



**THE SEQUENTIAL PRESENTATION OF GRAMMATICAL
MORPHEMES IN ENGLISH TEXTBOOKS USED IN
TURKISH PUBLIC SECONDARY SCHOOLS:
TEXTBOOK ANALYSIS AND THE TEACHERS'
PERSPECTIVES AND EXPERIENCES**

(Master's Thesis)

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T.R.
KÜTAHYA DÜMLÜPINAR UNIVERSITY
GRADUATE EDUCATION INSTITUTE
Department of English Language and Literature

Master's Thesis

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Kabul ve Onay

KÜTAHYA DUMLUPINAR ÜNİVERSİTESİ

LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ

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Yüksek Lisans tezi olarak hazırladığım “*The Sequential Presentation of Grammatical Morphemes in English Textbooks Used in Turkish Public Secondary Schools: Textbook Analysis and the Teachers’ Perspectives and Experiences*” adlı çalışmanın öneri aşamasından sonuçlandığı aşamaya kadar geçen süreçte bilimsel etiğe ve akademik kurallara özenle uyduğumu, tez içindeki tüm bilgileri bilimsel ahlak ve gelenek çerçevesinde elde ettiğimi, tez yazım kurallarına uygun olarak hazırladığımı, bu çalışmamda doğrudan veya dolaylı olarak yaptığım her alıntıya kaynak gösterdiğimi ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu beyan ederim.

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Hilal DEVECİ

ABSTRACT**THE SEQUENTIAL PRESENTATION OF GRAMMATICAL MORPHEMES IN
ENGLISH TEXTBOOKS USED IN TURKISH PUBLIC SECONDARY
SCHOOLS: TEXTBOOK ANALYSIS AND THE TEACHERS' PERSPECTIVES
AND EXPERIENCES****DEVECİ, Hilal****Master's Thesis, Department of English Language and Literature****Advisor: Assist. Prof. Dr. Burcu GÖKGÖZ KURT****July, 2023, 193 pages**

In Turkish public secondary schools, the significance of English textbooks in guiding students through the language-learning process cannot be overstated. In line with this, textbooks have been widely analyzed and assessed in terms of various aspects for years. Although grammar is given implicitly in textbooks, its place is vital in the process of teaching and learning English. The morpheme affixes studied in this work are the foundations of language learning, and earlier basic research on the issue has repeatedly established the relevance of acquisition order. This study aims to determine whether the sequential presentation of grammatical morphemes in textbooks is consistent with four landmark studies that propose grammatical morpheme acquisition, the frequency of morpheme affixes utilized, and the perspectives and experiences of teachers who use the textbooks. This sequential mixed-methods study comprised the investigation of ten English textbooks used in Turkish public secondary schools in terms of grammatical morphemes as well as the experiences and perspectives of sixty-five teachers from various cities collected through an open-ended questionnaire survey. The findings revealed a common order of grammatical morphemes presented in the ten textbooks as a result of the analyses, and it was discovered that the order did not perfectly match the four primary studies. The frequency rates of the grammatical morphemes were found to vary, and an increase in the frequency of their appearance in textbooks was recommended. Teachers' viewpoints further showed that although no complete agreement was reached concerning the order and frequency of grammatical morphemes, teachers had an agreement about the need to revise the textbooks in terms of frequency and the sequential presentation of grammatical morphemes and their frequency. This study is expected to provide insights for future research on grammatical morphemes.

Keywords: English Textbooks, Frequency of Occurrence, Grammatical Morphemes, Order of Occurrence, Teacher Views, Turkish Public Secondary Schools

ÖZET

TÜRK DEVLET ORTAOKULLARINDA OKUTULAN İNGİLİZCE DERS KİTAPLARINDA BİÇİMBİRİM EKLERİNİN SIRALI SUNUMLARI: DERS KİTABI ANALİZİ İLE ÖĞRETMENLERİN GÖRÜŞ VE DENEYİMLERİ

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Türkiye’deki devlet ortaokullarında, İngilizce ders kitaplarının dil öğrenimi sürecinde öğrencilere rehberlik etmedeki önemi yadsınamaz. Bu doğrultuda, ders kitapları yıllardır çeşitli açılardan incelenmekte ve değerlendirilmektedir. Ders kitaplarında dil bilgisi örtük olarak verilse de dil bilgisinin İngilizce öğretme ve öğrenme sürecindeki yeri hayati önem taşımaktadır. Bu çalışmada incelenen biçimbirim ekleri, dil öğreniminin temelini oluşturmaktadır. Konuyla ilgili daha önce yapılan temel araştırmalar, edinim sırasının önemini defalarca ortaya koymuştur. Bu çalışmanın amacı; ders kitaplarındaki dil bilgisel biçimbirimlerin sıralı sunumunun dil bilgisel biçimbirim edinimini ve kullanılan biçimbirim eklerinin sıklığını öneren temel dört çalışmayla ve ayrıca ders kitaplarını kullanan öğretmenlerin bakış açıları ve deneyimleriyle tutarlı olup olmadığını belirlemektir. Bu sıralı karma yöntem çalışması, Türkiye’deki devlet ortaokullarında kullanılan on İngilizce ders kitabının dil bilgisel biçimbirimler açısından incelenmesini ve çeşitli şehirlerden altmış beş öğretmenin açık uçlu bir anket yoluyla edinilen deneyimlerini ve bakış açılarını içermektedir. Bulgular, on ders kitabında sunulan dil bilgisel biçimbirimlerin yapılan analizler sonucunda ortak bir sıralamasının olduğunu ve bu sıralamanın dört temel çalışmayla tam olarak uyuşmadığını ortaya koymuştur. Dil bilgisel biçimbirimlerin incelenen kitaplardaki görülme sıklıklarının değişkenlik gösterdiği görülmüş ve ders kitaplarındaki görülme sıklıklarının artırılması önerilmiştir. Öğretmenlerin dil bilgisel biçimbirimlerin sırası ve sıklığı konusunda tam bir ortak görüşe varamamış olmalarına rağmen, ders kitaplarının dil bilgisel biçimbirimlerin sıklığı ve sıralı sunumu açısından gözden geçirilmesi gerektiği konusunda aynı görüşte oldukları anlaşılmıştır. Bu çalışmanın, dil bilgisel biçimbirimler üzerine gelecekte yapılacak araştırmalara ışık tutması beklenmektedir.

Anahtar Kelimeler: Biçimbirim Ekleri, İngilizce Ders Kitapları, Öğretmen Görüşleri, Türk Devlet Ortaokulları, Verilme Sıklığı, Verilme Sırası

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LIST OF ABBREVIATIONS

BSM	Bilingual Syntax Measure
CEFR	the Common European Framework of Reference
CLC	Cambridge Learner Corpus
DMS	Document Management System
EF EPI	Education First English Proficiency Index
EF EPI-s	EF English Proficiency Index for Schools
EF SET	Education First Standard English Test
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
ETP	English Teaching Programme
GMA	Grammatical Morpheme Acquisition
L1	First Language
L2	Second Language
LAD	Language Acquisition Device
MLU	Mean Length of Utterance
MoNE	the Ministry of National Education
MRO	Morpheme Rank Order
NEIS	National Education Information System
PT	Processability Theory
SAI	Syntax Acquisition Index
SLA	Second Language Acquisition
SLOPE	Second Language Oral Production English Test
SOC	Suppliance in Obligatory Context
TEPAV	the Economic Policy Research Foundation of Turkey
TOEFL	Test of English as a Foreign Language
UG	Universal Grammar
ULEC	Uppsala Learner English Corpus



THESIS TEXT



CHAPTER 1

INTRODUCTION

1.1. BACKGROUND TO THE STUDY

English is the major foreign language and the compulsory subject taught in most Turkish state schools where the official language is Turkish. According to the English Teaching Programme (ETP) of the Ministry of National Education (MoNE), the educational system changed to four years of primary, secondary, and high school (4+4+4) in 2012 (MoNE, 2018; Savaşkan, 2015), Turkish students now begin learning English officially in the second grade rather than the fourth, although English is also taught as a foreign language in many preschools. According to this legislative amendment, kids must attend school for 12 years under the 4+4+4 system, and after high school graduation, attending a higher education institution for further study is not mandatory but elective for each student (Savaşkan, 2015). With this substantial legal change, it is hoped to provide English language instruction at a high level (MoNE, 2018). Nonetheless, according to recent survey data published by the Education First English Proficiency Index (EF EPI), many learners who begin English at a young age stay trapped at the beginner level by the end of secondary school. (EF EPI-s, 2019, p. 4).

EF EPI, which is an education company that ranks countries based on their English proficiency, focuses on academic success, cultural contact, and educational travel in addition to the language. The data for the EF EPI is provided by the EF Standard English Test (EF SET), which comprises reading texts and listening texts with questions about them. The 2019 EF English Proficiency Index for Schools (EF EPI-s) is based on the findings of 350,000 students aged 13 to 22, and the ranking of Türkiye is shown in Table 1. (EF EPI-s, 2019). According to the results of the students in Türkiye, the biennial progress of Türkiye shows a decline in the rates of high school students with -2.36 EF EPI points in terms of acquisition of English skills (EF EPI-s, 2019, p. 9) on EF EPI-s.

Table 1.1: The Rankings of Türkiye on the Results of EF EPI from 2011 to 2022¹

Year	Rank	EF EPI score	Level	Annual Progress
2011	43 rd / 44	37.66	Very Low Proficiency	----
2012	32 nd / 54	51.19	<i>Low Proficiency</i>	----
2013	41 st / 60	49.52	Very Low Proficiency	Trending Up
2014	47 th / 63	47.80	Very Low Proficiency	Trending Up
2015	50 th / 70	47.62	Very Low Proficiency	Slight Decrease
2016	51 st / 72	47.89	Very Low Proficiency	Trending Up
2017	62 nd / 80	47.79	Very Low Proficiency	Slight Decrease
2018	73 rd / 88	47.17	Very Low Proficiency	Slight Decrease
2019	79 th / 100	46.81	Very Low Proficiency	Slight Decrease
2020	69 th / 100	465	<i>Low Proficiency</i>	Trending Up
2021	72 nd / 112	478	<i>Low Proficiency</i>	Slight Increase
2022	64 th / 111	495²	<i>Low Proficiency</i>	Slight Increase

Note: “The Very High Proficiency band corresponds to CEFR level B2. The High, Moderate, and Low Proficiency bands correspond to CEFR level B1, with each band corresponding to a single EF course level. The Very Low Proficiency band corresponds to CEFR level A2.” (EF EPI, 2019, p. 45)

As indicated in Table 1.1, despite the slight changes in Türkiye’s position, overall proficiency is recorded as a very low level among the countries. While EF EPI scores were given out of 100 points until 2020, an 800-point scale matched with the Common European Framework of Reference for Languages (CEFR) was employed to minimize confusion between EF EPI and EF SET in the 2020 results. Despite a nine-year fall, the data suggest that English proficiency in Türkiye has recovered somewhat this year, with 465 points and a B1 level on CEFR (EF EPI, 2020, p. 23). Türkiye’s EF EPI ranking is 64th out of 111 countries in 2022. Even though the number of nations covered by the data has increased each year, Türkiye’s ranking position has remained nearly the same, with a tiny increase. These figures were substantiated by other English proficiency tests such as the Test of English as a Foreign Language (TOEFL). According to the findings of The Economic Policy Research Foundation of Türkiye (TEPAV, 2014, p. 25), Türkiye consistently ranks 75th out of 120 nations in the world in terms of very low proficiency (TEPAV, 2014).

¹ Compiled from EF EPI results from 2011 to 2021

² Below is the corresponding scores for *CEFR and EF EPI Scores in 2020*: Pre-A1: 1-199, A1: 200-299, A2: 300-399, B1:400-499, B2: 500-599, C1:600-699 (EF EPI, 2020, p. 45).

There is no straightforward way to improve the ranking of the countries, but an initial step towards unraveling the factors influencing them deserves investigation. English as a Foreign Language (EFL) learners' poor performance can be attributed to a variety of issues, including minimal exposure to L2, English textbooks' content and practicality, and the short hours of English instruction in the public schools of Türkiye. Even lowering the starting age alone for English training is insufficient to increase competency. As Nunan (1999) stated teaching programs for young learners should be "carefully planned, adequately supported and resourced, and closely monitored and evaluated" (p. 3, as cited in Valladares & Castro, 2013). It appears that teaching materials and methods, as well as the number of hours of English exposure besides the quality of teachers, are also central to determine the proficiency of students (EF-EPI, 2011, p. 12). Among those, coursebooks and related materials, as the primary sources of content, have a critical role to play in guiding the students, teachers, and parents. Especially, in the foreign language context, for learners with a low level of proficiency in the target language, the coursebook is an essential source in terms of the target language and cultural background of that language (Fischer, 2016). Besides limited exposure to the second language or other lacking points, when coursebooks do not present the right thing in the right way, learners are hampered to improve their language level (Khan, 2014). In this line, students need to learn to produce grammatical structures correctly and use them consciously and properly in their communication. This entails that especially coursebooks should be prepared accordingly. Tomlinson (2001) states that textbooks are the best format for conveying teaching materials and contribute to uniformity and durability. In addition, coursebooks give students a system and aid in their advancement and cohesiveness. Results from earlier studies indicated that students believed that coursebooks were the most beneficial resources for learning English (Wisniewska, 2013). Also, teachers still rely on coursebooks because the diversity of grammar exercises in textbooks helps learners to see the variety of grammar structures and exercises (Vold, 2017).

There has been a controversy for many years about whether grammar should be taught in L2 pedagogy. While some scholars think it is necessary (Cullen, 2008; Ellis, 2003, 2006; Schmidt, 1990, 1993), others believe that it has a minimal effect (Nunan, 2006; Prabhu, 1987; Truscott, 1996, 1998). However, Cullen (2008, p. 221) states that "without any grammar, the learner is forced to rely exclusively on lexis and the other

prosodic and non-verbal features, to communicate his/her intended meaning.” Taking these points into consideration, grammar instruction can be claimed to have a vital place in the ELT curriculum in EFL contexts (Baleghizadeh, 2012). Since grammatical features do not occur automatically in a conversation, some artificial methods for paying attention to grammatical features are needed (Cameron, 2001, p. 96). This is especially true when looking at the content and language structures used in the coursebooks. In this regard, teachers need to be familiar with grammatical elements since they can leverage the learning process to their advantage if students require grammar. Additionally, when necessary, they can add grammatical characteristics informally or non-formally to stories, dialogues, or songs (Cameron, 2001, p. 101; DeKeyser, 2017). In terms of the frequency of grammatical features, frequency-based learning helps learners to see the morphemes frequently and learn easily. Ellis (2016) states that when the learner meets unexpected, low-frequency exemplars in the input frequently, there is a generalization to further unfamiliar examples.

On the subject of language acquisition, language acquisition is the focal point for the researchers in terms of the first language (L1) and second language (L2). Previous studies give information about the history of Second Language Acquisition (SLA) and similarities or differences between first and second language acquisition. Acquiring a language requires people to go through many stages such as recognizing the sounds, distinguishing the words spoken in their environment, knowing the meanings of the words, and constructing them into sentences during the process (Barrot & de Leon, 2014). According to Brown (1973), the same language stages and language learning behaviors are experienced during the language learning processes whatever language children learn. According to Aitchison (1989, as cited in Barrot & de Leon, 2014), one of the stages of language acquisition is grammatical morpheme acquisition (GMA). GMA is crucial because it allows researchers to examine the developmental pattern that second language learners exhibit (Ellis, 1997), which lets them better understand the universality of second language acquisition.

Although the studies in first and second language acquisition used varied numbers of grammatical morphemes (e.g., progressive *-ing*, past regular *-ed*, plural *-s*, possessives *- 's*, etc.) that are defined as the necessary short segments to make the sentence grammatically correct (Lightbown & Spada, 2006, p. 83), the results demonstrated a comparable sequence of morpheme learning. Furthermore, the acquisition sequence

remained consistent despite learners' diverse backgrounds, learning contexts, and textbooks (Lightbown & Spada, 2013). In this vein, it can be stated that the average morpheme order can assist learners in learning a second language more smoothly. Given that textbooks serve as the primary source of input for most learners and means of teaching for teachers, investigating the morpheme order on target language textbooks may help inform teachers, educators, and other stakeholders to improve how grammar is integrated or presented in the textbooks.

As Khan (2014) stated, the wrong input affects the output of the learners, especially in terms of grammatical morphemes. Learners cannot master grammatical morphemes in a short period. For example, when third person singular -s is given before articles (*a/an/the*) or copula "*be*," learners attempt to learn third person singular -s, but acquiring articles or copula "*be*" - which, according to previous studies, are acquired before third person singular -s - is hampered due to the order in the textbooks. Morpheme order in textbooks can be considered to aid in the learning of grammatical morphemes and grammar. Given that the order of morpheme acquisition is an important element in coursebook writing, studies (Brown, 1973; de Villiers & de Villiers, 1973; Dulay & Burt 1973, 1974; Krashen, 1982; Larsen Freeman, 1975; Rosansky, 1976, etc.) have shown that second language learners share a similar order of grammatical morphemes whatever their backgrounds are.

In terms of the sequencing of grammatical morphemes, a close and critical evaluation of the English coursebooks freely distributed to students in Turkish state schools is very much needed as it may help describe and understand the issue. There are many studies about coursebook evaluation, but there are only a few studies examining coursebooks based on language structures. Teachers' views regarding the inclusion of these target structures in textbooks are also lacking. While a closer look at the frequency and order of the targeted morphemes will provide detailed information about the process of preparing and using these textbooks, including teachers' experiences and views of the coursebooks will likely contribute to a deeper understanding of the issue. Therefore, using a combination of descriptive and explanatory design, the present study aims to address these gaps by (a) exploring the grammatical morphemes found in English textbooks in Turkish public secondary schools concerning their sequential presentation and frequency and (b) examining EFL teachers' views and experiences regarding the presentation of these morphemes in the textbooks.

1.2. FRAMEWORK OF STUDY

1.2.1. Statement of Problem

Today, English as a lingua franca is vital in many areas, such as education, technology, science, economics, politics, and tourism. English is the language that is most commonly taught and learned as a foreign and second language. Although MoNE has aimed to reach the supreme level of English language teaching with various legislative changes (MEB, 2018), it seems that many learners remain stuck at the beginner level at the end of secondary school, and targets have not been achieved yet (Kara, 2020). Until today, many studies have been carried out by Turkish researchers about the reasons for failure in teaching or learning English. The researchers found different reasons for failure in foreign language education. Besides the lack of communication skills in the lessons (Çetinkaya, 2015), whether foreign language policy is appropriate for reaching targets in foreign language education was one of the other reasons (Oktay, 2015). Furthermore, an inadequate number of language teachers, inadequacy of the physical environment in the language classroom, limited curriculums for foreign language education, or a lack of language course materials are some of the additional factors for language education failure (Özmat & Senemoğlu, 2021). Accordingly, MoNE made many changes to meet the needs and to reach the targets in foreign language education programs (Demirpolat, 2015). Nevertheless, there are still some problems with the foreign language teaching process although many changes were made according to the current situation including the 4+4+4 system. As discussed in the previous section, according to EF EPI evaluations from 2011 to 2022, Türkiye's proficiency level remains in the "very low proficiency" category. Türkiye's ranking among other nations, such as Iran, Syria, Venezuela, and Cambodia, is always poor. Given the critical role of English teaching resources during the teaching process, coursebooks, as the primary sources for teaching English in Türkiye's public schools, deserve a critical and closer investigation.

To better understand the status and the use of coursebooks in the context of Turkish state schools, below in Table 1.2 is a typology of language teaching materials proposed by Lopez-Barrios and Villanueva de Debat (2014).

Table 1.2: Typology of Teaching Materials

Type	Definition	Target Learners	Location of course	Intended institutional context	Target Exam
International (Global)	Intended for use in any part of the world by learners of a specific foreign language level and age range	Heterogeneous Homogeneous	Worldwide	State and private schools follow the official curriculum, language schools, universities	Possible preparation for a target exam
Localized (Glocal)	An international coursebook adapted to make it fit with a specific group of learners' backgrounds and a national curriculum	Homogeneous	A specific country or region	State and private schools following the official curriculum	Possible preparation for a target exam
Local	Specifically produced for a country or region, sensitive to learners' background, draws on a national curriculum	Homogeneous	A specific country or region	State schools follow the official curriculum	Possible preparation for a target exam

Source: Adapted from Lopez-Barrios & Villanueva de Debat, 2014.

In Türkiye, English coursebooks are often prepared by Turkish writers and published by the Ministry of National Education (MoNE) or other publishing houses depending on the officially approved curriculum and are evaluated according to the four basic criteria declared by the Board of Education and Discipline (Act No: 27040, 2013). According to Table 1.2, these coursebooks written by Turkish authors fall under the category of local coursebooks. These four criteria include the content's constitutionality, the adequacy of visual and content design, conformity with the official curriculum, and scientific sufficiency. Once the proposed coursebook is approved based on these four requirements, it is printed and given free of charge to all state schools in Türkiye. Aside from that, the curricular design of the coursebook is intended to be consistent with the language skills and learning outcomes proposed by CEFR (Khan & Taş, 2020). In this context, the search for local coursebooks brings about an inquiry in terms of their

qualitative adequacy as educational materials, which has been the subject of investigation in several studies. Tekir and Arıkan (2007) mention that all teaching materials need to be evaluated in terms of their qualities as educational materials to fit a particular teaching situation to be useful and beneficial for further studies and research in this field. In addition, Khan and Taş (2020) point out the worth of examining the effectiveness and quality of ELT materials at all levels from many different viewpoints. However, especially, the studies including language structures and teachers' experiences and perspectives about the grammatical functors (used as morphemes by Fabris (1978)) are limited. Due to this reason, an investigation of grammatical morphemes and English textbooks is also necessary.

Using grammar does not mean learning English, but it contributes to the learning process (Cameron, 2001, p. 97). According to Cameron (2001), learning grammar is essential to give exact meanings in discourse and express themselves in the target language (Doff & Klippel, 2007, as cited in Fischer, 2016). Regarding this point, in their book entitled *Materials and Methods in ELT*, McDonough et al. (2013) state that language should be produced as correctly as possible. Thus, grammar takes place in a wider environment because mastery of grammar equals mastery of language (McDonough et al., 2013, p. 27). Moreover, when learners know and are aware of grammatical choices about spoken grammar, learners may pronounce them fluently, appropriately, and effectively (McDonough, et al. 2013, p. 166). Schmidt (1990) and VanPatten (1996) also point out that learners need to notice the grammatical patterns of the target language before making them part of their internal grammar (Schmidt, 1990; VanPatten, 1996, as cited in Cameron, 2001, p. 108).

These studies indicate that the presentation of grammatical structures is critical for enhancing English proficiency. In terms of teaching grammatical structures, the sequence, frequency, and presentation of grammatical points are important for teaching and learning English because the right and common order for grammatical functors helps learners learn easier and does not hamper their learning of English in terms of language acquisition. To investigate morpheme order acquisition, researchers choose some grammatical structures to study such as present progressive *-ing*, third-person singular *-s*, or article *a/an/the*. Then, they collect data from different learners to arrive at an accurate order. Some researchers argue that learners acquire the morphemes in the same order because some scholars claim that learners learn the morphemes in the same order because

the more properly learners employ the morphemes, the sooner they learn that particular feature (Ellis, 1997). In the first studies, Brown (1973) who is the pioneer of the study of grammatical morpheme acquisition, and de Villiers and de Villiers (1973) also explored first language acquisition with fourteen morphemes in the earliest investigations. Brown (1973) conducted a longitudinal case study, whereas de Villiers and de Villiers (1973) used cross-sectional research. They used fourteen morphemes in their investigations including the preposition “*in, on*”, uncontractible / contractible copula *be*, and uncontractible / contractible auxiliary *be*. Since their experiments were conducted in a comparable order, the findings of Brown (1973) and de Villiers and de Villiers (1973) validated the use of the Language Acquisition Device (LAD) in first language acquisition.

Following morpheme order research on first language acquisition, Dulay and Burt (1973) pioneered studies on second language learning in terms of morpheme order. The first grammatical morpheme order analysis was undertaken by Dulay and Burt (1973). While Brown (1973) used fourteen grammatical morphemes in his study, Dulay and Burt (1973) used only eight in their first investigation. The second study, conducted by Dulay and Burt (1974), included eleven grammatical morphemes. Dulay and Burt (1974) conducted a study with L2 learners, and the results of two experiments revealed that the order of grammatical morphemes was common in both trials; however, the order differed slightly from the L1 order of grammatical morpheme acquisition.

1.2.2. Purpose of Study

In the language teaching and learning process, coursebooks have a crucial place, and their support cannot be ignored both inside and outside of the language teaching environment in terms of teachers and learners (Kara, 2020). Especially for young learners, coursebooks have a significant influence on language learning in Türkiye because they act as the main source in terms of interaction with the target language, lesson content, or the balance of the skills taught in the lessons. Also, practice activities learners participate in (Richards, 2006). The fact that Turkish EFL learners do not have a sociocultural milieu in which they speak English, course materials are critical to learners’ exposure to the target language. Therefore, how the coursebook content is structured is of utmost importance as it constitutes the main source of input for the learners.

In this line, the present study aims to examine coursebooks in terms of grammatical morpheme acquisition and targeted grammatical morphemes’ sequential

presentation and frequency in the examined textbooks. While there are few studies investigating the presentation of grammatical morphemes in textbooks (Atar, 2021; Hernandez, 2000; Khan, 2014; Perrodin & Somboon, 2019; Savaş, 1998; Tekir, 2007), there is a need for more studies, especially, using the textbooks utilized in Turkish state schools. Therefore, the purpose of this study is two-fold. The first of them is to investigate the textbooks used in the secondary state schools of Türkiye in terms of the sequential presentation and frequency of grammatical morphemes and whether the order matches the natural order described by theoretical frameworks. Second, the study aims to examine EFL teachers' views and experiences in terms of the presentations of these morphemes in the textbooks under investigation. There are many studies about coursebook evaluation with different research topics; however, there is not enough research that asks investigating grammatical morphemes and examining the views of the teachers regarding the issue. Since the inclusion of EFL teachers as the users of these textbooks will take this study beyond being purely descriptive, it is hoped that new insights from the teachers' perspectives will be provided. To achieve this, the present study seeks to answer the following research questions:

- What is the sequence of L2 morpheme presentations in English coursebooks freely supplied to secondary school learners in Turkish state schools?
- Whether and to what extent does this sequence of presentation match with;
 - ✓ Morpheme Rank Order (MRO) claimed by Dulay and Burt (1974),
 - ✓ The sequence of L2 morpheme acquisition claimed by Larsen Freeman (1975),
 - ✓ The L2 order of morpheme acquisition claimed by Rosansky (1976),
 - ✓ The natural order claimed by Krashen (1982),
- What are the frequency rates of grammatical morphemes in each book?
- What are the views of the teachers who use the coursebooks about the frequency and the order of grammatical morphemes in the coursebooks?

1.2.3. Significance of Study

The present study aims explicitly to examine English language teaching coursebooks in Turkish state schools in terms of the presentation of grammatical morphemes, to what extent the sequence of presentation of grammatical morphemes is consistent with “natural order”, and the frequency rates of grammatical morphemes in each book. There are some grammatical morpheme studies conducted in the context of

Türkiye; however, there are no textbook analyses of the sequence of grammatical morpheme acquisition. As a result, the current study intends to address a void in this field. Unlike previous studies, this one seeks to explore morpheme order in textbooks and compares it to that of Dulay and Burt (1974), Larsen Freeman (1975), Rosansky (1976), and Krashen (1982). The scope of this study is confined to secondary school textbooks as beginner and elementary-level course materials; however, all sources are used exclusively by MoNE in state secondary schools. In this way, the findings can provide proper assumptions and give teachers, researchers, or material designers some current information about textbooks and their propriety and suitability for the natural order and language teaching process. Also, the present study is believed to contribute to language acquisition studies and also to give an idea to teachers for teaching grammatical morphemes in their lessons, curriculum, and material designers for preparing coursebooks. In this vein, a detailed coursebook evaluation will aid in the investigation of the reasons for various deficiencies in English instruction in Türkiye, as well as demonstrate the amount to which the order adheres to the common order. Furthermore, the experiences and viewpoints of teachers who have used the textbooks under consideration will aid in determining the lacking aspects of the books so that better techniques and teaching methods to accommodate these needs can be devised.

1.2.4. Limitations of the Study

As with every study, there are some limitations to this study. Ten coursebooks at the beginner and elementary proficiency levels were examined for the present study. Besides that expanding the scope of the course materials may provide more trustworthy results. In this vein, in future studies, other level coursebooks such as primary or high school can be examined. Due to time constraints or some restrictions, this study was planned as a mixed-method as well as an exploratory study involving teachers' experiences. Although as a part of the study textbook writers were planned to be interviewed, due to various constraints during the ethical permission process for collecting data from human subjects, this had to be canceled since no permission was granted for collecting data for various plausible reasons. However, the inclusion of the experiences of textbook writers may enrich the study since their perspectives might help to approach the issue from a more comprehensive perspective. Another limitation of the study is the number of participating teachers. The present study was granted permission to collect data only from two cities from each geographical region in Türkiye. Due to the

earthquake in Türkiye in the process of data collection, the cities in the earthquake zone could not be reached, despite the permission granted by MoNE. Thus, the number of participants came out less than expected which could be accepted as a sample size limitation.

1.2.5. Definition and Explanation of Key Terminology

Bilingual Syntax Measure (BSM): The instrument was designed by Burt, Dulay, and Hernandez (1973) to measure the syntactic development and culture-fair of children in a first or second language.

Contractible Copula: The shortened form of the verb ‘to be’ when it is the only verb in a sentence. (e.g., He’s fine. It’s 7 o’clock.)

Contractible Auxiliary: The shortened form of the verb “to be” when it is an auxiliary verb in a sentence (e.g., I’m coming. They’re sleeping.) (Bowen, 1998).

Grammatical Morpheme Acquisition (GMA): The acquisition of grammatical functions which include forms used to indicate past tense, plural, or present progressive, for example (Yule, 2010).

Group Score Method: It was used to determine a rank for each morpheme Larsen Freeman (1975).

Morpheme Rank Order (MRO): Grammatical morpheme list of Dulay and Burt (1974).

Natural Order Hypothesis: It argues that the acquisition of grammatical structures occurs in a “natural order” in a predictable sequence.

Second Language Oral Production English (SLOPE) Test: This test was designed to test 20 different morphological and syntactic items - 20 subtests targeting certain structures -3 items per subtest- represented by pictures (Fathman, 1975).

Suppliance in Obligatory Context (SOC): The instrument used for “determining accurate suppliance of morphemes in linguistic contexts” by scoring morphemes as correct, incorrect, and no morpheme (Pica, 1983).

Syntax Acquisition Index (SAI): The method used in BSM shows “how much of the grammatical structure that the child offered was well-formed” (Dulay & Burt, 1974).

Uncontractible Copula: The full form of the verb “to be” when it is the only verb in a sentence (e.g., **-Is** it your cat? -Yes, it **is.**).

Uncontractible Auxiliary: The full form of the verb “to be” when it is an auxiliary verb in a sentence (e.g., The children **were** laughing. **Is** she coming?).





CHAPTER 2

THEORETICAL FRAMEWORK

This chapter discussed the theoretical background of the present study, including Krashen's natural hypothesis and related approaches to language development, such as behaviorist and innatist theories. Morpheme acquisition investigations, including morpheme order studies in first and second-language acquisition, are also discussed. Pioneers of morpheme order studies and results in first and second-language acquisition and its historical processes have been delivered with tables in this chapter.

2.1. A HISTORICAL OVERVIEW OF RELATED APPROACHES TO LANGUAGE LEARNING

As mentioned above, in the 1970s, the history of morpheme studies began with Roger Brown (1973) and his colleagues' well-known longitudinal study. In their study, they examined the utterances of three native speakers of English to see their grammatical development and discovered a developmental sequence of fourteen morphemes in their language output. Hereafter, many studies have been done to reach similar or different orders. Dulay and Burt (1973) were the first researchers who attempted to find order in L2 learners. Dulay and Burt (1973) used the instrument called BSM (the Bilingual Syntax Measure - Burt, Dulay and Hernandez, 1973) and claimed a common order of acquisition for the eight grammatical morphemes. Before going into the method part of the present study, morpheme order studies in L1 and L2 are examined below. This section is about the approaches to language learning, beginning with behaviorist to innatist theories.

2.1.1. An Overview of the Approaches to Language Learning: From Behaviorism to Innatist Theories

In the 1950s, the prevalent theory of learning was behaviorism (Buyl, 2010). VanPatten and Williams (2007) expressed behaviorism as "a theory of animal and human behavior" (p. 18). In behaviorism, habit formation was seen as the dominant way of language acquisition (Khor, 2012). Acquiring the target language was only through imitation, *stimulus-response-reinforcement* (Saville-Troike, 2006, pp 34-35, as cited in Khor, 2012). Traditional behaviorists supposed that children imitated the language in their environments, and their ability to imitate the words spoken by the people in their environment received praises called "positive reinforcement". Also, when they took encouragement from their environment, children went on imitating and practicing the sounds they heard until habit formation. According to this view, the environment is so

important because the environment is the source of the child to learn everything (Lightbown & Spada, 2006).

Except for behaviorism, structural linguistics is also another impetus behind the approach to language learning and teaching (VanPatten & Williams, 2007). The structural approach has several methods such as the grammar-translation method, and the audiolingual method. In this view, language was based on the identification of structures such as a discrete and finite set of patterns. Items were presented in chunks; patterns were regarded as finite; structured exercises were used highly, and a teacher had high control over the teaching process. Thus, it was closely linked to behaviorism because learning was viewed as the “acquisition of a discrete set of behaviors” (VanPatten & Williams, 2007). To sum up, in this approach, learners needed to imitate and internalize the patterns to learn a language (VanPatten & Williams, 2007).

Behaviorists claim that the language learning process differs significantly between the first and second language acquisition. Because a set of habits of L2 is obstructed by having learned a set of habits of L1, learning L1 is easier than learning L2 (Corporan, 2015). Furthermore, behaviorists claim that when languages have similar vocabulary or grammar, learning L2 is easier. However, when the languages are different, learner errors’ are influenced by their mother tongue. According to Pit Corder, “A learner’s errors are significant in that they provide to the researcher evidence of how language is learned or acquired, and what strategies or procedures the learner is employing in the discovery of the language.” (Hummel, 2014, p. 65). Also, this saying highlighted a viewpoint known as Error Analysis. In terms of explanation errors, it may be stated that developmental errors are caused by the learners’ incremental discovery of the second language system rather than interference from the first language. (Al-khresheh, 2016) In the 1950s and early 1960s, it was considered that the difficulties experienced by learners who shared the same mother tongue were due to the differences between L1 and the target language (Ortega, 2009, p. 31). It can be said that transferring previous learning outcomes to a second language has some consequences. It depends on the differences between the L1 and L2, and *Contrastive Analysis* determines these differences. Gast defines Contrastive Analysis as follows:

“Contrastive analysis investigates the differences between pairs (or small sets) of languages against the background of similarities and with the purpose of providing input to applied disciplines such as foreign language teaching and translation studies” (Gast, 2013, p. 1).

In the 1960s, behaviorist theories were criticized and the idea of innate ability gained power in the SLA. The innatist theory proposed that humans were born with a biological endowment called the Language Acquisition Device (LAD). This innate endowment includes universal principles for all human languages. Chomsky called this Universal Grammar (UG) in the 1980s (Lightbown & Spada, 2006). According to innate ability, exposure to the target language in a constant way, without repetition, would supply learning of the target language. On the other hand, connectionism emphasizes the function of internal processing and proposes that exposure to language input is essential for emerging generalizations. Connectionists suggest artificial networks between units such as between “go” and the preposition “to” in English ‘She goes to the library every day’ ” (Hummel, 2014, p. 87). Koda (2007) summarized this approach “The more frequently particular patterns of form-function mappings are experienced, the stronger the associative linkings holding the corresponding elements together. The theory [connectionism] thus describes learning as a gradual transition from deliberate efforts to automatic execution . . .” (p. 10). Learners have an active role in the learning process and student-centered methods, and theories were used in the teaching process. Thus, linguists began to explore other areas such as the learner-based approach to explain all aspects of language learning (Gass & Selinker, 2008, as cited in Khor, 2012). At this period, neo-behaviorism called the second phase of behaviorism, was associated with Edward C. Tolman, Clark Hull, and B. F. Skinner. Neobehaviorists aimed to formulate behavioral laws more self-consciously. Neo-behaviorism can be defined as a bridge between behaviorism and cognitivism (Ziafar & Namaziandost, 2019).

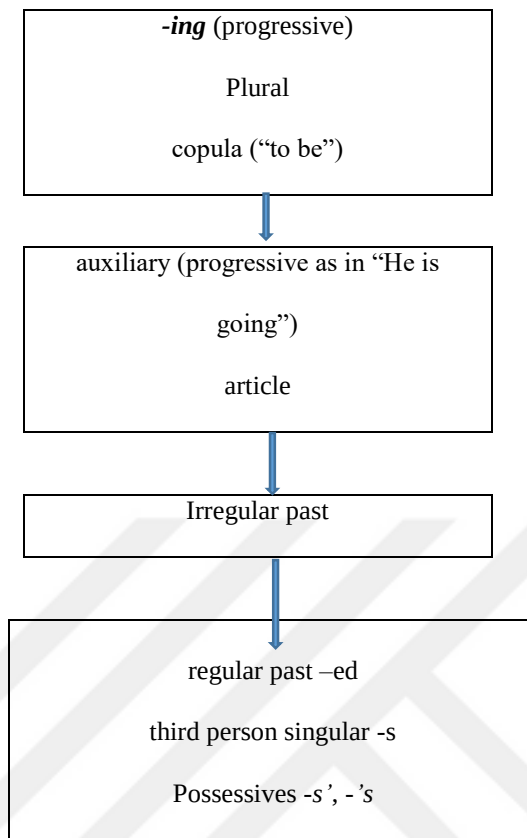
2.1.2. The Natural Order Hypothesis

Stephen Krashen proposed the second language acquisition hypothesis in the 1970s when behaviorism was criticized in language teaching approaches. The monitor model was developed by being influenced by the UG theory of Chomsky (Lightbown & Spada, 2006). Krashen (1982) defined the Monitor theory in five hypotheses. The acquisition-learning hypothesis, monitor hypothesis, input hypothesis, affective filter hypothesis, and *natural order hypothesis* are examples of these. To recap, before the natural order hypothesis, Krashen described “acquisition” as the process that occurs through subconscious exposure to the target language in naturalistic contexts. In addition, he described “learning” as a process that occurs through conscious exposure to language in planned situations in the classrooms (Hummel, 2014, p. 71). The natural order

hypothesis is critical in morpheme order research because it states that there is a natural order in acquiring grammatical morphemes (e.g., *-ing*, *-s*, *-ed*, *- 's*) in both second and first language acquisition.

Grammatical morphemes are acquired in a predictable sequence regardless of instruction (Corporan, 2015; Lightbown & Spada, 2006). For instance, it can be said that the easiest morpheme to the state is not acquired first or vice versa (Lightbown & Spada, 2006). According to Monitor theory, there is a predictable order because “language acquisition is guided by the innate language acquisition faculty” (VanPatten & Williams, 2007). Before delving into the morpheme order studies, mentioning Krashen’s acquisition hierarchy is necessary. Krashen (1977) described a morpheme-ordering hierarchy that classified morphemes into four stages. In the first stage, there are present progressive *-ing*, plural *-s* (*-es/-ies*), and copula (*to be*). The second stage comprises the auxiliary *be* and the article *a/an/the*. While irregular past takes place in the third stage, regular past *-ed*, third-person singular *-s*, and Possessives *-s’*, *- 's* are in the final stage. It means that learners first learn the present progressive *-ing*, plural *-s*, and copula (*to be*). Morphemes can be acquired in a different order by learners within groups, but they cannot be acquired in a different order by learners between groups.

Figure 2.1: Krashen's (1982) Average Order of Grammatical Morphemes



Source: Krashen, 1982, as cited in Lightbown & Spada, 2013, p. 47.

The monitor model was the most prominent theory for SLA, and the natural order hypothesis by Krashen (1977) was critical in understanding the formulation of the morpheme order investigations. The following chapter will go through morpheme studies in first- and second-language learning.

2.2. EMPIRICAL STUDIES INVESTIGATING MORPHEME ORDER

Researchers have claimed that language learners acquire certain English grammatical morphemes in a predictable sequence, whatever their mother tongue is, in second language acquisition (Larsen Freeman, 1975). The majority of the studies on first and second language learning date from the 1970s. Brown's longitudinal study in 1973 established the morpheme order investigations, which sought to assess children's acquisition sequence of grammatical morphemes in their native language. Morpheme order studies drew the attention of researchers in language acquisition experts because they demonstrated that children do not learn their native language by habit formation or imitation but rather through developmental phases.

2.2.1. The Early Approaches to the Morpheme Order Studies

The next part covers the most influential studies on first language acquisition since they are the morpheme order studies' milestones and provide context for the initial investigations. The research on second language acquisition will be discussed in a separate section.

2.2.1.1. The Morpheme Order Studies in First Language Acquisition

The pioneer of morpheme order studies, Roger Brown (1973), was the first to discover that native language learners acquired grammatical morphemes in a specific sequence. Brown conducted longitudinal research on three American children, Adam, Eva, and Sarah. They were chosen from a group of 30 students. Brown conducted the study using 14 grammatical morphemes and asked the youngsters to make spontaneous conversational utterances in mandatory settings. He employed "Suppliance in Obligatory Context (SOC)" as a measurement approach, and he determined the requirement for the acquisition of a morpheme as 90%. Brown claimed that when SOC was applied to the topic of discussion, the percentage of morphemes was not impressive (Brown, 1973, as cited in Chumkamon, 2017). Brown (1973) discovered the following order of morphemes from three children, which is illustrated in Table 2.1.

Table 2.1: Order of English Morphemes on L1 Acquisition

ORDER	MORPHEME
1	Present progressive inflection (-ing)
2/3	In, on
4	Plural -s (-es/-ies)
5	Past irregular
6	Possessives (-s', -'s)
7	Uncontractible copula (is, am, are)
8	Article (a/an/the)
9	Past regular (-ed)
10	Third-person singular (-s)
11	Third person irregular
12	Uncontractible auxiliary (is, am, are)
13	Contractible copula
14	Contractible auxiliary

Source: Brown, 1973.

The morphemes that the three children acquired were divided into five stages. However, "content words" for Stage 1 were excluded by Roger Brown because children pronounced meaningful words by omitting both the inflection and the articles used with those words (Corporan, 2015). In this study, other stages, from Stage 2 to Stage 5, were

grammatical morphemes. As a consequence, Brown found that children participants acquired grammatical morphemes in a similar order, but they acquired these morphemes in different periods; in other words, some learners acquired the certain morpheme, for instance; *-ing* early while other learners acquired late within the group. He stated that children go through developmental phases gradually rather than abruptly. Brown's work had such an impact that other academics concentrated on morpheme order studies to evaluate the validity of the findings in Brown's study. de Villiers and de Villiers (1973) published another key study on L1 acquisition. They did, however, conduct a cross-sectional study rather than a longitudinal investigation by applying Brown's technique in their research.

de Villiers and de Villiers (1973) sought to "provide cross-sectional data on the use of these fourteen morphemes in obligatory contexts in early child speech" (de Villiers & de Villiers, 1973) with a mean length of utterance (MLU) and age. The participants were 21 English-speaking children whose ages ranged from 16 to 40 months. The researchers collected voice samples through play sessions. They discovered that children learned grammatical morphemes in the same order as the three children in Brown's study. While the children learned Plural *-s* (*-es/-ies*) and present progressive *-ing* early, they only recently learned 3rd person singular *-s* at last. They discovered that children learned grammatical morphemes in the same order as the three youngsters in Brown's study. While the children learned Plural *-s* (*-es/-ies*) and present progressive *-ing* early on, they later learned 3rd person singular *-s*. In de Villiers and de Villiers' study, Table 2.2 demonstrates the acquisition orders of grammatical morphemes.

Table 2.2: Order of Acquisition of the 14 Morphemes from Brown's Longitudinal Study, and in terms of the Two Ordering Procedures Used in the Study of de Villiers and de Villiers, 1973

The 14 grammatical morphemes	Average rank-ordering for the three children studied longitudinally (Brown, in press)	Rank-ordering for the children in the present study	
		by Method 1	by Method 2
Present progressive <i>-ing</i>	1	2	4
On	2.5	2	2
In	2.5	4	1
Plural	4	2	3
Past irregular	5	5	5
Possessives <i>-s', -'s</i>	6	7	11
Uncontractible Copula	7	12	10
Articles <i>a/an/the</i>	8	6	8
Past Regular	9	10.5	7
3 rd Person Regular	10	10.5	12
3 rd Person Irregular	11	8.5	6
Uncontractible Auxiliary	12	14	14
Contractible Copula	13	8.5	9
Contractible Auxiliary	14	13	13

Source: de Villiers & de Villiers, 1973.

As shown in Table 2.2, the researchers found the results using two different procedures. At first, they used the morpheme order in Brown's (1973) study. In other words, each morpheme had to be acquired at a rate of 90% by the participants. They then computed the mean rates. As a result of this study, they found a high degree of resemblance to the first study in this area. However, de Villiers and de Villiers found that there are three alternative variables to explain the order: morpheme frequency, grammatical difficulty, and semantic complexity (Corporan, 2015). Both influential studies found a regular order in the acquisition of grammatical morphemes by children in L1 English speakers. Brown (1973) was the first to discover this order in a longitudinal study, and de Villiers and de Villiers (1973) backed up Brown's findings with their cross-sectional study. The section that follows looks at L2 acquisition studies in terms of morpheme order.

2.2.1.2. The Morpheme Order Studies in Second Language Acquisition

There are many studies to find out whether the order of grammatical morphemes is similar or not in second language acquisition with L1 acquisition. Dulay and Burt (1973), who were the first researchers who studied morpheme acquisition order in second language acquisition, conducted a study about the order of grammatical morpheme

acquisition. They studied 151 Spanish-speaking children whose ages were 5 to 8 years old. They focused on the following question: “Is there a common sequence with which children acquiring English as a second language learn certain structures?” (Dulay & Burt, 1973, p. 252).

In their study, they designed an instrument called the Bilingual Syntax Measure (BSM) to elicit sentences (Larsen Freeman, 1975). BSM was an instrument that contained a set of cartoon pictures and a question list to lead the conversations of the participants. Some questions were asked to the participants to reveal their natural oral speeches and revealing targeted grammatical morphemes (Chumkamon, 2017). According to the results of the study, the researchers found “a common order of acquisition” although participants were divided into three different groups (Dulay & Burt, 1973; Larsen Freeman, 1975). Table 2.3 shows the presentation of eight grammatical morphemes which were analyzed in the study.

Table 2.3: Order of English Morphemes on L2 Acquisition

ORDER	MORPHEME
1	Article <i>a/an/the</i>
2	Progressive <i>-ing</i>
3	Copula <i>'be'</i>
4	Plural <i>-s (-es/-ies)</i>
5	Uncontractible Auxiliary <i>'be'</i>
6	Irregular past
7	Possessives <i>-s', -'s</i>
8	3 rd person singular <i>-s</i>

Source: Dulay & Burt, 1973.

In their second study, Dulay and Burt (1974) investigated the accuracy of their previous study. They conducted their study on 115 second-language learners. The participants' ages, languages, and language learning environments were different from each other. 60 Spanish children and 55 Chinese children produced oral speeches that included targeted morphemes (Dulay & Burt, 1974). They also used BSM to elicit the data, besides three methods [group scoring, a group means, and syntax acquisition index (SAI)] were employed in the study. Data was collected through conversations between the groups and was compared to find out the sequence of certain morphemes (Chumkamon, 2017). The researchers used eleven grammatical morphemes in their second study. They confirmed the results of the first study, and they found that eleven grammatical morphemes were acquired in a similar order by Spanish and Chinese

children. The following table shows the order of eleven grammatical morphemes in Dulay and Burt's (1974) study.

Table 2.4: Order of English Morphemes on L2 Acquisition

ORDER	MORPHEME
1	Pronoun Case
2	Article <i>a/an/the</i>
3	Copula ' <i>be</i> '
4	Progressive <i>-ing</i>
5	Simple plural(dog-dogs)
6	Auxiliary
7	Past Regular
8	Past Irregular
9	Long plural(bus-buses)
10	Possessives <i>-s</i> , <i>- 's</i>
11	3 rd person singular <i>-s</i>

Source: Dulay & Burt, 1974.

In another study, Bailey, Maiden, and Krashen (1974) investigated the difference between the acquisition orders of L2 acquisition among adults and children. The participants were 73 adults whose ages were from 17 to 55. The background of 40 participants (Greek, Persian, Italian, Turkish, Japanese, Chinese, Thai, Afghan, Hebrew, Arabic, and Vietnamese) was different from 33 Spanish speakers. The Bilingual Syntax Method (BSM), which was initially created in fact for children, was applied to eight grammatical morphemes with the adult participants. According to the participants' various backgrounds, the study was conducted to see if the order of grammatical morphemes followed a pattern or not. Dulay and Burt's (1973) formulation was used to score the morphemes (Bailey et al., 1974).

They birds (missing functor = 0)

They is birds (misformed functor = .5)

They are birds (correct functor = 1)

Bailey, Maiden, and Krashen (1974) found a high correspondence with Dulay and Burt's (1973, 1974) studies when they tested the adults' data with BSM (Christison, 1979). Adults similarly acquired the functors to children, and they used similar strategies to learn them (Corporan, 2015). Larsen Freeman (1975) used a battery of five tasks - reading, writing, listening, imitating, and speaking - rather than converting to identify the order of grammatical functors for L2. The tasks were employed on 24 adult participants whose native backgrounds are Arabic, Japanese, Persian, and Spanish. The morpheme

order in mandatory situations was scored using the Group Score Method (Dulay & Burt, 1974).

Tasks across several language groups had a significant degree of similarity, according to Larsen Freeman (1975). When the morpheme order in all tasks for all participants was compared, there was, however, not a lot of consistency. The most crucial thing was that Larsen Freeman pointed out that “[a] single explanation seems insufficient to account for the findings” (1975, p. 419). This remark may be a sign of a variety of factors influencing common morpheme order (Goldschneider & DeKeyser, 2001).

The amount of morpheme order research has led to an increase in testing techniques for the order of grammatical morphemes. In this line, Fathman (1975) designed the Second Language Oral Production English (SLOPE) test to analyze 20 different morphological and syntactic items. The 7 morphemes were used by Dulay & Burt (1973). Fathman (1975) supported the natural order with the results of the SLOPE test in children. In a different study, Krashen, Sferlazza, Feldman, and Fathman (1976) administered the SLOPE test to 66 adult second-language learners and used 20 English-language structures. The findings were in line with what Bailey et al. (1974) had discovered about children, which demonstrated that a common order existed between children and adults (Krashen et al., 1976).

Rosansky (1976) discovered a strong link between Bailey, Maiden, and Krashen’s (1974) and Larsen Freeman’s (1975) sequence of grammatical morphemes in L2, and also with de Villiers and de Villiers’ (1973) acquisition order in L1. She did, however, draw attention to the stark differences in the precise usage of morphemes across the six participants- two children, two adolescents, and two adults-when they were compared with one another.

2.2.1.2.1. Related Criticism Research

There are some arguments opposing the natural order of grammatical morpheme acquisition. L1 influence and the multiple-determinant approach are among the arguments. Linguists who do not support the natural order hypothesis support L1 influence and other multiple determinants for learners’ variations of target language acquisition (Corporan, 2015; Khor, 2012). For instance, Hakuta’s (1976) case study with a Japanese girl called Uguisu did not correlate with Dulay and Burt’s (1973) study. According to the results of Hakuta’s research, the table for acquisition order was like in

the following table. Uguisu acquired Possessives -s', -'s morpheme before acquiring the Article *a/an/the* and the plural, and it may be due to two reasons: Japanese has no plurality or articles, and the absence of these morphemes on L1 shows the L1 influence on acquiring grammatical morphemes on target language (Corporan, 2015; Hakuta, 1976).

Table 2.5: Order of English Morphemes on L2 Acquisition

ORDER	MORPHEME
1	Present Progressive -ing
2	Possessives -s', -'s
3	Copula 'be'
4	Auxiliary
5	Article <i>a/an/the</i>
6	3 rd person singular -s
7	Past Irregular
8	Past Regular
9	Plural

Source: Hakuta, 1976.

One of the studies about the L1 influence on morpheme order acquisition is Izumi and Isahara's (2004) study. They worked with a group of Japanese students to explore the function of L1. They found that the absence of plurality caused low ranking on the acquisition of Plural -s (-es/-ies) in grammatical morpheme acquisition besides the existence of possessive in Japanese explains the high ranking of Possessives -s', -'s like in the study of Hakuta (1976) (Izumi & Isahara, 2004). Izumi and Isahara's (2004) morpheme acquisition sequence is displayed in Table 2.6.

Table 2.6: Order of English Morphemes on L2 Acquisition

ORDER	MORPHEME
1	Possessives -s', -'s
2	Present Progressive -ing
3	Copula 'be'
4	3 rd person singular -s
5	Plural -s (-es/-ies)
6	Auxiliary be
7	Past Irregular
8	Article <i>a/an/the</i>

Source: Izumi & Isahara, 2004.

Then, Luk and Shirai (2009) investigated the effect of the first language on native speakers of Japanese, Chinese, Korean, and Spanish. They found that the acquisition order of their participants was different from the current natural order depending on their L1 system, and when they do not have some morphemes in their mother tongue, they acquire these morphemes late or vice versa. The results showed that

Korean speakers acquired Possessives -s', -'s earlier than article *a/an/the* or plural -s (-es/-ies) like Japanese or Chinese learners (Luk & Shirai, 2009). Murakami (2011) also looked into the acquisition of morphemes using the EF-Cambridge Learner Corpus and the Cambridge Learner Corpus (CLC). The corpora were used to gather information about students whose first languages were Japanese, German, Russian, Korean, Spanish, Turkish, and French. Article *a/an/the*, past tense -ed, plural -s (-es/-ies), possessives -s', -'s, progressive -ing, and third person singular -s are the morphemes that were analyzed. Murakami (2011) also sought to look at how the first language affected the sequence in which morphemes were acquired. The findings showed that each language group's first language had a varied impact on morpheme learning, and they also showed that there is no inherent order to morpheme acquisition.

Additionally, Murakami and Alexopoulou (2016) looked into L1 influence and discovered that morphemes in a first language increase L1 influence significantly compared to languages without them. In another study, Khor (2012) investigated three morphemes, article *a/an/the*, the preposition *in*, and plural form with Swedish students in 6th and 7th grades by utilizing the Uppsala Learner English Corpus (ULEC). The results stressed the first language transfer on morpheme acquisition order (Khor, 2012). Seog's (2015) study is another one that looked at the impact of L1 learning on the acquisition of grammatical morphemes among the same L1 Korean groups. He analyzed the writing samples of Korean learners who were at elementary school. In these samples, eight morphemes and their acquisition percentages were analyzed as shown in Table 2.7 below.

Table 2.7: Order of English Morphemes on L2 Acquisition of Korean Elementary School Students

ORDER	MORPHEME	Acquisition Percentage
1	Copula <i>be</i>	95.50
2	Plural -s (-es/-ies)	91.97
3	Past Irregular	90.55
4	Past Regular -ed	88.28
5	Present Progressive -ing	83.46
6	Possessives -s', -'s	78.16
7	Auxiliary <i>be</i>	66.52
8	3 rd person singular -s	60.76

Source: Seog, 2015.

According to the results of Seog's (2015) study, Korean EFL learners' acquisition order does not support Krashen's natural order. As in Table 2.7, for instance, present progressive -ing was acquired after past regular -ed in EFL learners while present

progressive *-ing* was acquired firstly in Krashen's study and other studies in ESL learners. However, outcomes of spoken and written data may differ, according to several studies, such as Larsen Freeman (1975), Krashen (1977), and Ellis (1974) (Seog, 2015). There are numerous studies about multi-determinant studies in addition to the L1 effect. The determinants that specify the acquisition order were the subject of research (Kwon, 2005). Determinants are similar on L1 and L2, and determinants are perceptual salience (e.g., the morpheme *-ing*, as in *talking*, can receive stress and is salient, whereas the morpheme *-ed*, as in *talked*, cannot (as cited in Kwon, 2005)); morphophonological regularity; syntactic and semantic complexity; frequency; native language transfer; individual variances, and levels of morpheme activation.

Goldschneider and DeKeyser (2001) studied multiple factors to explain differentials in acquisition order based on a meta-analysis method. They examined five determinants; perceptual salience, semantic complexity, morphophonological regularity, syntactic category, and frequency. They used six morphemes, which are progressive *-ing*, plural *-s* (*-es/-ies*), possessives *-s'*, *-s*, article *a/an/the*, third-person singular *-s*, and regular past *-ed*, for their study, and they investigated the possible effects of determinants on morpheme acquisition. Goldschneider and DeKeyser (2001) used ESL studies that were oral production of adults and children. They found the effects of the determinants, and Goldschneider and DeKeyser (2001) assumed that L2 morpheme acquisition order was related to the combination of the five determinants (Corporan, 2015; Goldschneider & DeKeyser, 2001).

Also, Kwon (2005) studied the origins and results of morpheme order studies by examining three factors: semantic complexity, input frequency, and native language transfer. She asserted that determinants were crucial since native language transfer caused the change in morpheme order studies while semantic complexity and input frequency explain the relationship between the first language and the target language (Corporan, 2015). Studies on morpheme order, L1 influence, and numerous determinants, among others, have been conducted. However, there is not much research on how grammatical morphemes are presented sequentially in textbooks. Six studies in this vein can be based on the current study.

2.2.1.2.2. Empirical Studies Investigating Grammatical Morphemes in Textbooks

When looking back to the previous studies, although there is much research about coursebook evaluation in terms of gender, culture, design, etc., there are few studies about grammatical morphemes and their sequential presentations or frequencies and also teachers' views about textbooks. The studies investigating only grammatical morphemes in the textbooks are Atar (2021), Hernandez (2000), and Perrodin and Somboon (2019). On the other hand, the studies including participants and investigating their acquisition of grammatical morphemes are Khan (2014), Savaş (1998), and Tekir (2007). On the local ground, it can be said that there has been no research yet investigating grammatical morphemes' order, frequency, or teachers' viewpoints together. In detail, Table 2.8 gives the framework of the studies.



Table 2.8: The Framework of the Previous Research Investigating Morpheme Acquisition Order in Textbooks

Researcher (s) /Year	The framework of the study	Target books	Levels of the books	Target morphemes	Participants	Method	Tools
Hernandez (2000)	Investigating two textbooks following Dulay & Burt's MRO	Interchange 1 Grammar Dimensions Book 1	Multilevel course for young learners (beginner)	11 morphemes	-----	Scrutinizing the textbooks using the list of Dulay & Burt's MRO	Textbooks
Khan (2014)	Determining the order and frequency of grammatical morphemes in five textbooks	English textbooks prescribed by Punjab Textbook Board (no name)	Beginner	11 morphemes	30 grade-5-pupils from two different primary schools (5-10 years old)	Elicitation instruments (written English composition, grammar exercises, translation activity) Scrutinizing the textbooks	Scoring by Makino
Perrodin & Somboon (2019)	Determining the sequential presentation in 12 textbooks	Breakthrough 1 English Knowhow 1 Face2face 1 Four Corners 1 Get Real 1 Interchange Intro Join In 1 New English File New Headway Beginner Stand Out 1 Touchstone 1 Ventures 1	Beginner Beginner Elementary Beginner Beginner Beginner Beginner Elementary Beginner Beginner Elementary Elementary	8 morphemes	-----	Scrutinizing the textbooks	Textbooks
Savaş (1998)	Evaluating EFL intermediate-level textbooks	BASE 2	Intermediate	-----	50 students 10 teachers	Frequency counts	Questionnaires for students and teachers
Tekir (2007)	Examining the textbook	Let's Speak English 7	Elementary	-----	80 students 50 teachers	SPSS version 13.0 -Independent T-test -One-way ANOVA	Questionnaires for students and teachers
Atar (2021)	Analyzing 5 textbooks in public primary schools concerning the Processability Theory (PT)	-for 2 nd grade by Tan,2018 - for 3 rd grades by Akkabak et al.,2019 and by Tıraş,2018 -for 4 th grades by Akseki et al., 2019 and Tan, 2019	Primary school level (beginner)	5 morphemes	-----	Morphosyntactic developmental stages	PT hierarchy

Hernández (2000) investigated the units in two textbooks. She adhered to Dulay and Burt's (1974) Morpheme Rank Order (MRO). She found that the order of grammatical morphemes in the textbooks does not follow the Morpheme Rank Order. Also, the articles "*a*" and "*the*" were given as two separate morphemes in two textbooks. The MRO and the arrangement of grammatical morphemes in the textbooks are shown in Table 2.9.

Table 2.9: Dulay & Burt's MRO and Textbooks' Morpheme Order

Dulay & Burt's Morpheme Rank Order	Interchange Book 1	Grammar Dimensions Book 2
Pronoun case (he - him)	Pronoun case (he)	Copula (<i>be</i>)
Article (<i>a / the</i>)	Copula (<i>be</i>)	Pronoun case (he)
Copula (<i>be</i>)	Article (<i>a / the</i>)	Article (<i>a / an</i>)
Progressive (-ing)	Plural -s	Plural -s
Plural -s	Long plural (-es)	Long plural (-es)
Auxiliary (be going to)	Possessives -s', -'s	Article (<i>the</i>)
Regular past (-ed)	Pronoun case (him)	Possessives -s', -'s
Irregular past (came/went)	3 rd person singular (-s)	3 rd person singular (-s)
Long plural (-es)	Regular past (-ed)	Pronoun case (him)
Possessives -s', -'s	Irregular past (came)	Progressive (-ing)
3rd person singular (-s)	Progressive (-ing)	Regular past (-ed)
		Irregular past (came)
		Auxiliary (going to)

Source: Hernandez, 2000.

In another study, Khan (2014) attempted to determine the order of grammatical morphemes in English textbooks for young learners in Pakistan and to see whether its relation would affect morpheme acquisition in young learners or not. He examined five coursebooks for each morpheme, and he found the order of grammatical morphemes did not match the acquisition order of Dulay and Burt (1974). The comparison between Dulay and Burt's (1974) study and the textbooks is shown in the table below. He discovered that the order of morpheme acquisition was followed by his participants. He emphasized that due to improper input, pupils are unable to master language skills promptly.

Table 2.10: Dulay and Burt's (1974) Morpheme Order and Order of English Morphemes on EFL Textbooks

Rank	Dulay and Burt (1974)	Rank	EFL Textbooks
1	Pronoun case	1	Articles
2	Articles <i>a /the</i>	2	Short plural -s
3	Copula ' <i>be</i> '	3	Copula ' <i>be</i> '
4	Progressive - <i>ing</i>	4	Pronoun case
5	Simple plural -s	5	Possessives -s', -'s
6	Auxiliary ' <i>be</i> '	6	3 rd person singular -s
7	Past Regular	7	Auxiliary ' <i>be</i> '
8	Past Irregular	8	Progressive - <i>ing</i>
9	Long plural -es	9	Long plural -es
10	Possessives -s', -'s	10	Past Regular
11	3 rd person singular -s	11	Past Irregular

Source: Khan, 2014.

Perrodin and Somboon (2019) also studied the natural order of grammatical morphemes in English language teaching coursebooks. They investigated the sequence of grammatical morphemes in textbooks and whether the natural order of morpheme acquisition was followed by the sequential presentation of grammatical morphemes or not. Twelve introductory and elementary ESL and EFL language training coursebooks were examined. They discovered that the coursebooks' presentation of morphemes did not follow the generally acknowledged natural order of morpheme acquisition.

To summarize, studies demonstrate that learners pick up grammatical morphemes in a predictable order. However, learning morphemes in an unnatural order can hinder communicative proficiency and make it more likely that learners will not be able to master language structures on time. Thus, the order of grammatical morphemes in textbooks is vital for learning morphemes in time and correctly. However, in the context of Türkiye, there do not seem to be any studies about the order of grammatical morphemes in textbooks although some studies included some questions regarding the sequence of the grammatical points in the evaluation of textbooks by asking participants whether the sequence of grammatical points was appropriate for learners or not. Savaş (1998) evaluated an EFL intermediate-level textbook used at Bilkent University. She used a questionnaire for teachers' and students' opinions about the textbook called BASE 2, and the questionnaire used included a specific question about the sequence of grammatical topics. The results indicated that, with a percentage of 80%, teachers thought the textbook's sequence of grammatical principles was adequate. However, just 26% of the students believed that the order had a favorable impact on their learning (Savaş, 1998).

Tekir (2007) examined Let's Speak English 7- used in the state schools in Türkiye- and adopted the questionnaire designed by Savaş (1998). As for the results about the sequence of grammatical structures, while 60% of the teachers believed that the linguistic structures were not provided in relevant settings, 57 (5%) of the students had no notion whether or not the sequential presentation was in a meaningful context. According to the participants' opinions, the analyzed textbook places more emphasis on grammatical precision than on language use and meaning (Tekir, 2007). In another study, Atar (2021) analyzed the textbooks in Turkish primary schools concerning the Processability Theory (PT). He examined five primary school textbooks in terms of the stages of morphosyntactic structures about whether they are sequenced according to the developmental stages given by the Processability Theory. According to data analysis conducted by Atar (2021), the sequential presentation of grammatical points in textbooks is often appropriate to the stages proposed by Processability Theory. However, there are several points of contention or disagreement. For instance, regarding the PT hierarchy, the 3rd Person Singular -s marker may be troublesome in early levels even though it appears to be a straightforward structure.

Although grammatical points and their sequences in the textbooks have been highlighted in a few studies, there do not appear to be any studies that dive into the sequential presentation of grammatical morphemes. Many studies on textbook evaluation have been conducted; however, it is clear that these studies are primarily descriptive in terms of grammatical morphemes and present contradictory findings in terms of order. In comparison to earlier studies, Tekir (2007) and Savaş (1998) examined linguistic structures solely in a portion of the questionnaire and solicited feedback from teachers and students. The only study that solely looked at the issue as the primary purpose of the research was Atar's (2021) study; however, he evaluated primary school textbooks in terms of PT hierarchy.

When considering the necessity of the development of textbooks, Guo (2018) says that "textbooks require a sequence of lexical or grammatical items". In this line, the current study may aid in the construction of textbooks; the findings may point the way to better teaching materials and learners' progress, and it may aid in the provision of missing information in the process of teaching English. In detail, the studies that investigated textbooks especially used in state schools are not enough for generalizations in terms of literature about this topic. Thus, the present study helps readers in terms of morphemes'

order or frequency and also teachers' experiences using the investigated textbooks. The experiences and perspectives of teachers using the investigated textbooks are believed to contribute to the process of preparing or writing textbooks. An additional contribution of the present study is that it also examines the perspectives of the teachers who used these textbooks regarding the sequence and frequency of grammatical morphemes. Since teachers are the first implementers of textbooks, they face the pros and cons of textbooks directly and in detail. Teachers are also the bridge between teaching materials and students during the teaching process language. So they must be backed up truly and powerfully. Coursebook evaluation in terms of grammatical morphemes with teachers' experiences can give the differences between theoretical preparations and their practicality. This way, a combination of descriptive and explanatory data is hoped to shed more light on the issue by leading to some textbook improvements which may support learners to learn grammatical morphemes easily over time. The results can show how to get the closest applicability and teaching momentum in terms of teachers. The minus of coursebooks can be reduced as much as it can thanks to the views of teachers as the first implementers of the textbooks. When considering the current research, the previous studies did not include teachers' experiences or perspectives about the textbooks they used. This needs to consult teachers frequently.



CHAPTER 3

METHOD

3.1. INTRODUCTION TO THE METHOD SECTION

Prior research has demonstrated that learners tend to learn grammatical morphemes in a similar order, and textbooks are the primary course materials and the main guidance for language learners and teachers; thus, the current study intends to contribute to the literature. Although the order of grammatical morphemes in textbooks may not directly affect acquisition order, the varied sequence of morphemes may impair learners' communicative competence in English. Similarly, wrong input can cause learners to acquire correct input later than usual (Khan, 2014). To illustrate, 3rd person singular -s is presented in the fourth step of the morpheme acquisition order, whereas the Auxiliary *be* is presented in the second phase of the natural order of morpheme acquisition. Regardless, when learners are exposed to 3rd person singular -s before being exposed to auxiliary *be*, they attempt to learn or acquire 3rd person singular -s. They fail to master grammatical morphemes on time; however, because the late acquired morpheme (e.g., 3rd person singular -s) may interfere with the acquisition of early acquired morpheme (e.g., Auxiliary *be*). Also, Krashen (1982) divided grammatical morphemes into the fourth phase and stated that they can be learned within the groups in a different order, but they cannot be learned between the groups. Therefore, the purpose of the current study is two-fold: (a) to examine secondary school textbooks in terms of the presentation order of grammatical morphemes to determine whether and to what degree this sequence of presentation corresponds to prior descriptions, and (b) to examine the experiences and perceptions of the teachers who have used the coursebooks.

3.2. RESEARCH DESIGN

The present study was carried out in two phases. The first phase adopts a sequential mixed methods design that scrutinizes the nine targeted structures according to their first appearance time and calculates their frequencies. In the second phase, open-ended questions were developed to investigate the experiences and perspectives of teachers who use the investigated textbooks, and the responses were analyzed using content analysis (Stemler, 2001).

Table 3.1: The Research Design and Data Analysis Methods of the Present Study

Phase I	Phase II
Textbook Analysis	The Experiences of Teachers
Qualitative Text Analyses: Scrutinizing the textbooks	Survey Method: Open and close-ended questions (Google Forms) Descriptive Data Analysis
Quantitative Text Analyses: AntConc 3.5.9. (2020)	Qualitative Content Analysis: QDA Miner4 Lite, (2023)

The survey questions also included various close-ended questions asking about the participants' use of textbooks and their socio-demographic background. For this second phase of the study, ethical approval from Kutahya Dumlupinar University (17/06/2022, 117457), and the Ministry of National Education, Strategy Development Department (27/12/2022, 166357) in Ankara was received.

3.2.1. Phase 1: Textbook Analysis

The present research analyzes the sequential presentation of nine structures (Copula *be*, Plural *-s* (*-es, -ies*), Present Progressive *-ing*, Auxiliary *be*, Article *a/an/the* Irregular Past Tense, Regular Past tense *-ed*, 3rd Person Singular *-s*, Possessives *-s'*, *-s*) in ten-coursebooks used in Turkish public secondary schools. To achieve the study's objectives, a mixed-methods technique was used in this study. A qualitative method was utilized to determine the order of grammatical morphemes, while a quantitative method was employed to determine the frequency rates of the morphemes in each textbook. In the qualitative part, to gather data about the sequential presentation of grammatical morphemes, all textbooks were scrutinized in terms of nine target morphemes and their sequences. Every page in the textbooks was examined according to the list of grammatical morphemes provided by Dulay and Burt's (1974) MRO, Larsen Freeman's (1975), Rosansky's (1976), and Krashen's (1982) natural acquisition order to find the first-time appearance of grammatical morphemes in the ten English coursebooks used in this study. Although no reliability check was performed by a secondary researcher, the researcher confirmed the manually coded sections after some time to ensure the correctness of the coding.

3.2.1.1. Materials: Textbooks

The present study used ten textbooks indicated in Table 3.2 below to determine the sequential presentation of particular grammatical morphemes in language education

coursebooks used in Turkish state secondary schools. One noteworthy factor for selecting these textbooks is that they have been used as language teaching resources at these levels for the past five years. Because there is no table of contents for grammatical functions, the English Teaching Programme (2018) by MoNE was also utilized as the foundation for the analysis. Each page in each English textbook was reviewed in the natural order to determine the sequential presentation of grammatical morphemes in textbooks. For the 5th grade, the coursebooks *İngilizce 5* by MEB and Özgün Publishing, and *Happy English* by Başaran Publishing were utilized. *That's it 6*, and *English Route 6* was used for the 6th-grade learners, *Let's Learn English* by MEB and *İngilizce 7* by Bilim ve Kültür Publishing and Kök-e Publishing were used for the 7th-grade students, and *Mastermind 8* by MEB and *Upswing English 8* by Tutku Publishing were used for the 8th-grade learners as English textbooks. They have all been approved by the Ministry of National Education (MoNE) and are used in state secondary schools.

Table 3.2: English Textbooks Used for the Analysis

Textbook	Level	Author(s)	Publisher	Year	Number of Pages
İngilizce 5 [English 5]	Beginner ³	Dr. Mehmet YALÇIN Günhan GENÇ Nihat Özgür ORHON Hayriye ŞAHİN	MEB	2019	178
İngilizce 5 [English 5]	Beginner	Güler ŞİLİT	Özgün	2019	176
Happy English 5	Beginner	Cüneyt CEYLAN Gökhan GÜMÜŞ Gizem KABUKÇU	Başaran Publishing	N/A	176
That's it 6	Beginner	Fatma DEMİRCAN Gonca AKISKALI Aysel BERKET Ferdî GÜNAY	MEB	2019	192
English Route 6	Beginner	Evrin BİRİNCİOĞLU KALDAR Lamia KARAMİL	Monopol	N/A	192
Let's Learn English 7	Elementary	Aydan AYKANAT ERDEM Turgut BALCI Kader DURAN ÖZDİL	MEB	2019	159
İngilizce 7 [English 7]	Elementary	Özdağ YAZICI Didem BİLEN	Kök-e Publishing	2019	192
İngilizce 7 [English 7]	Elementary	Ferahnaz TAN	Bilim ve Kültür Publishing	N/A	176
Mastermind 8	Elementary	Doç. Dr. Binnur İLTER İlknur İZGİ Esra ÇAVUŞER ÖZDEMİR Ayşegül TÜRKERİ YETER Zeliha Tuğba ÇAVUŞER YÜNLÜ	MEB	2019	160
Upswing English 8	Elementary	Baykal TIRAŞ	Tutku Publishing	N/A	174

Each grade level has ten units that are built around interrelated themes that are recognizable to learners (e.g., family, friends, animals, and holidays) to link up learning language and daily life (ETP, 2018, p. 9). Grammatical functions, values, and key competencies depicted in the curriculum are implicitly provided in course materials (ETP, 2018, p. 12) for learners to acquire communicative skills (p. 9). To fulfill the demands of learners in all grades, an eclectic strategy for instructional techniques has been used, combined with an action-oriented approach that allows learners to experience (ETP, 2018, p. 3). All books include exercises and activities such as matching, filling in the blanks, and question-answer drills to help students improve their reading, writing,

³ Levels of the textbooks were given as indicated by the English Teaching Programme (2018) prepared by MoNE.

listening, and speaking skills besides vocabulary and grammatical accuracy skills. Each unit has a separate theme and contains warm-up portions and dialogues regarding the themes.

In addition, depending on their level, each unit includes diverse exercises such as comprehension questions, speaking tasks, listening comprehension tasks, and reading and writing tasks according to their level. Rather than simply mastering grammar rules, all of the books were aimed at boosting communicative abilities. In this line, grammatical rules are taught implicitly, but they are supported by several grammar-focused exercises. In addition, target structures were built on top of one another, and grammatical functions were formed cyclically (ETP, 2018, p. 12) Learners frequently meet the structures taught in prior units to reinforce them in subsequent units.

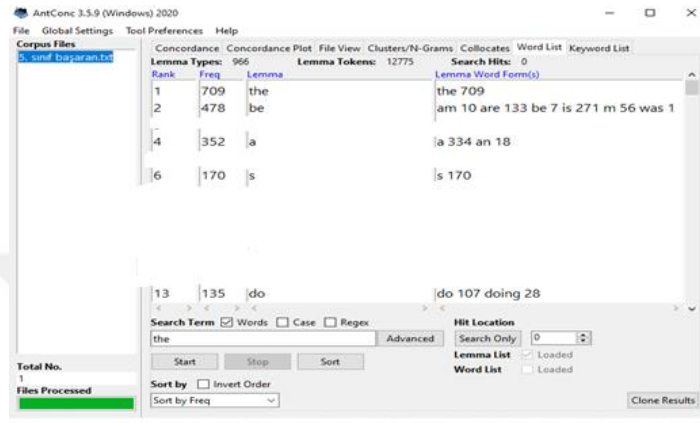
3.2.1.2. Data Analysis of Phase I

Ten textbooks were analyzed through content analysis. Four major studies, namely, Dulay and Burt (1974), Larsen Freeman (1975), Rosansky (1976), and Krashen (1982), summarized earlier, formed the basis of the analysis. To determine the order of the morphemes, the first appearance of the morpheme in the coursebooks was recognized as the order of the morphemes. The results were compared with the previously authorized lists, including Dulay and Burt's (1974) MRO, Larsen Freeman's (1975), Rosansky's (1976), and Krashen's (1982) to establish whether and to what extent this sequence of presentation matched earlier morpheme order. Furthermore, whereas prior accounts did not include past participle which is the same as the simple past tense, the present study included some past participle verbs (e.g., felt-felt, hit-hit, or taught-taught). These verbs were included in the study for two reasons. One of them is that the frequency rates of their inclusion or exclusion nearly never impact the outcomes. Another explanation is that several studies show that past participle is utilized as past. *E.g., Jane has now finished her work.* : have [- PAST s] / finish [**PAST ed**] (Emonds, 2012). This will be covered in further detail in the discussion section.

Laurence Anthony, the toolkit's owner, characterizes AntConc as "a freeware corpus analysis toolkit for concordancing and text analysis" for quantitative analysis. The version of AntConc 3.5.9 (2020) was used to calculate for calculating the frequency rates of the morphemes in this investigation. AntFileConverter 1.2.1 (2017) was used to convert the PDF formats of all textbooks into text files (.txt) for text analysis. Then,

the *Lemma Words List* was loaded to AntConc 3.5.9 (2020). In the program, *Lemma Word Form(s)* was utilized in the software, and each morpheme and its occurrences were tabularized. Each textbook's examples of each morpheme were included. In the quantitative section, Lemma Tokens used AntConc 3.5.9 (2020) to determine the occurrences and percentages.

Figure 3.1: AntConc 3.5.9 (2020) with Lemma Word Form(s)



3.2.2. Phase II: Teachers' Views

3.2.2.1. Participants

The study's participants are English teachers who actively use English teaching texts in public secondary schools in various places around Türkiye. Following the approval from MoNE Strategy Development Department in Ankara, the survey was sent out to all the English teachers' National Education Information System (NEIS) Document Management System (DMS), who work in the following cities: Ağrı, Ankara, Antalya, Erzurum, Gaziantep, Istanbul, İzmir, Konya, Kütahya, Osmaniye, Samsun, Şanlıurfa, Tekirdağ, and Tokat. These cities were selected based on a combination of purposive and convenience sampling methods (Creswell & Creswell, 2018, p. 212). There were three basic criteria for selection. First, the cities were selected among the other 81 cities in Türkiye because the purpose was to have a distribution of cities in terms of the targeted books being freely distributed in those cities. To reach enough participants who would have used those books. Secondly, accessibility to the participants was taken into account. Lastly, convenience sampling was employed for the study to collect instructors' perspectives and experiences with the targeted textbooks they used, and two cities from

seven geographical regions were chosen for participation. Table 3.3 shows the participants' other demographic information.

Table 3.3: Demographic Information of the Participants

		Number of the participants	Percentages
Department graduated from the university	English Language Teaching	51	78%
	English Language and Literature	7	11%
	English Linguistics	1	2%
	Language and Literature of American Culture	1	2%
	English translation and Interpretation	1	2%
	Other	4	6%
Educational status	Bachelor's degree	56	86%
	Post-graduate	2	3%
	Master's degree without thesis	7	11%
Professional experience	1-5 years	1	2%
	6-10 years	13	20%
	11-15 years	11	17%
	16-20 years	25	38%
	21-25 years	13	20%
	26-30 years	1	2%
	30+ years	1	2%
City of teaching	Ağrı	1	2%
	Ankara	13	20%
	Antalya	4	6%
	Gaziantep	1	2%
	Istanbul	3	5%
	Konya	20	31%
	Kütahya	10	15%
	Samsun	10	15%
	Tekirdağ	3	5%

3.2.2.2. Instruments

To recall, due to their presence at all phases of the teaching process, teachers' perspectives are critical in obtaining truths and lacking in terms of boosting the language teaching process. A two-part online questionnaire via Google Forms was employed as a data-gathering instrument. The first section of the questionnaire as closed-response items, asked about the participants' demographic information, such as educational status and graduation, school type and city of teaching, and professional experience. The second section of the questionnaire includes seven open-ended questions (open-response items) about instructors' experiences and attitudes toward textbooks. To extract their experiences and perspectives, open-ended questions were used, which were then evaluated after data collection. Open-ended questions were chosen since the participants could give the answers in their own words. These questions help teachers explain or elaborate their experiences and perspectives without restricting themselves (Heigham &

Crocker, 2009). The questions were prepared in light of previous accounts (GMA; Dulay and Burt, 1974; Larsen Freeman, 1975; Rosansky, 1976); Krashen, 1982, Frequency-based accounts; Ellis, 2013, 2016). They were piloted with some teachers and were controlled for their effectiveness and reliability. Besides that, the questions were checked by a researcher who has a Ph.D. to ensure validity.

3.2.2.3. Data Analysis of Phase II

In data analysis of teachers' views, qualitative content analysis was used. While analyzing the frequencies and distribution of answers, QDA Miner4 Lite (2023) was used. In that process, chunks, words, or sentences were colored and tagged according to positive or negative thoughts. After coloring each of the answers, their analysis was done in the program, interpreted, and included in the present study with participants' example answers supporting the items (e.g., proper/improper; suitable /or not; etc.).



CHAPTER 4

RESULTS

4.1. INTRODUCTION

The present study was conducted in two phases investigating (a) the sequential presentation and frequency of grammatical morphemes in English textbooks used in public secondary schools in Türkiye depending on four basic research (Dulay and Burt, 1974; Larsen Freeman, 1975; Rosansky, 1976; Krashen, 1982), (b) the experiences and perceptions of English teachers who use the investigated textbooks. To recall research questions, the present study seeks the answers to (1) the sequence of L2 morpheme presentations in English coursebooks freely distributed to secondary school learners in Turkish state schools, (2) whether and to what extent this sequence of presentation matches with Dulay and Burt (1974), Larsen Freeman (1975), Rosansky (1976), and Krashen (1982), (3) what the frequency rates of grammatical morphemes are in each book, (4) what the views of the teachers who use the coursebooks about the frequency and the order of grammatical morphemes in the coursebooks are. In this section, the results of the study will be given in detail and compared to previous accounts. The first section gives the findings of the mixed methods which seek the order of grammatical morphemes and frequencies of them. The second part is about qualitative content analysis which seeks the views of teachers about the textbooks, especially grammatical morphemes.

4.1.1. The Findings of Textbook Analysis

This section presents the findings of an investigation of ten coursebooks utilized in Turkish public schools in terms of the order of grammatical morphemes connected to Dulay and Burt's (1974) MRO, Larsen Freeman's (1975), Rosansky's (1976), and Krashen's (1982) natural acquisition order. Previous research about the acquisition of grammatical morphemes supported the hypothesis that learners acquire morphemes in a similar universal order, regardless of their background (Bailey et al., 1974; Krashen, 1977; Larsen Freeman, 1975; Rosansky, 1976; Khan, 2014; Perrodin & Somboon, 2019). The present study comprises nine of those morphemes, although the four main studies have various numbers of grammatical morphemes (e.g., 10 or eleven targeted morphemes). To recap, the present study attempts to investigate the sequence of L2 morpheme presentation in English coursebooks freely distributed to secondary school learners in Turkish state schools, the frequency rates of grammatical morphemes in each book, and whether and to what extent this sequence of presentation matches with L2 order

of morpheme acquisition of Dulay and Burt (1974), Larsen Freeman (1975), Rosansky (1976), and with the natural order by Krashen (1982). The last question is about the views of the teachers who use the coursebooks about the frequency and the order of grammatical morphemes in the coursebooks. Before delving into the study topics, Table 4.1 shows the number of units in each coursebook used in Türkiye's public schools where the nine targeted morphemes are taught for the first time. In all coursebooks, all morphemes are jumbled and presented in random order.



Table 4.1: Order of Morphemes by the Number of Each Unit in All Coursebooks

Possessive s -s', -'s	3 rd Person Singular -s	Regular Past tense - <i>ed</i>	Irregular Past Tense	Article <i>a/an/the</i>	Auxiliary <i>be</i>	Present Progressiv <i>e-ing</i>	Plural -s (- <i>es/-ies</i>)	Copula <i>be</i>	
Unit 2	Unit 1	-----	-----	Unit 1	Unit 1	Unit 9	Unit 1	Unit 1	İngilizce 5 [English 5] (MEF)
Unit 3	Unit 1	-----	-----	Unit 1	Unit 1	Unit 9	Unit 1	Unit 1	İngilizce 5 [English 5] (MEF)
Unit 5	Unit 1	-----	-----	Unit 2	Unit 1	Unit 9	Unit 1	Unit 1	Happy English 5 (Başaran)
Unit 1	Unit 1	Unit 7	Unit 7	Unit 1	Unit 1	Unit 3	Unit 1	Unit 1	That's it 6 (MEB)
Unit 1	Unit 1	Unit 7	Unit 7	Unit 1	Unit 1	Unit 3	Unit 1	Unit 1	English Route 6 (Monopol)
Unit 3	Unit 1	Unit 3	Unit 3	Unit 1	Unit 1	Unit 4	Unit 1	Unit 1	Let's Learn English 7
Unit 1	Unit 1	Unit 3	Unit 3	Unit 1	Unit 1	Unit 4	Unit 1	Unit 1	İngilizce 7 [English 7] (KÖK- 7)
Unit 1	Unit 1	Unit 3	Unit 3	Unit 1	Unit 1	Unit 5	Unit 1	Unit 1	English 7(Bilim ve Kültür)
Unit 1	Unit 1	Unit 5	Unit 2	Unit 1	Unit 1	Unit 4	Unit 1	Unit 1	Mastermi nd 8
Unit 1	Unit 1	Unit 4	Unit 4	Unit 1	Unit 1	Unit 4	Unit 1	Unit 1	Upswing English 8 (Türk)

5th.grade6th.grade7th.grade8th.grade

According to Table 4.1, the morphemes normally emerge for the first time in Unit 1 and are presented without respect to order or ease of learning. For instance, despite earlier research indicating that 3rd person singular -s is learned later present progressive -*ing*, it appears in the first unit of each coursebook before present progressive -*ing*. Similarly, present progressive -*ing* is one of the morphemes in Krashen's (1982) early phases of morpheme presentation. However, this morpheme was introduced in Unit 9 for the first time in the 5th-grade books. In prior analyses, regular and irregular past tenses were mentioned individually. These findings indicate that the order of grammatical morphemes differs from earlier research. Since the first appearance of the morphemes has a favorable effect on learners' learning speed and competency, this disparity can be considered to impede their learning process and cause learning difficulty. Table 4.1 shows the sequence of L2 morpheme presentation in each book at each level in terms of the order of grammatical morphemes in the books evaluated. In light of these findings, the first research question is addressed below.

4.1.1.1. What is the Sequence of L2 Morpheme Presentations in English Coursebooks Freely Supplied to Secondary School Learners in Turkish State Schools?

Copula "be" appears on the first line of all books except English 7 by Bilim ve Kültür Publishing (on the fourth line) and Mastermind 8 by MEB Publishing (on the second line). Between the first and fourth lines, plural -s is observed. Although prior authorized descriptions (Dulay & Burt, 1974; Larsen Freeman, 1975; Rosansky, 1976; Krashen, 1982) indicate that present progressive -*ing* is acquired sooner than other morphemes, the coursebooks reviewed were assigned towards the last units. Unlike present progressive -*ing*, even though 3rd person singular -s is acquired later than certain other morphemes, this morpheme was taught in earlier units, according to the results.

Between the second and fourth lines, the position of the Auxiliary "be" shifts. Articles *a/an/the*'s position shifts between the first and sixth lines. Possessives -s', -'s were given in the fourth and fifth positions in the coursebooks, even though Possessives -s', -'s are acquired quite late. Finally, practically all coursebooks, except "That's It 6" by MEB Publishing, taught regular and irregular past tense combined. In Table 4.2, the usage of perfect tense was included in the results because the numbers of perfect tense

usage are low, and in terms of irregular verbs, learners practice some verbs with identical past and past participle forms.



Table 4.2: The Sequence of L2 Morpheme Presentation in English Language Teaching Coursebooks

Textbook	Rank								
	1	2	3	4	5	6	7	8	9
İngilizce 5 [English 5] (MEB)	Copula <i>be</i>	Auxiliary <i>be</i>	Plurals	3 rd Person Singular -s	Possessives -s', - 's	Article <i>a/an/the</i>	- <i>ing</i> (Progressive)		
İngilizce 5 [English 5] (ÖZGÜN)	Copula <i>be</i>	Plurals	Auxiliary <i>be</i>	3 rd Person Singular -s	Possessives -s', - 's	Article <i>a/an/the</i>	- <i>ing</i> (Progressive)		
Happy English 5 (BAŞARAN)	Copula <i>be</i>	Plurals	Auxiliary <i>be</i>	3 rd Person Singular -s	Possessives -s', - 's	Article <i>a/an/the</i>	- <i>ing</i> (Progressive)		
That's it 6 (MEB)	Copula <i>be</i>	Plurals	3 rd Person Singular -s	Possessives -s', - 's	Auxiliary <i>be</i>	Article <i>a/an/the</i>	- <i>ing</i> (Progressive)	Regular past- ed (Simple Past)	Irregular past (Simple Past)
English Route 6 (MONOPOL)	Copula <i>be</i>	Plurals	Article <i>a/an/the</i>	Possessives -s', - 's	3 rd Person Singular -s	Auxiliary <i>be</i>	- <i>ing</i> (Progressive)	Simple Past (regular +irregular)	
Let's Learn English 7 (MEB)	Copula <i>be</i>	3 rd Person Singular -s	Article <i>a/an/the</i>	Plurals	Auxiliary <i>be</i>	Progressive - <i>ing</i>	Simple Past (regular +irregular)	Possessives -s', - 's	
İngilizce 7 [English 7] (KÖK-E)	Copula <i>be</i>	Article <i>a/an/the</i>	3 rd Person Singular -s	Plurals	Auxiliary <i>be</i>	Possessives -s', - 's	Simple Past (regular +irregular)		
İngilizce 7 [English 7] (BİLİM VE KÜLTÜR)	Article <i>a/an/the</i>	3 rd Person Singular -s	Plurals	Copula <i>be</i>	Auxiliary <i>be</i>	Progressive - <i>ing</i>	Simple Past (regular +irregular)	Perfect Tense (regular +irregular)	
Mastermind 8 (MEB)	Plurals	Copula <i>be</i>	Auxiliary <i>be</i>	Article <i>a/an/the</i>	3 rd Person Singular -s	Possessives -s', - 's	Progressive - <i>ing</i>	Simple Past (regular +irregular)	Perfect tense (regular +irregular)
Upswing English 8 (TUTKU)	Copula <i>be</i>	Auxiliary <i>be</i>	Plurals	Article <i>a/an/the</i>	Possessives -s', - 's	Progressive - <i>ing</i>	3 rd Person Singular -s	Simple Past (regular +irregular)	Perfect tense (regular +irregular)

4.1.1.2. Whether and to What Extent Does This Sequence of Presentation Match with the L2 Order of Morpheme Acquisition of Dulay and Burt (1974), Larsen Freeman (1975), Rosansky (1976), and with the Natural Order by Krashen (1982)?

Table 4.3 depicts the sequential presentation of grammatical morphemes in Turkish public school textbooks, as well as the acceptable tables asserted by Dulay and Burt (1974), Krashen (1982), Larsen Freeman (1975), and Rosansky (1976). As a result, the ordering of grammatical morphemes in English textbooks differs from the L2 orders of morpheme learning proposed by Dulay and Burt (1974), Krashen (1982), Larsen Freeman (1975), and Rosansky (1976).

When the placements of the targeted morphemes are examined, the position of Copula “be” in all coursebooks does not match any of the prior research (Dulay & Burt, 1974; Larsen Freeman, 1975; Rosansky, 1976; Krashen, 1982). While Copula “be” appears second or third in the preceding narratives, it appears first as a teaching point in the textbooks studied. Plural -s (*-es/-ies*) is acquired later than Progressive *-ing*, according to Dulay and Burt (1974), Krashen (1982), Larsen Freeman (1975), and Rosansky (1976). However, in most EFL textbooks, the second morpheme to be learned is Plural -s (*-es/-ies*). As for Auxiliary *be* is ranked sixth in the natural order of learning and/or acquisition by Dulay and Burt (1974), fourth by Larsen Freeman (1975) and Rosansky (1976), and fifth by Krashen (1982). However, in the textbooks analyzed, this morpheme was listed as the third morpheme.

Table 4.3: The Order of Grammatical Morphemes in Previous Accounts and English Textbooks Used in the Present Study

Rank	Dulay and Burt (1974)	Larsen Freeman (1975)	Rosansky (1976)	Krashen (1982)	EFL textbooks (2019-2020)
1	Pronoun Case	Present Progressive <i>-ing</i>	Present Progressive <i>-ing</i>	Present Progressive <i>-ing</i>	Copula <i>be</i>
2	Articles <i>a/the</i>	Copula <i>be</i>	Articles <i>a/an/the</i>	Copula <i>be</i>	Plural <i>-s, -es</i>
3	Copula ' <i>be</i> '	Articles <i>a/an/the</i>	Copula <i>be</i>	Plural <i>-s, -es</i>	Auxiliary <i>be</i>
4	Present Progressive <i>-ing</i>	Auxiliary <i>be</i>	Auxiliary <i>be</i>	Articles <i>a/an/the</i>	3 rd Person Singular <i>-s</i>
5	Plural <i>-s</i>	Short Plural <i>-s</i>	Possessives <i>-s', -'s</i>	Auxiliary <i>be</i>	Articles <i>a/an/the</i>
6	Auxiliary <i>be</i>	Past Regular <i>-ed</i>	Past Irregular Ex: <i>go - went</i>	Past Irregular Ex: <i>go - went</i>	Possessives <i>-s', -'s</i>
7	Past Regular <i>-ed</i>	3 rd Person Singular <i>-s</i>	Long Plural <i>-es</i>	Past Regular <i>-ed</i>	Present Progressive <i>-ing</i>
8	Past Irregular Ex: <i>go - went</i>	Past Irregular Ex: <i>go - went</i>	Past Regular <i>-ed</i>	3 rd Person Singular <i>-s</i>	Past Regular <i>-ed</i>
9	Long plural (Ex: bus- buses)	Long Plural <i>-es</i>	3 rd Person Singular <i>-s</i>	Possessives <i>-s', -'s</i>	Past Irregular Ex: <i>go - went</i>
10	Possessives <i>-s', -'s</i>	Possessives <i>-s', -'s</i>			
11	3 rd Person Singular <i>-s</i>				

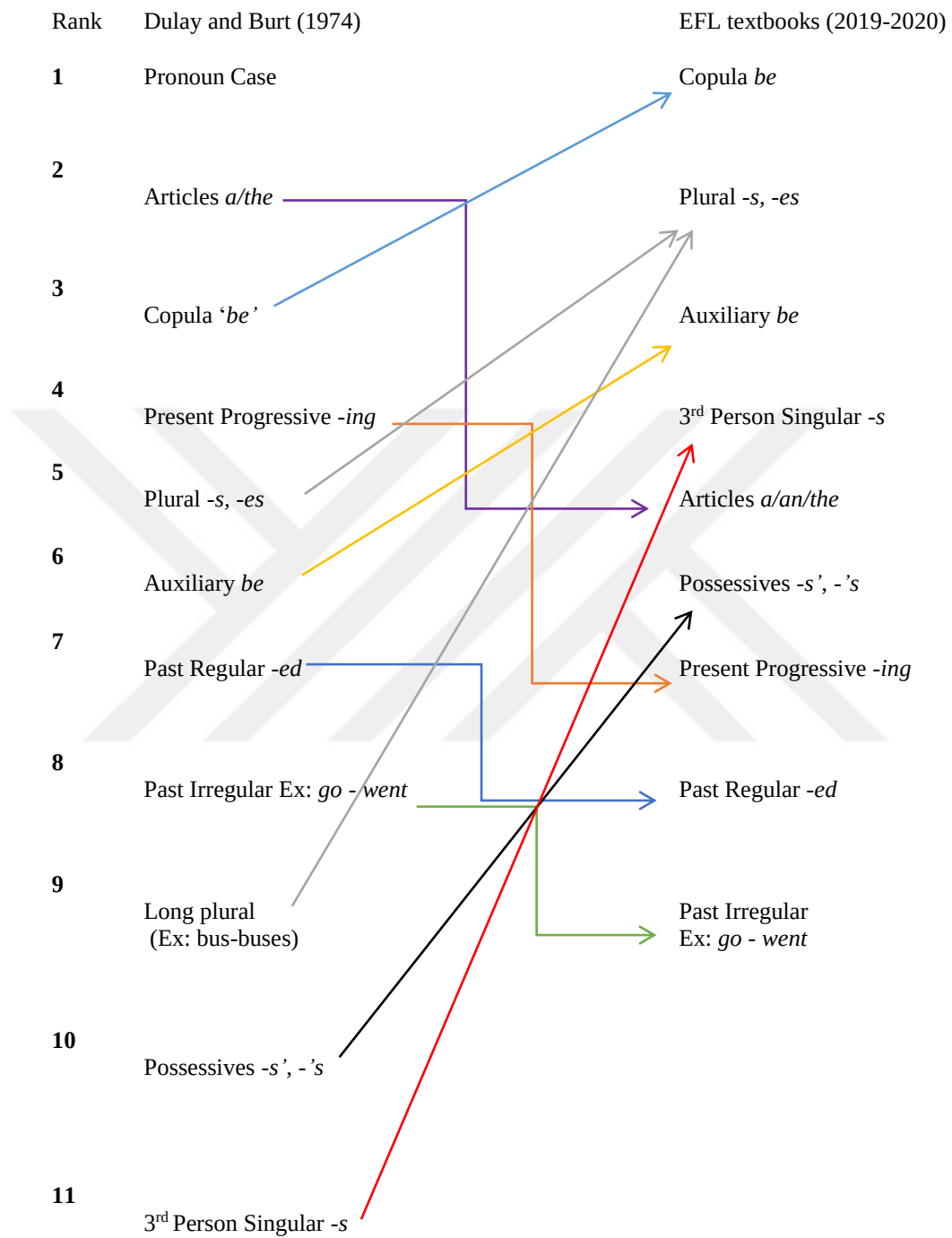
According to the research, the morpheme 3rd Person Singular *-s* is acquired later than other morphemes. Despite these findings, the analyzed textbooks included this morpheme at the opening of the books. This may impede learners' development or cause learners to struggle with learning. Although Articles *a/an/the* are acquired before 3rd Person Singular *-s*, this morpheme is frequently used on the fifth line in these coursebooks. Another distinction highlights the morphemes Possessives *-s', -'s*, and Progressive *-ing*. Possessives *-s'* and *-'s* are acquired later than many other morphemes, yet in EFL textbooks, this morpheme was presented before Progressive *-ing*.

According to earlier reports, progressive *-ing* is the earliest acquired morpheme. Finally, in the lists of Dulay and Burt (1974), Krashen (1982), Larsen Freeman (1975), and Rosansky (1976), Past Regular *-ed* and Past Irregular (ex: *go-went*) were given before Possessives *-s', -'s*, and 3rd Person Singular *-s*. However, as can be seen, they were near the bottom of the list of EFL textbooks. To clarify in detail the order of previous studies and examined books, Figure 4.1 compares Dulay and Burt's (1974) acquisition order and the sequential presentation of EFL textbooks. Dulay and Burt (1974) included pronoun case and long plural (e.g., bus-buses) along with plural *-s (-es/-ies)* in their target

morphemes. When examined in Figure 3, it can be seen that the order of EFL textbooks is different from Dulay and Burt's (1974) MRO. The lines of the morphemes are close to each other in the two lists, but there is no complete overlap in any morphemes. The biggest change is on 3rd Person Singular -s, Possessives -s', -'s, and Plural -s (-es/-ies).

Figure 4.1 compares Dulay and Burt's (1974) acquisition order and the sequential presentation of EFL textbooks to clarify the order of prior studies and analyzed books. In their target morphemes, Dulay and Burt (1974) included pronoun case and extended plural (e.g., bus-buses) as well as plural -s (-es/-ies). Figure 4.1 shows that the order of EFL textbooks differs from the MRO proposed by Dulay and Burt (1974). In the two lists, the morpheme lines are close to one other but there is no complete overlap in any morpheme. The most significant alteration affects 3rd Person Singular -s, Possessives -s', -'s, and Plural -s (-es/-ies).

Figure 4.1: A Comparison of Dulay and Burt's (1974) Acquisition Order and the Sequential Presentation of EFL Textbooks



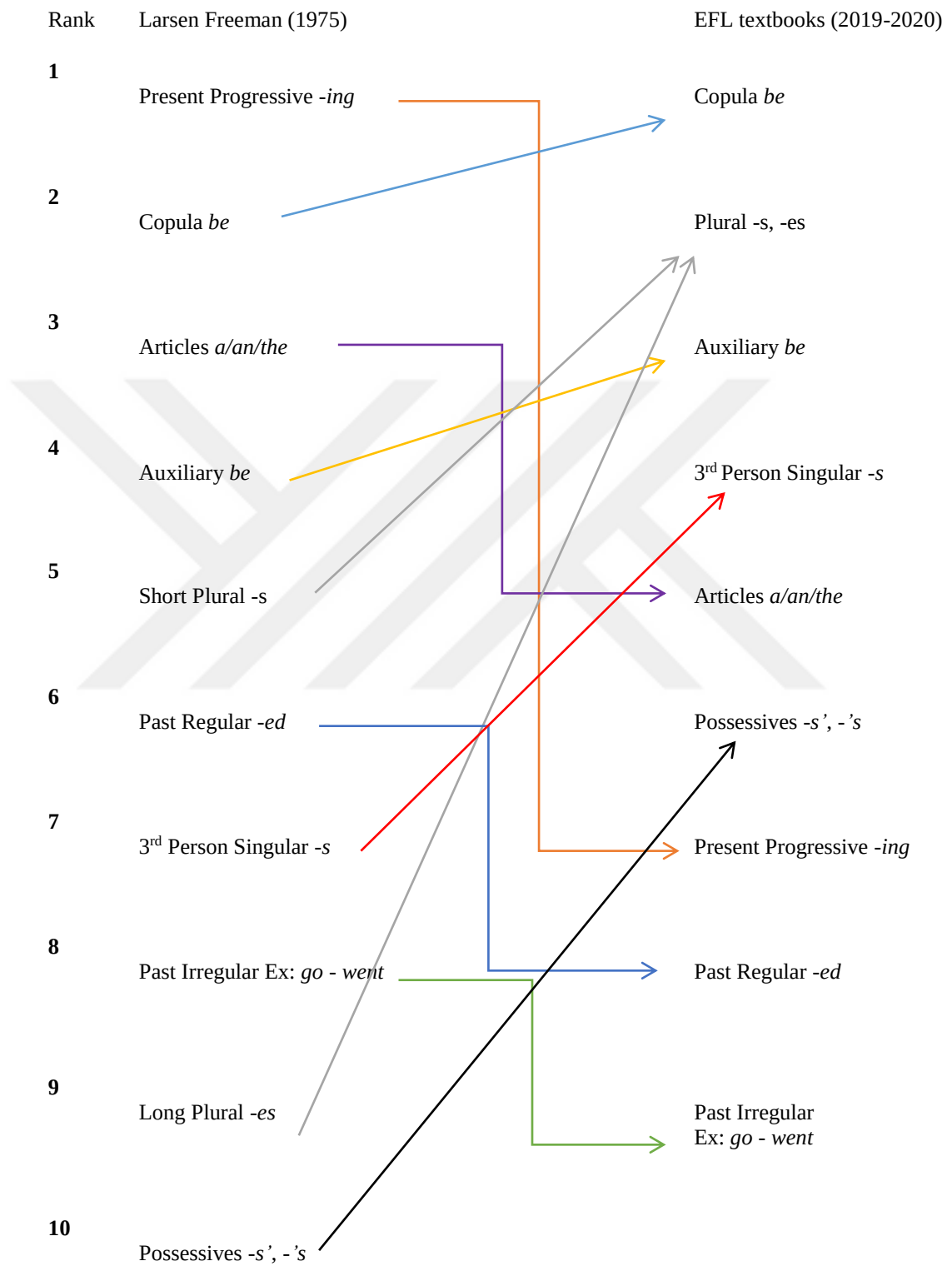
The comparison of Krashen's (1982) acquisition order and the sequential presentation of EFL textbooks in Figure 4.2 yields similar results. According to the exhaustive investigation, all morphemes were presented in distinct lines from Krashen's (1982) natural order. As seen in Figure 4.1, progressive *-ing* was presented later than Krashen's (1982) arrangement, which places it first on the list. While Copula *be* and Plural *-s*, *-es* were placed on the first and second lines, respectively, Articles *a/an/the* were placed after 3rd Person Singular *-s*, a late-acquired morpheme. In Krashen's (1982) study, past irregular appeared before past regular *-ed*, although EFL textbooks utilized this morpheme as either past irregular after past regular *-ed* or simultaneously in the same unit. Possessives *-s'* and *- 's* were also presented at the sixth line in EFL textbooks, despite being the most recently learned morphemes according to Krashen's (1982) natural order.

Figure 4.3 depicts Larsen Freeman's (1975) acquisition order and the common order of EFL textbooks. There is no consistency between the lists, as there is in previous studies. Nonetheless, past regular *-ed* and past irregular were supplied in the same order as Larsen Freeman's (1975) list of the typical order of EFL textbooks. It was not the same as Krashen's (1982) study. In her study, Larsen Freeman (1975) presented Plural *-s* and *-es* as short plurals and long plurals. Short plural *-s* appeared in the fifth place, while long plural *-es* appeared in the ninth position, with plural *-s* and *-es* appearing on the second line of EFL textbooks. On Larsen Freeman's (1975) list, 3rd person singular *-s* and Possessives *-s'* and *- 's* are likewise supplied later than past normal *-ed*. However, there is no consistency with Larsen Freeman's (1975) report on the common sequence of EFL textbooks. They were displayed in the fourth and sixth positions.

Figure 4.2: A Comparison of Krashen's (1982) Acquisition Order and the Sequential Presentation of EFL Textbooks



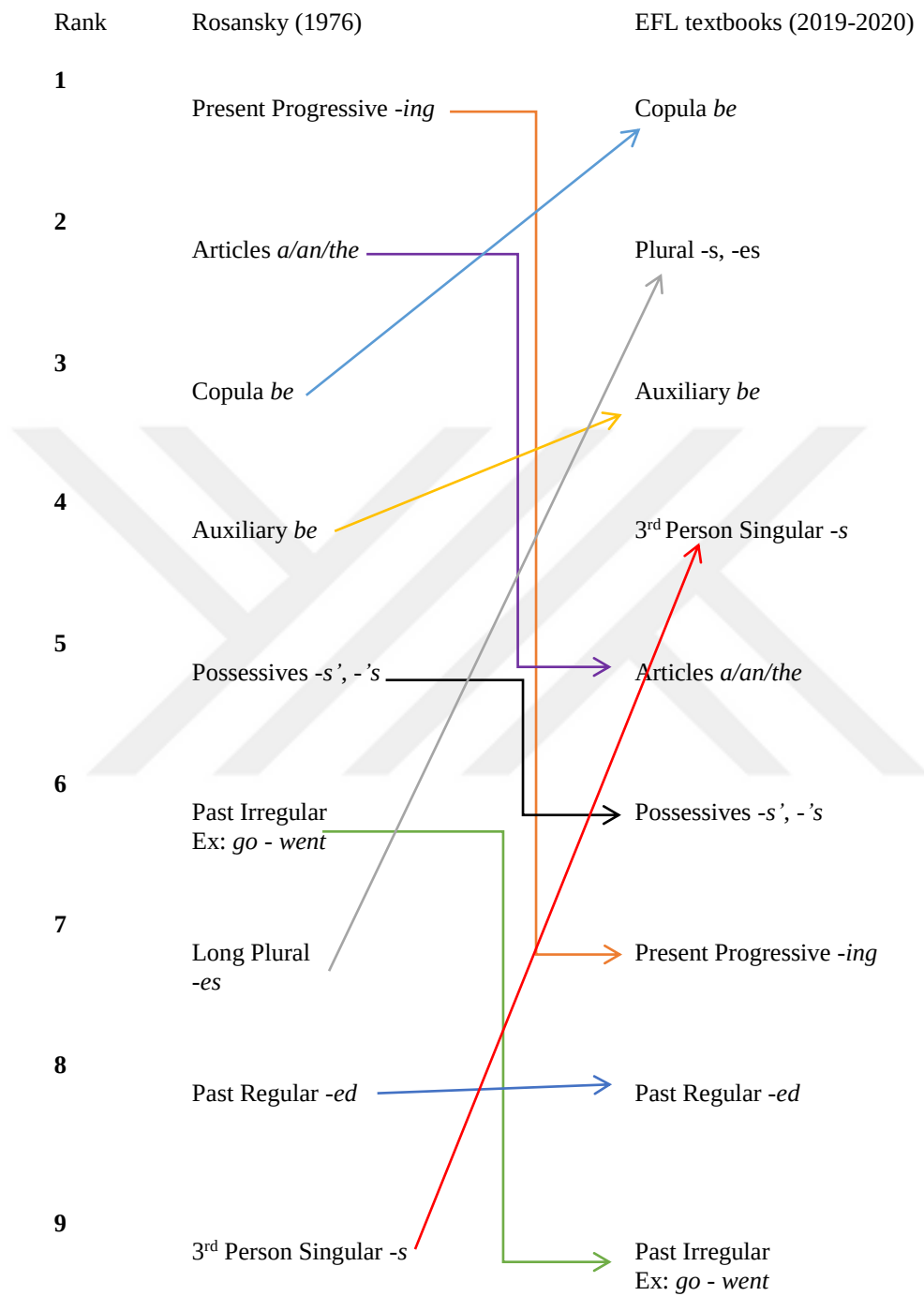
Figure 4.3: A Comparison of Larsen Freeman's (1975) Acquisition Order and the Sequential Presentation of EFL Textbooks



Rosansky's (1976) acquisition sequence is compared to the sequential presentation of EFL textbooks in Figure 4.4. The results demonstrate that, as in other studies, the order of textbooks does not reflect Rosansky's acquisition order. Furthermore, only previous regular *-ed* was placed in the same position as 8th grade. In Rosansky's (1976) study, however, past irregular was provided before past regular *-ed*, contrary to textbook convention. Although, as in other research, the location of 3rd Person Singular *-s* in EFL textbooks was at the 4th line in the current study, it is the most recently acquired morpheme on Rosansky's (1976) list. According to Rosansky's (1976) research, all morphemes except normal past *-ed* had a distinctive place in the textbooks studied. When considering the list of Rosansky (1976) and the typical sequence of textbooks, there are some modifications in the placements of the morphemes; the morphemes acquired earlier were presented later than other morphemes such as present progressive *-ing* and articles *a/an/the*. Morphemes acquired later, on the other hand, were displayed earlier than other morphemes.

These findings reveal that the usual sequence of EFL textbooks does not fully correspond to any of the studies conducted by Dulay and Burt (1974), Krashen (1982), Larsen Freeman (1975), or Rosansky (1976). The disparity in course texts may impede learners' progress in grammatical morpheme acquisition.

Figure 4.4: A Comparison of Rosansky's (1976) Acquisition Order and the Sequential Presentation of EFL Textbooks



4.1.1.3. What are the Frequency Rates of Grammatical Morphemes in Each Book?

4.1.1.3.1. Copula “be”

To be can be used as a copula with both the primary verb and an assisting verb as an auxiliary. Copula “be” has three present tenses (am, is, and are) and two past tenses (was, were). The verb “to be” is the most prevalent in English; nonetheless, many low-level learners struggle with it, especially if “Copula be” is not in their native tongue (Feike, 2011). Aside from that, learners are first introduced to Copula in their English language textbooks and classes. It is also covered in Unit 1 of all coursebooks in this study. According to Krashen (1977), “Copula be” is offered in the first phase of the natural sequence of morpheme acquisition. “Copula be” was covered in the first unit of all 10 ELT coursebooks. Because the Copula is the most common English morpheme, it is usually found in the first portions of English teaching materials (Khan, 2014; Perrodin & Somboon, 2019; Yule, 2013).

Table 4.4: The Frequency Rates of the Morpheme “Copula be” in Each Book

	5 th grade			6 th grade		7 th grade			8 th grade	
	MEB	Özgün	Başaran	MEB	Monopol	MEB	Kök-e	B&K	MEB	Tutku
Occurrences	435	502	448	575	246	442	685	654	569	611
Percentages	3%	3%	4%	4%	1%	3%	3%	3%	2%	2%

Table 4.4 displays the frequency rates of the “Copula be” morpheme in each book, and the findings reveal that the coursebook “*English 5*” by Özgün Publishing has the biggest number (502) of “am, is, are” among the 5th-grade books. However, in terms of percentages of books, “*Happy English*” by Başaran Publishing outnumbers “Copula be” morphemes among 5th-grade books (4%). In terms of 6th-grade coursebooks, “*That’s It 6*” by MEB Publishing contains more Copula be morphemes (575-4%) than “*English Route 6*” by Monopol. Copula predominates as an occurrence in the coursebook “*English 7*” by Kök-e Publishing among the 7th-grade coursebooks, and the percentages of the coursebooks are equal (3%), while the occurrences in “*Upswing English 8*” by Tutku Publishing are greater than “*Mastermind 8*” by MEB Publishing, and their percentages are equal as 2% (For the full list of grammatical morphemes in the textbooks, see Appendix F.). Also, the following figures show some excerpts from some textbooks.

Figure 4.5: Excerpts from “English 5” by Özgün Publishing in Unit 1

4. SPEAKING

4A. Go to page 147. Choose a role card and cut it out.

4B. Work in pairs. Read the information on your role cards and make a short dialogue. You can use the questions below.

What's your name?	Are you from?	Where are you from?
Do you speak?	How old are you?	How many languages do you speak?

Example

Name	Reina
Age	13
Country	Spain
Nationality	Spanish
Language(s)	Spanish, English

Name	Pablo
Age	13
Country	Italy
Nationality	Italian
Language(s)	Italian, English

Student A: Hello! I'm Reina. What's your name?

Student B: Hi! My name's Pablo.

Student A: Pablo? Are you from Britain?

Student B: No, I'm from Italy. Where are you from?

Student A: I'm from Spain. How old are you?

Student B: I'm thirteen. And you?

Student A: I'm thirteen, too. Do you speak Spanish?

Student B: No. I speak Italian and English. How many languages do you speak?

Student A: Two. I speak Spanish and English. Oh, it's time for class. Nice to meet you, Pablo.

Student B: Glad to meet you.

4C. Now, introduce yourself and your new friend.

Example



Hello! My name's Reina and this is my new friend Pablo. We are thirteen years old. I'm from Spain and I speak Spanish and English. Pablo is Italian. He speaks Italian and English.

12

Figure 4.6: The Excerpt from “English 7” by Kök-e Publishing in Unit 1

1 Jim Carrey is a Canadian actor. He has got a daughter and he spends a lot of time with her. *The Truman Show*, *Liar Liar* and *The Mask* are his most popular films. He is tall and **handsome**, with dark straight hair and brown eyes. Jim Carrey is also a screenwriter and musician. He loves painting and he is very good at it. He is a successful actor. He is very funny in his films. In real life, he is sometimes **stubborn** and doesn't change his mind.

2 Charlize Theron is a South African actress. She is also a fashion model. She lives in Los Angeles. She is **slim** and **beautiful**, with blonde hair and green eyes. Charlize Theron is a **generous** actress. She spends money on women's rights organisations and animals.

3 Tom Hanks is an American actor. He is also a film director. He is famous for his dramatic roles but in real life he is a funny person. He makes very funny jokes because he is very **smart**. Tom Hanks is tall and a little **pump**. He is a very **outgoing** person. He has many friends and he likes going out with them. His friends laugh at his jokes a lot. He has an interesting hobby. He collects typewriters from all over the world.

1. What is Jim Carrey like?
.....

2. Is Jim Carrey handsome?
.....

3. Where does Charlize Theron live?
.....

4. What does Charlize Theron look like?
.....

5. Is Charlize Theron a generous person? Why?
.....

6. What does Tom Hanks do?
.....

7. What is Tom Hanks like?
.....

8. What are Jim Carrey's and Tom Hanks's hobbies?
.....

4.1.1.3.2. Plural -s (-es/-ies)

The morpheme -s can be assigned to the plural -s, the Possessives -s', -'s, or the third-person singular -s; however, the Plural -s (-es/-ies) is acquired before the Possessives -s', -'s, or the third-person singular -s. Likewise, plural -s is in the early stages of the normal sequence of morpheme acquisition and appears in earlier units in all textbooks examined. Furthermore, semantic complexity may explain why plural -s is learned earlier than third-person singular -s (Anderson, 1978; Krashen, 1975; Larsen Freeman, 1976; Pye, 1980; cited in Ozhigonova, 2020). Additionally, “the more regular a morpheme is, the sooner it will be acquired” (Ozhigonova, 2020).

Table 4.5: The Frequency Rates of the Morpheme “Plural -s (-es/-ies)” in Each Book

	5 th grade			6 th grade		7 th grade			8 th grade	
	MEB	Özgün	Başaran	MEB	Monopol	MEB	Kök-e	B&K	MEB	Tutku
Occurrences	656	1018	880	766	830	1226	2833	1655	1871	2211
Percentages	5%	1%	7%	6%	4%	7%	11%	8%	7%	7%

Table 4.5 displays the frequency rates of Plural -s (-es/-ies) in each book. While “*English 5*” by Özgün Publishing has 1018 plural -s instances as the highest proportion, the rate of 7% of “*Happy English*” by Başaran Publishing reveals that “*Happy English*” triumphs Plural -s (-es/-ies) among the 5th-grade books. According to the examination of 6th-grade course materials, while the number of instances of Plural -s (-es/-ies) in “*English Route 6*” by Monopol Publishing is higher than in “*That’s It 6*” by MEB Publishing, the proportion of “*That’s It 6*” by MEB Publishing is higher than “*English Route 6*”. Plural -s (-es/-ies) appear the most frequently in 7th-grade course materials, with “*English 7*” by Kök-e Publishing having the largest number of occurrences and percentages. In terms of the frequency rates of the 8th-grade coursebooks, “*Upswing English 8*” by Tutku Publishing is more common than “*Mastermind 8*” by MEB Publishing, and their percentages are identical at 7%. Figure 4.7 shows the excerpt from “*Mastermind 8*” by MEB Publishing.

Figure 4.7: The Excerpt from “Mastermind 8” by MEB Publishing in Unit 1

FRIENDSHIP **UNIT 1**

L-2 Lesson

Activity 1

Match the words/ phrases with their explanations.

1 back up	(...) a best/close/true friend
2 buddy	(...) b like each other
3 count on	(...) c support
4 get on well with someone	(...) d trust
5 laid-back	(...) e relaxed

Activity 2

Read the text. How many buddies has Emel got?

Friendship in Emel's Life

Some of our friends come into our lives and stay forever. They are like our brothers and sisters. We sometimes argue, but most of the time we **get on well** with each other. I have some great **buddies**. They are Stella, Zeynep, Furkan and Tuna. Zeynep **backs me up** when I need her. She will be there for me if I call on her. Furkan is an honest boy because he never tells lies and keeps our secrets. We always **count on** him. Stella is a **laid-back** girl, she never minds others. Tuna's style attracts many teenagers' attention. He is a really cool boy. We share the same interests, we like spending time together. If you are a true friend, you will have true friends.

Activity 3

Read the text again. Complete the sentences with the bold words/ phrases in the text.

- Emel has four in her life.
- They Furkan because he always tells the truth.
- Zeynep Emel when she calls on her.
- Stella is always calm so she is a girl.
- Friends sometimes argue. However, they often each other.

1
Unit 1

4.1.1.3.3. Present Progressive -ing

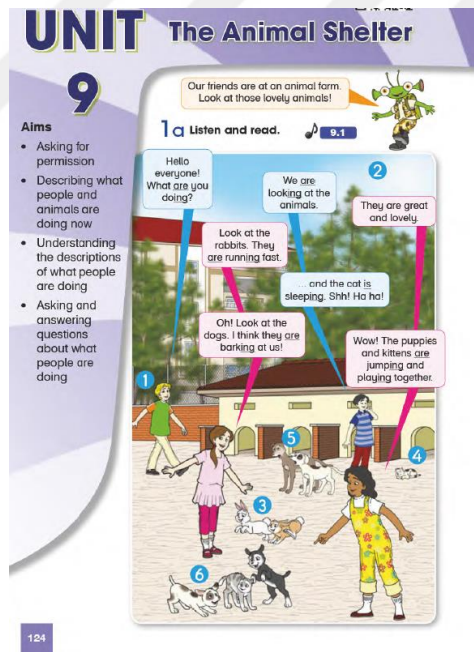
The progressive form is used to indicate that the action is taking place. Although the progressive *-ing* is in the early stages of the natural order of morpheme acquisition, and previous accounts showed that the progressive form is acquired earlier by learners, the progressive *-ing* positions were presented very late, towards the end of the final units, on the coursebooks for the 5th, 6th, 7th, and 8th grades in this study, except the 7th-grade coursebook called “*English 7*” published by KÖK-e Publishing. There was no specific mention of progressive *-ing* in any of the units in this coursebook. This anomaly, as well as the late introduction of the progressive form, highlights the discrepancy in morpheme acquisition order between the common universal order and the coursebooks.

Table 4.6: The Frequency Rates of the Morpheme “Present Progressive -ing” in Each Book

[illegible]

The frequency rates of Present Progressive *-ing* are shown in Table 4.6, and the number of occurrences of the Present Progressive *-ing* morpheme is quite low in all course materials. According to other course materials at this level, “*Happy English*” by Başaran Publishing contains at most one Present progressive *-ing* in the analysis of 5th-grade novels. However, in terms of percentages, “*English 5*” by MEB Publishing has the highest percentage among the 5th-grade books while having the fewest instances of any coursebook at this level. Their percentages are equal and less than 1% in the 6th-grade course materials, and their occurrences differ, with “*That’s It 6*” by MEB Publishing using more Present Progressive *-ing* than “*English Route 6*” by Monopol Publishing. Among 7th-grade coursebooks, “*English 7*” by Bilim ve Kültür Publishing dominates the morpheme *-ing*, and “*Mastermind 8*” by MEB Publishing includes more than “*Upswing English 8*” by Tutku Publishing. Furthermore, at both levels, their percentages are less than 1%. The following figure shows examples of Present Progressive *-ing* from the excerpt of “*Happy English*” by Başaran Publishing.

Figure 4.8: The Excerpt from “*Happy English*” by Başaran Publishing in Unit 9



4.1.1.3.4. Auxiliary “be”

The verb “be” can function as both an assisting verb and a primary verb. In progressive or passive sentences, the auxiliary verb “be” serves as an assisting verb. “He is playing football,” “She has been studying all day,” and “She was given a free course” are some instances. This morpheme is acquired after Copula *be*, plural *-s*, and progressive

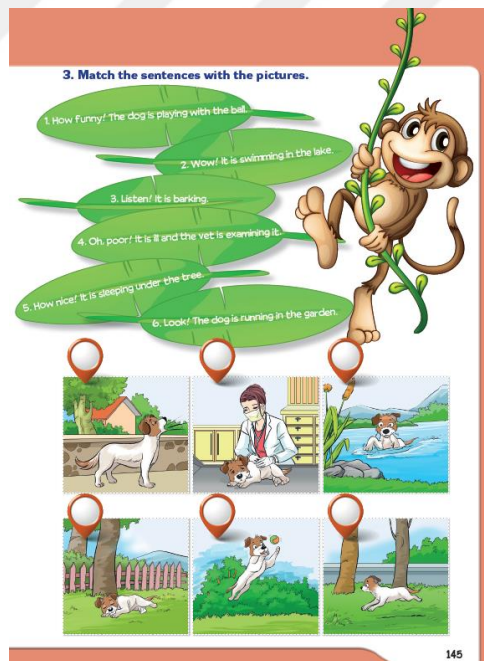
-ing in the second step of the natural sequence of morpheme acquisition. When the course texts were thoroughly examined, the Auxiliary “be” appeared in various spots. Furthermore, it was formerly presented as the fifth rank.

Table 4.7: The Frequency Rates of the Morpheme “Auxiliary be” in Each Book

	5 th grade			6 th grade		7 th grade			8 th grade	
	MEB	Özgün	Başaran	MEB	Monopol	MEB	Kök-e	B&K	MEB	Tutku
Occurrences	58	94	63	38	21	34	19	44	68	55
Percentages	<1%	1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%

Table 4.7 shows that among the 5th-grade coursebooks about occurrences and percentages, “English 5” by Özgün Publishing has the highest number of Auxiliary. In a study of 6th-grade coursebooks, “That’s It 6” by MEB Publishing received the most usage. In the 7th and 8th grades, “English 7” by Bilim ve Kültür Publishing and “Mastermind 8” by MEB Publishing outperform the morphemes of “Auxiliary be” in their respective level coursebooks. In terms of percentages, all coursebooks in grades 6th, 7th, and 8th are less than 1%. Figure 4.9 shows the instances of the Auxiliary “be” in the excerpt from “English 5” by MEB Publishing.

Figure 4.9: The Excerpt from “English 5” by MEB Publishing in Unit 9



4.1.1.3.5. Article a/an/the

For specific and non-specific references, articles are utilized as the indefinite article “a/an,” the definite article “the,” and the null (the zero) article (Feike, 2011; Khan,

2014). As a result, it is one of the most challenging structures for EFL and ESL students to master (Feike, 2011). Articles are likewise in the second stage of morpheme acquisition according to the natural order. All of the works used paradigmatic sequencing, which involves presenting contrasting forms, such as *a/an*, and *the*, at the same time. They presented articles concurrently. Furthermore, all books placed articles in different locations, either earlier or later than other morphemes.

Table 4.8: The Frequency Rates of the Morpheme “Article *a/an/the*” in Each Book

	5 th grade			6 th grade		7 th grade			8 th grade	
	MEB	Özgün	Başaran	MEB	Monopol	MEB	Kök-e	B&K	MEB	Tutku
Occurrences	928	1169	793	1007	884	1222	1847	1710	2044	2548
Percentages	7%	6%	6%	7%	5%	7%	7%	8%	8%	8%

When the findings in Table 4.8 are studied, it is clear that the occurrences of the articles *a/an/the* in “*English 5*” by Özgün Publishing are higher than in other 5th-grade coursebooks, even though “*English 5*” by MEB Publishing has the largest percentage of these books. In addition, “*That’s It 6*” by MEB Publishing has a greater rate of occurrences and percentages in the 6th-grade level. Even though “*English 7*” by Kök-e Publishing has the most occurrences among 7th-grade coursebooks, “*English 7*” by Bilim ve Kültür Publishing has the highest percentage. According to the 8th-grade students’ analysis, “*Upswing English 8*” by Tutku Publishing has the most articles. However, the percentages of both coursebooks are equal to each other. The following figure shows the excerpt of “*English Route 6*” by Monopol Publishing about articles.

Figure 4.10: The Excerpt from “English Route 6” by Monopol Publishing in Unit 1

READING

17 Before you read, answer the questions: Do you take any courses? What are they?

18 Read and complete Furkan's speech with the correct sentence.

a. I rest on Wednesdays. b. I rest at the weekend.

Hi, I'm Furkan. I have a piano course after school on Tuesdays and Wednesdays. I play football on Thursdays, swim on Mondays and attend a folk dance course on Fridays. I do my homework in the evenings.

19 Read Furkan's speech again and complete his diary.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	have a piano course			attend a folk dance course		

SPEAKING

20 What do you usually do at the weekends? Explain briefly.

e.g. I wake up late at the weekends...

4.1.1.3.6. Irregular Past Tense

Irregular verbs are those that do not require the *-ed* marker to generate the past tense. According to Krashen (1977), irregular past tense is in the third phase of the natural order and is acquired after articles *a/an/the* and auxiliary *be*, but before regular past *-ed*, third-person singular *-s*, and Possessives *-s'*, *- 's*. Despite Krashen's assertion, previous accounts demonstrated that regular and irregular pasts can be acquired sequentially (Dulay & Burt, 1974). In this regard, MEB Publishing's "*That's It 6*" offered irregular past tense following regular past tense on the 9th position, although other publications provided regular and irregular past tense in a single unit and employed both forms beginning with the very first exercises.

Table 4.9: The Frequency Rates of the Morpheme “Irregular Past” in Each Book

	5 th grade			6 th grade		7 th grade			8 th grade	
	MEB	Özgün	Başaran	MEB	Monopol	MEB	Kök-e	B&K	MEB	Tutku
Occurrences	---	---	---	48	115	77	119	175	65	270
Percentages	---	---	---	<1%	1%	<1%	1%	1%	<1%	1%

The 5th-grade coursebooks, according to Table 4.9, do not feature irregular pasts. The incidence and percentages of the two coursebooks varied in some ways. "*English Route 6*" by Monopol Publishing contains far more irregular pasts than "*That's It 6*" by

MEB Publishing. Furthermore, their percentages are not identical, with “*That’s It 6*” by MEB Publishing accounting for less than 1% of English Route’s percentage. In terms of the number of occurrences of irregular past in 7th-grade coursebooks, “*English 7*” by Bilim ve Kültür Publishing has the highest number, though the percentages of “*English 7*” by Bilim ve Kültür Publishing and “*English 7*” by Kök-e Publishing are 1% and more than “*Let’s Learn English 7*” by MEB Publishing. In terms of frequency and percentages, there are too many variances between the two 8th-grade coursebooks, and “*Upswing English 8*” by Tutku Publishing uses irregular past significantly more than “*Mastermind 8*” by MEB Publishing. Figure 4.11 shows the regular and irregular past tense as a whole in the excerpt of “*Let’s Learn English 7*” by MEB Publishing.

Figure 4.11: The Excerpt from “*Let’s Learn English 7*” by MEB Publishing in Unit 3

UNIT 3: BIOGRAPHIES

Let's Listen!

1 Look at the photos. Do you know these people? What do you know about them?



Osman Hamdi Bey Marie Curie William Shakespeare Wolfgang Amadeus Mozart

2 3.3 Listen to the biographies. Match the people with their countries and professions. There is one extra.

*Writer/England _____	*Musician/Austria _____
*Artist/Turkey _____	*Actor/Turkey _____
*Scientist/Poland _____	

3 3.4 Listen again and choose the correct answer.

- Curie was born and grew up in Poland/France.
- She studied science/math in Paris.
- Osman Hamdi founded/visited the School of Fine Arts.
- He died in 1842/1910 in Istanbul.
- Mozart played/composed over 600 works.
- Music was/wasn't important in his family.
- William Shakespeare went/didn't go to college.
- He got married to Anne Hathaway. They had two/three children.

At this stage, it is possible to assert that some terms were removed from the lists of some coursebooks due to the various usages of some irregular verbs. For example, in MEB Publishing’s coursebook “*Let’s Learn English 7*”, the terms “*stuck (1)*, *meant (1)*, and *left (2)*” were omitted since they were used as adjectives in the contexts. “*is gone (3)*” is used as a passive voice in the MEB Publishing textbook “*That’s It 6*”, and other textbooks do not feature any instances of passive voice. As a result, these “*is gone*” instances were eliminated from the calculation. Besides that, as it was mentioned before, some past participle verbs (e.g., felt-felt, hit-hit, or taught-taught) were included in the

present study because several studies showed that past participle verbs are utilized as past. The percentage of the textbook would not vary significantly if they were included or excluded. The following figure shows the usage of Simple Past tense and Present Perfect Tense in terms of regular and irregular verbs.

Figure 4.12: The Excerpt from “Let’s Learn English 7” by MEB Publishing in Unit 3

7
UNIT
TOURISM

Lesson 6

1

Read the questions below and tick (✓) the ones you have done.

HAVE YOU EVER ...

- ☐ flown on a plane?
- ☐ seen a historic place?
- ☐ bought an interesting gift?
- ☐ done an extreme sport on holiday?
- ☐ ridden a horse or a donkey?
- ☐ eaten a foreign food?
- ☐ been abroad?
- ☐ guided visitors in your city?
- ☐ visited a museum?
- ☐ joined a group tour?
- ☐ attended a festival?
- ☐ gone sightseeing?
- ☐ gotten lost in a foreign place?
- ☐ had a bad holiday experience?
- ☐ stayed in an expensive hotel?



2

Group Work:

Work in groups of four. Talk about your holiday experiences, ask about your friends' experiences and exchange your ideas. You may include good, exciting, bad, unpleasant, etc. experiences while you talk. Then inform the class about your friends' experiences. Use the conversation below to give you ideas.

Kutay : Have you ever been abroad? Naz : Yes, I have. I have been to England. Erkem : Really? When did you go there? Naz : I went there two years ago. Aybars : Why did you go there? Naz : I went there for a language school. Kutay : I see. Who did you go with? Naz : I went alone. Cansu : How long did you stay there? Naz : I stayed there for about two months. Kutay : Where did you stay?	Naz : I stayed in a dormitory. Aybars : What did you do while you were there? Naz : Well, I experienced a lot of interesting things. I attended my English classes, saw almost all the tourist destinations in London, learned about the British culture, visited the museums and made many friends. Cansu : What didn't you like about London? Naz : Well, it rained all the time and it was too expensive.
--	---

4.1.1.3.7. Regular Past Tense

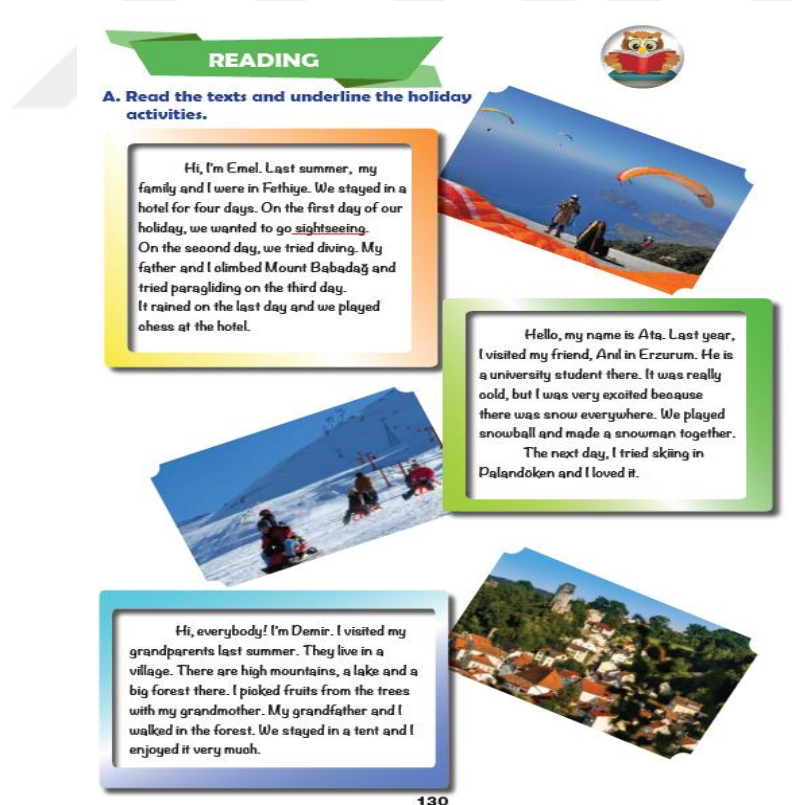
Unlike the irregular past tense, verbs in the regular past tense take the *-ed* marker to generate the past tense. While irregular past tense is in the third phase of the natural order of morpheme acquisition order, regular past tense is in the fourth phase and acquired after an irregular past tense, according to Krashen's natural order. However, in their morpheme acquisition sequence, other scholars such as Dulay and Burt (1974), Larsen Freeman (1975), and Rosansky (1976) placed the regular past tense before the irregular past tense. When all of the books were thoroughly examined, the coursebook “*That’s It 6*” was found to be compatible with Dulay and Burt (1974), Larsen Freeman (1975), and Rosansky (1976). The regular past tense was presented in the same portion of the books as the irregular past tense in the other ELT books.

Table 4.10: The Frequency Rates of the Morpheme “Regular Past –ed” in Each Book

	5 th grade			6 th grade		7 th grade			8 th grade	
	MEB	Özgün	Başaran	MEB	Monopol	MEB	Kök-e	B&K	MEB	Tutku
Occurrences	---	---	---	97	29	98	196	136	97	147
Percentages	---	---	---	1%	<1%	1%	1%	1%	<1%	<1%

Table 4.10 illustrates the frequency rates of regular past *-ed* in each book, and the coursebooks for the fifth grade do not feature regular past as they do irregular past. Table 4.10 shows too many discrepancies between the two coursebooks in the sixth-grade coursebook analysis. “*That’s it 6*” by MEB Publishing has substantially more of the morpheme regular past *-ed* than “*English Route 6*” by Monopol Publishing, and its proportion is larger. The percentages in the 7th and 8th grades are equal at their levels, but “*English 7*” by Kök-e Publishing and “*Upswing English 8*” by Tutku Publishing dominate other coursebooks. Figure 4.13 shows the instances of regular past tense in the excerpt of “*That’s it 6*” by MEB Publishing.

Figure 4.13: The Excerpt from “That’s It 6” by MEB Publishing in Unit 7



4.1.1.3.8. 3rd Person Singular -s

Foreign language learners frequently struggle with English's simple present form. Learners struggle with the subject-verb relationship because the third-person singular form uses the -s morpheme while other forms do not. "He plays guitar," for example, is an example of the third-person singular -s. According to prior descriptions and natural order, the morpheme -s is one of the last morphemes that learners acquire. On morpheme acquisition order, the third-person singular -s morpheme is in the fourth phase of the natural order. However, contrary to the natural order and prior studies, all coursebooks in this study presented 3rd person singular -s earlier positions. This morpheme is mostly used in educational materials between the second and seventh places. This demonstrates that nearly no coursebooks take the acquisition sequence into account when designing teaching materials.

Table 4.11: The Frequency Rates of the Morpheme "3rd Person Singular -s" in Each Book

	5 th grade			6 th grade		7 th grade		8 th grade	
	MEB	Özgün	Başaran	MEB	Monopol	MEB	Kök-e	B&K	Tutku
Occurrences	121	197	116	103	72	146	313	145	265
Percentages	1%	1%	1%	1%	<1%	1%	1%	1%	1%

As shown in Table 4.11, the percentages of coursebooks are 1% at all levels, except "*English Route 6*" by Monopol Publishing, which has the least usage of 3rd person singular -s. In terms of coursebook occurrences, while "*English 5*" by Özgün Publishing has the highest rate in the 5th grade, "*That's It 6*" by MEB Publishing has more 3rd person singular -s than English Route. Among the three 7th-grade coursebooks analyzed, "*English 7*" by Kök-e Publishing emerges as the morpheme. In the eighth grade, Tutku Publishing's "*Upswing English 8*" uses more 3rd person singular -s than MEB Publishing's "*Mastermind 8*." The following figure shows the examples of 3rd person singular -s in the excerpt of "That's it 6" by MEB Publishing.

Figure 4.14: The Excerpt from “That’s It 6” by MEB Publishing in Unit 1

READING

A. Read Daisy's diary and put the sentences in order.

Date: 27 September
Friday

Dear diary:
Every weekday, I attend my first class at half past eight and listen to my teacher carefully. My classes finish at twenty past three. After school, I play basketball with my friends in the school garden. I go back home at 4 o'clock in the afternoon.

Then I take care of my cat, Luna. We have dinner at half past seven on Friday evenings. I rest until quarter past eight. At nine o'clock, I finish all my homework. I write my diary before I go to bed.

Daisy

- She goes back home at four o'clock.
- She rests until quarter past eight.
- She takes care of Luna.
- She listens to her teachers at school.
- She has dinner with her family at half past seven.
- She writes her diary before she goes to bed.
- At nine o'clock, she finishes all her homework.

16

4.1.1.3.9. Possessives [-s', -'s]

Possessives -s' and -'s, like third person singular -s, are acquired extremely late by learners, according to Krashen's natural order and other studies. However, material designers did not take this into account when establishing the presentation order of possessive forms in the materials. Possessives -s' and -'s appear in various positions between the fourth and sixth positions in all coursebooks, and their frequency of occurrence is substantially lower than that of other morphemes in the books studied. According to Table 4.12, the percentages of the morphemes Possessives -s' and -'s are less than 1% at all levels, except for two coursebooks in the 5th grade, “*English 5*” by Özgün Publishing and “*Happy English*” by Başaran Publishing. The occurrences of the morpheme in all coursebooks reveal that “*English 5*” by Özgün Publishing, “*English Route 6*” by Monopol Publishing, “*English 7*” by Kök-e Publishing, and “*Upswing English 8*” by Tutku Publishing had the most Possessives -s', -'s.

Table 4.12: The Frequency Rates of the Morpheme “Possessive -s’, -’s” in Each Book

	5 th grade			6 th grade		7 th grade			8 th grade	
	MEB	Özgün	Başaran	MEB	Monopol	MEB	Kök-e	B&K	MEB	Tutku
Occurrences	44	96	83	34	41	38	93	64	37	52
Percentages	<1%	1%	1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%

All coursebooks do not appear to agree on the rates of morpheme occurrences and the proportionate values of the total amount of words in each book, based on the frequency rates. As a result, the number and proportion of occurrences are insufficient for EFL students to gain exposure to the target language. This can be reviewed, and the occurrences of grammatical morphemes, as well as their presentation in coursebooks, can be altered to improve learning. The more learners are exposed to grammatical morphemes during their learning process, the better they will understand English. Figure 4.15 shows the instances of Possessives -s’ and -’s in the excerpt of “English 7” by Bilim ve Kültür Publishing.

Figure 4.15: The Excerpt from “English 7” by Bilim ve Kültür Publishing in Unit 1

6 Read the paragraph.



Hello. I'm Rosie. This is my family. My father Frank is a handsome man. He has nice brown eyes, and his hair is black. My mother Helen is beautiful with blue eyes and long straight blonde hair. Tom is my brother. He is younger than me, but he is taller.

He is a smart boy. He is more hardworking than me. And Sheila, she is my sister. She is older than Tom and me. She is a cute girl. She is more easy-going than me because I am stubborn. I love my family a lot.



a Complete the sentences according to the paragraph.

- Rosie's father is handsome with _____.
- Helen has _____ and _____.
- Tom is _____ and _____ than Rosie.
- Sheila is a _____ and _____ than Rosie.
- Rosie is a _____ girl.

b Read the paragraph again and circle the correct option.

- Rosie's _____ is handsome.
a. father b. brother
- Rosie is older than her _____.
a. brother b. sister

- Tom is a(n) _____ boy.
a. easy-going b. smart
- Helen has _____ hair.
a. straight b. curly

4.1.1.4. What are the Views of the Teachers Who Use the Coursebooks about the Frequency and the Order of Grammatical Morphemes in the Coursebooks?

To complement and enhance the analysis of the order and frequency of the grammatical morphemes in the textbooks in light of the theoretical frameworks, this section describes and investigates the viewpoints of teachers who use the targeted coursebooks. During the data collection process, participants answered 14 questions (7 open-ended and 7 closed-response items regarding the teachers' backgrounds). The questionnaire responses were subjected to content analysis (Stemler, 2001). The responses were coded and analyzed via qualitative content analysis software QDA Miner 4 Lite (2023). After examining the answers, themes were determined and tagged according to the questions' goals. Their frequencies were accounted for in each question after coloring and tagging them. The table below shows the percentages of responses to the seven open-ended questions posed by teachers.

According to results, teachers (63%) thought the sequencing of grammatical morphemes in secondary school textbooks was appropriate for students, while the rest (37%) said it was not. When questioned about their thoughts on the matter, 45% of teachers who believed the order was improper responded, while 25% did not.

Table 4.13: The Opinions of Teachers about the Order of Morpheme Affixes in the Textbooks

	f	%
Teachers who found the order proper	41	63%
Teachers who found the order improper	40	37%

Table 4.13 gives the frequencies and percentages of teachers' answers. Even if each answer did not have any explanations, some examples of teachers' answers who found the order of grammatical morphemes improper in the investigated textbooks are as follows:

Before all the exercises of a subject are finished, that subject is passed to another subject in the same unit before it is fully grasped, then the exercise of that subject is given again. We are constantly looking for exercises on the pages back and forth. Exercises on the same subject are interspersed with different subjects in the same unit and given in this way (T2)

Unit 3 in the 7th-grade book should not be in that book. It is at the 8th-grade level. (T34)

I think the verb "to be" and the Plural "-s (-es, -ies) should be given before Tenses. There are students in 6th grade who still have difficulty with the Plural Form. (T38)

I think that not much attention is paid to sequencing, multiple suffixes are removed in reading passages at once and this makes it difficult to learn. (T50)

Irregular and Simple Past tense should be at the end. Possessives should be given with plural s. A/an should be at the beginning. (T60)

It is too early to introduce Regular and Irregular morphemes at the 6th-grade level, students have difficulty learning them. (T65)

Some teachers who felt the order is appropriate issued a statement and here are several examples of this. However, the participants also pointed out that they thought what was improper in the textbooks:

Appropriate as the order within the book goes from simple to difficult. (T7)

In general, the ranking is appropriate. But the subject density is high (T21)

Appropriate for student level and readiness. (T37)

I don't see a sequencing error that would be a significant problem. In some cases we have to give it before the book, but rarely. (T46)

I think that these suffixes given in the books are given in a sequential order that facilitates learning and provides reinforcement. (T54)

I think the rankings are generally appropriate for the levels. (T58)

Throughout the inquiry, participants (80%) provided short answers such as “yes”, “no”, “suitable” or “not suitable”. In Table 4.14, the majority of respondents (81%) agree that the order of giving to teaching or learning is effective. There are some examples of teachers' answers who think that the order of grammatical morphemes is effective for learning or teaching below.

Table 4.14: Teachers' Opinions about the Effectiveness of the Order of Morpheme Affixes Given in the Textbooks

	f	%
Teachers who found the order effective	53	81%
Teachers who found the order ineffective	10	15%

Yes. That's why I don't work in the order in the book. (T2)

Yes. Starting from the hardest affects student motivation negatively. (T7)

Yes, it does. The past tense is given as was/were, then regular, and finally irregular verbs in 6th grade, which facilitates learning. (T18)

Yes, because morpheme affixes are very important in English because even the slightest affix can change the meaning. (T25)

It is important to apply the principles of easy to difficult, and simple to complex in teaching. (26)

For example, when Simple Present Tense is given before giving the Plural Form, students may confuse the use of the suffix “-s”. (T38)

I think repetitive patterns are effective in learning or reinforcing learning. (T54)

The other question in the questionnaire was about the frequency. The results show that 40% of the teachers think that the frequency of use of grammatical morphemes is enough for these textbooks.

Since the focus is on function, we don't focus on grammar as much as before. In the first years of the profession, we used to struggle to explain the verb to be. Now we

only make them feel it. I focus on the learners' use of the language, even if it is wrong.
(T18)

It is used frequently in texts and paragraphs and students can comprehend more easily when they see this usage frequently. (T44)

I think the frequency of use is too high and this situation provides the student with the opportunity to reinforce because it directs the student to continuous repetition, at the same time, it provides self-confidence to the student who has learned the subject and offers a new opportunity to those who have not learned it. (T49)

On the other hand, 15% of the participants thought that the order was not effective for learning or teaching. However, they did not issue any statement for their answers. In terms of the third question, 54% believe that the frequency of morphemes is insufficient in the textbooks studied while 40% of them pointed out that they found it enough.

Table 4.15: Teachers' Opinions about the Frequency of Morpheme Affixes in the Textbooks

	f	%
Teachers who found the frequency enough	26	40%
Teachers who found the frequency not enough	35	54%

Here are some examples of participant responses given in terms of inadequacy:

Exercises are very insufficient, frequency should be much higher. (T2)

They are used two or three times in a unit, which I find very insufficient, and there are usually no exercises related to these suffixes. (T13)

Very underutilized, unfortunately, insufficient as there are only two-sentence examples for important topics. (T17)

Should be used more often. (T23)

There are deficiencies in the textbooks, especially regarding suffixes and prefixes. (T38)

Although more at lower levels, and less at higher levels. (T57)

The curriculum should be more spiralized and more exercises should be given.
(T65)

The other answers given in terms of adequacy of the frequency are like below:

I think the use is sufficient. (T3)

In the first years of the profession, we used to struggle to explain the verb to be. Now we only make them feel it. I focus on the student's use of language and speaking, even if it is wrong. Therefore, I find the frequency of use in the books sufficient. (T18)

It is used in its place. (T28)

The frequency of use is as it should be. (T36)

It is used frequently in texts and paragraphs and students can comprehend it more easily when they see this usage frequently. (T44)

I think the frequency of use is too high and this situation offers the opportunity to reinforce the student because it directs the student to continuous repetition, and at the same time, it offers self-confidence to the student who has learned the subject and a new opportunity to those who have not learned it. (T49)

I find it sufficient that the topics progress in a spiral and are repeated in a few units. (T54)

Sufficient. (T64)

The fourth question asked whether it was necessary to change the sequence of the morphemes during the teaching process, and the results suggest that 30% of teachers do while 63% do not.

Table 4.16: Teachers' Feeling the Need to Change the Teaching Order of Morpheme Affixes in the Textbooks during the Lesson

	f	%
They feel the need	20	30%
They do not feel the need	41	63%

Here are some examples of responses to the need to change the morpheme sequence:

Absolutely yes, I cannot process any of the books in order. In the same unit, one topic is not fully grasped before moving on to another topic. (T2)

Yes. I make changes due to students' misuse. (T6)

Yes. I go back and forth all the time. Especially the present and past tenses are not easily grasped. (T22)

Sometimes I feel it because students may have learning deficiencies. (T26)

Yes. Sometimes I feel it and I do it. I can do it for the sake of the readiness level of the student and also for the sake of clarifying the minds. (T46)

In the 5th-grade textbook, the subject of simple present tense should be given in the 4th unit. In the 2nd unit, we have to start giving it. The children are too young, the subject is too broad, and the problem is big. (T60)

Yes, possessives must come first. (T66)

When looking at the examples of teachers' answers in terms of not feeling to need to change the sequence of the grammatical morphemes when they teach them, it can be seen below. However, most of them did not give any explanation for their thoughts.

I usually stick to the book, although sometimes I make minor changes. (T13)

No, because it disrupts the flow of the unit. (T17)

I find the sequence appropriate, but in advanced classes, I often need to be reminded retrospectively. (T18)

I don't feel it because I teach grammar independently from the book. (T29)

No, I don't need it. (T59)

When asked if they described the morphemes clearly or not, 86% of the teachers stated they did. Several of them stated that they do not adequately describe the morphemes.

Table 4.17: Teachers' Feeling the Need to Explain Morpheme Affixes

	f	%
Yes	56	86%
No	4	6%

For the benefit of the readers, the following examples are provided about explaining morpheme affixes when it is needed:

I explain these suffixes as rules when necessary and reinforce them with many examples. (T5)

Yes, I do. I explain on the board using sourcebooks. (T10)

Yes, I remind you with examples because it is easily forgotten and confused. (T14)

Yes, I do because the examples are very insufficient, I explain the subject by giving examples myself. (T17)

Question. Children ask for details and we stop the flow of the book and do grammar. (T22)

Yes, I do, because if I don't, students may have question marks in their minds. I explain similar suffixes by giving the differences between them. (T25)

I feel it, with a wide range of lectures and exercise studies. (T39)

Sometimes I have them underline and write the task in the book, and sometimes I have them write it in the notebook if it is in the learning outcome. (T50)

Some of them also stated how they indirectly explain or teach the morphemes. Acting out, comparing with the original language, and a plethora of examples and exercises relating to the morphemes, other sources, smart board activities, and so on are some of the methods they have selected.

Sometimes yes. To help students understand which suffix adds meaning to a word or a sentence. I use a mind map or Spidergram. (T40)

Yes, it is needed. I give detailed information and reinforce it by finding extra exercises. And I use the storytelling technique. I have to take into account different types of intelligence, so I also create formulas. (T43)

I sometimes do it because of old habits. Students' questions can be directive. I usually try to raise awareness by multiplying examples. (T46)

I explain these suffixes as rules when necessary and reinforce them with many examples. (T5)

I explain in comparison with the native language. (T6)

Yes, I do. I explain on the board using sourcebooks. (T10)

Yes, I usually feel the need to explain, first I wait for the student to make inferences, I ask questions about it and then I explain the subject. (T13)

I cite examples from different sources like "Agenda Web". (T16)

I do reminders with warm-up activities. (T26)

Yes, different sources and Z books. (T51)

The other question was asked which one is important "frequency", "order" or "both" for learning. 50% of participants think that frequency is important while 13% of them think that order is important. However, 32% of teachers think that both of them are important for learning. There are some answers from teachers about their preferences. They were added as mixed below:

Table 4.18: Teachers' Choices Regarding the Priority of the Order or the Frequency of Morpheme Affixes

	f	%
Order	9	13%
Frequency	33	50%
Both	21	32%

I think that frequency is more important, I think that it is more permanent when heard frequently. (T3)

I think frequency is important. Students should see these suffixes very often and these examples should be explained when appropriate. Students need foreign language rules and the functions of the suffixes should be explained and reinforced with plenty of examples. (T5)

The order in which it is given is of course important, but I think the frequency is more important in terms of learning, reinforcing, and using the subject. (T13)

Both are important, both should be sequential and should be reinforced with more examples to be permanent. (T14)

Sequencing is an important priority, but the frequency of instruction is also essential for the retention of learning. (T21)

Both are important to me. Because they need to be given in sequence and need to be repeated often. (T57)

Sequencing is important so they can grasp more easily. (T20)

There are no clear-cut reasons for negative or positive ideas in the data for each question, because the participants usually mentioned their thoughts briefly, such as;

Sequencing was not observed. (T6)

Suitable. (T8)

I think the appendices in the book are currently in the correct order. (T12)

Complies with the education and training curriculum. (T31)

Yes, I think it does. (T36)

There could have been more examples. (T16)

Inadequate. (T45)

Sometimes I can move it. (T65)

I tell. (T33)

Participants, on the other hand, pointed out that the order was supplied randomly rather than linearly or spirally as the cause for finding improper order, or their responses

provided some essential causes for their negative ideas about the textbooks. Some examples of this point are provided in the following responses:

It is complicated. It should go from easy to difficult. (T1)

Units in which irregular structures are given at the same time as regular ones are very difficult for students, making it difficult for them to make sense of them and to fix them in their minds. (T22)

Unit 3 in the 7th-grade book should not be in that book. It is at the 8th-grade level. (T34)

I think that not much attention is paid to sequencing, multiple suffixes are removed in reading passages at once and this makes it difficult to learn. (T50)

Some confusable suffixes are in consecutive units, which can confuse them. (T9)

For the last question, teachers were asked whether they had any other suggestions and/or opinions they would like to share/add regarding the order and frequency of the morpheme affixes mentioned in the textbooks. According to the findings; while most of them did not state any advice, the answers of the rest of them are like in the following examples.

Table 4.19: Teachers' Advice Regarding the Order and Frequency of the Morpheme Affixes in the Textbooks

	f	%
Teachers who provided advice	16	24%
Teachers who did not provide advice	23	35%

Original English books must be studied. (T1)

First all the vocabulary exercises together, then all the exercises related to the use of those words in sentences, if there are exercises related to the completion of a subject, the other related subject should be explained immediately after it. For example, a subject on page 1, subject b on page 2, subject again on page 3 ...nothing but confusing the student. (T2)

The fact that the appendices given in the books have a complex structure and random frequency makes it difficult for us to work. The principle of simple to complex, and easy to difficult should be taken into account. Students should be taught one concept per unit. (T3)

Yes. Some more test questions should be added. (T11)

Yes, more inclusive tests would have been used. (T16)

I believe that if it is used more often, it will be more permanent, and it can be increased with activities in speeches with these suffixes. (T17)

The order of instruction is generally appropriate, but the frequency - exercises and activities in the books - is not sufficient. (T21)

I think more space should be given to tables and exercises. (T29)

I don't think it is right to have Simple Past Tense suffixes in 6th grade because our students have great difficulty making sense of them due to their age. (T36)

Suffixes and prefixes should also be included. (T38)

Why is there not even one test question in the content of the books for the students we are preparing for the exam, even if it is for healing purposes? We are currently teaching the target language to succeed in the exam, not to be usable. I hope someone will seriously consider this. Because we teachers are always being asked something, but nothing is evaluated and concluded. Good work. (T43)

In general, I think that the books should be updated and it would be useful to revise them. (T45)

These books do not teach form. We cannot teach anything just by showing. We need more materials to practice. (T55)

When giving units of form, factors that distract from the subject should be avoided. For example, while giving the subject of be, in the first unit in 5th grade, the child has to learn flags, countries, languages, and even cultural clothes, apart from these, he/she interjects lessons, adds question words, inserts likes dislikes, etc. Loading so much into a unit makes it difficult to learn and distracts from the main goal. Units should be balanced and sequential in terms of format, unit, and subject distribution. This order should be balanced and sequential not only for the book but also between classes. Thank you, I hope your work will be useful. (T60)

To sum up, the participants pointed out that frequency is more important than order or both of them are important for teaching and learning English. On the other hand, teachers thought that the order was suitable for learners; however, they also stated it must be from easy to hard. Some of them said that the order is random or non-linear and that, thus, learners may be hampered to learn easily. The frequency of the grammatical morphemes is not enough for learning for the great majority of the participants. The rest of them think that thanks to the spiral location of the morphemes or giving the morphemes implicitly, its amount is enough for the teaching process. The participants think that they do not feel to need to change the order of the morphemes but they consider explaining

clearly or making different activities important to reinforce them. On the other hand, in terms of the last question, teachers mentioned their advice and added that original language teaching textbooks should be examined. Further, the tests in textbooks are not adequate to test learners who will be taking the high school transition exam and other levels in the future. Moreover, textbooks should be updated to reflect the present-day needs of learners.





CHAPTER 5

DISCUSSION

5.1. INTRODUCTION

The present study attempts to find some answers regarding English textbooks used in public secondary schools in terms of grammatical morphemes (Copula “*be*”, Plural “*-s(-es,-ies)*”, Progressive “*-ing*”, Auxiliary “*be*”, Article “*a/an/the*”, Irregular Past Tense, Regular Past tense “*-ed*”, 3rd Person Singular “*-s*”, Possessives “*-s’*, *-’s*”). This dissertation comprises these four research questions and aims to investigate (1) The order and (2) the comparison of the sequential presentation of the grammatical morphemes compared to four previous accounts (Dulay and Burt, 1974, Larsen Freeman, 1975, Rosansky, 1976, Krashen, 1982); (3) frequency and percentages of the morphemes, and (4) teachers’ experiences and perspectives on English teaching textbooks used in public secondary schools. To recap, an examination of the literature on grammatical morpheme acquisition reveals that there is relatively little research about morpheme order in textbooks, even though there is a plethora of data on learners’ morpheme learning orders. Various studies on this topic have been conducted since 1974, beginning with Dulay and Burt (1974), and the results are believed to help and give some information to scholars, teachers, and others to determine the best method for teaching English. English teaching materials and coursebooks for teaching English, on the other hand, play an essential role in education nowadays. At this stage, it is possible to state that the current study will help or inspire future research or book writers on the book-writing process.

As previously stated, there is relatively little research on the sequential presentation of grammatical morphemes in the coursebooks assessed (Atar, 2021; Hernandez, 2000; Khan, 2014; Perrodin & Somboon, 2019). While studies on acquisition order in Türkiye do not investigate the directly sequential presentation of grammatical morphemes in coursebooks, some of them include a question about the sequence of grammatical items in their questionnaires and ask whether the sequence is appropriate for learners (Savaş, 1998; Tekir, 2007). As a result, when earlier research and the current study are compared, substantial similarities can be observed, and the results can be consistent with prior studies. Under the following headings, the findings will be discussed about the research questions discussed earlier.

5.1.1. Discussion of the RQ1: What is the Sequence of L2 Morpheme Presentations in English Coursebooks Freely Distributed to Secondary School Learners in Turkish State Schools?

When the data was examined, the order of grammatical morphemes was given in the following line: (Copula “be”, Plural “-s (-es,-ies)”, Auxiliary “be”, 3rd Person Singular “-s”, Article “a/an/the”, Possessives “-s’, -’s”, Progressive “-ing”, Regular Past tense “-ed”, Irregular Past Tense. This ranking has emerged as a result of the initial appearances of targeted grammatical morphemes in the units of the textbooks for all publications (Başaran Publishing, Bilim ve Kültür Publishing, Kök-e Publishing, MEB Publishing, Monopol Publishing, Özgün Publishing, Tutku Publishing). This outcome is similar to prior research (Hernandez, 2000; Khan, 2014; Perrodin & Somboon, 2019); however, none of them correspond to any findings of previous accounts in terms of the acquisition of grammatical morphemes. To begin with, Hernandez (2000) first assessed two textbooks using Dulay and Burt’s (1974) MRO and discovered that the listings in the two textbooks did not correspond to the morpheme rank order. Compared to the present study, the ranking of grammatical morphemes is similar to Hernandez’s findings in terms of Progressive “-ing”, 3rd Person Singular “-s” or Possessives “-s’, -’s”. Progressive “-ing” was given later despite being acquired earlier according to Dulay and Burt (1974) or 3rd Person Singular “-s” and Possessives “-s’, -’s” were given earlier while being determined as later acquired morphemes. Both of these studies did not adhere to Dulay and Burt’s MRO, and the two textbooks included Pronoun Case (he-him) like Dulay and Burt’s MRO.

However, the present study did not include the Pronoun Case (he-him). Furthermore, Plural “-s (-es,-ies)” were included as Long Plural (-es) and Short Plural (-s) in Hernandez’s (2000) textbook analysis, but Plural “-s (-es,-ies)” was analyzed in the present study as a whole. The ranking of Plural “-s (-es,-ies)” is in the right order in both studies following Dulay and Burt (1974). These findings are crucial because the incompatibility between Hernandez’s and Dulay and Burt’s (1974) studies demonstrates the necessity to alter the sequence of grammatical morphemes in terms of ease of acquisition. In another study, Khan (2014) compared the presentation of grammatical morphemes in five coursebooks for young Pakistani learners. Like Hernandez, Khan (2014) determined that the order does not correlate to Dulay and Burt’s (1974) MRO. He also noticed that the participants picked up morphemes in the correct order. Even though

the present study did not include the learners in the investigation, the findings of the ranking of grammatical morphemes are similar to Khan's (2014) study. To clarify, according to Khan's findings, Progressive “-ing” was also presented later. Regular Past tense “-ed” and Irregular Past Tense were used after 3rd Person Singular “-s” or Possessives “-s’, -’s” contrary to Dulay and Burt's (1974) findings. This ranking also revealed that the relocation of these morphemes is out of sequence and challenging for learners. Finally, Perrodin and Somboon (2019) investigated twelve basic and elementary level EFL and ESL coursebooks released by Cambridge University Press, Heinle Cengage ELT, Macmillan ELT, and Oxford University Press in the natural sequence.

Nonetheless, Perrodin and Somboon (2019) discovered, as have previous researchers, that the sequence of grammatical morphemes in the course materials examined does not conform to Krashen's (1977) natural order. Krashen classified the morphemes into four stages, with Irregular Past Tense appearing in the third stage opposed to Dulay and Burt's (1974), and Regular Past tense “-ed” appearing in the fourth. Both studies (the present study and Perrodin & Somboon, 2019), examined textbooks that featured Regular Past tense “-ed” and Irregular Past Tense in different ways (as a whole or separately in the units) or in different orders. The ten textbooks in Perrodin & Somboon, 2019, as well as the ten textbooks in this study, helped researchers in terms of sequencing and their varied orders from each other and earlier accounts. The incompatibility between them demonstrated that there is no definite order of grammatical morphemes, and it can be said that they did not base their sequences of grammatical morphemes on any kind of acquisition framework. In light of the prior research's findings and interpretations as well as the present study, it can be claimed that these findings show that the present study is in accordance with previous research on this topic regardless of whether the level of researched textbooks is different or the same.

5.1.2. Discussion of the RQ2: Whether and to What Extent Does This Sequence of Presentation Match with the L2 Order of Morpheme Acquisition of Dulay and Burt (1974), Larsen Freeman (1975), Rosansky (1976), and with The Natural Order by Krashen (1982)?

The sequencing of the grammatical morphemes in the textbooks does not correspond to earlier reports. It can be stated that the sequential presentation of grammatical morphemes in coursebooks for learners disregards Dulay and Burt's (1974) MRO, the lists of Larsen Freeman (1975), and Rosansky (1976), as well as the commonly

acknowledged natural order of Krashen (1982). The morpheme order varies by textbook. When examined in detail, investigated coursebooks included generally 3rd Person Singular “-s” in the first unit, especially in the first examples in the texts while Progressive “-ing” was used in the last units, contrary to the acquisition sequence of prior accounts (Hernandez, 2000). This is also true for Possessives “-s’, -’s”. This morpheme is acquired later than many other morphemes; however, it was given in the earlier pages like 3rd Person Singular “-s” (Atar, 2021). Atar (2021) who examined five textbooks used in Turkish elementary schools according to Processability Theory (PT) discovered that the order is generally acceptable although 3rd person singular -s may be difficult depending on the primary learner level. In terms of previous accounts by Dulay and Burt (1974), Larsen Freeman (1975), Rosansky (1976), and Krashen (1982), the ordering differs but shares some similarities. As for some distinctions from the present study, Hernandez’s (2000) study evaluated one basic (Interchange I) and a reference (Grammar Dimensions) textbook at the university level that included pronoun cases (he-him) beside grammatical morphemes to search. In addition, the textbooks included *a/an* and *the* as separate morphemes. As a similarity, it can be seen that Hernandez (2000) discovered that progressive -ing was presented relatively late like the findings in some textbooks in the present study. Another commonality was the presentation of regular and irregular past tense jointly like some textbooks in the present study (English Route 6 (MONOPOL) and, all textbooks in 7th and 8th-grade). Khan (2014) and Perrodin and Somboon (2019) supported this conclusion, which demonstrated that regular and irregular past tenses were used concurrently or sequentially. Regarding these aspects, it can be said that the conformity of the grammatical morphemes to the natural order is vital for efficiently learning the target language and, this nonconformity order may hamper or slow the learners (Khan, 2014).

5.1.3. Discussion of the RQ3: What are the Frequency Rates of Grammatical Morphemes in Each Book?

The next research question asked about the frequency rates of the grammatical morphemes in the targeted ten English textbooks. Some morphemes were used frequently, while some of them were included in low frequency in each textbook. For Copula “*be*”, the discrepancy between textbooks at the same level is high in 6th-grade textbooks. Although the other levels have a similar percentage, MEB Publishing’s “That’s It 6” has more frequency of use than Monopol Publishing’s “*English Route*”. The

proportion of Plural “-s (-es,-ies)” is around 6%, but in 5th-grade textbooks, the highest occurrences of morphemes are in Özgün Publishing’s “*English 5*” while the percentage of Plural “-s (-es,-ies)” of Başaran Publishing’s “*Happy English*” is higher than others depending on the account of tokens used in the textbooks. This demonstrates that the amount of tokens also varies, resulting in different rates as occurrences and percentages. Generally, Progressive “-ing” was used quite lowly in all textbooks. The lack of usage of the morphemes prevents frequency and learning/teaching easily (Ellis, 2016). According to the occurrences of the textbooks, “*Happy English*” by Başaran Publishing included Progressive “-ing” at most numbers in all teaching materials. The usage of the Auxiliary “be” also was quite a few in terms of learning them. “*English 5*” by Özgün has the largest proportion among them. Lastly, Regular Past tense “-ed” was included at most in “*English 7*” by Kök-e Publishing. Nevertheless, “*English Route 6*” by Monopol Publishing had at least occurrences among textbooks.

In terms of the frequency of Articles “a/an/the” and Irregular Past Tense, “*Upswing English 8*” by Tutku Publishing outperforms all other English textbooks. Their percentages are 8% in Articles “a/an/the” and 1% in Irregular Past Tense, respectively. Overall, the occurrences and percentages of each textbook are variable and less for learning easily. In comparison to the study of Khan (2014), it can be said that Khan (2014) mentioned the occurrences of the morphemes in each of the five primary-level textbooks and their total occurrences in his study. The present study also included both the occurrences and percentages for each of the targeted morphemes in ten English textbooks. The investigated textbooks are also used in public schools in Pakistan like in the present study.

Furthermore, some morphemes (progressive -ing or 3rd person singular -s) were given late in the textbooks despite being acquired early or given early contrary to being acquired late, yielding identical outcomes for the present study. Lastly, in both the present study and Khan’s (2014) study, Possessives -s’, and -’s were underutilized in the books. However, as a difference, the present study investigated secondary school textbooks whereas Khan (2014) investigated primary school textbooks for grammatical morphemes. The present study differs from Khan (2014) in that he included the pupils in the study in terms of comparison of the order of the textbooks besides Dulay and Burt (1974) with learners’ acquisition order. The present study also included teachers as participants to gain their viewpoints and experiences with the investigated textbooks, which will be discussed in the following section. To sum up, in terms of frequency rates, increasing the

frequency of grammatical morphemes can help learners see much more and learn faster. In this regard, essential revisions and corrections should be made, and the teaching curriculum should be upgraded.

5.1.4. Discussion of the RQ4: What are the Views of the Teachers Who Use the Coursebooks about the Frequency and the Order of Grammatical Morphemes in the Coursebooks?

When teachers were asked seven open-ended questions about grammatical morphemes in the textbooks in terms of order, frequency, and so on, while most teachers agreed that the order was correct, they pointed out that the frequencies were insufficient for learning. The statements of the teachers indicated that grammatical morphemes should be included considerably more frequently in the textbooks for ease of acquisition. Furthermore, teachers stated that they are not required to directly explain the morphemes to their students in their lessons. Instead, they claimed to use various reminders and reinforcement strategies such as extra exercises, Spidergram, acting out, and so on. Furthermore, most teachers considered frequency to be more significant than order. However, the amount (32%) of teachers who believed both are vital is beyond doubt.

Finally, teachers expressed their opinions on the textbooks they used in their classes and gave some advice for textbooks. They think that textbooks can be improved and updated in a variety of ways; including the inclusion of tests for high school transition exams, the number of exercises, and the addition of suffixes/ prefixes. Similarly, the units should be adjusted and revised in terms of levels and grades. This finding is partially echoed in Savaş's (1988) research, which showed that only 26% of learners felt that the sequencing favorably aided their learning. In addition, 80% of teachers answered the question "Is the sequence of grammatical points appropriate for Intermediate level students?" as the course material sequence (BASE 2) was suitable for students. Two of the teachers (20%) found the sequence adequate. Also, Tekir (2007) looked into "Let's Speak English 7", which was used in Turkish public schools, and employed a questionnaire to ask learners and teachers about grammatical structure sequencing. While 60% of teachers indicated that language structures were not taught in meaningful settings, which was in line with the findings of this study. In this regard, Bonkowski (1995, cited in Harwood, 2014) found that teachers' use of textbooks can vary depending on textbook-related factors, teacher-related factors, or lesson hours. Micro and macro environments

impact the teaching process; consequently, the importance of considering of perspectives and experiences of teachers in terms of the practicality of lessons and the teaching process can be recognized. The findings of this research question support the findings of the previous research questions in the present study, as well.

To sum up and review the research questions and the present study, firstly, it can be said that the investigated textbooks have many pros and cons in a variety of areas. When examined for the sequential presentation of grammatical morphemes and their compliance with previous accounts, it has been observed that there is no natural order in these textbooks and they do not match Dulay and Burt's (1974) MRO, the lists of Larsen Freeman (1975), and Rosansky (1976), as well as the widely accepted natural order of Krashen (1982). Other data indicated that their frequency rates were not steady or similar to one another. Most teachers believed that the frequency of morphemes should be increased and they should be reinforced with various exercises and assessments to facilitate learning and reinforce the students' comprehension. According to the conclusions and literature studies on this topic, grammatical morphemes should be widely considered even whether they are taught implicitly in textbooks or during the teaching process.

There may be several reasons for these necessities. First, textbooks play a significant role in the students' learning process because they are materials that can be used by students as autodidactic resources outside the classroom (Savaş, 1998). Similarly, O'Neill (1990, p. 106) wondered if learners at all levels had to learn the same basic grammatical structures to employ the language in their distinctive ways. Also, by adding that they provide learners with the core language that is necessary and functional. Indeed, for essential and functional core language, grammatical morphemes, their sequence, and frequency are critical for teaching them to the learners inside or outside the classroom. At this point, according to the findings, these parameters should be reviewed with previous accounts and should be made necessary changes. As a last word, the present study supports that the sequence of grammatical morphemes in the investigated textbooks needs to be reviewed and to be reordered.



CHAPTER 6

CONCLUSION

This chapter will present the conclusion of the present study and summarize the research in many ways. The undeniable importance of English textbooks in Türkiye brings with it some adjustments in terms of language structures such as grammatical morphemes' frequency and order in the textbooks. The current study supports the identification and completion of the missing points in the targeted textbooks concerning the acquisition and application of grammatical morphemes. Textbooks must be updated regularly after considering their benefits and drawbacks. The current investigation has demonstrated the existing situation of textbooks in terms of grammatical morphemes in this context.

Relevance or compatibility with previous accounts (Dulay and Burt, 1974; Larsen Freeman, 1975; Rosansky, 1976; Krashen, 1982) concerning the order of the grammatical morphemes and previous similar studies (Atar, 2021; Hernandez, 2000; Khan, 2014; Perrodin & Somboon, 2019; Savaş, 1998; Tekir, 2007) regarding the results of the studies in connection with the order and frequency, and the experiences and perceptions of teachers who use the targeted textbooks give the deficiencies or qualifications of textbooks in terms of grammatical morphemes. As a consequence of the results, some points can be mentioned according to the order of the research questions. Firstly, the current study found that the order of grammatical morphemes is random and that they were utilized together in texts when the textbooks were examined from the first unit to the last. The order of the targeted ten textbooks differs but shares some characteristics within themselves. For example; all textbooks presented progressive *-ing* in later units while the previous accounts showed that this morpheme can be learned earlier than other morphemes. Unlike, 3rd person singular *-s* and possessives *-s* were presented in the earlier units although they can be learned later than most morphemes. Additionally, regular and irregular past tense was presented after 3rd person singular *-s* and possessives *-s*. Also, four landmark studies (Dulay and Burt, 1974; Larsen Freeman, 1975; Rosansky, 1976; Krashen, 1982) showed that past tense morphemes can be learned before 3rd person singular *-s* and possessives *-s*. Next, the study also showed that relevance with earlier accounts is insufficient and it results in that the order of the grammatical morphemes had better be reviewed for easy learning and backing up the learners' speed. It is feasible to say that the acquisition order of the morphemes will assist students in learning the morphemes quickly thanks to the previous accounts and it should be incorporated into the process of preparing English textbooks. For instance, as in other

research studies (Dulay and Burt, 1974; Larsen Freeman, 1975; Rosansky, 1976), Krashen (1982) divided grammatical morphemes into four stages based on the ease of acquisition and he stated that Progressive *-ing* is in the first stage to acquire it, investigated English textbooks provided this morpheme in later units and even after most morphemes. However, unless the textbooks are revised to reflect prior accounts' findings, this problem will endure, making it difficult for students to understand targeted morphemes. The data regarding the frequency of use of the morphemes also revealed that the occurrences and percentages of the morphemes differ at different levels in these textbooks. This discovery may have a positive or negative impact on learners depending on the frequency of occurrences of each morpheme because the frequency facilitates grammatical morpheme learning. The more learners are exposed to the morphemes, the faster they learn them. The occurrences of each morpheme or raising the amount of each morpheme will enhance the rate of exposing the targeted morphemes and the learners can be much more practical in applying them.

As a final point, the experiences and perspectives of teachers regarding the English textbooks used in public secondary schools indicate that teachers believe that the textbooks can be improved or revised in order to make the textbooks more useful for students. In terms of learners, revising the textbooks can be helpful, and also some issues such as the frequency rate of the grammatical morphemes or their order can be resolved with some alterations. Furthermore, including activities for these morphemes will help both learning the morphemes and learners to improve themselves. Although most teachers believe that the frequency of grammatical morphemes in textbooks is more important than the order, they emphasized that not only the frequency but also the order of grammatical morphemes are vital for various reasons such as ease of learning, exposure rate to them or practical use of them, and so on.

To sum up, the present study achieved some conclusions concerning English textbooks which will serve to enlighten teachers, book writers, or researchers about the English books that are now in use. This will provide new viewpoints or areas of interest in terms of their lack of qualifications. The present study will guide many readers and may serve as a model for future research in terms of coursebook evaluation, grammatical morpheme teaching, teacher views, or a literature framework on this topic.

6.1. PEDAGOGICAL IMPLICATIONS

The present study focused on the acquisition of grammatical morphemes, their frequency rates, and order in English textbooks used in secondary schools in Türkiye. The findings have revealed the current order and frequency of the grammatical morphemes. At this point, several recommendations for pedagogical enhancement can be made. To begin, English textbooks used in secondary schools in Türkiye should be rewritten and updated in terms of the presentation of grammatical morphemes and the usage of frequency based on previous accounts. Prior studies have shown that learners acquire grammatical morphemes in a similar order despite having various demographic backgrounds (Dulay and Burt, 1974; Krashen, 1982; Larsen Freeman, 1975; Rosansky, 1976). The present study has the common order of the investigated textbooks which will provide some insight into the necessary revisions.

Second, depending on the level of learners and their ages, their frequency should be increased. Furthermore, the more learners see the linguistic structures, the quicker they learn them (Ellis, 2016). The present study presents the current frequency rates of the investigated textbooks, and this will provide a great convenience for book writers or book updating committees. Teachers' viewpoints and experiences, on the other hand, will provide some ideas for changing or updating points. The findings further provide help in terms of teachers' opinions and advice about English textbooks. Furthermore, teachers' experiences will inform future teachers who will use the textbooks about the benefits and drawbacks of English textbooks used in Turkish secondary schools. As a result, the current study has offered a wealth of information concerning 10 English coursebooks, specifically the acquisition and inclusion of grammatical morphemes in textbooks. This work will serve as a foundation for future research and scholars in the literature. As a result of the present study, teachers will have detailed information about English textbooks in terms of grammatical morphemes, and they will be able to decide how to impart grammatical morphemes throughout the teaching process, in addition to being able to utilize textbooks more effectively during the teaching process.

6.2. SUGGESTIONS FOR FURTHER RESEARCH

This section provides some suggestions about the present study and future studies in terms of teaching grammatical morphemes, and textbook evaluation to assist teachers and all readers to pave the path for future research. To begin, as previously said,

teaching grammatical morphemes is critical for their acquisition, even though grammatical structures are provided implicitly in textbooks or educational environments. In this sense, the growing number of studies of this type will be beneficial for the literature on this topic. Additionally, one of the milestones of grammar and language structures is the acquisition order and frequency rate of grammatical morphemes. As a result of this, while the present study has focused specifically on secondary school textbooks, the research to be conducted in this field will be beneficial when done at all levels.

As an additional point, further studies may reach out to book writers to evaluate their opinions and experiences with the process, which was intended as a part of this study but could not be achieved due to the restrictions by the ethical committee. Nevertheless, for further research, in addition to teacher views, the experiences of book writers will significantly contribute to the literature. All information regarding the book writing process will be useful in improving the following textbooks and revising them sensibly and in all of their facets. More participants as teachers or learners besides textbook evaluation at all levels and all types of schools in Türkiye will yield significantly more trustworthy results. Extending the field and scope of research will add more to the literature more than enough for future investigations.



APPENDICES

APPENDIX A. ETHICS COMMITTEE APPROVAL



T. C.
KÜTAHYA DÜMLUPINAR ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşerî Bilimler Bilimsel Araştırma ve
Yayın Etiği Kurulu

TOPLANTI TUTANAĞI

Toplantı Tarihi: 02.06.2022
Toplantı Sayısı: 2022/06

GÜNDEM 34: Kütahya Dumlupınar Üniversitesi Lisansüstü Eğitim Enstitüsü Müdürlüğü'nün 01.06.2022 tarihli ve 113447 sayılı yazısı gereğince; İngiliz Dili ve Edebiyatı Ana Bilim Dalı Tezli Yüksek Lisans programı öğrencisi Hilal DEVECİ'nin *"Türk Devlet Ortaokullarında Okutulan İngilizce Ders Kitaplarında Biçimbirim Eklerinin Sıralı Sunumları: Ders Kitabı Analizi İle Öğretmenlerin Görüş ve Deneyimleri"* başlıklı akademik çalışmasında kullanılmak üzere, uygulama, görüşme ve anket yapma talebinin etik açıdan uygunluğu üzerine görüşme.

KARAR 34: Kütahya Dumlupınar Üniversitesi Lisansüstü Eğitim Enstitüsü Müdürlüğü'nün 01.06.2022 tarihli ve 113447 sayılı yazısı gereğince; İngiliz Dili ve Edebiyatı Ana Bilim Dalı Tezli Yüksek Lisans programı öğrencisi Hilal DEVECİ'nin *"Türk Devlet Ortaokullarında Okutulan İngilizce Ders Kitaplarında Biçimbirim Eklerinin Sıralı Sunumları: Ders Kitabı Analizi İle Öğretmenlerin Görüş ve Deneyimleri"* başlıklı akademik çalışmasında kullanılmak üzere, uygulama, görüşme ve anket yapma talebinin etik açıdan uygunluğu üzerine görüşüldü.

Yapılan görüşmeler ve değerlendirmeler sonucunda, çalışma kapsamında yapılacak olan uygulama, anket-görüşme sorularının ve ölçeklerin, gerekli izinlerin alınması kaydıyla, fikri, hukuki ve telif hakları bakımından sorumluluğu başvurusuza ait olmak üzere etik açıdan uygun olduğuna oy birliği ile karar verildi.

Prof.Dr. Ali ÇELİK
Başkan

Prof.Dr. Erşen ERSOY
Üye

Prof.Dr. Orhan ELMACI
Üye

Prof.Dr. Ahmet AĞCA
Üye

Prof.Dr. Çetin ÖZDİLEK
Üye

Prof.Dr. Gökhan COŞKUN
Üye

Prof.Dr. Ramazan KILIÇ
Üye

Evlâya Çelebi Yerleşkesi Tavşanlı Yolu 10. Km 43100 KÜTAHYA Ayrıntılı bilgi için iribab: Havva AGARTAN Bilgisayar İşletmeni Telefon: (0 274) 443 16 62 Dahili IP No: 1662 Faks: (0 274) 443 00 47
e-posta: bayek@dpu.edu.tr Elektronik Ağ: www.dumlupinar.edu.tr

APPENDIX B. FORMAL LETTER OF PERMISSION

Evrakın Tarih ve Sayısı: 07.07.2022-122947



T.C.
KÜTAHYA DÜMLUPINAR ÜNİVERSİTESİ REKTÖRLÜĞÜ
Lisansüstü Eğitim Enstitüsü Müdürlüğü



Sayı : E-75621633-300-122947
Konu : Anket Yapma Talebi

07.07.2022

Sayın: Hilal DEVECİ

İlgi : 17.06.2022 tarihli ve E-67750228-050.01.04-117457 sayılı yazı.

İlgide kayıtlı yazıya istinaden kayıtlı olduğunuz Enstitümüz İngiliz Dili ve Edebiyatı Anabilim Dalı Tezli Yüksek Lisans programında "*Türk Devlet Ortaokullarında Okutulan İngilizce Ders Kitaplarında Biçimbirim Eklerinin Sıralı Sunumları: Ders Kitabı Analizi ile Öğretmenlerin Görüş ve Deneyimleri*" konulu anket yapma talebinizin Üniversitemiz Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etiği Kurulu tarafından uygun görüldüğü tarafımıza bildirilmiştir. Gereğini rica ederim.

Alper YILMAZ
Enstitü Sekreteri

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu :BSR63J1KKK

Belge Takip Adresi : <https://www.turkiye.gov.tr/kutahya-dumlupinar-universitesi-ebys>

Adres:Evliya Çelebi Yerleşkesi Tavşanlı Yolu 10 km Kütahya / Türkiye
Telefon:0 (274) 443 43 43 Faks:(0 274) 265 20 14
Web:<http://www.dpu.edu.tr>
Kep Adresi:dumlupinaruniversitesi@hs01.kep.tr

Bilgi için: Alper Yılmaz
Unvanı: Enstitü Sekreteri
Tel No: 2267



APPENDIX C. INSTITUTE OF GRADUATE EDUCATION'S REQUEST APPROVAL LETTER TO THE RECTORATE OF KÜTAHYA DÜMLUPINAR UNIVERSITY AND ITS ATTACHMENT



T.C.
KÜTAHYA DÜMLUPINAR ÜNİVERSİTESİ
Lisansüstü Eğitim Enstitüsü Müdürlüğü



Sayı : E-75621633-044-124496
Konu : Anket Talebi (Hilal DEVECİ)

ÖĞRENCİ İŞLERİ DAİRE BAŞKANLIĞINA

Enstitümüz İngiliz Dili ve Edebiyatı Tezli YL Programı öğrencisi Hilal DEVECİ'nin ilgede kayıtlı dilekçesine istinaden 08.07.2022 tarihli ve 2022-26 sayılı Enstitü Yönetim Kurulu Kararı gerekli izinler alınmak üzere yazımız ekinde gönderilmiştir.
Gereğini bilgilerinize arz ederim.

Doç. Dr. Arif KOLAY
Enstitü Müdürü

Ek:
1- Enstitü Yönetim Kurulu Kararı (1 Sayfa)
2- Öğrenci Yazışmaları

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu :BSU64Z6E5K

Belge Takip Adresi : <https://www.turkiye.gov.tr/kutahya-dumlupinar-universitesi-ebys>

Adres: Evliya Çelebi Yerleşkesi Tavşanlı Yolu 10.km Kütahya / Türkiye

Telefon:0 (274) 443 43 43 Faks:0 (274) 265 20 14

Web: <http://www.dpu.edu.tr>

Kep Adresi: dumlupinaruniversitesi@hs01.kep.tr

Bilgi için: Zeliha Ilgördü
Unvanı: Bilgisayar İşletmeni



T.C.
KÜTAHYA DÜMLÜPINAR ÜNİVERSİTESİ
LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ MÜDÜRLÜĞÜ
YÖNETİM KURULU KARARLARI

TOPLANTI SAYISI: 26

TOPLANTI TARİHİ: 08.07.2022

3-Anket/Uygulama/Çalışma hk.2022 Karar 467/2: Enstitümüz İngiliz Dili ve Edebiyatı Tezli Yüksek Lisans programında, İngiliz Dili ve Edebiyatı Tezli Yüksek Lisans programı öğrencisi Hilal DEVECI'nin 07.07.2022 tarihli ve 124086 evrak kayıt sayılı dilekçesinin görüşülmesi hk. (MEB Başvuru No: 202207071844048825)

202207071844048825 Başvuru No ile Millî Eğitim Bakanlığı Araştırma Başvurusunu tamamlayan Hilal DEVECI'nin "*Türk Devlet Okullarında Okutulan İngilizce Ders Kitaplarında Birtmbirim Eklerinin Sıralı Sunumları: Ders Kitabı Analizi ve Öğretmenlerin Görüş ve Deneyimleri*" başlıklı çalışmasında kullanmak üzere çalışma yapma talebi uygun görülmüş olup, Millî Eğitim Bakanlıđından gerekli izinlerin alınmak üzere alınan kararın Rektörlük Makamına gönderilmesinin uygunluđuna;



APPENDIX D. THE LETTER WRITTEN BY THE RECTORATE OF KÜTAHYA DUMLUPINAR UNIVERSITY TO THE INSTITUTE OF GRADUATE EDUCATION REGARDING THE APPROVAL

Tarih ve Sayı: 28.12.2022 - 166503



T.C.
KÜTAHYA DUMLUPINAR ÜNİVERSİTESİ REKTÖRLÜĞÜ
Öğrenci İşleri Daire Başkanlığı



Sayı : E-75557786-300-166503
Konu : Hilal DEVECİ'nin Anket İzni

28.12.2022

LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : a) 22.07.2022 tarihli ve E-75621633-044-124496 sayılı yazınız.
b) Milli Eğitim Bakanlığının (Strateji Geliştirme Başkanlığı) 26.12.2022 tarihli ve E-49614598-605.01-66765106 sayılı yazısı.

Enstitünüz İngiliz Dili ve Edebiyatı Tezli Yüksek Lisans Programı öğrencisi Hilal DEVECİ'nin anket izin talebi ile ilgili İlgi (b)'de kayıtlı yazı ve ekleri Ek'te yer almaktadır. Bilgilerini ve gereğini arz ederim.

Sülbüye UMURHAN
Daire Başkanı

Ek: İlgi Yazı ve Ekleri (10 Sayfa)

Bu belge, güvenli elektronik imza ile imzalanmıştır.

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Adres: Evliya Çelebi Yerleşkesi Taşanlı Yolu 10. Km 43100 KÜTAHYA Bilgi için: Cemil Dolker
Telefon: (0 274) 443 43 43 Faks: 0274 265 20 43 Unvanı: Bilgisayar İşletmeni
e-Posta: ogrisi@dpu.edu.tr Web: <http://oidb.dpu.edu.tr/> Tel No: 02744431236
Kep Adresi: dumlupinaruniversitesi@hs01.kep.tr



Bu belge, Güvenli Elektronik İmza ile imzalanmıştır.

APPENDIX E. THE APPROVAL LETTER WRITTEN BY THE MINISTRY OF NATIONAL EDUCATION OF THE REPUBLIC OF TÜRKİYE TO THE RECTORATE OF KÜTAHYA DÜMLUPINAR UNIVERSITY AND THE QUESTIONNAIRE APPLICATION APPROVED BY THE MINISTRY

Evrak Tarih ve Sayısı: 27.12.2022-166357



T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Strateji Geliştirme Başkanlığı

Sayı : E-49614598-605.01-66765106
Konu : Araştırma Uygulama İzin Talebi

26.12.2022

DAĞITIM YERLERİNE

- İlgi: a) Bakanlığımızın 21/01/2020 tarihli ve 2020/2 Nolu Araştırma Uygulama İzinleri Genelgesi.
b) Kütahya Dumlupınar Üniversitesi Rektörlüğünün 21/09/2022 tarihli ve E-75557786-300-139053 sayılı yazısı.

İlgi (b) yazı ile Kütahya Dumlupınar Üniversitesi, Lisansüstü Eğitim Enstitüsü İngiliz Dili ve Edebiyatı Anabilim Dalı Yüksek Lisans Programı öğrencisi Hilal DEVECİ'nin "Türk Devlet Ortaokullarında Okutulan İngilizce Ders Kitaplarında Biçimbirim Eklerinin Sıralı Sunumları: Ders Kitabı Analizi ile Öğretmenlerin Görüş ve Deneyimleri" konulu tezine veri sağlamak amacıyla anket çalışması yapma izin talebine ilişkin ilgi yazı ve ekleri Bakanlığımız tarafından incelenmiştir.

Bakanlığımıza bağlı resmi/özel okul ve kurumlarda öğretmenlerin katılımıyla yapılması planlanan uygulamanın denetimi il/ilçe milli eğitim müdürlükleri ve okul/kurum idaresinde olmak üzere, kurum faaliyetlerini aksatmadan, gönüllülük esasına göre; onaylı bir örneği Bakanlığımızda muhafaza edilen ve uygulama sırasında da mühürlü ve imzalı örnekten çoğaltılan, veri toplama araçlarının <http://meb.ai/UGvniLv> adresinden online olarak uygulanmasına ilgi (a) Genelge doğrultusunda izin verilmiştir.

Gereğini bilgilerinize rica ederim.

Mehmet Fatih LEBLEBİCİ
Bakan a.
Başkan

Ek:
1-Onaylı Veri Toplama Araçları (7 Sayfa)
2-Ayşe Başvurusu (2 Sayfa)

Dağıtım:
Gereği:
Ağrı, Ankara, Antalya, Erzurum, Gaziantep, İstanbul,
İzmir, Konya, Kütahya, Osmaniye, Samsun, Şanlıurfa,
Tekirdağ ve Tokat Valiliğine
(İl Milli Eğitim Müdürlüğü)

Bilgi:
Kütahya Dumlupınar Üniversitesi
Rektörlüğüne

Adres :

Telefon No :

E-Posta:

Kep Adresi : meb@hs01.kep.tr

Bu belge güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Adresi : <https://www.turkiye.gov.tr/meb-ebys>

Bilgi için:

Uzvan : Milli Eğitim Uzmanı

İnternet Adresi: Faks:

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Sayın Katılımcımız

Katılacağınız bu çalışma, "Türk Devlet Ortaokullarında Okutulan İngilizce Ders Kitaplarında Biçimbirim Eklerinin Sıralı Sunumları: Ders Kitabı Analizi ile Öğretmenlerin Görüş ve Deneyimleri" adıyla Hilal DEVECİ tarafından, Dr. Öğr. Üyesi Burcu GÖKGÖZ KURT danışmanlığında 12.12.2022 ile 24.02.2023 tarihleri arasında yapılacak bir araştırma uygulamasıdır.

Bu çalışma, Türk devlet ortaokullarında okutulan İngilizce ders kitaplarında biçimbirim eklerinin hangi sırayla ve ne ölçüde kullanıldığını incelemeyi amaçlamaktadır. Kitap kullanım sürecine ilişkin öğretmenlerin görüş ve deneyimlerine ihtiyaç duyulmaktadır. Bu anket çalışmasında 7 açık uçlu, 7 çoktan seçmeli olmak üzere toplamda 14 soru bulunmaktadır.

Araştırmanın Nedeni: Tez çalışması

Araştırmanın Yapılacağı Yer(ler): Ağrı, Ankara, Antalya, Erzurum, Gaziantep, İstanbul, İzmir, Konya, Kütahya, Osmaniye, Samsun, Şanlıurfa, Tekirdağ, Tokat illerindeki Resmi Ortaokul, Resmi Yatılı Bölge Ortaokulu, Resmi İmam-Hatip Ortaokulu ve Resmi İmam-Hatip Anadolu Lisesi (Resmi İmam-Hatip Anadolu Lisesi bünyesindeki Resmi İmam-Hatip Ortaokulu kısmı)

Araştırma Uygulaması: Anket

Araştırma, T.C. Millî Eğitim Bakanlığının ve okul/kurum yönetiminin izni ile gerçekleştirilmektedir. Araştırma uygulamasına katılım, tamamıyla gönüllülük esasına dayalıdır. Çalışmada sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Veriler bu çalışmada, bu araştırmadan yola çıkarak yapılabilecek yeni çalışmalarda ve yeni çalışmalarda sadece bu araştırmanın araştırmacısı tarafından kullanılabilir ve üçüncü kişilerle paylaşılmayacaktır.

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

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

Ankete içtenlikle vereceğiniz yanıtlar, bu çalışma için çok değerlidir ve şimdiden değerli katkılarınız için teşekkür ederim. Saygılarımla.

Araştırmacı: Hilal DEVECİ

İletişim Bilgileri: @ogr.dpu.edu.tr



* Gerekli

1. Bu çalışmaya tamamen kendi rızamla istediğim takdirde çalışmadan ayrılabileceğimi bilerek katılıyorum ve verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.

Uygun olanların tümünü işaretleyin.

☐ Evet, kabul ediyorum.

Kişisel Bilgi Formu

2. 1. Soru: Mezun olunan bölüm *

Yalnızca bir şıkkı işaretleyin.

- ☐ İngilizce Öğretmenliği
☐ İngiliz Dili ve Edebiyatı
☐ İngilizce Mütercim Tercümanlık
☐ İngilizce Dilbilim
☐ Amerikan Kültürü/Dili ve Edebiyatı
☐ Diğer

3. 1. soruda "Diğer" seçeneğini tercih ettiyseniz lütfen bölüm belirtiniz.

4. 2. Soru: Eğitim Düzeyi *

Yalnızca bir şıkkı işaretleyin.

- ☐ Lisans
☐ Tezsiz Yüksek Lisans
☐ Tezli Yüksek Lisans
☐ Doktora

İşlem tarafından onaylanmıştır
 Hilal DEVECİ



5. 3. Soru: Tezli/Tezsiz veya Doktora alanlarınızı (varsa) belirtiniz.

6. 4. Soru: Mesleki tecrübeniz *

Yalnızca bir şıkkı işaretleyin.

- ☐ 1 yıldan az
☐ 1-5 yıl
☐ 6-10 yıl
☐ 11-15 yıl
☐ 16-20 yıl
☐ 21-25 yıl
☐ 26-30 yıl
☐ 30+ yıl

7. 5. Soru: Halen çalışmakta olduğunuz okul türünü/türlerini seçiniz. *

Uygun olanların tümünü işaretleyin.

- ☐ Resmi Ortaokul
☐ Resmi Yatılı Bölge Ortaokulu
☐ Resmi İmam-Hatip Ortaokulu
☐ Resmi İmam-Hatip Anadolu Lisesi (Resmi İmam-Hatip Anadolu Lisesi bünyesindeki Resmi İmam-Hatip Ortaokulu kısmı)

*Şehsim tarafından oluşturulmuştur.
Hilal DEVECİ*



8. 6. Soru: Öğretmenlik yapmakta olduğunuz şehir *

Yalnızca bir şıkkı işaretleyin.

- ☐ Ağrı
- ☐ Ankara
- ☐ Antalya
- ☐ Erzurum
- ☐ Gaziantep
- ☐ İstanbul
- ☐ İzmir
- ☐ Konya
- ☐ Kütahya
- ☐ Osmaniye
- ☐ Samsun
- ☐ Şanlıurfa
- ☐ Tekirdağ
- ☐ Tokat

Şişli Tıp Fakültesi tarafından oluşturulmuştur.
Hilal DEVECİ



9. 7. Soru: Daha önce kullandığınız ve/veya kullanmakta olduğunuz kitapları seçiniz. *



Uygun olanların tümünü işaretleyin.

- ☐ İngilizce 5 (Özgün Yayınları)
☐ Happy English 5 (Başak-Başaran Yayınları)
☐ İngilizce 5 (MEB Yayınları)
☐ English Route 6 (Monopol-Pasifik Yayıncılık)
☐ That's it 6 (MEB Yayınları)
☐ İngilizce 7 (KÖK-e Yayıncılık)
☐ İngilizce 7 (Bilim ve Kültür Yayınları)
☐ Let's Learn English 7 (MEB Yayınları)
☐ Upswing English 8 (Tutku Yayıncılık)
☐ Mastermind 8 (MEB Yayınları)

İngilizce
 Kitaplarındaki
 Biçimbirim
 Eklerinin
 Sıralı
 Sunumları

Aşağıda cevaplanması istenen sorularda değişen biçimbirim ekleri şu şekildedir : Copula "be", Plural "-s(-es,-ies)", Progressive "-ing", Auxiliary "be", Article "a/an/the", Irregular Past Tense, Regular Past tense "-ed", 3rd Person Singular "-s", Possessives "-s',-'s").

Sahsım tarafından oluşturulmuştur.
 Hilel DEVECİ



10. 1. Soru: Kullanmakta olduğunuz ders kitaplarında verilen biçimbirim eklerinin *
kitap içi sıralaması ile ilgili görüşleriniz nelerdir?

11. 2. Soru: Biçimbirim eklerinin kitaplardaki verilme sırasının, öğrenimi ve öğretimi *
etkilediğini düşünüyor musunuz? Cevabınız "evet" ise açıklayınız?

12. 3. Soru: Biçimbirim eklerinin kitap içindeki kullanım sıklığı konusunda neler *
düşünüyorsunuz?

13. 4. Soru: Ders anında, ders kitaplarındaki biçimbirim eklerinin öğretim *
sıralamasında değişiklik yapma ihtiyacı hissediyor musunuz? Cevabınız "evet"
ise açıklayınız?

Sistem tarafından oluşturulmuştur.
Hilal DEVECİ



14. 5. Soru: Kitaplarda biçimbirim ekleri örtülü olarak verilmesine rağmen biçimbirim eklerini gördüğünüzde anlatma ihtiyacı hissediyor musunuz? Bu konuda nasıl bir yol izliyorsunuz? *

15. 6. Soru: Öğretmen olarak sizin için biçimbirim eklerinin verilme sırası mı daha önemlidir, yoksa biçimbirim eklerinin verilme sıklığı mı daha önemlidir? Açıklar mısınız? *

16. 7. Soru: Bahsedilen biçimbirim eklerinin kitaplardaki verilme sırasına ve sıklığına ilişkin paylaşmak/eklemek istediğiniz başka önerileriniz ve/veya görüşleriniz var mıdır? Cevabınız "evet" ise açıkla mısınız?

Bu içerik Google tarafından oluşturulmamış veya onaylanmamıştır.

Google Formlar
Paşım tarafından oluşturulmuştur.
Hilal DEVECİ



Bu belge, Güvenli Elektronik İmza ile imzalanmıştır.

APPENDIX F. THE FULL LIST OF GRAMMATICAL MORPHEMES IN THE TEXTBOOKS

Book 1: 5th grade by MEB /İngilizce 5

Total						
928	435	121	68	656	44	58
Articles a/ an/ the	Copula be - am/ is /are	3 rd person singular -s/ /-es/-ies	Present progressive -ing	Plurals -s /-es	Possessive 's	Auxiliary be
the 705	am 27	has 22	barking 2	activities 30	Susan's 4	am 2
a 204	'm 32	likes 24	collecting 4	schools 3	Carol's 3	is 41
an 19	is 211	goes 9	milking 2	questions 47	Jamie's 2	are 14
	isn't 7	plays 1	running 2	pictures 35	Man's 4	's 1
	are 69	looks 2	sleeping 2	answers 2	Barber's 3	
	aren't 2	gets 3	walking 1	dialogues 14	Ted's 1	
	'm not 2	loves 9	examining 5	days 2	Daisy's 1	
	is not 2	takes 1	visiting 1	movies 18	Jill's 2	
	's not 1	makes 1	wearing 1	ones 5	Kate's 1	
	am not 2	watches 1	cleaning 2	classes 25	Children's 5	
	're 7	dislikes 12	reading 1	birthdays 2	Steve's 1	
	's 59	does 1	flying 1	names 14	Betty's 1	
		needs 3	shaking 1	sentences 31	Grandfather's 1	
		comes 1	working 1	friends 22	Dentist's 1	
		feels 3	doing 14	parties 3	People's 1	
		tells 1	going 1	eggs 7	Keloğlan's 1	
		thinks 2	playing 4	puzzles 2	Friend's 3	
		starts 4	talking 3	types 4	Student's 1	
		enjoys 2	climbing 3	vegetables 6	Teacher's 2	
		hates 6	riding 1	cards 1	Butcher's 1	
		studies 6	singing 2	cows 1	Tom's 1	
		says 1	drinking 1	dates 1	Maiden's 1	
		sleeps 1	feeding 5	flags 5		
		excuses 1	decorating 1	illnesses 4		
		keeps 1	watering 5	nationalities 3		
		hurts 1	eating 2	presents 5		
		grows 1		problems 3		
		finishes 1		statements 6		
				things 6		
				suggestions 11		
				ticks 1		
				years 4		
				hobbies 9		
				pairs 10		
				sounds 9		
				dramas 1		
				lots 3		
				characters 4		
				evenings 5		
				languages 6		
				posters 2		
				puppies 2		
				streets 2		
				cartoons 2		
				comedies 2		

			bubbles 10		
			books 3		
			teachers 2		
			songs 2		
			routines 3		
			countries 5		
			films 7		
			texts 5		
			homes 1		
			students 4		
			sports 16		
			places 15		
			games 3		
			festivals 9		
			words 17		
			balloons 5		
			birds 3		
			costumes 14		
			directions 5		
			experiments 2		
			fireworks 3		
			hands 2		
			houses 3		
			mornings 1		
			mountains 3		
			parades 2		
			relatives 4		
			sisters 1		
			wars 1		
			weekends 1		
			afternoons 1		
			flowers 4		
			gifts 2		
			meals 3		
			pages 1		
			parents 3		
			pills 1		
			poems 2		
			stamps 4		
			tissues 2		
			beverages 2		
			cars 1		
			decorations 1		
			ducks 1		
			events 1		
			girls 1		
			options 2		
			rackets 1		
			weekdays 2		
			adventures 1		
			animations 2		
			barbecues 2		
			boxes 2		
			numbers 15		
			animals 11		
			candles 1		
			celebrations 1		
			claws 1		

				clothes 2		
				concerts 1		
				conversations 1		
				emotions 2		
				feelings 1		
				guests 1		
				hats 1		
				instruments 1		
				notes 1		
				parts 2		
				photos 2		
				pieces 1		
				plants 2		
				responses 1		
				soldiers 1		
				tournaments 1		
				windows 1		
				abilities 1		
				brothers 1		
				eids 1		
				expressions 1		
				hotels 1		
				hours 1		
				lessons 1		
				locations 1		
				lyrics 1		
				meters 1		
				players 1		
				puppets 1		
				rabbits 1		
				tickets 1		
				dvds 3		
				matches 1		
				needs 1		
				drinks 1		
				exercises 1		
				wishes 1		
				shows 1		
				lies 3		

Book 2: 5th grade by Özgün Publishing / İngilizce 5

Total						
1169	502	197	92	1018	96	94
Articles a/ an/ the	Copula be Am/ is /are	3 rd person singular -s/-es/-ies	Present progressive -ing	Plurals -s /-es	Possessive 's	Auxiliary be
the 868	are 94	plays 2	playing 7	activities 22	Barber's 6	m 2
a 277	is 232	has 25	doing 19	pages 1	Student's 5	is 28
an 24	m 88	likes 31	giving 1	students 11	Friend's 21	are 64
	isn't 7	gets 5	swimming 4	friends 49	Children's 14	
	're 18	goes 16	singing 2	movies 24	Dad's 1	
	's 63	reads 1	riding 1	pictures 48	Sister's 1	
		does 4	watching 4	answers 20	Jim's 2	
		speaks 4	feeding 12	questions 51	Kate's 4	
		turns 8	watering 1	days 10	Larry's 6	
		needs 8	climbing 3	examples 4	Sandra's 2	
		wants 11	reading 1	games 26	Man's 7	
		gives 1	washing 1	festivals 16	Nancy's 2	
		loves 3	performing 5	names 13	Jenny's 3	
		makes 1	cleaning 2	classes 20	Meg's 2	
		watches 1	preparing 2	years 11	People's 1	
		saves 1	visiting 1	streets 2	Berke's 1	
		starts 4	adopting 2	homes 6	Sara's 1	
		talks 4	calling 1	clocks 4	Nina's 2	
		says 5	donating 2	birthdays 3	Sam's 1	
		helps 2	flying 1	dogs 10	Akio's 1	
		studies 14	examining 5	sports 32	Brad's 1	
		comes 4	running 1	animals 10	Serkan's 1	
		thinks 6	wearing 6	balls 1	Almina's 1	
		dislikes 11	sleeping 4	dialogues 9	Janet's 1	
		tells 2	barking 2	countries 14	Heidi's 1	
		shares 1	skipping 2	groups 20	Martha's 1	
		feels 4		hobbies 18	Laura's 2	
		enjoys 4		songs 14	Cenk's 1	
		lives 4		lots 20	Sezen's 1	
		cuts 1		texts 9	Andy's 1	
		donates 1		ones 1	Cenk's 1	
		hates 2		languages 9	Caedar's 1	
		finishes 1		brothers 5	Peter's 1	
		counts 2		comedies 2		
		hurts 2		months 18		
		catches 1		types 7		
				germs 8		
				others 1		
				pairs 16		
				sentences 15		
				sisters 4		
				characters 6		
				numbers 9		
				posters 2		
				boxes 14		
				puzzles 11		

			stories 3		
			Sundays 3		
			words 13		
			cats 3		
			cookies 12		
			stamps 13		
			books 1		
			evenings 5		
			hands 9		
			members 11		
			nationalities 2		
			adventures 2		
			bikes 2		
			girls 1		
			photos 9		
			places 10		
			routines 2		
			statements 10		
			costumes 8		
			illnesses 3		
			speeches 1		
			tags 1		
			bubbles 7		
			cards 2		
			directions 8		
			kids 7		
			players 7		
			points 1		
			problems 4		
			spies 2		
			suggestions 6		
			walls 3		
			Americans 1		
			beverages 6		
			birds 6		
			cars 3		
			ducks 5		
			poems 4		
			steps 6		
			timetables 1		
			arms 4		
			balloons 5		
			desserts 3		
			relatives 5		
			things 6		
			boys 1		
			celebrations 1		
			classmates 5		
			flags 5		
			fireworks 4		
			hats 5		
			marbles 5		
			parades 2		
			roles 3		
			teams 4		
			vegetables 3		
			bicycles 1		
			conversations 1		
			decorations 3		

				dreams 2		
				keywords 4		
				lines 2		
				messages 1		
				notes 4		
				parts 1		
				phrases 4		
				rackets 4		
				singers 4		
				turtles 2		
				abilities 3		
				commands 2		
				dates 2		
				kittens 2		
				knees 3		
				letters 3		
				plans 2		
				puppies 2		
				sweets 3		
				symbols 3		
				toes 1		
				animations 2		
				candies 1		
				cartoons 1		
				dancers 2		
				envelopes 2		
				experiments 2		
				grandparents 2		
				ideas 1		
				islands 1		
				lessons 2		
				pirates 2		
				powers 1		
				results 2		
				rules 2		
				visitors 1		
				arrows 1		
				bones 1		
				clothes 1		
				clues 1		
				coins 1		
				columns 1		
				cousins 1		
				crayons 1		
				dinosaurs 1		
				ears 1		
				emirates 1		
				classes 1		
				eyes 1		
				figures 1		
				flowers 1		
				locations 1		
				meals 1		
				monsters 1		
				opinions 1		
				parents 1		
				penguins 1		
				permissions 1		
				pieces 1		
				plants 1		

				pounds 1		
				requests 1		
				responses 1		
				routes 1		
				shoulders 1		
				situations 1		
				sounds 1		
				tips 1		
				dances 10		
				drinks 1		

Book 3: 5th grade by Başaran / Happy English 5

Total						
793	448	116	97	880	83	63
Articles a/ an/ the	Copula be Am/ is /are	3 rd person singular -s/ /-es/-ies	Present progressive -ing	Plurals -s /-es	Possessive 's	Auxiliary be
the 709	am 10	has 8	doing 28	schools 4	Officer's 1	is 23
a 66	is 248	plays 3	playing 11	friends 68	Friends' 1	are 40
an 18	m 29	likes 21	planning 1	animals 40	My dad's 1	
	are 93	goes 1	talking 9	times 1	Laura's 1	
	was 1	remembers 1	looking 4	parties 1	Satoshi's 12	
	's 62	talks 1	running 11	movies 17	Duygu's 4	
	isn't 2	gets 6	waiting 1	films 25	Man's 15	
	're 3	celebrates 7	brushing 2	days 3	daughter's 1	
		takes 1	giving 1	questions 45	Helena's 4	
		watches 4	Helping 1	festivals 24	Children's 14	
		makes 1	sleeping 8	names 6	Duygu's 5	
		studies 8	barking 6	pictures 26	Giselle's 7	
		dislikes 8	jumping 5	favourites 1	Larry's 11	
		thinks 2	coming 3	activities 29	Carl's 1	
		brushes 1	feeding 1	students 2	People's 1	
		sees 1	flying 2	routines 21	Chen's 1	
		hates 3	eating 3	birthdays 3	Jin- Hee's 2	
		combs 2		dogs 13	Father's 1	
		comes 1		cards 8		
		decorates 4		classes 21		
		sleeps 1		games 21		
		arrives 2		numbers 8		
		calls 1		pages 3		
		cleans 1		sentences 20		
		lives 5		streets 5		
		needs 2		houses 5		
		speaks 2		languages 4		
		visits 1		cinemas 1		
		feels 1		puppies 14		
		wants 4		cats 6		
		starts 3		countries 6		
		promises 1		hobbies 18		
		climbs 2		keepers 5		
		hurts 3		years 1		
		says 1		exercises 1		
		states 2		kittens 10		
				ones 2		
				rabbits 12		
				nationalities		

				3		
				families 1		
				coughs 2		
				directions 12		
				mosques 3		
				words 13		
				guests 10		
				homes 1		
				parrots 7		
				characters 11		
				clocks 1		
				stamps 11		
				tags 1		
				actions 4		
				aims 10		
				clothes 10		
				sports 10		
				pairs 9		
				trees 8		
				vets 3		
				balloons 8		
				books 1		
				groups 7		
				ideas 1		
				months 4		
				parades 3		
				suggestions 8		
				whispers 4		
				candles 6		
				dragons 2		
				dreams 1		
				fireworks 4		
				flags 6		
				photos 2		
				relatives 7		
				texts 3		
				desserts 5		
				maps 1		
				parents 6		
				places 5		
				presents 1		
				teachers 1		
				theatres 5		
				toys 3		
				types 2		
				birds 2		
				complaints 4		
				dancers 5		

				dates 3		
				dialogues 3		
				illnesses 3		
				lanterns 5		
				opinions 5		
				firecrackers 4		
				lights 2		
				musicals 1		
				phrases 4		
				seasons 3		
				tomatoes 4		
				carrots 2		
				concerts 2		
				locations 1		
				objects 3		
				papers 2		
				planes 2		
				scissors 3		
				subjects 2		
				ways 3		
				adventures 1		
				blanks 2		
				buildings 2		
				cages 1		
				cars 2		
				Cds 1		
				celebrations 2		
				ceremonies 2		
				cities 1		
				classmates 2		
				differences 2		
				dresses 2		
				drinks 2		
				feelings 2		
				gaps 2		
				glasses 2		
				goggles 2		
				guns 2		
				instructions 2		
				members 2		
				mistakes 2		
				neighbours 2		
				poems 2		
				roles 1		

				rules 2		
				songs 2		
				sounds 2		
				things 2		
				thousands 1		
				adjectives 1		
				animations 1		
				barbecues 1		
				claws 1		
				clues 1		
				cookies 1		
				descriptions 1		
				dinosaurs 1		
				dishes 1		
				events 1		
				gloves 1		
				lines 1		
				markers 1		
				muslims 1		
				parentheses 1		
				picnics 1		
				plates 1		
				racers 1		
				reasons 1		
				seeds 1		
				steps 1		
				tournaments 1		
				trucks 1		
				wars 1		
				answers 13		
				needs 3		
				shows 4		

Book 4: 6th grade by MEB / That's it 6

Total								
1007	575	103	46	766	34	38	97	48
Article s a/ an/ the	Copula be Am/ is /are	3 rd person singula r -s/ /-es/-ies	Present progressiv e -ing	Plurals -s /-es	Possessiv e 's	Auxiliar y be	Regular past -ed	Irregula r
the 774	am 14	has 7	doing 6	times 3	friend's 3	is 17	looked 2	did 4
a 202	are 91	likes 11	having 2	activities 10	Sally's 4	m 4	played 8	had 6
an 31	is 236	listens 1	playing 2	pictures 44	My brother's 1	are 12	visited 9	gone 3
	m 28	thinks 9	taking 3	days 33	Ali's 1	aren't 1	finished 1	went 2
	was 95	feels 16	reading 2	breakfasts 1	Mine's 1	's 3	cooked 2	made 3
	were 33	writes 3	cooking 2	friends 27	Eda's 1	're 1	helped 1	took 2
	wasn't 4	goes 7	preparing 3	sentences 35	Fred's 1		learned 10	came 2
	's 72	makes 2	talking 1	answers 3	Mete's 2		prepared 1	gave 5
	aren't 1	plays 3	speaking 1	cars 25	Joe's 1		wanted 3	woke 1
	're 1	takes 5	wasting 1	questions 29	Daisy's 2		voted 2	left 1
		visits 1	watering 1	candidates 6	Leamer's 1		walked 6	saw 2
		finishes 5	giving 1	cities 6	Tom's 1		worked 1	broke 2
		cooks 2		fairs 6	other's 1		lived 1	won 3
		helps 1	resting 1	words 25	Deren's 7		tried 8	met 2
		wastes 2	running 2	holidays 5	Daisy's 2		loved 1	sang 2
		wants 2	leaving 1	pages 12	Luca's 1		picked 3	
		works 1	feeding 5	rights 6	Abbie's 1		stayed 5	lost 3
		gets 1	raining 1	texts 3	brother's 1		studied 4	said 1
		hates 1	knitting 2	examples 1	grandpa's 1		watched 3	swam 1
		wakes 3	Making 1	villages 2	Luca's 1		climbed 2	bought 2
		rests 3	coming 1	elections 2			borrowed 1	lent 1
		runs 1	helping 1	years 8			happened 4	
		watches 1	increasing 1	coasters 3			harmed 1	
		respects 1	setting 1	dialogues 7			rained 2	
		attends 1	sleeping 1	teachers 1			called 3	
		happens 1		books 11			damaged 2	
		arrives 2		clocks 1			enjoyed 1	
		dislikes 2		names 8			poured 1	
		become s 1		boxes 6			elected 1	

		causes 1		classes 3			invited 2	
		stands 1		forests 3			joined 1	
		sounds 1		fruits 2			died 1	
		wears 1		opinions 13			organized 2	
				posters 1			explained 1	
				weekends 1				
				croissants 4				
				mornings 4				
				temperatures 1				
				trees 10				
				wheels 2				
				dates 4				
				lessons 10				
				places 8				
				carnivals 3				
				photos 10				
				songs 1				
				speeches 1				
				animals 9				
				conditions 9				
				goods 1				
				occupations 7				
				statements 9				
				things 9				
				worlds 1				
				buildings 6				
				countries 1				
				courses 3				
				degrees 8				
				democracies 2				
				lakes 2				
				mountains 5				
				muffins 1				
				orders 1				
				pancakes 5				
				phrases 8				
				rivers 3				
				sausages 4				
				steps 3				
				bookworms 3				
				classmates 7				
				eggs 5				
				grandparents 7				
				kiosks 2				
				skyscrapers 2				
				emotions 5				
				errands 6				
				groups 3				
				students 2				
				toasts 1				
				vitamins 4				
				winters 1				
				carousels 5				
				cats 2				
				centres 1				

				factories 5				
				jobs 2				
				lights 5				
				locations 5				
				novels 1				
				numbers 3				
				objects 3				
				olives 5				
				seas 1				
				tomatoes 3				
				calories 4				
				dresses 2				
				evenings 1				
				farmers 1				
				feelings 4				
				forms 3				
				pairs 4				
				parents 4				
				polls 2				
				skates 4				
				sources 4				
				vegetables 4				
				weeks 1				
				bagels 3				
				cards 2				
				chefs 2				
				cousins 3				
				events 3				
				filters 3				
				flowers 1				
				magazines 1				
				mistakes 3				
				pulls 1				
				routines 3				
				stages 3				
				suggestions 3				
				suits 3				
				verbs 3				
				adjectives 2				
				batteries 2				
				bridges 2				
				cucumbers 2				
				devices 1				
				facts 2				
				games 1				
				glasses 1				
				graders 2				
				habits 2				
				heads 2				
				keys 1				
				kinds 1				
				lines 1				
				materials 2				
				parts 1				
				references 2				
				results 2				
				roads 2				
				tails 2				

				types 2				
				activities 1				
				advantages 1				
				emotions 1				
				beans 1				
				birthdates 1				
				carrots 1				
				beings 1				
				characters 1				
				chickens 1				
				chips 1				
				collocations 1				
				courts 1				
				decisions 1				
				disadvantages 1				
				dolphins 1				
				files 1				
				gases 1				
				giraffes 1				
				grapes 1				
				guests 1				
				halves 1				
				labels 1				
				lands 1				
				lorries 1				
				lungs 1				
				meals 1				
				meanings 1				
				members 1				
				Mondays 1				
				mushrooms 1				
				officials 1				
				patients 1				
				pieces 1				
				politicians 1				
				preferences 1				
				prepositions 1				
				rabbits 1				
				representative s 1				
				seasons 1				
				slogans 1				
				homeworks 1				
				whales 1				
				trains 4				
				votes 1				
				rides 2				
				turns 1				
				drinks 6				
				plans 2				
				inquiries 2				

Book 5: 6th grade by Monopol / English Route 6

Total								
884	246	72	29	830	41	21	29	115
Articles a/ an/ the	Copula a be Am/ is /are	3 rd person singular -s/ /-es/- ies	Present progressive -ing	Plurals -s /-es	Possessive 's	Auxiliary be	Regular past -ed	Irregular past
the 708	isn't 2	likes 15	doing 11	answers 1	Earth's 1	isn't 1	looked 5	been 1
a 159	are 52	has 1	Listening 2	questions 70	Mary's 1	am 1	talked 2	done 1
an 17	're 1	makes 1	taking 1	friends 12	Sister's 1	is 13	played 4	Read 4
	is 130	thinks 9	talking 1	pictures 39	John's 1	are 6	wanted 1	had 5
	m 15	goes 2	playing 5	fairs 11	Friend's 3		picked 3	written 1 wrote 2
	was 37	takes 2	riding 1	times 4	Kelly's 1		prepared 1	made 4
	were 9	wants 3	raining 1	activities 17	Casey's 1		voted 2	drawn 1 drew 1
		rides 3	selling 2	dates 11	Mother's 1		visited 1	gone 3 went 4
		drinks 1	feeding 3	books 15	Father's 1		learned 3	took 4 taken 1
		gets 1	enjoying 1	words 27	Sister's 1		climbed 1	gave 2 given 1
		comes 2	skipping 1	dialogues 4	Brother's 2		borrowed 1	felt 2
		dislikes 9		holidays 11	George's 1		organized 1	understood 2
		knows 1		pairs 28	Children's 2		selected 1	cut 3
		sells 1		days 4	New year's 1		showed 1	chose 1 chosen 1
		walks 1		elections 2	Learner's 1		stayed 1	got 3
		respects 1		sentences 20	President's 2		happened 1	said 2
		loves 1		boxes 3	Uncle's 1			came 4
		attends 1		speeches 3	Jim's 1			knew 1 known 1
		hates 1		candidates 13	Ayşe's 1			told 2
		meets 1		numbers 1	David's 3			sold 2
		begins 2		pages 1	People's 2			ran 1
		leaves 1		cities 9	Brian's 2			bought 3

		cleans 1		parks 9	Bruce's 1			saw 1 seen 1
		lives 1		coasters 5	Mark's 1			ate 1 eaten 1
		checks 1		contents 1	Furkan's 2			met 3
		falls 1		names 15	Mandy's 2			began 1 begun 1
		finishes 1		occupations 16	Meryem's 2			broke 2 broken 1
		organizes 1		places 13	Susan's 2			brought 2
		blows 2		dictionaries 2				built 2
		solves 1		things 16				left 2
		watches 1		clocks 1				spent 2
		washes 1		hotels 1				meant 2
				cards 12				sat 3
				emotions 13				taught 2
				examples 1				heard 2
				photos 11				held 2
				fruits 2				kept 2
				images 8				led 2
				posters 2				lain 1 lay 1
				towns 5				lost 2
				assignments 8				paid 2
				buildings 9				sent 2
				cats 1				set 3
				menus 4				stood 2
				points 10				wore 1 worn 1
				years 1				won 2
				flashcards 10				driven 1
				bookworms 9				
				campaigns 2				
				cars 6				
				carousels 1				
				poems 3				
				texts 1				
				trees 7				
				bins 5				
				blanks 8				

				courses 3				
				feelings 8				
				games 4				
				homes 1				
				keywords 8				
				months 2				
				rights 4				
				streets 3				
				teachers 2				
				weekends 4				
				eggs 4				
				houses 3				
				novels 4				
				sausages 5				
				students 4				
				adventures 4				
				croissants 3				
				devices 5				
				evenings 1				
				events 5				
				jobs 1				
				lights 4				
				lists 1				
				magazines 2				
				olives 6				
				others 2				
				papers 1				
				roses 1				
				skis 1				
				stories 2				
				Swimming 1				
				tables 1				
				bagels 5				
				beans 3				
				carnivals 2				
				colours 2				
				locations 5				
				markets 1				
				newspapers 1				
				pancakes 2				
				Saturdays 1				
				seas 2				
				shops 2				

				skyscrapers 2				
				tours 2				
				Wednesda ys 2				
				animals 3				
				apples 2				
				clothes 4				
				conditions 3				
				errands 4				
				Fridays 1				
				glasses 1				
				groups 3				
				lines 4				
				opinions 4				
				plants 3				
				polls 2				
				sports 4				
				sundays 1				
				toasts 1				
				yourselves 1				
				countries 1				
				cucumbers 1				
				ingredients 1				
				instruction s 3				
				kids 3				
				lakes 1				
				meals 1				
				meanings 2				
				Mondays 1				
				muffins 3				
				notes 3				
				parts 2				
				plans 1				
				projects 2				
				relatives 3				
				results 3				
				rivers 1				
				rolls 1				
				spaces 2				
				stages 2				
				Thursdays 1				
				tomatoes 2				
				Tuesdays 1				

				abilities 2				
				bags 2				
				bulbs 2				
				buses 1				
				clouds 1				
				cookies 2				
				definitions 2				
				doctors 1				
				drawers 2				
				duties 2				
				flowers 1				
				ideas 2				
				lemons 1				
				members 2				
				mirrors 2				
				mushrooms 1				
				originals 2				
				patients 1				
				problems 2				
				rules 2				
				seasons 2				
				services 1				
				slogans 1				
				suggestions 2				
				types 1				
				verbs 2				
				weekdays 2				
				files 2				
				flowers 2				
				actions 1				
				apartments 1				
				balloons 1				
				batteries 1				
				board games 1				
				calories 1				
				classics 1				
				classmates 1				
				clowns 1				
				clues 1				
				comparisons 1				
				details 1				
				diseases 1				
				distances 1				

				expressions 1				
				grandparents 1				
				headaches 1				
				icons 1				
				oceans 1				
				parents 1				
				photographs 1				
				phrases 1				
				plates 1				
				pots 1				
				potatoes 1				
				preferences 1				
				prepositions 1				
				professions 1				
				programs 1				
				puppies 1				
				resources 1				
				sandwiches 1				
				scooters 1				
				skies 1				
				skyscrapers 1				
				tickets 1				
				visuals 1				
				ways 1				
				votes 1				
				drinks 5				
				trains 4				
				offers 1				

Book 6: 7th grade by MEB / Let's Learn English 7

Total								
1222	442	146	44	1226	38	34	98	94
Article s a/ an/ the	Copula be Am/ is /are	3 rd person singular -s/ /-es/-ies	Present progressive -ing	Plurals -s /-es	Possessive 's	Auxiliary be	Regular past -ed	Irregular past
the 821	am 3	has 30	doing 5	units 1	friend's 4	am 1	watched 11	slept 1
a 374	are 106	goes 4	having 1	parts 4	Sally's 1	'm 3	talked 1	had 7
an 27	is 218	watches 9	going 1	sentences 54	Sarah's 1	is 8	wanted 8	went 17
	m 31	likes 12	watching 2	sports 43	Jason's 3	are 20	looked 1	made 2
	was 45	makes 6	talking 11	activities 6	father's 1	're 2	needed 2	got 5 has got 17
	were 15	talks 1	thinking 1	animals 41	astronaut's 1		lived 2	chose 1
	's 15	wants 6	preparing 1	years 32	Harry's 1		played 1	won 11
	isn't 6	gets 2	learning 1	friends 33	Yusuf's 1		worked 6	took 5
	're 3	looks 2	becoming 1	parties 3	Nina's 2		started 6	knew 2
		smiles 1	organizing 1	Tvs 2	Billy's 1		learned 2	woke 1
		needs 2	wearing 2	ones 1	world's 1		visited 1	thought 1
		falls 2	joining 1	texts 27	animal's 1		hunted 5	became 7
		plays 3	celebrating 1	planets 24	people's 1		stepped 2	flew 1
		works 1	reading 2	lots 5	chemist's 4		travelled 1	felt 1
		finds 1	planning 3	photos 28	Alan's 3		loved 1	sang 1
		costs 1	waiting 1	places 16	Africa's 1		helped 1	sent 3
		thinks 5	graduating 1	programmes 19	person's 1		decided 2	Cut 1
		wins 1	working 1	days 7	Tesla's 1		walked 2	grew 2
		buys 1	coming 3	questions 28	Earth's 3		changed 3	lost 4
		prefers 12	decreasing 1	words 27	team's 1		landed 1	
		completes 1	disturbing 1	dialogues 7	Lilly's 1		moved 5	
		knows 1	rising 2	pictures 17	Alice's 1		finished 1	
		eats 3		matches 1	school's 1		welcomed 1	
		visits 1		names 19	pen's 1		died 5	
		Does 3		times 2	Luke's 1		happened 3	
		loves 2		shops 2			invited 1	
				others 2			tried 2	
		helps 2		cities 4			escaped 1	
		changes 2		comets 4			surprised 1	

		feels 1		presents 3			destroyed 2	
		covers 1		documentaries 10			studied 3	
		tries 1		schools 1			carried 1	
		causes 4		events 16			founded 1	
		means 5		guests 11			graduated 2	
		tells 2		brothers 4			discovered 1	
		studies 1		steps 13			harmed 1	
		trains 4		things 15			killed 1	
		forgets 1		appearances 4			launched 2	
		meets 1		reasons 13			saved 1	
		increases 2		tigers 9			reached 1	
		misses 1		trees 9			received 2	
		threatens 1		dreams 6				
		shares 1		personalities 5				
		sounds 2		boxes 6				
		decreases 1		cards 6				
				groups 7				
				habitats 7				
				moons 3				
				predictions 12				
				systems 1				
				biographies 5				
				explanations 11				
				eyes 10				
				movies 4				
				teachers 5				
				weekends 8				
				messages 8				
				parks 1				
				sitcoms 9				
				stores 2				
				students 3				
				arts 1				
				cars 6				
				kinds 3				
				notes 9				
				orbits 2				
				pairs 8				
				papers 2				
				plants 2				
				robots 4				
				streets 1				
				buildings 8				
				colours 1				
				dictionaries 1				
				games 5				

				numbers 4				
				paragraphs 2				
				plastics 2				
				players 3				
				problems 7				
				series 8				
				suggestions 8				
				topics 8				
				carnivores 2				
				celebrations 6				
				medals 4				
				nights 1				
				routines 7				
				seas 3				
				teams 3				
				adjectives 6				
				bags 5				
				costumes 2				
				countries 3				
				dressess 1				
				effects 5				
				examples 2				
				galleries 2				
				houses 1				
				jobs 1				
				plans 1				
				preferences 6				
				processes 1				
				sisters 1				
				sources 6				
				types 2				
				astronauts 3				
				awards 1				
				boys 2				
				comparisons 5				
				elephants 5				
				forests 4				
				holidays 3				
				hotels 2				
				humans 4				
				Olympics 2				
				scientists 1				
				twins 1				
				ways 3				
				actions 4				
				athletes 1				
				bamboos 2				
				beverages 4				
				indoors 1				
				blanks 4				
				books 3				
				cousins 1				
				dates 3				
				experiences 2				
				fruits 1				

				gases 3				
				ideas 2				
				instruments 3				
				letters 4				
				malls 1				
				millions 1				
				museums 2				
				researches 1				
				signs 4				
				species 4				
				stripes 4				
				tails 1				
				toys 1				
				truths 3				
				wars 1				
				balloons 3				
				candles 3				
				caves 3				
				classmates 2				
				companies 1				
				cookies 3				
				definitions 3				
				eggs 3				
				engineers 1				
				evenings 1				
				extras 1				
				forms 3				
				inquiries 3				
				jams 1				
				jokes 3				
				languages 2				
				leaves 1				
				lessons 3				
				lights 1				
				mammals 2				
				mistakes 3				
				obligations 2				
				patents 2				
				pesticides 3				
				phrases 3				
				pianos 1				
				precautions 3				
				prizes 1				
				professions 2				
				prompts 3				
				quantities 3				
				restaurants 2				
				seals 3				
				songs 2				
				sounds 1				
				tons 3				
				tourists 2				
				vegetables 3				
				aliens 2				
				babies 1				
				batteries 1				
				birds 2				
				bottles 2				

				brains 1				
				bulbs 2				
				cats 1				
				characters 2				
				characteristics 2				
				computers 1				
				devices 2				
				episodes 1				
				expectations 2				
				facts 2				
				fuels 2				
				giraffes 2				
				grasslands 2				
				instructions 1				
				inventions 1				
				inventors 1				
				items 2				
				labels 1				
				lakes 1				
				mammoths 1				
				milestones 1				
				neighbours 2				
				objects 2				
				owls 1				
				pandas 1				
				paws 1				
				pets 1				
				preparations 2				
				products 2				
				rainforests 1				
				relatives 2				
				rivers 2				
				rocks 2				
				Saturdays 1				
				seconds 2				
				sights 1				
				singers 1				
				story 1				
				trainers 2				
				tusks 2				
				vehicles 2				
				volunteers 1				
				waves 2				
				weekdays 2				
				wings 2				
				adverbs 1				
				arrangements 1				
				audiences 1				
				bears 1				
				bills 1				
				canaries 1				
				chemicals 1				
				chips 1				
				choices 1				

				claws 1				
				crisps 1				
				details 1				
				diseases 1				
				dollars 1				
				electronics 1				
				exercises 1				
				experiments 1				
				factories 1				
				farms 1				
				farmers 1				
				fields 1				
				firms 1				
				flowers 1				
				fluorescents 1				
				gifts 1				
				habits 1				
				hands 1				
				headings 1				
				hobbies 1				
				hundreds 1				
				hunters 1				
				illnesses 1				
				jeans 1				
				jungles 1				
				keywords 1				
				ladders 1				
				ladies 1				
				lamps 1				
				levels 1				
				markets 1				
				meals 1				
				meanings 1				
				metals 1				
				months 1				
				nails 1				
				oceans 1				
				operas 1				
				opinions 1				
				organizations 1				
				overseas 1				
				painkillers 1				
				paintings 1				
				parents 1				
				pills 1				
				points 1				
				poles 1				
				programs 1				
				recordings 1				
				samples 1				
				sequences 1				
				shelves 1				
				shoes 1				
				slogans 1				
				snacks 1				

				snakes 1				
				snowballs 1				
				solutions 1				
				spectators 1				
				speeds 1				
				sprays 1				
				stages 1				
				successes 1				
				tones 1				
				tricks 1				
				trucks 1				
				verbs 1				
				views 1				
				winters 1				
				answers 9				
				Needs 4				
				lives 3				
				shows 18				
				drinks 3				
				sticks 1				
				lies 1				

Book 7: 7th grade by KÖK-e / İngilizce 7

Total								
1847	685	313	19	2833	93	19	196	119
Articles a/ an/ the	Copula be Am/ is /are	3 rd person singular - s/ /-es/-ies	Present progressive -ing	Plurals -s /-es	Possessive 's	Auxiliary be	Regular past -ed	Irregular past
the 1209	am 10	has 55	going 3	units 8	Caroline's 1	m 2	liked 2	did 2
a 597	are 114	goes 28	looking 1	friends 55	Jim Carrey's 1	is 6	watched 7	had 15
an 41	is 399	listens 2	using 1	planets 60	friend's 6	are 6	looked 1	went 23
	m 22	likes 22	talking 1	words 54	NASA's 2	isn't 1	used 1	read 1
	Was 73	gets 1	dreaming 1	pages 10	people's 2	're 4	worked 1	got 24
	were 8	writes 1	changing 2	texts 18	Tom's 3		hunted 7	wrote 2
	aren't 8	watches 4	working 1	sentences 70	Katie's 2		lived 2	made 1
	's 39	needs 4	interviewing 4	animals 60	Einstein's 2		wanted 7	ate 4
	're 1	works 9	increasing 1	photos 53	John Lennon's 1		moved 12	won 1
	isn't 7	makes 5	scoring 1	questions 55	Peter's 1		prepared 1	became 13
	wasn't 4	Does 7	organizing 2	parties 13	somebody's 1		changed 4	gave 4
		plays 5	trying 1	answers 10	kid's 1		called 21	saw 1
		lives 9		celebrations 8	Student's 1		learned 2	grew 7
		prefers 23		times 22	Pattinson's 1		trained 1	spent 1
		thinks 11		lots 12	chemist's 11		caused 3	took 2
		eats 7		matches 13	Arthur's 1		described 1	left 4
		protects 2		sports 38	Eric's 1		discovered 2	found 6
		wants 7		biographies 18	Mars' 1		started 5	said 1
		gives 3		weeks 1	Shakespeare's 8		thanked 1	built 2
		wears 1		days 9	Emre's 7		loved 11	sent 3
		learns 1		ones 2	husband's 1		missed 1	brought 1
		trains 6		activities 30	mother's 1		studied 4	thought 1
		causes 11		movies 13	Peter's 1		married 16	
		swims 1		games 20	Nil's 1		died 10	
		arrives 1		personalities 7	host's 1		visited 1	
		loves 5		foods 1	Tom Hanks' 1		decorated 3	
		studies 1		schools 1	person's 2		invited 5	
		tells 5		appearances 6	Mr. Pitt's 1		achieved 1	
		understands 1		pictures 21	Earth's 4		graduated 6	

	dies 1		films 12	Benny's 2		observed 1	
	stops 1		events 23	The Moon's 1		finished 1	
	visits 1		problems 18	the woman's 3		received 6	
	helps 1		programmes 15	Harry's 1		interviewed 1	
	invites 1		cities 4	someone's 2		stayed 5	
	achieves 1		parks 6	Robert's 1		attended 2	
	guesses 1		presents 4	team's 1		congratulated 4	
	spends 4		boxes 2	my father's 2		owned 3	
	interviews 1		players 11	Lord Chamberlain's 2		closed 2	
	loses 2		scientists 19	Mark Twain's 1		explored 3	
	rides 3		names 9	Ryan's 1		stepped 1	
	takes 3		systems 1	Saturn's 1		appeared 2	
	believes 2		buildings 18	human's 1		arranged 1	
	pollutes 2		places 10	Philosopher's 1		attacked 1	
	wakes 3		skills 23	Karen's 1		happened 5	
	beats 2		medals 15	Mania's 1		raised 2	
	comes 4		marks 2	Lisa's 1		destroyed 1	
	scores 3		pairs 21	Benny's 1		collected 2	
	hits 3		satellites 13	Patrick's 1		opened 4	
	hopes 1		trees 14	Julie's 1		prevented 2	
	concerns 1		eyes 20	today's 1		invented 1	
	shares 1		moons 1			landed 1	
			practices 1			limited 1	
	threatens 4		adventures 18			organised 3	
	participates 1		books 14			returned 3	
	respects 1		predictions 18			travelled 2	
	cares 1		stores 2			Involved 1	
	says 2		years 17			launched 2	
	collects 1		guests 9			decreased 1	
	follows 2		plants 9			disappeared 1	
	supports 2		humans 10			exploded 1	
	means 2		nights 1			occurred 1	
	poisons 3		reasons 16				
	affects 1		teams 2				
	dislikes 2		things 16				
	kills 2		awards 8				
	produces 1		paragraphs 7				
	states 1		stories 6				
			forests 11				
			habitats 6				

			tigers 11				
			adjectives 10				
			cards 8				
			documentaries 4				
			hours 14				
			sitcoms 8				
			cultures 12				
			dresses 3				
			explanations 12				
			members 10				
			months 1				
			prizes 1				
			teachers 1				
			beverages 5				
			dinosaurs 6				
			injuries 7				
			pieces 6				
			preferences 11				
			routines 6				
			scissors 11				
			students 4				
			weekends 9				
			balloons 10				
			gases 8				
			operas 10				
			theories 4				
			birds 5				
			directors 1				
			exams 1				
			examples 2				
			groups 7				
			mornings 8				
			athletes 6				
			cars 2				
			characters 8				
			deserts 2				
			doctors 1				
			effects 2				
			houses 1				
			jobs 3				
			magazines 3				
			missions 1				
			oceans 3				
			rays 3				
			rings 5				
			sons 4				
			actions 2				
			comparisons 7				
			countries 3				
			discussions 2				
			factories 5				

				hobbies 6				
				jungles 1				
				orbits 1				
				planners 1				
				ways 4				
				bears 5				
				cages 2				
				commercials 6				
				crocodiles 4				
				dates 5				
				experiences 6				
				kinds 2				
				objects 4				
				pandas 3				
				seconds 1				
				sharks 4				
				soils 2				
				spectators 6				
				suggestions 6				
				arms 5				
				astronauts 4				
				balls 2				
				channels 2				
				descriptions 2				
				details 1				
				jokes 5				
				lies 3				
				modules 1				
				puzzles 1				
				reptiles 3				
				rights 2				
				rivers 2				
				solutions 5				
				tourists 2				
				types 3				
				adverbs 4				
				blanks 4				
				caps 3				
				categories 2				
				chickens 2				
				coasters 1				
				courts 1				
				crayons 4				
				dialogues 2				
				diaries 1				
				fossils 3				
				giraffes 2				
				horizons 4				
				ideas 4				
				industries 3				
				legs 2				
				lions 2				
				mammals 1				
				monkeys 3				

				mountains 1				
				museums 2				
				newspapers 3				
				novels 1				
				obligations 1				
				projects 3				
				rocks 1				
				stars 2				
				surprises 1				
				titles 2				
				verbs 4				
				adults 2				
				appointments 1				
				camels 3				
				campaigns 1				
				celebrities 2				
				clothes 3				
				companies 1				
				comparatives 2				
				cookies 3				
				couples 1				
				diseases 3				
				facts 3				
				flowers 3				
				fruits 2				
				goals 3				
				grandparents 3				
				hats 3				
				inquiries 3				
				keys 1				
				lakes 2				
				letters 1				
				materials 2				
				notes 2				
				penguins 3				
				samples 3				
				sausages 3				
				shuttles 1				
				slogans 1				
				snakes 2				
				tables 1				
				truths 3				
				areas 2				
				arrangements 2				
				cats 1				
				characteristics 2				
				classmates 1				
				clowns 2				
				comedies 1				
				cures 2				
				definitions 1				

				disadvantages 2				
				dramas 1				
				eagles 1				
				eruptions 2				
				expectations 2				
				expressions 2				
				forums 2				
				headaches 2				
				kangaroos 2				
				levels 2				
				lifestyles 2				
				masks 1				
				mambas 1				
				meetings 1				
				messages 1				
				meters 2				
				microphones 2				
				musicians 1				
				organizations 2				
				paleontologists 2				
				parents 2				
				parts 1				
				patterns 2				
				rackets 2				
				references 1				
				results 2				
				roles 1				
				showers 1				
				spotlights 2				
				thrones 2				
				toxins 2				
				Tuesdays 1				
				typewriters 2				
				utterances 2				
				vegetables 2				
				visuals 2				
				achievements 1				
				advantages 1				
				artists 1				
				bananas 1				
				bats 1				
				beasts 1				
				bins 1				
				beatles 1				
				biscuits 1				
				brackets 1				
				candles 1				
				chimneys 1				
				clues 1				

				conditions 1				
				efforts 1				
				faces 1				
				farmers 1				
				fuels 1				
				goggles 1				
				hallows 1				
				halves 1				
				headings 1				
				instructions 1				
				kilograms 1				
				lessons 1				
				lines 1				
				machines 1				
				mistakes 1				
				opinions 1				
				packages 1				
				parcels 1				
				phrases 1				
				picnics 1				
				products 1				
				rules 1				
				seasons 1				
				seats 1				
				sequences 1				
				shoes 1				
				signs 1				
				sources 1				
				superstitions 1				
				supporters 1				
				votes 1				
				wars 1				
				waterways 1				
				Needs 4				
				Works 2				
				shows 36				
				others 1				
				points 7				
				Plays 1				
				dreams 18				
				interests 1				
				leaves 2				
				plans 2				
				steps 2				
				processes 1				

Book 8: 7th grade by Bilim ve Kültür / İngilizce 7

Total								
1710	654	145	53	1655	64	44	136	175
Articles a/ an/ the	Copula be Am/ is/are	3 rd person singular - s/ /-es/-ies	Present progressive -ing	Plurals -s /-es	Possessive 's	Auxiliary be	Regular past - ed	Irregular past
the 1209	am 7	has 35	doing 7	animals 82	chemist's 1 14	am 2	watched 14	did 6
a 458	are 153	goes 9	having 1	parties 2	Nazan's 1	are 18	used 3 (used 1, have used 1, are used 1)	done 2
an 43	is 260	listens 1	going 1	ones 4	Jack's 2	is 6	worked 1	had 14
	m 28	gets 3		planets 50	Mike's 3	m 13	lived 1	went 41
	was 110	likes 8	watching 1	questions 61	world's 2	's 1	wanted 3	wrote 1
	were 11	thinks 2	giving 7	words 41	Elvis Presley's 1	're 3	prepared 1	got 13
	're 18	buys 1	buying 1	friends 35	Albert Einstein's 1	was 1	helped 3	gave 1
	's 54	looks 4	talking 8	pictures 43	Bill's 1		hunted 5	thought 1
	Isn't 9	needs 4	becoming 1	days 10	brother's 2		asked 1	made 8
	Aren't 4	works 2	planning 8	lots 1	reptile's 1		married 18 (got married 6, get married 10)	bought 3
		lives 4	Making 2	sports 18	newsagent's 1			died 15
		wants 10	riding 1	sentences 35	everything's 1		discovered 7	ate 1
		lasts 1	joining 1	shops 1	Hüseyin's 2		loved 2	became 13
		prefers 7	studying 1	programmes 26	Maria's 5		graduated 3	met 13
		eats 4	sharing 1	times 6	Morgan's 2		polluted 1	took 1
		becomes 1	increasing 3	exercises 19	Rosie's 2		visited 5	grew 5
		takes 1	trying 3	eyes 30			learned 2	stole 1
		searches 2	Coming 2	others 3	William's 1		destroyed 3	began 11
		grows 1	developing 1	years 18	Sophie's 1		explored 1	known 1
			cheering 2	paragraphs 7	Elvis' 2		joined 1	won 4
		let's 1	showing 1	thanks 13	Ayça's 1			left 5
		spoils 1		dialogues 3	Baird's 1		started 3	said 1
		trains 2		energies 9	Reynold's 1		called 2	told 1
		drinks 1		books 23	person's 2		invented 4	rode 1
		runs 1		stores 3	grandfather's 1		killed 2	came 1
		tells 2		mammals 20	Jasmine's 1		landed 3	fed 1
		rides 1		blanks 21	Kate's 1		studied 2	lost 3
		starts 2		reptiles 16	friend's 1		happened 3	built 1
		travels 2		things 19	Mandy's 1		arranged 1	forgot 3
		feeds 1		earths 1	Roger's 1		attended 2	drew 1
		hopes 1		goods 1	people's 1		damaged 4	Hit 1
		loses 2		pairs 20	planet's 1		recommended 1	threw 1
		Changes 1		schools 1	Frank's 1		respected 2	sent 2(has sent)
		happens 1		cakes 1	today's 1		invited 1	slept 1
		increases 1		Cds 8	mother's 1		competed 2	taught 1

	spends 2	guests 9	nephew's 1	stayed 1
	wakes 1	names 7	Mark's 1	composed 3
	invites 1	parks 1	Men's 1	continued 2
	threatens 2	places 6	Turkey's 1	rescued 1
	hangs 1	cities 3		arrived 2
	means 4	documentaries 8		
	causes 2	galleries 1		settled 1
	wonders 1	gifts 13		decided 2
	belongs 1	trees 15		designed 3
	holds 1	houses 2		developed 1
	sleeps 1	kinds 2		
	consists 1	movies 1		passed 2
	hates 1	operas 15		
	informs 1	rainforests 14		wondered 2
	leads 1	satellites 4		carried 1
	offers 1	sitcoms 8		collected 1
	provides 1	tigers 15		launched 2
	refers 1	winds 1		manufactured 1
	sits 1	charts 4		conquered 1
		forests 14		Elected 1
		habitats 12		established 1
		moons 7		gained 1
		numbers 1		hurried 1
		reasons 14		realised 1
		texts 2		released 1
		cards 9		served 1
		jobs 3		
		personalities 1		
		birds 11		
		deserts 8		
		dreams 8		
		scientists 11		
		balloons 10		
		biographies 5		
		films 1		
		materials 6		
		predictions 10		
		problems 9		
		shuttles 4		
		weekends 4		
		assignments 5		
		boxes 1		
		events 9		
		examples 1		
		preferences 10		
		presents 5		
		seas 7		
		suggestions 10		
		suggestions 10		
		actions 4		
		astronauts 9		
		beverages 8		
		cookies 8		
		furs 4		
		marks 1		
		medals 4		
		orbits 1		

				routines 3				
				series 9				
				speeches 1				
				teams 2				
				achievements 6				
				adjectives 6				
				Changes 1				
				hours 7				
				humans 4				
				jungles 2				
				scores 2				
				ways 2				
				activities 5				
				candles 7				
				climates 2				
				crocodiles 4				
				eagles 4				
				elephants 4				
				facts 5				
				groups 6				
				preys 3				
				sandwiches 4				
				snakes 5				
				sundays 1				
				telescopes 1				
				theatres 1				
				awards 3				
				buildings 5				
				commercials 2				
				comparisons 6				
				evenings 1				
				explanations 6				
				hospitals 1				
				meteors 1				
				notes 5				
				Olympics 5				
				pandas 6				
				players 4				
				products 6				
				skins 2				
				spectators 4				
				tusks 6				
				types 3				
				bodies 3				
				cages 2				
				cats 1				
				companies 3				
				countries 3				
				elements 3				
				expressions 5				
				goals 1				
				injuries 3				
				inventions 3				
				pets 1				
				plants 1				
				stars 3				
				areas 1				
				bananas 2				

				beings 2				
				cars 1				
				championships 1				
				dates 1				
				discussions 1				
				eggs 4				
				forms 3				
				girls 1				
				hats 4				
				holes 2				
				legs 4				
				members 3				
				definitions 4				
				paintings 3				
				rings 4				
				streets 3				
				students 1				
				teachers 3				
				topics 1				
				wars 3				
				wings 4				
				adverbs 2				
				bubbles 1				
				characters 1				
				colours 3				
				creatures 3				
				disasters 3				
				doors 1				
				effects 1				
				headings 3				
				hundreds 2				
				inquiries 3				
				inventors 1				
				languages 1				
				letters 1				
				lions 2				
				messages 2				
				meters 2				
				miles 3				
				opinions 2				
				phrases 3				
				pills 3				
				processes 1				
				quantities 2				
				readers 3				
				responsibilities 3				
				robots 3				
				snacks 3				
				solutions 3				
				sounds 1				
				vertebrates 2				
				altitudes 2				
				bottles 1				
				brushes 2				
				camels 1				
				campaigns 2				
				celebrations 2				
				celebrities 1				

				characteristics 2				
				clues 2				
				congratulations 2				
				cupcakes 2				
				deaths 1				
				dolphins 1				
				Dvds 2				
				efforts 2				
				engineers 1				
				extinctions 2				
				freckles 2				
				governments 2				
				icons 1				
				images 1				
				keywords 2				
				lies 2				
				meetings 1				
				minutes 2				
				muffins 2				
				objects 1				
				oceans 2				
				ostriches 2				
				owls 2				
				paints 2				
				parents 2				
				patriots 1				
				plates 2				
				precautions 2				
				probes 1				
				races 1				
				relationships 2				
				seeds 2				
				spaceships 1				
				species 2				
				steps 1				
				stories 2				
				tests 1				
				thoughts 1				
				tickets 2				
				titles 1				
				tricks 1				
				twenties 1				
				vegetables 2				
				verbs 1				
				vitamins 2				
				weekdays 2				
				weekdays 2				
				whales 1				
				zebras 2				
				zones 1				
				aliens 1				
				allies 1				
				applications 1				
				arrangements 1				
				authorities 1				
				bagels 1				
				beatles 1				
				behaviours 1				

				bins 1				
				borders 1				
				buddies 1				
				bushes 1				
				carnivores 1				
				chemicals 1				
				chips 1				
				claws 1				
				comets 1				
				contents 1				
				costumes 1				
				croissants 1				
				decorations 1				
				discoverers 1				
				diseases 1				
				dots 1				
				dozens 1				
				drafts 1				
				droughts 1				
				ears 1				
				exams 1				
				expectations 1				
				experiences 1				
				fertilizers 1				
				files 1				
				fingers 1				
				functions 1				
				generations 1				
				glaciers 1				
				gliders 1				
				grandparents 1				
				helicopters 1				
				herbivores 1				
				hurricanes 1				
				instruments 1				
				jaws 1				
				killers 1				
				lessons 1				
				lights 1				
				marshes 1				
				meals 1				
				meanings 1				
				mosques 1				
				mountains 1				
				movements 1				
				nowadays 1				
				opposites 1				
				palaces 1				
				penguins 1				
				preparations 1				
				relations 1				
				resources 1				
				results 1				
				sandwiches 1				
				secrets 1				
				sideways 1				
				situations 1				
				statues 1				

				styles 1				
				synonyms 1				
				tails 1				
				thousands 1				
				turbines 1				
				turbines 1				
				verses 1				
				visuals 1				
				volumes 1				
				wounds 1				
				answers 42				
				shows 35				
				Needs 4				
				matches 2				
				leaves 3				
				Drinks 6				
				points 1				
				Lives 1				
				plans 3				

Book 9: 8th grade by MEB / Mastermind 8

Total								
2044	569	265	79	1871	37	68	97	65
Article s a/ an/ the	Copul a be Am/ is /are	3 rd person singular -s/ /-es/-ies	Present progressi ve -ing	Plurals -s /-es	Possessive 's	Auxiliar y be	Regular past -ed	Irregul ar past
the 1373	am 2	has 29	doing 8	activities 75	My brother's 2	am 3	liked 1	been 8
a 576	are 126	likes 26	having 1	units 1	Software' s 2	is 32	preferred 1	had 2
an 95	is 266	reads 2	going 6 be going to 10	ones 13	Cüneyt's 2	are 28	shared 1	gone 3
	m 63	goes 3	taking 1	texts 40	neighbour 's 2	're 4	used 1	went 2
	was 43	prefers 3	watering 1	lessons 2	children's 1	isn't 1	booked 1	wrote 1
	were 3	uses 8	calling 5	words 46	the Earth's 2	wasn't 1	called 2 is called 2	got 6
	're 4	gets 2	speaking 1	phones 6	University 's 1	's 1	helped 2	taken 1
		takes 4	cooking 1	answers 26	Hülya's 4		visited 11	took 1
	's 54	keeps 2	Making 3	friends 37	Ismail's 1		experien ced 1	made 4
	isn't 7	thinks 2	studying 2	phrases 34	Beyza's 2		travelled 2	Is/was known 2
	aren't 1	calls 2	preparing 1	sentences 46	Children's 1		washed 1	ate 1
		speaks 2	looking 5	matches 3	gun's 2		invented 7	eaten 2
		cooks 4	Talking 2	questions 34	people's 1		searched 1	came 2
		makes 7	visiting 3	waters 3	My friend's 1		caused 4	seen 3
		gives 1	Washing 2	books 21	Binnur's 1		Are connected 1	became 3
		helps 3	jumping 1	responsibilitie s 26	Emel's 2		jumped 1	broke 2
		studies 3	trying 3	sports 33	Team' s 3		stayed 5	Is broken 1
		accepts 1	becoming 1	times 9	Martyr's 1		developed 7	spent 1
		dislikes 19	heating 2	students 28	Urfa's 1		tried 1	Died 3
		Does 7	ringing 3	dictionaries 1	blog's 1		discovere d 6	began 5
		owns 1	waiting 2	works 2	Mete Gazoz's 1		stepped 1	sent 2
		prepares 1	exploring 1	firsts 2	my mother's 1		changed 5	forgot 1
		wants 5	coming 4	forces 32	Tuna's 1		joined 2	bought 1
		looks 2	increasing 1	reasons 35	Burak's 1		landed 1	hit 3
		talks 1	raining 1	conversations 11			started 2	won 3
		means 2	working 2	pairs 29			attended 2	found 1

		includes 2	conducting 1	pictures 30			explained 1	
		cleans 4	helping 1	backs 1			created 2	
		bakes 2	brushing 1	boxes 12			finished 1	
		knows 2	directing 1	items 19			Be performed 1	
		excuses 11	approaching 1	results 21			gained 3	
		plays 2	operating 1	preferences 27			designed 1	
		leaves 2		processes 2			Was diagnosed 1	
		tells 3		schools 5			improved 2	
		enjoys 6		attractions 17			succeeded 1	
		interests 1		cities 7			decided 1	
		lives 2		names 11			evolved 1	
		needs 1		kitchens 2			founded 1	
		washes 2		places 14			graduated 2	
		chooses 1		disasters 17			reached 1	
		dusts 2		tourists 1			allowed 1	
		invites 6		assignments 10			announced 1	
		causes 2		invitations 2			departed 1	
		watches 1		achievements 18			informed 1	
		irons 3		days 2			inserted 1	
		becomes 1		statements 21			suggested 1	
				droughts 1				
		sounds 9		hangs 1				
		mops 1		sites 13				
		serves 1		others 5				
		sets 1		parts 2				
		tidies 1		teachers 1				
		walks 1		classrooms 3				
		boils 1		plants 11				
				experiences 7				
		starts 3		plays 1				
		feeds 1		classmates 17				
		rings 2		duties 10				
		says 1		habits 14				
		entries 4		meals 8				
		hates 2		beds 1				
		minds 1		brothers 2				
		sleeps 1		holidays 4				
		waits 2		ideas 13				
		affects 2		ingredients 14				
		misses 1		leaves 3				
		sends 1		minutes 11				
		falls 1		mothers 2				

		happens 3		chores 14				
		belongs 2		houses 3				
		organize s 2		inventors 5				
		rides 1		predictions 15				
		seems 2		teenagers 13				
		shows 2		weekends 4				
		surfs 1		writings 1				
		varies 3		notes 2				
		warns 2		scientists 8				
		attracts 1		thanks 12				
		brushes 1		comparisons 12				
		practices 1		countries 5				
		preserve s 1		dishes 13				
		raises 1		opinions 5				
		receives 1		photos 13				
		requires 1		actions 10				
		burns 1		dates 1				
		dissolves 1		explanations 12				
		translate s 1		hotels 7				
		underlin es 1		inventions 5				
				letters 8				
				maps 2				
				messages 2				
				movies 7				
				projects 2				
				researches 6				
				responses 6				
				tasks 4				
				types 4				
				breakfasts 2				
				labs 3				
				neighbours 2				
				obligations 7				
				posts 3				
				sisters 2				
				spoons 2				
				years 7				
				desserts 4				
				eggs 4				
				evenings 7				
				games 6				
				jobs 7				
				lists 1				
				plans 4				
				recipes 4				
				samples 1				
				shelves 10				

				adventures 10				
				chores 10				
				videos 6				
				weeks 2				
				blanks 9				
				cards 4				
				devices 5				
				fighters 1				
				inquiries 10				
				lots 3				
				members 8				
				mosques 4				
				motors 2				
				numbers 3				
				squares 1				
				steps 3				
				summers 1				
				topics 2				
				trees 9				
				adventures 6				
				afternoons 2				
				classes 1				
				concerts 3				
				descriptions 4				
				floods 2				
				forests 7				
				glasses 2				
				kinds 1				
				lands 3				
				lemons 1				
				mails 7				
				museums 2				
				prizes 1				
				rights 1				
				rolls 1				
				secrets 2				
				systems 1				
				accommodations 1				
				accounts 1				
				bags 2				
				buddies 4				
				cakes 1				
				cells 3				
				courses 1				
				cures 2				
				decisions 5				
				drinks 1				
				feelings 5				
				groups 2				
				halves 7				
				islands 1				
				nights 5				
				parents 7				
				peppers 2				
				planes 1				
				poems 1				
				slices 1				

				songs 6				
				telephones 2				
				ways 2				
				adjectives 6				
				adventurers 2				
				animals 6				
				batteries 3				
				castles 1				
				cons 5				
				destinations 3				
				dinners 1				
				keys 1				
				libraries 1				
				pieces 2				
				pilots 3				
				preparations 1				
				pros 5				
				risks 3				
				tents 2				
				tomatoes 3				
				towns 1				
				tubes 4				
				areas 2				
				arts 2				
				attachments 1				
				blogs 5				
				bridges 1				
				buildings 4				
				carrots 2				
				chips 4				
				cookies 4				
				definitions 5				
				effects 3				
				events 3				
				experiments 2				
				girls 2				
				mornings 2				
				onions 1				
				points 5				
				requests 2				
				rules 5				
				saucers 1				
				services 2				
				sides 1				
				strawberries 4				
				sundays 2				
				tickets 4				
				balls 2				
				banks 1				
				chocolates 1				
				cucumbers 2				
				details 4				
				discussions 1				
				doctors 1				
				fountains 1				
				glaciers 3				
				hands 3				
				hours 2				

				instructors 1				
				lights 3				
				miners 1				
				notifications 3				
				olives 2				
				pads 4				
				relationships 1				
				resorts 1				
				resources 4				
				series 4				
				shoes 3				
				situations 2				
				skydivers 2				
				sources 1				
				stars 3				
				strangers 3				
				suits 2				
				tablespoons 1				
				theories 1				
				tips 3				
				tools 2				
				wings 3				
				archers 1				
				astronauts 1				
				baths 1				
				blueberries 3				
				browns 1				
				bubbles 3				
				centuries 1				
				characteristics 2				
				contents 3				
				demonstrations 2				
				gases 3				
				gloves 2				
				guards 3				
				guests 3				
				instruments 1				
				laws 1				
				matters 1				
				moves 2				
				neurones 1				
				palaces 2				
				parachutes 1				
				plastics 3				
				potatoes 1				
				problems 2				
				products 3				
				professions 3				
				references 3				
				seasons 1				
				survivors 1				
				teaspoons 1				
				thousands 2				
				tombs 2				
				users 1				
				vegetables 1				

			walls 2				
			accidents 1				
			articles 2				
			bananas 2				
			bills 1				
			biscuits 2				
			brackets 2				
			breadcrumbs 2				
			bungalows 1				
			caravansaries 2				
			checklists 2				
			cranberries 2				
			crunches 1				
			exercises 2				
			expressions 2				
			fields 1				
			files 1				
			grams 2				
			grapes 2				
			humans 1				
			icons 2				
			inscriptions 2				
			instructions 2				
			jets 2				
			levels 1				
			magazines 1				
			manoeuvres 2				
			marinates 1				
			marshmallows 2				
			methods 2				
			monuments 1				
			objects 2				
			offices 1				
			pansions 2				
			physicists 1				
			players 1				
			porcelains 2				
			precautions 1				
			promises 2				
			prophets 1				
			purposes 1				
			rainforests 1				
			rewards 1				
			settlements 1				
			shrines 1				
			signals 2				
			slippers 1				
			souvenirs 1				
			stories 2				
			structures 1				
			subjects 1				
			titles 1				
			views 1				
			waves 2				
			websites 2				
			windows 1				

				workshops 1				
				advantages 1				
				awards 1				
				beauties 1				
				beliefs 1				
				bloggers 1				
				booties 1				
				boots 1				
				burglars 1				
				celebrations 1				
				checkpoints 1				
				clarifications 1				
				cleaners 1				
				cloves 1				
				controllers 1				
				corridors 1				
				crackers 1				
				customs 1				
				developments 1				
				disabilities 1				
				disadvantages 1				
				dreams 1				
				efforts 1				
				experiments 1				
				factors 1				
				fears 1				
				films 1				
				flowers 1				
				generations 1				
				goggles 1				
				grandparents 1				
				guesthouses 1				
				guitarists 1				
				guys 1				
				herbs 1				
				hobbies 1				
				hospitals 1				
				images 1				
				lungs 1				
				meatballs 1				
				medals 1				
				memories 1				
				miles 1				
				molecules 1				
				mosquitos 1				
				movements 1				
				newspapers 1				
				nowadays 1				
				oceans 1				
				pancakes 1				
				peers 1				
				performers 1				
				pharmacies 1				
				pyramids 1				
				records 1				

				responsibilities 1				
				shirts 1				
				smartphones 1				
				smileys 1				
				species 1				
				spices 1				
				stems 1				
				storms 1				
				substances 1				
				swings 1				
				terms 1				
				thoughts 1				
				varieties 1				
				verbs 1				
				villages 1				
				vlogs 1				
				weekdays 1				
				workers 1				
				Lives 7				
				offers 2				
				loads 1				

Book 10: 8th grade by Tutku / Upswing English 8

Total								
2548	611	315	69	2211	52	55	147	270
Articles a/ an/ the	Copula be Am/ is /are	3 rd person singular -s/ /-es/-ies	Present progressive -ing	Plurals -s /-es	Possessive 's	Auxiliary be	Regular past -ed	Irregular past
the 1771	am 19	has 33	doing 8	friends 105	doctor's 2	am 2	liked 2	been 8
a 694	are 135	likes 8	having 1	activities 37	earth's 2	m 3	used 7	did 1
an 83	is 229	uses 7	using 1	photos 70	Student's 1	is 18	answered 3	done 5
	m 26	writes 2	going 1	ones 17	James's 1	's 1	worked 1	had 12
	was 40	goes 8		answers 21	friend's 9	are 29	helped 1	written 1
	were 14	makes 10	giving 2	questions 72	Rio de Janeiro's 1	're 1	asked 1	wrote 2
	're 14	reads 3	Asking 2	examples 13	Tarkan's 1	isn't 1	called 4	gone 3
	's 128	takes 11	talking 2	texts 25	Rhonda's 1		wanted 2	went 6
	aren't 2	listens 4	calling 4	classes 20	Kendrick's 1 2		played 2	made 9
	isn't 2	gives 4	playing 1	lessons 4	Justin's 1		cooked 1	Read 1
	wasn't 2	shares 1	studying 3	times 5	month's 2		studied 2	taken 3
		works 1	learning 2	phones 4	teacher's 2		learned 6	took 4
		Does 4	looking 2	things 48	nation's 1		completed 1	gave 1
		gets 5	ordering 1	places 20	partner's 2		came 3	saw 5
		thinks 5	changing 1	words 41	Sandra's 1		prepared 2	seen 4
		helps 3	inviting 2	students 11	Karl's 1		needed 3	got 8
		loves 2	speaking 4	conversations 7	Gavin's 1		watched 2	gotten 1
		prefers 1	planning 3	chores 40	Emily's 1		attended 3	understood 2
		asks 5	trying 3	names 12	Joe's 1		chatted 1	said 10
		talks 4	becoming 1	boxes 31	driver's 1		searched 1	learnt 2
			planning 3	teenagers 38	Atatürk's 1		joined 4	bought 4
		calls 6	researching 1	years 17	son's 1		printed 1	drank 1
		says 5	graduating 2	numbers 11	grandmother's 1		visited 2	knew 1
		wants 8	Meeting 1	disasters 25	Cardholder's 1		invented 17	known 1
		plays 2	traveling 2	homes 2	person's 1		started 5	chose 1
		studies 5	developing 1	sports 26	people's 1		walked 1	chosen 2
		buys 1	engaging 1	types 22	Mrs. Foster's 2		experienced 3	paid 3
		looks 1	examining 3	others 8	Sam's 1		showed 1	ridden 2
		comes 6	expecting 1	matches 1	Britney's 1		stayed 5	rode 1
		prepares 3	exploring 1	parts 7	partner's 2		surf'd 1	left 4
		needs 1	melting 1	days 8	Today's 2		described 1	ate 1
		orders 2	operating 1	ideas 30	St. Pieter's 1		arrived 1	eaten 2
		watches 3	saying 1	groups 11	Dylan's 1		caused 2	spent 5
		attends 1	writing 2	problems 11	whale's 1		supported 1	told 2
		searches 1	coming 1	sentences 27	Climber's 1		decided 2	felt 2
		chooses 1	conducting 1	adventures 21			explained 1	kept 2
		means 5	cutting 1	cities 4			happened 1	shown 1
		joins 1	putting 1	forces 27			tidied 1	met 2
		pays 5		events 2			damaged 1	sent 2
		prints 2		reasons 25			killed 4	spoken 1
		leaves 1		invitations 6			occurred 1	flew 1
		starts 3		messages 8			conquered 3	flown 2
		tells 1		responsibilities 24			entered 1	won 11
		guesses 1		parents 25			loaded 1	built 8
		walks 2		dishes 13			affected 2	heard 2
		hopes 3		lots 13			burned 2	swam 1
		jumps 1		orders 3			erupted 1	swum 1
		dislikes 10		paragraphs 1			posted 3	broke 2
		experiences 1		thanks 11			dreamed 1	broken 3

	shows 6	ways 6		landed 1	stuck 2
	stays 1	billions 2		picked 1	became 5
	surfs 2	chats 5		abandoned 1	driven 1
	accepts 3	pairs 1		declared 2	brought 3
	changes 1	weekends 14		developed 1	caught 2
	invites 1	vacations 4		Are engaged 2	grew 2
	meets 1	earthquakes 5		injured 2	grown 1
	refuses 3	opinions 11		published 1	taught 3
	sends 1	shops 1		rained 1	froze 1
	describes 1	books 11		registered 1	frozen 3
	dices 1	sisters 2		diagnosed 1	lost 5
	arrives 2	birthdays 4		discovered 2	ran 1
	builds 1	expressions 15		repaired 1	sang 1
	costs 1	faces 1		constructed 1	sung 1
	tries 1	hours 13		decreased 1	slept 2
	breaks 1	movies 2		destroyed 1	stood 2
	chops 1	parties 4		evacuated 1	burnt 2
	practices 1	users 15		exploded 1	fought 2
	causes 2	videos 4		guided 1	held 2
	drives 1	weeks 1		interviewed 1	fallen 1
	fries 1	guesses 5		kicked 1	fed 2
	apologizes 1	letters 9		is located 1	forgot 1
	excuses 2	dangers 5		managed 1	forgotten 1
	explains 1	steps 14		patented 1	hit 4
	grows 1	countries 6		produced 1	led 2
	happens 5	experiences 7		traveled 1	sold 2
	sounds 6	ingredients 15			shaken 1
	boils 2	meals 4			shook 1
	moves 3	projects 1			woke 1
	occurs 2	recipes 2			woken 1
	covers 2	scientists 10			beaten 1
	creates 1	blanks 14			began 1
	ends 2	changes 4			begun 1
	enters 1	games 12			dealt 2
	peels 1	humans 2			dug 2
	sleeps 1	mornings 3			drawn 1
	turns 1	slices 3			drew 1
	counts 1	tickets 5			fell 3
	erupts 2	details 12			forbade 1
	owns 1	kinds 2			forbidden 1
	rings 3	months 5			forgave 1
	behaves 1	networks 4			forgiven 1
	celebrates 1	pieces 4			hurt 1
	contains 1	courses 1			lent 2
	finishes 1	files 3			shone 2
	picks 2	habits 11			Shut 1
	wakes 1	minutes 10			sat 2
	weighs 2	phrases 12			stung 2
	complaints 2	plans 3			swore 1
	concerns 1	predictions 12			sworn 1
	depends 1	results 11			swept 2
	develops 1	rights 1			tore 1
	fits 2	robots 5			torn 1
	melts 2	routines 10			threw 1
	rains 1	Saturdays 3			thrown 1
	replies 1	sundays 4			wore 1
	attracts 1	applications 3			worn 1
	combines 1	attractions 9			died 1
	ejects 1	backs 1			found 2
	reflects 1	brochures 1			risen 1
	strikes 1	cars 2			shot 2

	ties 1		feelings 8				spoke 2
	transforms 1		floods 2				stolen 1
	attaches 1		poems 4				struck 1
	blows 1		sites 6				thought 2
	bursts 1		structures 5				drove 1
	consists 1		destinations 4				drunk 1
	discounts 1		eyes 4				stole 1
	dissolves 1		forests 4				undone 1
	extends 1		graphs 2				shaken 1
	seems 1		teachers 3				shook 1
			teams 1				woke 1
			ages 2				woken 1
			cards 3				beaten 1
			cells 3				began 1
			customers 4				begun 1
			dates 2				dealt 2
			descriptions 3				dug 2
			desserts 1				drawn 1
			items 7				drew 1
			materials 5				fell 3
			members 7				
			subjects 3				
			universities 2				
			volcanoes 1				
			weekdays 9				
			clouds 5				
			comments 4				
			companies 2				
			cups 3				
			evenings 5				
			individuals 1				
			inventions 4				
			layers 2				
			locations 1				
			matters 1				
			nights 2				
			objects 5				
			obligations 7				
			peppers 3				
			products 3				
			rules 7				
			seas 1				
			verbs 4				
			accounts 3				
			animals 5				
			chickens 1				
			clothes 6				
			comparisons 7				
			exhibitions 1				
			droughts 2				
			fires 2				
			hurricanes 1				
			metals 1				
			museums 1				
			preferences 6				
			puzzles 1				
			roles 1				
			suggestions 5				
			achievements 6				
			amounts 3				
			beaches 2				
			bills 3				

			buildings 2				
			concerts 3				
			deaths 3				
			eggs 5				
			exams 1				
			fairs 2				
			Fridays 2				
			hands 5				
			magazines 3				
			meanings 3				
			mountains 1				
			parks 3				
			points 5				
			printers 4				
			programs 3				
			purposes 5				
			restaurants 1				
			reunions 2				
			rivers 3				
			skills 4				
			songs 4				
			statements 5				
			topics 2				
			trees 6				
			visitors 4				
			addresses 1				
			advantages 3				
			areas 1				
			bodies 1				
			champions 5				
			channels 2				
			choices 3				
			classmates 5				
			definitions 5				
			developments 2				
			doctors 1				
			females 3				
			gifts 1				
			girls 4				
			goals 4				
			hotels 3				
			males 3				
			mangos 1				
			meters 5				
			onions 1				
			pollutants 4				
			posts 1				
			records 1				
			responses 4				
			roads 1				
			rooms 3				
			signals 4				
			sources 2				
			surprises 1				
			technologies 3				
			Tuesdays 1				
			websites 5				
			adjectives 2				
			afternoons 1				
			astronauts 2				
			babies 2				
			bridges 1				

				complexes 1				
				conditions 1				
				cookies 4				
				decisions 3				
				differences 2				
				discoveries 2				
				discussions 1				
				electronics 1				
				emperors 2				
				engines 1				
				features 3				
				fossils 1				
				glaciers 2				
				grandparents 4				
				hearts 3				
				Followers 4				
				hundreds 4				
				inventors 2				
				measures 2				
				mistakes 4				
				mosques 1				
				motorcycles 1				
				newspapers 1				
				postcards 1				
				precautions 1				
				prices 1				
				proverbs 1				
				refugees 1				
				ropes 2				
				sizes 1				
				skies 1				
				thousands 3				
				windows 3				
				woods 4				
				actions 3				
				aquariums 1				
				articles 1				
				attachments 1				
				balloons 1				
				birds 2				
				boys 2				
				cafes 1				
				characteristics 3				
				chimpanzees 3				
				colors 3				
				contents 1				
				directions 1				
				disadvantages 2				
				dollars 3				
				drivers 1				
				emails 3				
				evangelists 2				
				experts 2				
				experts 2				
				explanations 3				
				fields 1				
				firefighters 3				
				floors 3				
				Indians 1				
				inquiries 3				
				issues 1				

				kids 3				
				lakes 1				
				landslides 1				
				millions 1				
				Mondays 1				
				notes 3				
				Olympiads 3				
				opportunities 1				
				palaces 1				
				passages 3				
				plates 3				
				potatoes 1				
				prizes 1				
				relatives 2				
				roses 2				
				sales 1				
				seasons 2				
				series 3				
				settings 3				
				sharks 1				
				situations 3				
				soaps 1				
				temples 2				
				tens 2				
				traditions 2				
				views 2				
				visuals 3				
				waterfalls 1				
				whales 2				
				adults 1				
				alps 2				
				altitudes 1				
				arrangements 2				
				assignments 2				
				beauties 1				
				binoculars 2				
				borders 1				
				browns 1				
				bystanders 1				
				centimeters 2				
				chatters 2				
				connectors 2				
				contributions 1				
				cousins 1				
				crampons 2				
				daughters 1				
				dues 1				
				effects 2				
				environments 1				
				equations 1				
				facts 2				
				fingerprints 2				
				flames 2				
				infections 1				
				injuries 2				
				insects 2				
				kangaroos 1				
				manufacturers 2				
				masks 2				
				memories 1				
				methods 2				
				miles 1				

			molds 2				
			molds 2				
			muscles 2				
			nations 1				
			occupations 2				
			octopuses 2				
			officials 2				
			options 2				
			outcomes 2				
			pictures 2				
			players 2				
			prototypes 1				
			qualifications 2				
			quotations 1				
			readers 1				
			references 2				
			researchers 1				
			ribbons 1				
			sausages 1				
			screws 2				
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