is a desk between the wardrobe and the bed. There are many books on the desk. And I have some movie posters on the wall. Why don't you have any posters?

Sue: I don't like posters. I prefer paintings on the walls.

Andy: Anyway. It's getting late. Let's do our homework.

Relearn 9 – Unit 4 – Track 14

Betty: How often do you go on holiday, Kevin?

Kevin: Once a year. We go camping.

Betty: That is interesting. We always stay in a hotel during our holiday. What do you do there?

Kevin: I wake up at seven a.m. every morning when we go camping. I walk and swim before breakfast. After the breakfast, I can hike and observe the nature. I like watching birds and taking their photographs.

Betty: What do your parents do?

Kevin: My mother can paint beautiful nature scenery so she is interested in different places, plants, trees and flowers. She studies and picks some plants, too.

Betty: Can you eat those plants?

Kevin: We can eat some of them, Betty. My father sometimes catches fish. He makes a fire and cooks fish on it.

Betty: Oh, I like the idea of fire. Do you sit around the fire and sing songs at night?

Kevin: Yes, we usually sing songs. My mother often tells stories and jokes before we go to our tents to sleep.

Betty: I think it is fun to stay in a tent. We never stay in a tent during our summer holidays.

Kevin: Well, it is not always fun. If we forget to bring matches, we cannot make a fire. There are lots of mosquitoes. We need some insect repellents. Fresh water is also a problem.

Betty: How long can you survive without water?

Kevin: I am not sure, but I think one or two days. We go to the nearest town twice a week to buy bottled water.

Betty: What about electricity?

Kevin: There is no electricity. We cannot see anything in the tent without our torches, but the stars and the moon shine outside.

Betty: I'll ask my parents to go camping next summer.

Ortaöğretim İngilizce 10 – Unit 9 – Track 9.5

Susan: OK. Let's start the group work. I'm asking the first question. What would you do if you were invisible for five hours? Who wants to answer?

Jeremy: Shall I answer first?

Susan: Sure, Jeremy.

Jeremy: If I were invisible for five hours, I would fly in the cockpit of an aeroplane with the pilots. That would be great. I've always wanted to fly an aeroplane. I wish I were a pilot. If I were a pilot, I could fly to all the countries in the world.

Susan: Right. Now it's your turn, Melissa. What would you do if you were invisible for five hours?

Melissa: Well, my favorite actor is Orlando Bloom. I'm a big fan of him. If I were invisible for five hours, I'd visit the set of his latest movie. I wish I could see him. If I saw him there, I'd be the happiest person in the world.

Susan: OK. Yes, Michael? What would you do if you were invisible for five hours?

Michael: I love football. If I were invisible for five hours, I'd go to the stadium and watch the match of my favorite football club. They have a very important match today. If I were invisible, I could sit behind the goalposts and watch the match there. That would be wonderful.

Jeremy: What about you, Susan? What would you do if you were invisible for five hours?

Susan: If I were invisible for five hours, I'd go to the Academy Awards ceremony and see all the Oscar winners. I wish I could go there and see lots of famous people. That would be fantastic.

Jeremy: You're right, Susan. That sounds really interesting.

Sunshine English 10 – Unit 6 – Track 28

Situation 1

Girl: Oh, my God! I spilt some tea on my skirt. What can I do now?

Friend: Don't worry! You can remove a stain with baking soda.

Girl: Really? But, where can I get baking soda? We're at work!

Friend: You're right. I think we should wait until lunch break. Then, I can go and get some from the store.

Girl: OK, I guess I should wait till then.

Situation 2

Mother: Fatih, where are you?

Fatih: I'm in my room, mom.

Mother: I am cleaning the house and I can't lift some furniture. Could you please give me a hand?

Fatih: Of course. I'm coming. You shouldn't lift any furniture on your own, mom. It's dangerous.

Mother: You're right. Thank you. And after that, can you buy some detergent and toothpaste from the store?

Fatih: OK, I'll do it after I lift this.

Situation 3

Customer: Excuse me, can you tell me where I can buy some ink for my printer?

Shop Assistant: Well, we don't sell ink, but the store across the street does. You can ask them if you like.

Customer: Thank you. One more thing, how much are those board markers over there?

Shop Assistant: Those ones? They're on sale. In my opinion, you should definitely buy them. They are only 5 liras.

Customer: Wow, that's a bargain! Wrap them up, please!

Shop Assistant: OK. Anything else?

Customer: No, thank you.

Situation 4

Young Boy: Oh, my God! Look at the sky! It's all gray because of the smoke coming from the factories. It's terrible for our health.

Young Girl: You're right. I think governments should do something about these factories. They should have strict rules about polluting the air.

Young Boy: That's true! If they don't do something, the air we breathe will all be poisonous.

Situation 5

Father: Jane! What are you doing? You're using all the electricity in the house!

Daughter: But, father I am doing a lot of chores here. You shouldn't worry about money now.

Father: I don't worry about money, dear. These are our energy sources and we should all be careful when we are using them.

Daughter: But, why?

Father: Why? Are you serious? Our energy sources aren't limitless. That's why! We shouldn't waste energy sources more than we need.

Count Me In 10 – Unit 8 – Track 8.2

Dialogue 1

Jane: I'm thinking of buying a smartwatch, Tom.

Tom: Why is that?

Jane: I need a device which can count my steps.

Tom: Come on, Jane. You already have a mobile phone. Just download the app, and that's it. I think, people shouldn't buy a device or gadget for each task. I'm against that much technology because it's a waste of money.

Dialogue 2

Lisa: I'm fed up with the battery problem, Henry. Batteries of my mobile devices run out very often.

Henry: That's a common problem, Lisa.

Lisa: I'm afraid, I'll have to get new devices.

Henry: If you get new devices, you'll have the same problem soon, and you'll waste your money so, I prefer getting a power bank to getting new devices.

Dialogue 3

Linda: Why do you waste time in the bank line? You should use the Internet banking, Tim.

Tim: I'd rather spend time in the line because I can meet new people. Therefore, I can socialize. I like it despite all the tiredness, Linda.

Spice Up 11 – Unit 3 – Track 3.1-3.2

Podcast Host: Our next guest on this episode of Cyber Inspire is Ida Stanton. She is an amazing young lady who has worked through all of life's difficulties and achieved her goals. She's a senior at Ohio State University and a scholar of the National Association for the Education of Homeless Children and Youth. Ida was homeless many times over her life, yet she never quit. We'll ask Ida about her life as a homeless girl and how she was motivated to work with homeless youth. Welcome, Ida. So, can you tell us a bit about yourself?

Ida: Hi, thanks for having me here today. Yes, I've been homeless on and off since the age of four. To begin with, our father died when I was three. Soon after his death, we moved to Waco to be with the rest of our family. We stayed with our relatives for some time. My mum had to work long hours while my sister was babysitting me. Later, the family we were living with had twin babies, so there was no room left for us. After that, we moved to many shelters and other safe places. When mum found out that she was diabetic, I was in 4th grade. Her health was mostly unstable after that, and she couldn't hold any of her jobs. In the end, I had to relocate and attend a new school every time my mother got a new job.

Podcast Host: How did this situation affect your education?

Ida: Moving from one school to another made me fall behind the other students. While I was looking for support for my education, I met the Homeless Education Assistance Act. This service helped me to stay at the same school despite my housing problems. I'm in college now and planning to go so much further.

Podcast Host: Why do you want to help other homeless children and youth?

Ida: My experiences led me to help other homeless young people. Last year, I took part in a briefing on homeless children and youth that was held in the parliament. I also became the leader of the homeless children while I was coordinating the Youth Task Force.

Podcast Host: Well, that's really amazing, Ida! Thank you very much for coming. That's it for this week's episode of Cyber Inspire. Happy podcasting!

Sunshine English 11 – Unit 9 – Track 56

TV Host: Good evening everyone. This is the 85th Academy Awards and I'm on the red carpet to talk to celebrities. Here is our first celebrity walking on the red carpet: George Clooney. Hello, sir! How are you tonight?

Clooney: I'm great, thank you.

TV Host: You look great. May I ask you who you're wearing tonight?

Clooney: Actually, I designed my own tuxedo. I like designing clothes.

TV Host: Wow, that's interesting. So, tonight must be very exciting for you, right?

Clooney: Could you explain that further, please?

TV Host: What I mean is that you must be excited about your nomination.

Clooney: Oh, yes, yes very much. I loved working on that movie very much and I hope it gets the attention it deserves.

TV Host: I do, too. So, good luck! Here comes our second celebrity from the tennis world! Serena Williams! Hello, Ms. Williams. How are you tonight?

Williams: Hello! I'm doing really fine. I'm lucky to be at this ceremony tonight because I'm only a guest. I'll just enjoy the show.

TV Host: And you must be recovering from all the past tournaments, right?

Williams: Exactly. I've been spending time at home lately, rearranging my furniture and stuff, you know. It's been an exhausting year of a lot of hard work. Now, it's time to relax a little.

TV Host: Absolutely.

TV Host: Do you have a favorite for tonight?

Williams: What do you mean?

TV Host: I mean do you have a favorite actor or a movie?

Williams: Of course, I do. But, I'm going to keep it a secret. I'll tell you after the awards ceremony.

TV Host: OK. Thank you, Ms. Williams. And here is Rihanna. How are you, tonight?

Rihanna: Great, thank you. This is going to be a great ceremony and I'm lucky to be here.

TV Host: So, what have you been up to lately?

Rihanna: Well, I'm working on a new single nowadays. It's going to be out next week.

TV Host: That's wonderful news! So, do you have any favorite movies or actor for tonight?

Rihanna: Actually, no.

TV Host: Can you explain that, please?

Rihanna: I've seen all the nominations and they're all great! I can't pick one!

TV Host: Oh, I see. Ok, now we have a commercial break and after the break, I'll be talking to many more celebrities. Stay tuned!

Silver Lining 11 – Unit 3 – Track 16-17

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 was not 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 were not 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 did not 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 did not 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.

Notifier English 12 – Unit 6 – Track 6.1

Nina: Hi, Liam. I need a favor for next week.

Liam: Certainly. What can I help you with?

Nina: I need to visit a customer in London. It's really crucial. Will you send an email to the customer asking about his availability?

Liam: Sure. I'll do it at once.

Nina: Thank you, Liam. The next task is to determine a motto for the annual charity event next Wednesday. Can you do it for me?

Liam: Sure, no problem.

Nina: Then, I need your help with one more thing. It's booking the City Hall and sending everyone to let them know the venue and the date and time.

Liam: Of course. Anything else?

Nina: I know it's too much but there is one last thing.

Liam: Come on! I know you're busy and I want to be helpful. Go ahead.

Nina: Our managers are expecting me to give a presentation in two weeks. Do you mind writing a report about our recent project? You can do it at your earliest convenience.

Liam: Great, Nina. I can do it after the event.

Nina: I owe you one, Liam.

Count Me In 12 – Unit 4 – Track 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.

APPENDIX B – One Sample Dialogue from Each Coursebooks of the New English File

English File 4th Edition - Beginner – Unit 6 – Track 6.12

I = interviewer, H = Hannah

I: Hannah works for the BBC. She has a son Kit who's three years old.

I: Hannah, what time do you usually get up?

H: I get up at 7.00. But I also get up in the night, because Kit usually calls me. I tell him to sleep, but he usually comes into my bed.

I: Do you usually feel tired?

H: Yes, I always feel tired!

I: Do you have a shower or a bath in the morning?

H: I turn on the TV for Kit and then I have a bath in five minutes.

I: Do you always have breakfast?

H: Yes, I need breakfast every day!

I: Where do you have it?

H: I have it in a café on the way to work.

I: What do you have for breakfast?

H: I have a coffee and sometimes I have some toast with avocado. It's delicious.

I: What time do you go to work?

H: The perfect time to leave the house is at 8.00, but we usually leave at twenty past eight.

I: Do you usually need to hurry in the morning?

H: Yes, always!

I: Do you like mornings?

H: Yes. I love mornings.

I: Why?

H: Because I love my job, and I'm happy to go to work!

English File 4th Edition - Elementary – Unit 8 – Track 8.19

1

We stayed at The Langham for two nights. It's a wonderful place – a very elegant, very English hotel. The service, atmosphere, and room were excellent and we really enjoyed our stay. But we had a very strange experience. On the first night we woke up at about 5.30. There was a strange noise outside our door. It was like somebody was scratching the door with their fingers. To tell you the truth, we were a little bit frightened. Then we thought that probably it was other guests coming back late from a party, maybe they were drunk or something, and we went back to sleep. But the second night exactly the same thing happened. So we just thought, strange, maybe it's because it's an old hotel. But when we got home we told the story to a friend, and he told us that that The Langham is haunted. We looked on the internet, and we read that people say that room 333 has a ghost! And our room was 332, the next room! We sent an email to The Langham and told them about it and they sent us some really interesting information about the ghost stories. We'd really like to stay in this fantastic hotel again, but maybe not in room 333!

2

I stayed at The Langham in November last year with my husband. It's a beautiful hotel, with a wonderful location. It's between Hyde Park and Regent's Park. We were in a room on the second floor. We knew that people said there were ghosts, and we knew about room 333, but we were not worried at all. We had a nice meal in the hotel restaurant and then we went to bed. But in the middle of the night – about 3.00 in the

morning – we suddenly woke up and we could hear loud noises from the room above us. They were really loud noises – like people were moving the bed or moving a heavy chair. Anyway, after two or three minutes the noises stopped and we went back to sleep. There were not any more strange noises, and we slept for the rest of the night. The next morning we went to Reception and said, 'We slept really badly last night – the people in the room above us made a terrible noise.' The man at reception asked for our room number and said, 'Let me check'. He looked on the computer and he said, 'The room above you is empty, madam.' So I said, 'Are you sure?' And he said, 'Yes, madam. The room above yours is room 333. There was not anybody in that room last night.' We checked out of the hotel the same morning. Never again!

English File 4th Edition - Pre-Intermediate – Unit 1 – Track 1.20-21

Date 1

My first date is with a nice guy called John. I sit at a table in a bar and wait for him to arrive. An old man walks towards the table, and for two awful seconds I think it's all a terrible mistake, but he walks past and then my date arrives. He's very tall, one metre ninety. Well done, Mum! I'm tall myself, so I always look for tall men, as my mum knows well. We start chatting, and it's all very easy. Mum has good taste. He's a teacher. We get on well and it's a fun date, but sadly there isn't a spark. So I try again.

Date 2

I arrive a bit early again, and I sit there waiting for Sebastian to arrive. Suddenly I realise that I can't remember anything at all about him, not even where he's from. Then he comes through the door: tall, dark, and handsome. 'Mum, you're amazing', I say to myself. He's from Germany but he lives in Dublin. He's a real gentleman. At the end

of the evening, he asks for a second date. Mum is very pleased. I agree to the date, but I don't really think it's going to work.

Date 3

Date number 3 is George. He suggests a bar on South William Street. I arrive early – I'm definitely the most punctual person in the world. I stand outside, very confused: the bar is closed. For a moment I think Mum has finally got it wrong. But a few minutes later he arrives – he just did not know the bar was closed. We go somewhere else and start chatting. He tells me he works in IT and is from just outside Dublin. This guy is great fun. He's very relaxed and interesting – he's travelled a lot. He tells a lot of funny stories. It's all going well, and I'm getting very enthusiastic, when my phone pings.

English File 4th Edition - Intermediate – Unit 2 – Track 2.12

P = Presenter, H = Heather, C = Carl, Pa = Paul

P: Hello, and welcome to Five-Minute Money. Today we're talking about scams and scammers. Over 3,000,000 people a year are victims of scams in the UK, and they lose an average of £1,200 each, so we all need to know what to look out for. We're going to hear three listeners' stories, and for each scam we'll explain how to stay safe. Our first story is from Heather in Edinburgh.

H: A few months ago I got an email from a friend who was away in Berlin. He said he'd lost his wallet and needed money to get home. He asked me for my credit card details, and I thought well, he needs my help, so I sent him a reply with my card number and everything. But there was no reply, and I got suspicious, and I checked my credit card, and somebody had stolen over £2,000. And of course I never got it back.

P: Ah, the friend abroad who needs help. But it isn't really a friend, it's a scammer who is using this friend's email account. Often this scam is obvious, either because you know your friend isn't abroad, or because the email has grammar and spelling mistakes. So always be suspicious of any strange emails from friends. The next story is from Carl in Hastings.

C: I got an email saying that I'd won quite a lot of money in the lottery in Spain. It looked official, and some of it was in Spanish, and last year I was on a holiday in Spain and I did buy a lottery ticket, so I believed it. So I emailed back and they replied and said the easiest thing was for me to send them my bank account details, and they'd pay the money direct into my bank. So I did – and I feel so stupid saying this now – and of course the next day my account was completely empty. Luckily it was the day before pay day, and I only had about £200 in there. But I learnt my lesson.

P: Yes, so again, never believe an email or message saying you've won a lottery, especially if you never bought a ticket. Our last story is from Paul in Bristol.

Pa: I'd just got back from work, it was about 6.00, and the phone rang and a very polite woman said it was Barclay's Bank Security Division, and that there was a problem with my account. She said that somebody had tried to use my password online, and that my account was not safe. I was in the middle of buying a flat, and I thought 'Oh no! This sounds bad!' because I had quite a lot of money in the account. She said the best solution was to transfer all the money into a new account to make sure it was safe. So she gave me an account number and an account name – it was my name, it was called 'Paul Kay new account' – and I thanked her. And immediately after the call I went online and transferred all my money to this new account. And that was the last time I saw it. It was a real disaster, I lost £20,000 and I couldn't buy my flat.

P: It’s natural to co-operate if you think your bank is phoning you, but your bank will never ask you on the phone to transfer money to another account. If you get suspicious, just hang up, wait ten minutes, then phone your bank to check if it really was them. So, what’s the most important thing to remember if you don't want to be the victim of a scam? Be very suspicious of strange emails from friends or from someone saying that you’ve won a prize, and the same for phone calls from your bank. And above all, never, never give your bank account or credit card details to anybody, either in an email or on the phone, unless you are 100% sure who they really are.

English File 4th Edition - Intermediate + – Unit 2 – Track 2.21

1 Carol

I do a lot of shopping online. I love how convenient it is you know, I can be in my pyjamas and do the food shopping for the week or clothes shopping, but one thing I hate about-it though is how difficult it is to sort out any problems because, you know, if you buy something in a shop, you go back to the shop and you sort it out, but if you've bought something online, returning it can be a pain, especially getting something replaced or changed if it's broken - it's just a huge nightmare.

2 Alex

I love online shopping. I guess because it's so convenient, because I can do it at any time of day or night and I can do it from home. I don't particularly like going shopping so that's a real bonus for me. But I hate having to send things back, particularly shoes. They never seem to fit when I buy them online.

3 David

I do quite a lot of shopping online. Mainly food -/ usually do my supermarket shopping online. What I like best is that I don't have to take the shopping home. I live at the top of a hill and I used to have to walk up the hill with a whole load of shopping bags. It was a real pain. The only thing I really don't like is that online, it's easy not to notice what size the packets are, so you can end up with a huge packet of things when you only want a tiny amount. For example, l ordered a box of tea bags and I wanted a small box of 40 bags, but I did not read the description properly and I ended up with a huge box with 460 tea bags.

4 Anna

I do a lot of online browsing, looking for things I might buy. Not really for clothes, more shopping for, kind of, cooking things, or things on Amazon, presents for friends, that sort of thing. I love the fact that you have access to all kinds of shops, and access to brands that you can't necessarily find in shops that are near where you live. But I don't like not being able to feel things or know exactly what the colours are - they're often different from what you see online.

5 Chris

I do a lot of shopping online because I'm not very keen on going to places where there are crowds of people and it's really busy. It's great being able to avoid the big department stores and shopping streets especially at weekends, where you can hardly walk on the pavement because there are so many people there.

The only thing I hate is people delivering things when I'm not in. Some companies are really good and give you a one hour delivery window, but with others they say they'll deliver between eight in the morning and seven in the evening, so you stay in all day

but then just when you need to go out for an hour, that's when they come. That's so annoying.

English File 4th Edition - Upper-Intermediate – Unit 10 – Track 78

5.1

Interviewer: Why did you decide to apply?

Ali: I'd always really enjoyed watching The Island with Bear Grylls. And I think it's really the ultimate challenge, being stranded on a desert island, having to survive there with no help at all. Um, I love being outdoors and going on adventures, so that side of it really appealed to me as well. Um, so l sent off my application form, and the next thing I knew, I had a couple of interviews, and then I got a phone call saying they wanted me to go on The Island! Never in a million years, when I applied, did I think I'd actually get to go. So I was absolutely stunned when they told me they wanted me to go on the, on the programme, but at the same time, um, l was thrilled! And two weeks later, we were off on a plane to the island.

Interviewer: What survival techniques did you learn?

Ali: So we learnt a whole range of survival techniques. We learnt how to make fire, which was actually quite complicated. You had to get the right wood from a particular type of tree on the beach, and then use pieces of that wood, um, and a shoelace to make fire. In our training, they made it look very easy, they had the fire lit within a few minutes. But in reality, it took us a couple of days before, er, we made fire, but we did get it, which was amazing. Once we had fire, we could then boil water for drinking. The water we found was brown and green and had bits floating in it, um, so we would

filter it through a pair of trousers or a shirt to get rid of the big clumps of dirt, and then we would boil it to kill off any bacteria or parasites. Amazingly, nobody got sick from drinking the water during our whole five weeks on the island. They also taught us how to build shelters to protect ourselves from the bad weather. In practice, the shelters were not that waterproof and we had a lot of very wet, cold nights. They taught us how to navigate by the sun and how to build up a map of the island as we explored it. It did not stop us getting lost though.

Interviewer: Who or what did you miss most?

Ali: Before I went on the show, um, I said I'd miss my husband the most. But in fact, the thing I missed the most was most definitely food. It was all I could think about, and if I couldn't sleep, I would go through a list of different pizza toppings in my head to try and get to sleep. Um, I really missed having a good nights' sleep. Although we did build shelters off the ground to stop us getting bitten by the insects and other creepy crawlies, it was really uncomfortable. Having clean clothes, I missed that as well. Putting on dirty, wet socks every morning is one of the worst feelings. Of course, I missed my friends and family too, but actually what I realised was that I did not miss many things. I definitely did not miss having a phone, or a computer, or the internet. Though as I said, I did miss clean, dry socks.

5.2

Interviewer: What was the most difficult or challenging part of your experience?

Ali: Well, because you're, um, put on the island with just the clothes on your back and a few basic tools, it means that anything you eat you have to find, catch, and kill, if necessary. So for the first week, we did not eat anything at all except a few coconuts. Um, so I lost four kilos in just a week. Um, after that most of what we ate was yucca,

which is a bit like a potato, grows in the ground. But you have to walk a lot to find it, um, and even then it would only be the equivalent of having a small potato each, um, every day. So we were still hungry. We were able to catch some fish, um, and then we did manage to kill a wild boar. And also because of the lack of food we became really weak, so it was hard you- hard even to go out for a stroll along the beach. That became really difficult. It was also difficult being dirty all the time, because the water we had to wash in, er, was the sea. So you're obviously salty and covered in sand and you never really feel clean. Um, when it rained, which was all the time, the ground would become really muddy and everything would just get absolutely filthy. We had a couple of weeks where the weather was really bad, so we were completely soaked, really freezing cold, wet, miserable, and hungry. Um, and the other thing that was really difficult was the tension between the groups and also within our group, because everyone was very stressed and hungry and tired, it did not take much for arguments to occur. And there's nowhere to escape from on the desert island.

Interviewer: What were the highlights?

Ali: So at first, even just landing on the island was a highlight, um, because we were so excited and we were meeting all these new people, um, we'd never met before, and we were full of enthusiasm and energy. Um, and we just had lunch, so we were not hungry. Um, so when Bear Grylls picked us up on his boat and drove us round the island, um, and then he stopped in the middle of the sea and threw us out of the boat and told us to swim to the island, um, which was so exciting. Um, and the last week was also a real highlight for me because the two groups came together and we built a communal shelter in the middle of the beach so everyone - for everyone to sleep in and to enjoy, and we had a really good time. The weather at this point, um, had turned really good and so, we had a sports day and we had a talent show, and even a wedding!

It was a really fun week. Um, but I think probably leaving the island was the real highlight - best day of my life, even. Um, it was so brilliant to know that we'd survived for 35 days. And seeing Bear pull up on his boat, er, to come and collect us was just an amazing feeling. I felt both really proud and super relieved.

Interviewer: Out of the 16 people that landed on the island, 13, including Ali, managed to last the whole five weeks. Two participants decided to leave before the end, and unfortunately, one had to go to hospital with an eye injury. Byshe last week, the participants had all realized that they were much more effective working together as one big team than trying to survive in separate groups. How much money they earned, or what their background was, turned out to be completely irrelevant. Both teams worked hard, kept their morale high, and survived.

APPENDIX C – One Sample Dialogue from Each Coursebooks of the Touchstone

Touchstone 1 – Unit 10 – Track 17-18

George

Woman: Hi George. Hey, are you OK?

George: Yeah, it’s just. Well, my parents are staying with me They came last week. It s nice, but... boy, they never relax. Like, we got up early every day. we went running we played tennis, we went shopping, we went to see late movies, we stayed up late, and talked almost every night. Phew....

Woman: You did? That sounds like fun. So, did your parents enjoy their stay?

George: Oh, yeah. They had a great time. I hey want to stay for another week I'm exhausted! But I said. “Yes, OK

Karen

Man: So, how did the vacation go? Did you have a good week in France?

Karen: Well, no. Not at all. 1 just watched TV all week.

Man: You did? What's TV like in France?

Karen: I don't know I did not understand a word of it. I don t speak French

Man: So, why did you watch it all week?

Karen: Oh, I got really sick and I had to stay in bed

Brittany

Man: Hey, Brittany! How are you doing?

Brittany: I'm doing OK. We have some customers over from China this week They're visiting for a few days. They re really nice, and ... um we went out for dinner a few times and . .

Man: Uh-huh.

Brittany: Yeah. I learned some Chinese, and they re really fun people. We laughed a lot And then last night, we went to a really expensive restaurant.... I mean, really expensive.

Man: Did you have to pay for dinner? Brittany No, my company paid.

Touchstone 2 – Unit 6 – Track 19

1

Clerk: Good morning. Can I help you?

Man: Yeah. Is there a good restaurant in this neighborhood?

Clerk: Oh, yes, there are lots. There's a very good Greek restaurant, just up this street.

2

Woman: Hi. I'm looking for an outdoor cafe called Cookies and ... something.

Clerk: Oh, yes. It's actually called Cookies and Stuff.

3

Clerk: Can 1 help you?

Man: Yeah, do you have a list of, uh, concerts and things? I mean, are there any on tonight?

4

Man: Excuse me. Can I just ask a quick question?

Clerk: Sure.

Man: Where is Barnes Bookstore?

Clerk: It's at 13 Main Street.

5

Clerk: How can I help you?

Woman: Yes. What's a good way to get around the city? Is there a bus tour or ... ?

Clerk: Yes, there are a couple. They leave from here. Or a lot of people rent bicycles and cycle around.

6

Clerk: Next in line, please. Hello.

Woman: Is there a guided tour of the city? Like a walking tour?

Clerk: Yes, there's one at 3:30 today.

Touchstone 3 – Unit 12 – Track 38

John: Good morning. This is John Cho. First, here is a report on the severe storms that caused so much damage in the northern part of the country last night. Cindy Chavez is

reporting from one town that was hit by the bad weather. Cindy, what's the situation like there?

Cindy: Good morning, John. Well, this morning the North is waking up to the results of some of the severest storms in 30 years. Throughout the night, the area was hit by thunderstorms, hailstorms, and heavy rains. Several small towns were completely flooded, and hundreds of people were left homeless.

John: What happened to those people? Were they rescued?

Cindy: Yes, John, many people were rescued by the fire department. The scary thing was, some people couldn't leave their homes because of the floods. So they had to climb onto the roofs of their houses and wait for the fire department to rescue them in boats.

John: And have the people been able to return to their homes?

Cindy: No, not yet. Many are staying with friends and neighbors, and others are staying in school buildings in towns near here. Fortunately, no one was badly injured, though of course many homes were seriously damaged.

John: Thank you for that report, Cindy. Now I hear you have an update on a story you reported yesterday. Some good news this time?

Cindy: That's right, John. Yesterday I reported on a young couple who were getting married in a park. The wedding ceremony was disrupted by a huge hailstorm. The groom was hit on the head by a hailstone the size of a golfball, and he was taken to the hospital.

John: And the wedding was canceled?

Cindy: Yes. That was terrible! But here's an update, and it's good news. This morning I was told that the groom was not seriously injured, and he and the bride have set a new date for their wedding.

John: A happy ending, then, to that story.

Cindy: Absolutely.

John: Well, thanks again, Cindy. Next on the news ...

Touchstone 4 – Unit 11 – Track 29-30

1

Woman 1: Did you go to one? I never did.

Woman 2: No, neither did 1.1 don't even remember them being around when we were kids.

Woman 1: No. My mother took care of us at home.

Woman 2: Right. It was the same with me - my mom was always there. But you see them everywhere now. They're a really big trend.

Woman 1: Yeah. A lot of kids are there for 10 or 12 hours a day. And they do a lot there - like art projects and music and special trips and things. They have fun, and it's really good for them, I think, being with other kids.

Woman 2: Yeah. 1 heard that about ninety percent of parents work these days. 1 mean, those parents wouldn't be able to work if they did not have places like these for their kids. Especially single parents.

Woman 1: Yeah. They're a really good thing.

2

Man: Our office is so noisy-1 can hardly get any work done. People are always stopping by my desk and chatting. And the phone's always ringing.

Woman: It must be hard to concentrate.

Man: Yeah. You can say that again.

Woman: Well, I know what you mean. Even in my small office, it’s noisy. And to make things worse, it’s being renovated right now, so it’s even noisier.

Man: I wonder why they don’t let us telecommute. So many companies are allowing that these days. 1 mean, we all have computers and e-mail, right? So we could do everything at home and then just send in the work.

Woman: Yeah, we could. But my boss is kind of old- fashioned. He would never agree to it, even though we'd all get a lot more work done.

Man: I think everyone should do it. No more interruptions. I'd love it.

Woman: Oh, so would I. No more morning traffic. No more suits and makeup. Yeah....

3

Woman: I think they’re going to let us choose our work hours. 1 heard the managers discussing it.

Man: Really? Choose our own hours? Like, any hours at all?

Woman: Well, not exactly. I think we can choose to start anytime between 8 and 10 in the morning, and then work 8 hours. A lot of places are doing this now.

Man: Wow. When’s this supposed to start?

Woman: I don't know,... but I’m not sure I like the idea.

Man: Why not? It might be good.

Woman: Well, maybe for some people. But I think in our department, it’d make it impossible to get anything done. What if you really needed someone, but they'd already left? Everything would have to wait.

Man: Huh. That's a good point, it’s probably better if we re all here at the same time.

Woman: Exactly. I hope they decide not to do it.

Man: Well, you could say something, couldn't you?

Woman: I’m not supposed to know! We’ll have to wait for the announcement.

4

Man 1: You know, it seems like more and more guys in my company are getting time off work when their wives have babies. Not just a couple of days, but like, several weeks.

Man 2: Right. Most places used to just give maternity leave, but now a lot of new dads get leave, too.

Man 1: Yeah. Even my boss took off for a couple of weeks when his wife had their baby.

Man 2: I don’t know if my company does it. I mean, a guy I work with took some time off when his baby was born, but that might have been his vacation. But still, I think new fathers should be able to take time off work, don’t you?

Man 1: Oh, yeah. It really takes two parents to look after a new baby in those first couple of weeks. Or at least, so I've heard,

Man 2: You know, maybe 1 should find out what my company’s policy is on this... for the future.

Özgeçmiş

KİŞİSEL BİLGİLER

Adı Soyadı: Sılanaz Uçak

Uyruğu: T.C.

EĞİTİM

Derece	Kurum	Mezuniyet Yılı
Lisans	Marmara Üniversitesi, Atatürk Eğitim Fakültesi, İngilizce Öğretmenliği Bölümü	2021
Yüksek Lisans	İstanbul Medeniyet Üniversitesi, Lisansütü Eğitim Enstitüsü, İngiliz Dili Eğitimi	Devam ediyor

İŞ TECRÜBESİ

Tarih	Kurum	Görev
2022-Halen	Milli Eğitim Bakanlığı	İngilizce Öğretmeni

YABANCI DİLLER

İleri düzeyde İngilizce; başlangıç düzeyinde Almanca.