



A sample corpus integration in language teacher education through coursebook evaluation

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Abstract

The use of corpora has an increased interest in language teaching in the past two decades. Many corpora have been utilized for several purposes in language classrooms directly or indirectly. In spite of the increasing awareness towards the use of corpora and the corpus tools, language teacher education programs still do not include corpus consultancy in their programs. This study aims to present a sample corpus integration in a language teacher education program at a large university in Turkey. The participants of the study were 21 senior pre-service English teachers enrolled in a fourth grade course called Materials Adaptation and Evaluation. The task of coursebook evaluation was one of the requirements of the course. After being trained on the use of corpora for lexical awareness and corpus-informed coursebook evaluation, the participants evaluated local English coursebooks used in secondary schools in Turkey according to the frequency level of target words, vocabulary selection, presentation and practice. Findings are discussed and analyzed to provide an example of corpus integration in language teacher education programs. Thus, this experience of student teachers might be of interest for teacher trainers and trainees to empower their research skills and to increase hands-on experiences on corpus use.

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Keywords: local coursebooks; coursebook evaluation; corpus use; lexical analysis

1. Introduction

There is a growing interest in using corpora for both language teaching and language teacher education. The emergence and development of the number of corpora and technology advances have facilitated the accessibility and the management of large amounts of language data for several purposes. The use of language corpora has reformed many reference books for language teaching such as dictionaries, coursebooks and grammar reference books by considering the issues of frequency, collocation and phraseology, variation, lexis in grammar, and authenticity (Hunston, 2002).

In spite of the numerous corpus studies in language teaching, the integration and use of corpus linguistics in Language Teacher Education (hereafter LTE) is still in its infancy. Comparatively few

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teachers and learners know about the availability of useful resources and experience hands-on practices on corpora and concordance uses (Römer, 2011). According to an internet survey of a random sample of ten MA programmes in ELT/TESOL/TEFL in the UK and US, Farr (2010) asserts that most LTE programmes do not include corpus linguistics in the syllabuses. However, it is suggested by several studies that corpus linguistics can be used as a tool both for professional enhancement of Student Teachers (hereafter ST) and for teacher educators to reflect on and improve practices (Farr 2008; Heather & Helt 2012; O’Keeffe & Farr, 2003).

Recently, LTE contexts are increasingly experiencing more critical and reflective practices. Also, teachers of today are required to become reflective practitioners and action researchers. It is acknowledged that the use of corpora as a component of an LTE programme can provide significant reference materials in terms of authentic examples, frequency information and context-differentiated comparative explanations (Biber et al., 1999; Carter & McCarthy, 2006). Furthermore, Chambers (2005) and Farr (2008) suggest that language awareness, the knowledge and awareness of how a language operates in formal, functional, discursual and pragmatic ways, is one of the fundamental teacher competencies. Therefore, corpora may offer considerable potential for STs to develop their language awareness and research skills by conducting corpus-based activities and tasks (O’Keeffe & Far, 2003). Incorporation of corpus literacy and corpus consultancy in LTE contexts may serve this functional purpose through direct or indirect corpus practices and exploratory and investigatory implementation. Still relatively small number of studies report on the integration of corpus-linguistic content into curricula for language teachers, and examine and evaluate the process of initiating teachers into corpus literacy (Farr, 2008; Heather & Helt 2012; Leńko-Szymańska, 2014).

1.1. Corpus use for materials development

Corpus use for materials development is acknowledged significant as native speaker corpora can provide accessible authentic language use (McCarten, 2010; O’Keeffe et al., 2007; Römer, 2004). The texts gathered in English corpus compilation are considerably collected in native speaker environments such as home and work places, social gatherings or service encounters so these corpora enable everyday interactions of native speakers (McCarten, 2010). In this respect, Biber et al. (1994) and Gilmore (2004) compared coursebook materials with spoken and written corpora and specified remarkable differences in what is presented in the published materials and what occurs in ‘real life’. Römer (2004) also asserts that coursebooks may not reflect authentic language use; thus, corpus-informed comparisons of authentic English and school English would be helpful for language teachers and learners. In particular, the corpora suggest the authentic use of lexis in context. Moon (2010) states that “for corpus linguists, it is difficult to see how anyone can learn much about lexis without using a corpus, or could fail to learn something from each new corpus search” (197).

Corpus software is useful to generate lists of the most frequent words in a specified corpus. The wordlists according to their frequency are considered guiding and necessary to compose the common core vocabulary to be taught in teaching materials. McCarten (2010) asserts that the “frequency lists which band vocabulary into the most frequent 1,000 words, 2,000 words or etc. can be the basis for organising vocabulary for different levels of a course” (416). Regarding the selection of lexical elements to be taught, Nation and Waring (1997) suggest a more frequency-based approach and claim that the use of high-frequency items will offer more opportunities for novice learners as they will more likely encounter these possible words. In this respect, it is suggested and hoped that course materials, coursebooks in particular, will be more corpus-informed by using frequency lists based on major corpora and more context-sensitive examples in the texts and activities (Leech et al., 2001; McCarten, 2010).

However, frequency is not the sole criteria for vocabulary selection to be included in coursebooks. Functionality of the words is seen as necessary as their frequency level. Functionality of the words include whether these words appeal to learners' communicative needs to be used in certain contexts. Alcaraz (2009) points out that frequency has modest pedagogical usefulness, thus EFL materials design mostly prioritised functionality. Previous studies (Alcaraz, 2009; Donzelli, 2007; Vassiliu, 2001) find out that functionality dominates vocabulary selection over frequency, and textbooks are under general predominance of 'unusual' vocabulary.

1.2. Locally published coursebooks in Turkey

Local coursebooks are produced for a specific national, regional, or institutional location by a ministry of education, regional education bureau, institution or publisher" (Tomlinson & Masuhara, 2017: 147). The need for local coursebooks emerge out as global coursebooks mainly appeal to the needs and wants of an average target learner at a specified level rather than particular needs of any learners in different countries. To overcome this drawback, localisation of the global coursebooks is suggested to match the target learners and their own contexts (Tomlinson, 2003).

In Turkey, with the recent policy and planning of the Turkish Ministry of Education (MoNE) locally published coursebooks are distributed to every student in primary and secondary education free of charge. Local publishing houses offer the coursebooks written by their authors and Turkish Education Board selects and approves the ones who are in line with the national curriculum. The coursebook selection is conducted in a centralized manner to ensure standardization since nation wide exams are based on the contents of the local coursebooks. The recent English language teaching program in primary and secondary schools in Turkey was aimed to be designed in line with the principles and descriptors of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR). Due to the suggested implications in CEFR, classroom materials and teaching tools should also be based on authentic sources as much as possible in order to demonstrate English as it is used in real life. (MoNE, Turkish Education Board, English Education programs for grades 2-8, 2013).

Locally published coursebooks for English language teaching in the context of Turkey were analysed by several studies for many purposes: coursebook evaluation with a checklist by teachers (Sarıçoban & Can, 2012); the discourse and socio-pragmatic aspects of the dialogues used in the coursebooks (Arıkan, 2007; Aşık & Ekşi, 2016); teachers' and students' attitudes towards a local coursebook (Tekir & Arıkan, 2007) and culture specific expressions used in the local coursebooks (Çakır, 2010). However, to the best knowledge of the researcher, there is no previous study conducted with pre-service teachers evaluating the vocabulary in local coursebooks with corpus-informed methodology.

1.3. The aim of the study

Taking its reasoning from the above-mentioned motivations, this study aims to present a sample implementation of corpus integration in a LTE program at a large university in Turkey through the lexical analysis of local coursebooks. Based on the sample implementation of corpus integration in LTE, the current study also aims to discuss the frequency levels of the target words and STs' evaluations about the vocabulary selection, presentation and practice in local coursebooks.

2. Method

2.1. Participants and research site

To reach the research objectives, convenience sampling was employed in the process of selecting participants (Creswell, 2005). The participants of the study were 21 senior STs (3 male and 18 female) enrolled in a fourth grade course called “Materials Adaptation and Evaluation in English Language Teaching” at a large state university in Turkey during 2015-2016 academic year. Materials Adaptation and Evaluation Course was chosen as the research context since its content focus was on the following topics: approaches to course design, syllabus design principles, principles for selecting textbooks, evaluation of textbooks and syllabuses used in ELT, evaluating teaching materials, introducing and using the principles for material selection and preparing, using teaching materials and making necessary adaptations. The STs taking this course were required to conduct certain tasks such as evaluating a coursebook according to the given checklist, adapting authentic materials and developing materials for language teaching purposes.

For the research aims, in addition to the tasks stated above, a task called “A Corpus Referenced Analysis of Target Vocabulary in Local English Coursebooks” was assigned and graded as one of the assessment criteria. Before the task assignment, the participants were given a 4-hour training on the use of corpora for lexical awareness and development by their lecturer. The participants were familiar about the use of corpora by means of a Lexical Competence course at first grade which included several corpus tasks for lexical awareness and development. Meanwhile, the consent forms were taken from the participants.

The 4-hour corpus training included the introduction of the use of corpus, COCA corpus and word frequency lists. The Corpus of Contemporary American English (COCA) was chosen to conduct the frequency, thematic and contextual searches as it is the largest freely-available corpus of English, and the only large and balanced corpus of American English. The COCA contains more than 520 million words of text and is equally divided among spoken, fiction, popular magazines, newspapers, and academic texts.

After corpus training, each ST was given a target wordlist stated in the coursebook and analysed an average of 59 words. STs were required first to check the frequency level of each assigned word in the list of the top 5000 words/lemmas from the COCA and then analysed both coursebook use of target word and COCA concordancers. After analysing each word, they were required to present the results of their findings and critically evaluate these findings in terms of the frequency level, vocabulary selection, presentation and practice in the coursebooks and write their reports to submit their teacher trainer. The task description is given below in detail to provide a sample implementation of how corpus use can be incorporated in a course of an LTE programme.

2.2. Task Description: A Corpus Referenced Analysis of Target Vocabulary in Local English Coursebooks

The STs were required to analyze the wordlists under the themes of the locally published coursebook *Yes You Can* (A1, A2 and B2 levels) for secondary schools. *Yes You Can* is the coursebook series used in English courses for secondary and high schools ranging from A1 to C1 levels as described in CEFR. This coursebook series is claimed to be as outcome-based set of textbooks which are tailored for students aged 14-19 and incorporated with Communicative Approach. The coursebook aims to suggest contextual vocabulary and grammar teaching. The units in the coursebook are arranged under certain themes. Within these coursebooks, there is no claim how the target wordlist was compiled and there was no indication of the use of any corpus as a reference. The

wordlists analysed by the STs in the task are about the following themes: People and Society, Tourism, Personality and Character, Dreams and Plans, Sports, Values, Nature and Environment, Our world, Jobs, Winners and Losers, Art.

The steps to follow for task completion are stated below.

- Search each word in COCA corpus, analyse the concordancers and the frequency of each word in each of the five main genres (spoken, fiction, popular magazines, newspapers, and academic).
- Take some example sentences including the keyword from COCA.
- Search and analyse the coursebook for each keyword.
- Take some example sentences including the keyword from the coursebook.
- Compare and list the example sentences from COCA and the coursebook in terms of the use of the keyword according to the context and its functionality.
- Check the frequency list of the top 5000 most frequent words list in the link (<http://www.wordfrequency.info/free.asp?s=y>)
- Write a report about overall evaluation of the words including the descriptive analysis and the differences STs have observed.

2.3. Data Collection and Analysis

Data collection procedure was realized through two main instruments: (a) the findings based on the task completion by the STs (b) written reports including overall evaluation of the findings. The STs were required to complete the task within three weeks. First data collection instrument includes the analysis results submitted by STs in which they evaluated each target word by checking the frequency level and comparing coursebook use to COCA results and concordancers. The written reports by the STs about overall evaluation of the findings in terms of vocabulary selection, presentation and practice techniques in the coursebooks are used as the second data collection instrument.

The researcher analysed these instruments quantitatively and qualitatively to reach the research objectives. The study is descriptive in nature and is based on document analysis. The qualitative and quantitative data come from the analysis of the reports written by STs and the findings related to the task.

3. Results and Discussion

The data collected through the corpus-informed analysis by the STs were analysed first quantitatively to reach the frequency levels of the target wordlist according to the top 5000 wordlist of COCA corpus. The results below are also presented with some significant discussions based on STs' findings by comparing the coursebook use of the target word, COCA results and concordancers. Finally, the data collected through the reports about overall evaluation of STs were analysed qualitatively to display common arguments and discussions by extracting some quotations from the reports to support quantitative findings

The analysis of the findings of the STs revealed that the target wordlist of the coursebooks was found mostly frequent according to the top 5000 wordlist. Table 1 below displays that 70 % of total wordlist was included in the top 5000 wordlist while 30 % of the wordlist was not included.

Table 1. The comparison of target wordlist and the top 5000 wordlist

| Level | The number of frequent words | f (%) | The number of infrequent words | f (%) | Sum |
|----------|------------------------------|-------|--------------------------------|-------|------|
| A1 level | 574 | 78 | 162 | 22 | 736 |
| A2 level | 241 | 71 | 98 | 29 | 339 |
| B2 level | 45 | 29 | 112 | 71 | 157 |
| Sum | 860 | 70 | 372 | 30 | 1232 |

Table 1 also shows the differences between the CEFR proficiency levels: A1, A2 and B1 in terms of the target wordlist and top 5000 wordlist. These findings reveal that the frequency level of the words is decreasing while the proficiency level is increasing. In particular, the target words in B2 level are found mostly infrequent according to the top 5000 wordlist. These findings are more likely to be found as the words to be taught at lower proficiency levels might be necessarily more common to be exposed and to be practiced more.

Furthermore, the findings of the STs' reports reveal significant discussions about the frequency and the functionality of some words. Some interesting results are given and discussed below to present a clearer picture of the findings. The results below provide some food for thought in terms of critical evaluation of vocabulary selection, presentation and practice in coursebooks.

3.1. Sample Corpus-referenced Analysis of Target Words

The target word *breadth* for B2 level is one of the infrequent target words in the coursebook. In coursebook, *breadth* is misused and does not convey any meaning in the given context. However, the concordancers show that *breadth* is used commonly to talk about the size, measure and width of something.

Coursebook use: Please be patient and *breadth* with your new experience.

COCA concordancers:

| | | | |
|------|-----|-------------|---|
| 2015 | MAG | NewRepublic | with a dynamic and dramatic lecture, but West topped that performance with the sheer breadth of his inquiry and the erudite ad-libs to his written presentation. # WEST'S |
| 2015 | MAG | PopMech | that makes the image appear to rise off the surface and take on depth and breadth . # 1997 # German inventor Uwe Maass creates a three-dimensional experience like that in |
| 2015 | MAG | USCatholic | education. It is about forming the person with an exposure not only to the breadth and depth of the sciences and the liberal arts, but also to an informed |

Another target word *epistemic*, not included in the top 5000 word list, was used in the coursebook for B2 level. However, COCA analysis below shows that *epistemic* has 0.65 frequency, which is a very low frequency and the word collocates with mostly "beliefs". In COCA analysis, such collocation *epistemic game* was not found.

Coursebook use: *Epistemic* games have been used to help students to get into the real-world problems.

COCA results and concordancers:

| SECTION | ALL | SPOKEN | FICTION | MAGAZINE | NEWSPAPER | ACADEMIC |
|---------|------|--------|---------|----------|-----------|----------|
| FREQ | 345 | 2 | 2 | 13 | 0 | 328 |
| PER MIL | 0.65 | 0.02 | 0.02 | 0.12 | 0.00 | 3.17 |

2013 ACAD Reading Teacher . They look forward to reading, in school and out. The readers' **epistemic** beliefs are developing -- they know that authors write for different purposes, that texts

2013 ACAD Reading Teacher of four powerful, " other " factors: metacognition, engagement and motivation, **epistemic** beliefs, and self-efficacy, as they interact with strategy and skill, in students

Furthermore, the target word *self-driven* for A2 level was found infrequent both in the top 5000 wordlist and COCA results. COCA results below display that in COCA corpus, *self-driven* is used only 7 times, which is a highly thought-provoking result as COCA is a corpus of more than 520 million words. However, when the functionality is considered, the concordancers and the coursebook use share some similarities since the word is used for future events and the meaning of the word can be guessed from the context given in the coursebook.

Coursebook use: There will be *self-driven* cars. People will just push a button and relax.

COCA results and concordancers:

| SECTION | ALL | SPOKEN | FICTION | MAGAZINE | NEWSPAPER | ACADEMIC |
|---------|------|--------|---------|----------|-----------|----------|
| FREQ | 7 | 2 | 0 | 1 | 0 | 4 |
| PER MIL | 0.01 | 0.02 | 0.00 | 0.01 | 0.00 | 0.04 |

2015 MAG Futurist , if science wishes to be useful, preserving algorithm interrogatability despite efficiency seeking, **self-driven** evolution is the research-grade problem now on the table. If science does not pick

The findings about the target word *enthuse* are also interesting. This word, not listed in the top 5000 wordlist, is used in the coursebook for B2 level as stated below, yet COCA results indicate that it has a very low frequency level. Similar to the discussion about *self-driven*, the meaning of *enthuse* can be contextually and morphologically guessed.

Coursebook use: You will not be bossed about or told what to do, or made to feel silly; we're just there to *enthuse* and guide you in the wonderful world of film making.

COCA results and concordancers:

| SECTION | ALL | SPOKEN | FICTION | MAGAZINE | NEWSPAPER | ACADEMIC |
|---------|------|--------|---------|----------|-----------|----------|
| FREQ | 30 | 4 | 8 | 6 | 6 | 6 |
| PER MIL | 0.06 | 0.04 | 0.08 | 0.05 | 0.06 | 0.06 |

| | | | |
|-------|------|-------------|--|
| 2014 | NEWS | USAToday | with hacking the phones of celebrities. Law doesn't discuss romantic relationships but will enthuse , in general terms, about his children. He has four, three with |
| <hr/> | | | |
| 2012 | SPOK | ABC | job that Romney would have to do at the convention, which is unite and enthuse the base. They are ecstatic. GRETA VAN SUSTEREN (ANCHOR ON FOX NEWS |
| <hr/> | | | |
| 2012 | ACAD | TeachLibrar | Bottom line: This set of lists is an important contribution to a library to enthuse both the anxious reader and the reluctant one. Whether for building a collection or |

Another infrequent but functional word is *echolocate*. Although COCA results show that *echolocate* is used only 6 times in this large-sized corpus, the concordancers may display the appropriacy of the use of the word according to its register. Both coursebook and concordancers show that *echolocate* is used about life-skills of animals.

Coursebook use: Consider the bat's ability to *echolocate*; the squid's undulating propulsion system that powers it through water; the snail's intimate sensing of the world through the length of its body.

COCA results and concordancers:

| SECTION | ALL | SPOKEN | FICTION | MAGAZINE | NEWSPAPER | ACADEMIC |
|---------|------|--------|---------|----------|-----------|----------|
| FREQ | 6 | 0 | 2 | 3 | 0 | 1 |
| PER MIL | 0.01 | 0.00 | 0.02 | 0.03 | 0.00 | 0.01 |

| | | | |
|-------|-----|-------------|--|
| 2015 | MAG | NatGeog | tree full of bats. # These were small bats, the quick-flying kind that echolocate and feed on insects, not the big creatures that fly out majestically at dusk |
| <hr/> | | | |
| 2013 | MAG | NaturalHist | were not surprised by the result, not least because there are bird species that echolocate , using wall reflections to navigate caves. The great Prussian naturalist and explorer Alexander |

Moreover, the target word *foreclosure* is not listed in the frequency list. The coursebook use also shows that it is beyond the level of the coursebook, which is A2 level.

Coursebook use: He's gone now, thank God, due to *foreclosure*, but I will never, ever forgive the city for their "boys are boys" attitude and protecting him.

COCA concordancers:

| | | | |
|-------|------|----------|---|
| 2014 | NEWS | WashPost | , which Roberts had bought for more than \$1 million in 2004. She avoided foreclosure in 2009 after falling 79 days behind on her mortgage payment - with an outstanding |
| <hr/> | | | |
| 2014 | NEWS | OrangeCR | rough U.S. economy - in some cases, even forced into bankruptcy or threatened by foreclosure . Amid those woes, the Dana Point Symphony was born, and has thrived |
| <hr/> | | | |
| 2014 | NEWS | STLouis | double the state rate. The region was one of the worst hit by the foreclosure crisis, which keeps people such as Melva Johnson, 37, and her three |

Also, the quotation below of one ST discusses this finding by focusing on the inappropriacy of the word selection:

“... I have realized that some words on the list are used in the activities, but their meaning obviously remain too ambiguous for students to accomplish the activity. For instance, the word “foreclosure” is above the level at which students can handle. In addition, the given sentence’s level is not compatible with that of the students”

3.2. Analysis of the Evaluation Reports of STs

In addition to the research findings above, the STs were required to write reports by critically evaluating their research findings in terms of vocabulary selection, presentation and practice in the coursebooks. These reports were analysed qualitatively to display STs’ discussions on the task and presented below with quotations.

The reports written by STs revealed that most of the STs (16 STs) found the target wordlist presented in the coursebooks mostly frequent according to the top 5000 wordlist, and the words were appropriate for the proficiency level of the coursebook and functional according to the theme of the relevant unit. On the other hand, only few STs (5 STs) reported that the coursebook included uncommon words which were not appropriate for the themes and the proficiency level. However, previous studies (Alcaraz, 2009; Donzelli, 2007; Vassiliu, 2001) found that significantly most words in local coursebooks were not frequent and functionality was prioritized over frequency. Moreover, comparing these studies to the current study may lead to misguided implications as each study has used different bands of frequency lists.

Moreover, the STs reported that although some words were not in the frequency list, these words were functional according to the suggested theme of the unit. The following quotation can be given as an evidence for such discussion:

“.. when I take my theme – tourism- into consideration, I can remark that the target vocabularies that have been chosen are quite useful and appropriate. Their usage and presentation is fair too. For example “homemade” was one of the target words. It is not in 5000 word frequency list, but when the theme and context are considered, it is well chosen and convenient.”

Furthermore, the reports show that there are some inconsistencies about the frequencies of the vocabulary selection. Some target words are found frequent while some are not; thus there is not consistent grading level for vocabulary selection. The following quotation presents this critical evaluation clearly:

“While some words like cold, shock and surprising are too easy as target words, some words like sweep, snorkel and insect repellent are too difficult for this level (A2 level). Therefore, some gaps in terms of frequency of words. They are not well ranked from the most frequently used ones to the least in the book”.

Although the discussion of the study is mostly about the frequency and functionality, the results of this study contribute to the literature by paving way to different dimensions since previous studies do not focus on lexical analysis mainly. However, within overall coursebook evaluation, regarding the vocabulary use, previous studies indicated that overloaded vocabulary was mostly specified as problematic in local coursebooks (Ezici, 2006, Şimşek & Dündar, 2016; Tok, 2010).

Another significant discussion held by the STs was about the techniques used for vocabulary presentation and practice. Although the target words were found frequent, the STs stated their dissatisfaction about the vocabulary presentation and practice techniques used in the coursebooks. They reported that the new vocabulary was not recycled adequately, was not presented with more

example sentences, and was not given in context. Similarly, Tekir and Arıkan's (2007) study found that the teachers and the students using a locally published book were not satisfied with their coursebook in terms of vocabulary recycling and contextualized vocabulary presentation. Moreover, the STs pointed out that the concordancers from COCA were found more effective to convey the meaning of the target vocabulary.

Furthermore, the written reports and the analysis of words revealed that the frequency of target words decreases in higher levels of proficiency. The words in B2 level were found less common than the ones in A1 and A2 level. It is likely that in the upper levels, there might be less frequent words. However, it is unlikely that such words are chosen among the ones which are quite rarely used in the corpus data. One of the STs supported this finding in the following:

"In third grade's book the vocabularies are important and useful. The learners can learn and use them easily. In the book of fourth grade the vocabularies are not important and useful words. To teach and to learn are very hard for learners and teachers."

Finally, although it is not the scope of the current study, some STs wanted to state particularly how this corpus task enabled them to increase their language awareness and to experience a different perspective of coursebook evaluation. The task and the reports indicated that such implementation had given an opportunity to have a critical eye on evaluation of the lexical elements in a coursebook. Particularly, the use of corpus and making comparisons with a wordlist were found effective to evaluate the vocabulary used in a coursebook. Furthermore, some STs mentioned that they would use COCA and word frequency lists in their future professional life, like in the following quotations.

"I want to say that searching the coursebook is a good experience for me because I have chance to see how some words are taught in the book...From now on I will consider and use the COCA 5000 while teaching some words to my students and will take some example sentences from COCA since the sentences in here are authentic and carefully chosen. COCA always will be a good reference in my future teaching and learning process."

"Finally I am glad that I have learnt the use of COCA and I can evaluate the coursebooks more consciously and effectively. COCA application should be used before preparing a coursebook".

"Thanks to this course, we have got a chance to learn these websites, which will help us teach vocabulary to students much better. They are quite beneficial and helpful resources that guide all English teachers. I think it is really great experience for us at the department".

4. Conclusion and Implications

This study attempted to present a sample implementation of corpus integration in a LTE programme. To this end, a corpus task was incorporated in a LTE course called Materials Evaluation and Adaptation, which provided an effective medium of corpus integration. The STs were required to complete a task which included a corpus-referenced lexical analysis of the target wordlist in local coursebooks. The data gathered from the task completion results and evaluation reports yielded considerable discussions about the target wordlist of the local coursebooks. The STs found the target wordlist mostly frequent according to the top 5000 wordlist of COCA corpus. However, the STs had some concerns about the functionality of some target wordlist, vocabulary selection, presentation and practice techniques in the local coursebooks.

The findings of the study offer some implications for LTE since corpus applications and corpus experiences by STs are not commonly conducted in LTE programmes. The study pointed out that the STs benefited from the experience in terms of language awareness, research skills, explanatory and

investigatory practices. In this respect, integrating corpus applications methodologies in initial education programmes might be useful to guide prospective teachers to decide on the materials which will best serve to their future learners' needs (O'Keeffe & Farr, 2003). Moreover, Farr (2010) asserts that teacher educators should be active and responsible in finding opportunities for more corpus applications in LTE programmes "not as a segregated specialization, but as a thread woven through many components of the course content and delivery" (629). In this sense, other than Materials Evaluation and Adaptation suggested in the current study, corpus applications and hands-on corpus practices can be included several other courses of methodology including *Teaching Language Skills*, *Teaching Vocabulary and Grammar*, *Instructional Technology Design* courses and the courses related to the practicum.

This study is limited only to the STs' findings and reports based on corpus-informed analysis of the target wordlist. Another limitation of the study is the use of top 5000 wordlist of COCA corpus. Other native speaker corpora or word frequency lists can be used for evaluation of the lexical items used in the coursebooks. In order to find out STs' reflections on corpus integration task, further research can be conducted through a survey or reflection reports.

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Ders kitabı değerlendirmesiyle yapılan örnek derlem uygulaması:

Dil öğretmen eğitimi için çıkarımlar

Öz

Derlem kullanımı, son 20 yıllık süreçte dil eğitiminde artan bir ilgi görmektedir. Birçok derlem, dil sınıflarında doğrudan ya da dolaylı olarak çeşitli amaçlar için kullanılmaktadır. Derlem ve araçlarının kullanımında artan bir farkındalık olmasına rağmen, dil öğretmen eğitimi programları halen programlarında derlem danışmanlığını dâhil etmemektedir. Bu çalışma, Türkiye'deki büyük bir üniversitedeki yabancı dil öğretmen eğitimi programında uygulanan örnek bir derlem uygulamasını sunmayı amaçlamaktadır. Çalışmanın katılımcıları, 4. Sınıf dersi olan Materyal Geliştirme ve Uyarlama dersine kayıtlı 21 hizmet öncesi İngilizce öğretmenleridir. Ders kitabı değerlendirme ödevi, dersin gerekliliklerinden birisidir. Sözcüksel farkındalık ve derlem-referanslı ders kitabı değerlendirmesi konularındaki verilen eğitim sonrasında katılımcılar, Türkiye'deki yerel İngilizce ders kitaplarını, hedef kelimelerin sıklığı, kelime seçimi, sunumu ve çalışmalarını açısından değerlendirmişlerdir. Öğretmen adaylarının yapmış olduğu analiz sonuçları, yabancı dil öğretmen eğitimi programlarında derlem kullanımına örnek olacak şekilde tartışılmış ve analiz edilmiştir. Böylelikle, öğretmen adaylarının bu deneyimi, doğrudan derlem kullanımı çalışması ve araştırma becerilerini güçlendirmesi açısından, öğretmen eğitimcileri ve öğretmen adaylarının ilgisini çekebilir.

Anahtar sözcükler: yerel ders kitapları; ders kitabı değerlendirme; derlem kullanımı; sözcüksel analiz

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