REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
THE INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT

AN INVESTIGATION OF VERB ISLANDS IN TURKISH AND ENGLISH LANGUAGE COURSEBOOKS USED AT PRIMARY SCHOOL LEVEL

Özge KUTLU

MASTER OF ARTS

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ABSTRACT

AN INVESTIGATION OF VERB ISLANDS IN TURKISH AND ENGLISH LANGUAGE COURSEBOOKS USED AT PRIMARY SCHOOL LEVEL

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Learning verbs, as one of the hardest parts of language learning, has been the concern of many studies so far. In these studies, the islands of the verbs have been determined in line with their uses (Tomasello, 1991). Taking the roots from the previous research, the current study aims to investigate the verb islands in Turkish and English language coursebooks used at primary school level.

As for the research, electronic formats of Turkish language coursebooks (1st grade to 5th grade) and English language coursebooks (4th and 5th grade) have been used in electronic format, and the coursebook corpora have been created. Via the coursebook corpora, the islands of the verbs have been searched and identified. The basic idea of the study is that if an island is not presented in Turkish or English coursebooks, it may seem difficult for language learner to learn that island.

According to the results of the present study, there is not a one to one match between the verbs used in Turkish and English coursebooks. It has been found out that only two English verbs are not presented in Turkish coursebooks. Furthermore, there are more Turkish verbs, which is an expected outcome, since Turkish is the mother tongue. When the islands of the verbs have been taken into consideration, it has been found out that most of the verbs have islands with NP. This study sheds light onto the curriculum planners in terms of choosing the verbs together with their islands.

Keywords: Verb Islands, Corpus Linguistics, Coursebooks

ÖZET

İLKOKUL DÜZEYİNDE İNGİLİZCE VE TÜRKÇE DERS KİTAPLARINDA EYLEM ADACIKLARININ İNCELENMESİ

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Dil öğreniminin en zor parçalarından biri olan eylem öğrenimi bugüne kadar pek çok çalışmanın araştırma konusu olmuştur. Bu çalışmalarda eylem adacıkları (Tomasello, 1991) kullanımlarına göre tespit edilmiştir. Önceki çalışmaların sonuçları göz önüne alınarak, bu çalışmada ilköğretim düzeyi Türkçe ve İngilizce ders kitaplarında yer alan fiil adacıkları araştırılmıştır.

Araştırma için Türkçe ders kitapları (1-5. Sınıf arası) ve İngilizce ders kitapları (4. ve 5. Sınıf) elektronik formatta kullanılmıştır ve ders kitapları derlemi oluşturulmuştur. Ders kitapları derlemi kullanılarak, eylemlerin adacıkları araştırılmış ve belirlenmiştir. Bu tespitteki temel amaç; yabancı dilde öğretilecek olan bir eylemin adacığı, anadilinde Türkçe kitaplarında sunulmazsa, dil öğrencisinin bu adacığı öğrenmekte zorlanabileceği varsayımıdır.

Sonuçlara göre, İngilizce ve Türkçe ders kitaplarında eylem adacıklarında birebir eşleşim tespit edilememiştir. Yapılan derlem araştırması sonucunda da 2 eylemin Türkçe kitabında yer almadığı tespit edilmiştir. Buna ek olarak Türkçe eylemlerin Türkçenin anadil olmasından kaynaklı olarak daha fazla olduğu gözlemlenmiştir. Ayrıca eylem adacıkları incelendiğinde pek çok eylemin adacığının isim öbeği olduğu belirlenmiştir. Bu çalışma müfredat planlamalarına eylemlerin adacıkları ile birlikte sunulmasını önermektedir.

Anahtar Kelimeler: Eylem Adacıkları, Derlembilim, Ders Kitapları

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LIST OF ABBREVIATIONS

ACC : Accusative

ADVP : Adverbial Phrase

CDO : Cambridge Dictionary Online

DAT : Dative

IDC4 : 4th grade English Coursebook

IDC5 : 5th grade English Coursebook

INTRVP : Intransitive Verb Phrase

LOC : Locative

NP : Noun Phrase

MWDO : Merriem Webster Dictionary Online

ODO : Oxford Dictionary Online

TD1 : 1st grade Turkish coursebook

TD2 : 2nd grade Turkish coursebook

TD3 : 3rd grade Turkish coursebook

TD4 :4th grade Turkish coursebook

TD5 :5th grade Turkish coursebook

TRVP : Transitive Verb Phrase

VP : Verb Phrase

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CHAPTER I

INTRODUCTION

1. 0. Introduction

This chapter first serves to enlighten the readers on the background of the study and statement of the problem. Afterwards, the aim of the study followed by the research questions are presented and discussed. Finally, definitions and terms as well as abbreviations can be examined.

1. 1. Background to the Study

In language teaching, the materials used in the classroom are crucial because they provide most of the necessary input for the student needs. For that reason, teachers have to choose the coursebooks they are going to use carefully considering their student's age, background knowledge, and their purpose for learning a foreign language. Age, as the determining factor of the curriculum of ELT, brings about the consideration of the features of learners as young and old. In this respect, when young learners are in question, it would be a good course of action to consider their general charecteristics. General characteristics of young learners are as follows according to English Language Curriculum for Primary Education (2006).

Young learners are;

- imaginative
- creative
- energetic
- lose their concentration easily
- have short memories
- are easily excited
- have emotional needs
- have limited language skills and experience
- love talking (p. 41).

In line with the properties of young learners mentioned above, English Language Curriculum for Primary Education (2006) suggests activities which are appropriate for young learners. According to the curriculum, teachers are recommended the following possible ways to meet the needs of the students.

- Use prediction and participation,

- Employ story-telling/reading,
- Use art and craft activities,
- Use TPR (Total Physical Response) and activities that require bodily movements,
- Employ drama and dramatization,
- Use games, songs, riddles, puzzles, jokes, etc.
- Recycle at intervals; employ topic-led work; present anything in meaningful contexts,
- Use 'settling activities',
- Employ groupwork,
- Do everything to maximize student talking time and minimize teacher talking time,
- Use well-defined, well-experienced activities (p. 41).

In line with these activity types recommended above, it can be inferred that students are expected to use language not only with individual activities (games, songs, reading, storytelling etc.) but also with group work activities. In all these activities, activity verbs are expected to take place in the coursebooks as the vocabulary item to be taught includes action. Furthermore, English Language Curriculum for Primary Education (2006) puts forward the idea that Total Physical Response (TPR) needs to be used in all these activities so that learners can respond to the instruction of their teachers by means of an action as suggested by TPR, which is a method developed by Asher to teach language through physical activities (Richards & Rodgers, 2001).

In TPR, Asher asserts that young children acquire the language through commands directed to them, and he adds that children require physical response prior to verbal responses (Richards & Rodgers, 2001). Thus, in order to apply TPR, teachers may need to use verbs, which require activities to respond physically. These commands as activity verbs are going to be responded verbally only after teachers have obtained physical response from the students.

However, it should be kept in mind that younger children have tendency to learn a language with their less biological, neurological, social and emotional barriers (English Language Curriculum for Primary Education, 2006). For this reason, teaching young children activity verbs with the help of TPR is an important factor to teach foreign language. Furthermore, English Language Curriculum for Primary Education (2006) adds that the students need comprehensible input, productive language use in a communicative atmosphere, in a supportive and motivative classroom, and proper feedback with no formal correction. Unless these conditions are provided, it is impossible to make students show their response physically or verbally.

In the light of the above mentioned issues, this study is concerned about types of verbs and how these verb island types are presented in coursebooks.

1. 2. Statement of the Problem

Among vocabulary items presented in textbooks, verbs have a special place because teaching/learning verbs is more difficult than concrete nouns. It is a fact that verbs need to take their co-occurrences, and this can be fulfilled by teaching verbs with their complements. On the other hand, there are problems with the verbs presented, too. Persson (2008) points out the fact that there is "no obvious consistency between the different textbooks and the verbs they provide their readers within the word lists" In another study, Mintz (2006) points out the fact that prior to the understanding of verb meanings, language learners need to clarify words, which are verbs.

Furthermore, it is a fact that verbs should be taught with their islands as suggested by Tomasello (1992). However, when coursebooks are analyzed, it is seen that coursebooks include verbs, which are not taught with their islands. A verb from the English coursebook corpora, which is taught without its island, is illustrated in Figure 1.

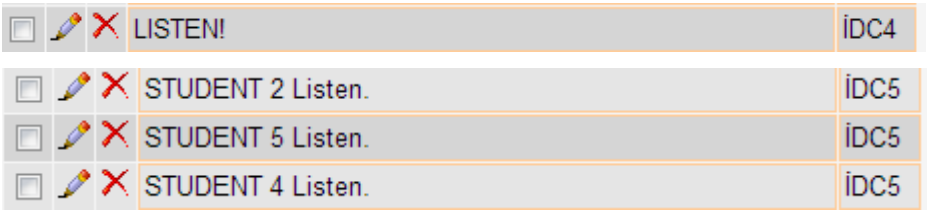


Figure 1. The usage of verb "listen" in English coursebook corpus

As can be seen in Figure 1, the verb "listen" has been used in two different books without its islands, which might hinder the students' learning to assign the preposition "to" the verb in the imperative form. In order to prevent this problem, Chang and Gurevich (2004) applied a context based model for children's verb acquisition. They state "..differences in verb learning lend support to the verb island hypothesis and illustrate how the particular semantic, pragmatic and statistical properties of different verbs can affect their learning course." Therefore, as it can be understood from the statements above, it is crucial to teach verbs with their islands in order to affect the learning course positively. Thus, this problem can be eradicated through teaching verbs with their islands.

1. 3. Aim of the Study

The aim of the study is to investigate how verbs are presented and taught in both Turkish and English language coursebooks. Since corpora can enable a lexical source for many parts of language like grammar, lexis and pragmatics (Schmitt, 2000), they can be used to investigate the presentation of verbs in the present study. Furthermore, corpora can provide us frequency, co occurrence of words and the structure of language (Schmitt, 2000). For this purpose, the corpora of English and Turkish course books have been created and used for the determination of the most frequent verbs. These verbs will be classified according to their transitivity features, which will be counted as islands in this study. Afterwards, the verbs taught without islands are going to be determined and analyzed in line with Verb Island Hypothesis (Tomasello, 1992). In that sense, verbs with different island uses will be identified which can imply the learning difficulties of young learners.

1. 4. Research Questions

The research questions of the present study are as follows:

1. Is there a difference between the verbs used in Turkish and English coursebooks?

a. Which verbs take place in Turkish books?

b. Which verbs take place in English books?

c. Which English verbs are not present in Turkish books?

2. How are verb islands presented in Turkish and English books?

1. 5. Definitions and Terms

Coursebook Corpora: This corpora is the combination of the Turkish course book corpus (1^{st}-5^{th} grades) and English coursebook corpus (4^{th} and 5^{th} grades) with their workbooks. It solely includes the query results of the coursebooks suggested by Ministry of National Education.

CHAPTER II

REVIEW OF LITERATURE

2. 0. Introduction

In this chapter, the studies conducted on literature are going to be handled. In section 2.1. and 2.2. studies related with the acquisition and learning of words are going to be examined. Besides, in sections 2.3 and 2.4, studies related to the acquisition and learning of verbs are going to be presented.

2. 1. Words

Words, which are the smallest units of a sentence, have two kinds of classes pointed out by Miller (1999). Miller (1999) classifies these two classes as open-class words (articles, prepositions, pronouns, conjunctions) and closed class words (the nouns, verbs, adjectives, and adverbs). Furthermore, regardless of its class, knowing a word is a thing, which requires many components. Miller (1999) states “A person who knows a word knows much more than its meaning and pronunciation” Therefore, it is clear that knowing a word requires knowing its syntax as well. Moreover, Wallace (1984) also points out that a person needs to know the following things to know a word:

a) recognize it in its spoken form;

b) recall it at will;

c) relate it to an appropriate object or concept;

d) use it in the appropriate grammatical form;

e) in speech, pronounce it in a recognizable way;

f) in writing, spell it correctly

g) use it with the words it correctly goes with, i.e. in the correct collocation

h) use it at the appropriate level of formality;

i) be aware of its connotations and associations (p. 27).

A study in a similar vein, Richards (1974, cited in Carter & Mc Carthy , 1988) state that knowing a word means:

1. Knowing the degree of probability of encountering it and the sorts of words most likely to be found associated with it (frequency and collocability).
2. Knowing its limitation of use according to function and situation (temporal, social, geographical; field, made, etc.).
3. Knowing its syntactic behaviour (e.g. transitivity patterns, cases).
4. Knowing its underlying forms and derivations.
5. Knowing its place in a network of associations with other words in the language.
6. Knowing its semantic value (its composition).
7. Knowing its different meanings (polysemy) (p. 44)

Regarding the studies on words, it can be concluded that knowing a word needs much more awareness than knowing its definition. Therefore, the acquisition of words and the learning of words are discussed in sections 2.1.1 and 2.1.2.

2. 1. 1. Acquisition of Words

Word learning is a complex process, which requires two streams according to Gentner (1982), who underlines this fact, and states that infants have two different streams to learn word meanings which are “the ongoing stream of perceptual-cognitive information about the world around’ and ‘the stream of language being spoken.” (p. 6)

Along with word knowledge studies, studies have been conducted on “how children get the word meanings”. According to Werner and Kaplan (1950), there are two ways in which children get the word meanings. They can get the meaning either through explicit reference or through implicit reference. That’s why, Tomasello and Brooks (1999, p. 163) point out the important steps in early syntactic development. The first step is ‘holophrases’. At this stage, the children use sole linguistic items for the whole communication. The second step is ‘word combinations’. At this stage, children use multiple words for their communicative intention. At the third stage “verb island constructions”, the children apply the rules of syntactic marking to explicitly state

participant roles in an occasion. At the last stage ‘adult like constructions’, children initiate to use specific abstract and adult-like linguistic constructions.

On the other hand, Naigles and Hoff-Ginsberg (1998) states that the more the syntactic environments are diverse, the more it affects the frequency and variety of syntactic usage. From this aspect, Gertner et al. (2006) states “children younger than 2 can use syntactic cues to interpret sentences containing novel verbs, and, most importantly, their representations of transitive sentences include language-specific information about the significance of word order.” Therefore, it can be said that syntatic usage and verb usage changes are in line with age.

The acquisition of words has been the starting point for the learning of the words for the L2 learners, for almost the same stages are considered to take place at this stage. Therefore, in this study, the stages of vocabulary development will be handled from the L1 point of view, the implications of which will be used for L2.

2. 1. 2. Learning Words

Learning words is a process, which is constantly investigated by the researchers. There have been numerous studies conducted on this issue. When studies on learning words are considered, it can be said that learning words is a skill, which needs many things to work together. Oxford and Crookall (1990) states this ability as follows:

> …Knowing an L2 word involves not just the ability to recognize the word or to match it with its L1 counterpart, if such exists; knowing an L2 word also involves being able to use the L2 word communicatively in any of the four main language skills (p. 9).

Despite being hard, Bijeljac-Babic et al. (2009) states that even 20-month-old infants have the ability to learn words in a foreign language, and as the child matures, they begin to obtain these words through many ways. To illustrate, Nagy et al. (1985) claims that school children obtain words, which are not familiar to them by reading natural text. Moreover, Bloom (2001) also points out the naturally acquired word knowledge of an L1 speaker as follows:

> The average English-speaking 17-year-old knows more than 60,000 words. Since children start learning their first words by about their first birthday, this comes to over ten new words per day. These can be acquired without any training or feedback; children can grasp much of a word’s meaning after hearing it in the course of a passing conversation (p. 1095).

On the other hand, in order to learn the word in a successful way, infants need the determination of the related item from other items, the analysis of the sound from continuing speech and the establishment of relation between the item and the sound (Waxman & Lidz, 2006). On the other hand, Imai et al. (2006) claims that knowing a word does not illustrate the fact that the person acquired all meaning types of it.

2.2. Verbs

Verbs, as one of the most challenging items of language learning, have been the concern of researchers in many studies. There is a wide range of definitions of verbs. As for the definition, Alexander (1988) states that "A verb is a word or a phrase which express the existence of a state or the doing of an action". Also, Hirsh-Pasek and Golinkoff (2006) define verbs as "Verbs are the architectural centerpiece of the grammar, determining the argument" The other definitions of verbs in dictionaries are as follows:

> "A word or phrase that describes an action, condition, or experience." (CDO)
>
> "A word that characteristically is the grammatical center of a predicate and expresses an act, occurrence, or mode of being, that in various languages is inflected for agreement with the subject, for tense, for voice, for mood, or for aspect, and that typically has rather full descriptive meaning and characterizing quality but is sometimes nearly devoid of these especially when used as an auxiliary or linking verb." (MWDO)
>
> "A word used to describe an action, state, or occurrence, and forming the main part of the predicate of a sentence." (ODO)

In order to gain a deeper insight on verbs, the acquisition and the learning processes of verbs are discussed in sections 2.2.1 and 2.2.2 below.

2. 2. 1. Acquisition of Verbs

Verb acquisition is a process, which is discussed in many studies. It has been questioned whether verbs are learnt prior to nouns or not. According to Natural Partitions Hypothesis suggested by Gentner (1982, p. 321), "nouns are learnt earlier because their referents are more accessible than those of predicates." Gentner (1978)

also explains the difference between the acquisition of verb meaning and simple noun meaning as follows:

> The acquisition of verb meaning differs from the acquisition of simple noun meaning in several ways. First, verb acquisition is a slower process. Verbs enter the vocabulary later than nouns and the rate of vocabulary increase in the first few years is lower for verbs than for nouns. Further, the meanings of many common verbs are not fully acquired until the age of 8 years or older. A second difference is that acquisition of verb meaning follows a more obvious pattern of accretion of components of meaning than does acquisition of simple noun meaning, particularly since early noun over-generalizations can no longer be taken as sufficient evidence for componential acquisition. Finally, verbs are more broadly used by children and by adults than are simple nouns (p. 996).

Furthermore, Gentner and Boroditsky (2001) also puts forward the idea that "Verbs, prepositions, and other relational predicates have denotations that are linguistically influenced, whereas concrete nouns are in many cases simply names for preexisting cognitively natural referents" On this issue, it is also claimed that producitivity of verbs for children is restricted and their new verbs are 'transfer across verbs.' (Yang, 2006). Therefore, it can be inferred that it is not easy to acquire verbs.

On the other hand, we need to know argument phrases of the verbs before the determination of verbs can take place (Waxman & Lidz, 2006). Consequently, in the course of acquiring verbs, children need equipments for this process. Thus, it can be claimed that the acquisition of verbs needs these requirements.

2.2.2. Learning Verbs

As a sub category, learning verbs has proved to be harder than learning nouns. Furthermore Gentner (1982, p. 327) adds, "the noun/verb division is originally based on a division in the perceptual world between objects on the one hand and relationships and other predicative notions on the other." Waxman and Lidz (2006) adds the same point and claims that learning verbs depends on syntactic structures that can be determined via the noun identification in a sentence to a certain extent. In another study, Gentner (1978) suggests that verbs express relational meanings while simple nouns express referential meanings. Therefore, according to Gentner (2006, p. 554) verbs are hard to learn, because of:

(1) maturational limitations,
(2) difficulty in detecting the conceptual components of verbs,

> (3) difficulty in learning which semantic components enter into verbs and how they combine,
> (4) order of information (p. 554).

Since their learning process is complex, verbs are hard to learn (Phillips,1981; Morgan & Braham, 1944; Rodgers, 1969 as cited in Schmitt, 2000). In their study, Gentner and Boroditsky (2001) pointed out the requirements for verb learning as conceptualization and mapping of events. Therefore, the process of learning verbs differs in terms of the verbs' properties. Hirsh-Pasek and Golinkoff (2006) points out this difference as follows:

> … to learn verbs like think,believe, and promise and use them as adults do, children must have a theory of mind, or the computation of these verbs' meanings would not hit the mark. In addition, many verbs turn on intention for their meanings. Verbs such as spill and pour, and slide and slip, label actions that look remarkably similar but are distinguished mainly by whether they were performed with or without intention. To learn these verbs, children must discern an actor's intention structure of a sentence. (p. 22)

In addition to importance of conceptualization as pointed out by Hirsh-Pasek and Golinkoff (2006), Naigles and Hoff-Ginsberg (1998) also claims, "Individual verbs differ as to their syntactic privileges of occurrence." On the other hand, Childers and Tomasello (2006) points out that there is no relationship between the verb and its type which can affect the verb learning process. In their study, they have found no difference between the learning of transitive and intransitive verbs. All in all, it can be said that verb learning is a process which is still being debated.

2.2.3. Verb Island Hypothesis

The verb-island hypothesis proposed by Tomasello (1992) suggests that the early grammars consist of sets of lexically-specific predicate structures (or verb-islands). The researchers who are in favour of this hypothesis claim that verb islands are required for successful verb learning process. For this view, children initiate multi word speech without being aware of its syntactic properties. Jones et al. (2000) point out that VIH can explain the following things:

- The lexically spesific pattern of children's early verb use
- Restricted nature of children's early word order
- Differences in the flexibility with which children use nouns and verbs in their early multi word speech (p.723).

Tomasello (1992) also asserts that learning to use new words in meaningful ways is a step to move from single word to grammatical speech in children. Tomasello also states, “learn new verbs only when they are participating in a joint attentional interaction (non-linguistically defined).” Furthermore, Golinkoff and Hirsh-Pasek (2008) suggests that verb learning is affected by verb referents; in other words, interesting events.

In a study on the acquisition of verb islands in Turkish, Yapıcı (2008) states that children usually start acquiring verbs with one argument and add more arguments as they develop. They are able to use verbs with four arguments even before three years of age. This shows that verbs are always present in child speech with their complements. For that reason, they need to be taught in the same fashion. Furthermore, Kowalski and Yang (2012) points out that verb islands are expected in sample language uses.

On the other hand, teaching through verb islands may not be rapid. Tomasello et al. (2000) stresses the fact that children learn the communication ways for their immediate surrounding and their interest places. However, generalizing the verb islands into schemas is not a quick process. The reason for this may be because of specific construction. Therefore, Tomasello and Brandt (2009) states, “Each lexically specific construction is a structural island.”

Thanks to the quantitative corpus studies, verb frequencies and structural islands can be identified as query results. This can contribute to the easy identification of the verbs with their islands. In that sense, Biber and Conrad (2001) state the benefits of quantitative corpus research for material writers:

> Moving from quantitative to more qualitative interpretation of use, the corpus analysis can clarify the functions of these verbs. Many, such as get, have diverse functions whereas others, such as say, have a single primary function related to an activity. In both cases, it makes sense to introduce these verbs to students early on, as these are the ones students will most often hear in their day-to-day interactions with native speakers. However, low-level ESL grammar books tend not to cover these verbs, introducing activity verbs like eat, play, work, run, travel, and study. Although these verbs have more concrete meanings relating to activity, they are much less common. Thus, even simple quantitative analyses can provide important information that teachers and material writers can use to revise current teaching materials (p. 333).

As a result of quantitative corpus analysis, it can be said that people can obtain the functions of verbs. Once the target verbs have been identified, quantitative corpus

analysis can help the researchers to observe their island uses. Therefore, corpus analysis paves the way for a corpus analysis which can help the corpus research process become faster and clearer.

By taking into consideration the previous studies on verbs, it can be concluded that verbs need to be introduced to the L2 students at early levels with their islands, which will help the accurate use of grammar and vocabulary at later stages. Due to the fact that verbs are learnt after nouns (Gentner, 1982), we need to emphasize this hard process. Thus, it can be said that since learning verb is a complex process, which requires a great cognitive maturity, language learners have difficulties during the learning process.

2.2.4. Transitivity features of verbs

Aarts (1997) defines transitive verb and states, “A verb that takes a Direct Object as its internal argument.” Also, Hale and Keyser (1986) points out the fact that if verbs have an object, they are transitive. To Hale and Keyser (1986), features of the transitive verbs are as follows:

> A transitive verb, in its basic transitive use, has an object to which it must assign case; but such an object can, we have claimed, undergo NP-movement leaving a trace, to which case must not be assigned, according to case theory (p. 628).

In addition to remarks about case by Hale and Keyser, Hopper and Thompson (1980) also add that transitivity includes many components, and one of which is object of the word. Hopper and Thompson (1980, p. 251) state, “These components are all concerned with the effectiveness with which an action takes place, e.g., the punctuality and telicity of the verb, the conscious activity of the agent, and the referentiality and degree of affectedness of the object” Moreover, Halliday (1968) gives the following example for the transitive use in English.

Active ('operative')

Mary turned the light on. (p. 183)

On the other hand, intransitive verbs are defined as “A verb that takes no internal arguments.” (Aarts, 1997). In other words, there is not any requirement of a

constituent to complete the meaning of intransitive verbs. Aarts (1997) gives the following examples for intransitive verbs:

William blushed.

Sean cried.

Thomas slept.

Lee dreamt.

Garry jumped. (p. 16)

In terms of transitivity, Turkish and English bare different features. Göksel and Kerslake (2005) illustrates the fact that English uses different stems for transitive and intransitive pairs, or else it uses the identical verbs with transitive and intransitive meanings, while Turkish uses voice suffixes (the causative, the passive, the reflexive, the reciprocal) to change the transitivity. Montrul (2000) also points out that there is not any derivational process in English related with transitive and intransitive structures.

Because of the fact that the transitivity processes are different in English and Turkish languages, Kurtoğlu (2010) points out the fact that Turkish students who learn English as a foreign language may have problems with intransitives. The reason is that Turkish students may have passive problems in intransitives since their mother tongue allows passivization of intransitives while English does not allow it. On account of this fact, Kurtoğlu (2010) puts forward the idea that teachers may compare and contrast between their L1 and EFL to teach intransitives so as to ease the process of learning intransitives.

In addition to the differences between transitive and intransitive verbs, there is another categorization for verbs which is mono transitive and ditransitive verbs. Seyoum (2008) points out that mono transitive verbs are verbs with two arguments which are subject and single direct object, while it is common that ditransitive verbs take three arguments. vanGelderen (2002, p.114) gives the following example for monotransitive and intransitive verbs.

Monotransitive verb

They ate an apple.

V NP

Ditransitive verbs

V+NP+NP

Zelda told Bela stories.

V NP NP

V+NP+PP

Amir gave candies to Zoya.

V NP P NP

PP

As vanGelderen (2002, p.114) expressed in the examples above, monotransitives have one direct object to create a verb phrase. On the other hand, ditransitive verbs have either NP+NP or NP+PP structures to create a verb phrase. Therefore, in order to examine the verb islands, the verbs have also been examined according to their transitivity features in the present study.

CHAPTER III

METHODOLOGY

3.0. Introduction

This chapter is dedicated to the description of methodological aspects of the present studies. In Section 3.1., research design is stated. In Section 3.2., instruments are listed. In Section 3.3. and 3.4. data collection tools and data analysis ways are going to be described.

3. 1. Research Design

The present research has been designed as descriptive research. Babbie (2005) points out that descriptive research answers the questions like "what, where, when, how, what's so?" Furthermore, Fraenkel and Wallen (2009) points out that this kind of research describes the research issues wholly, and it tries to explain them as much as possible. Therefore, as for the identification of the verbs, descriptive research technique has been used.

On the other hand, Babbie (2007) identifies the three purposes of research as exploration, description and explanation. On this basis, the research design of the present study can be illustrated as follows:

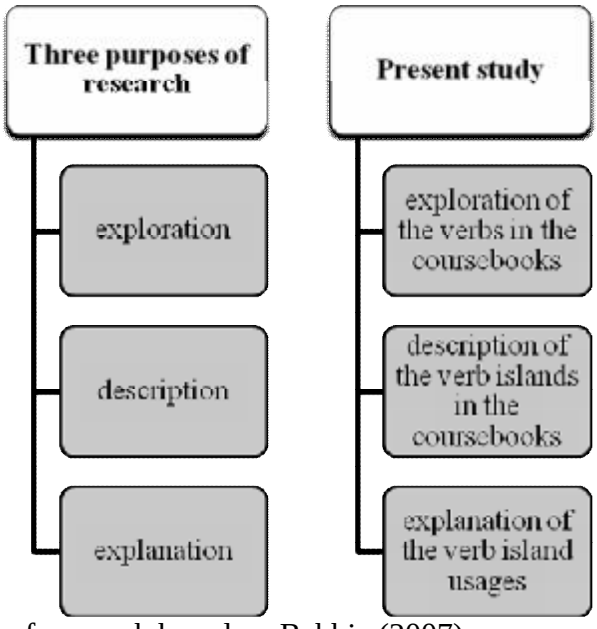


Figure 2. Three purposes of research based on Babbie (2007)

As it can be seen from Figure 2, the present study has three purposes. As for the exploration, the verbs in the coursebooks will be listed. As the second step, the verb islands in these coursebooks will be described. Finally, the verb island usages are going to be explained in line with their transitivity features.

3. 2. Instruments

Both Turkish coursebooks' corpora and English coursebooks' corpora are the instruments for the research. Turkish coursebooks of grades 1st to 5th as well as English coursebooks of grades 4th and 5th have been obtained as the portable document from the website of Ministry of Education. As the second step, the coursebooks have been uploaded onto the MySQL database to create the coursebook corpora. The same database has been used for the creation of the coursebook corpora. In addition, PHP Runner v.4.2 has been used in order to create a user face for the web page. The screenshots from the instrument are as follows:



Figure 3. Screenshot from the corpus of English coursebooks

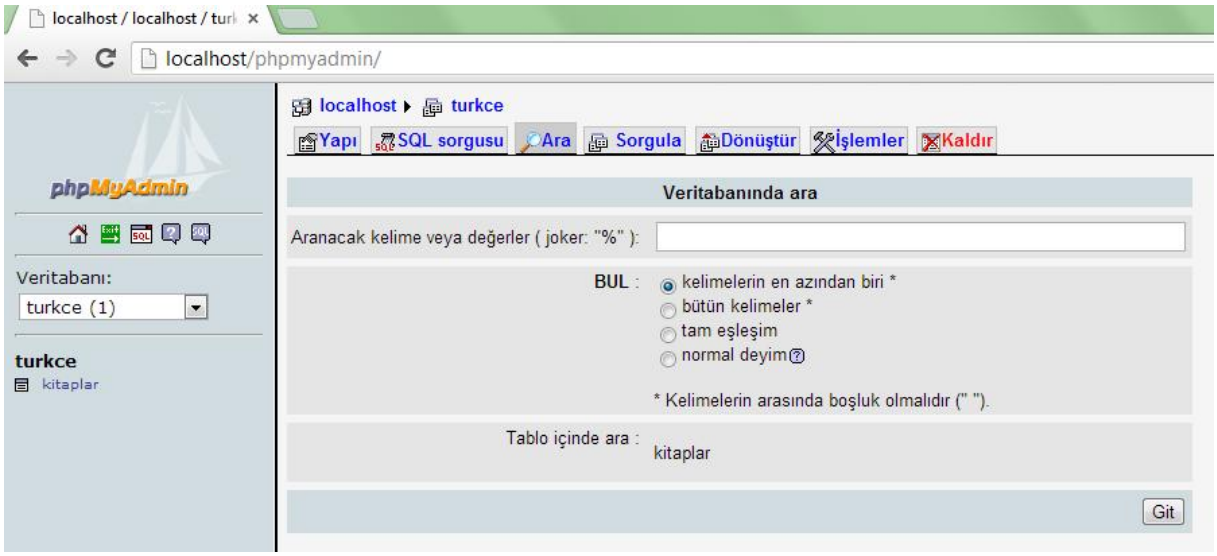


Figure 4. Screenshot from the corpus of Turkish coursebooks

In Figure 3 and Figure 4, screenshots from the corpora can be seen. In both corpora, there are buttons for searching by detail. When a verb is used, it can be searched via the search button. In that way, verbs can be found in every coursebook with their coursebook details.

3. 3. Data Analysis

Once the required data have been gathered as Turkish corpus and English corpus, the verbs in both coursebooks (4^{th} and 5^{th} grade) have been listed as query results. As the second step, each verb has been searched in both Turkish and English coursebook corpora. As the last step, the verb islands have been identified in line with the definition by Tomasello (1992).

CHAPTER IV

RESULTS AND DISCUSSION

4.0. Introduction

This chapter presents not only the findings of the descriptive research on coursebooks, but also the discussion of the results. The findings and the discussion of these findings are presented through the following research questions:

1. Is there a difference between the verbs used in Turkish and English coursebooks?

a. Which verbs take place in Turkish books?

b. Which verbs take place in English books?

c. Which English verbs are not present in Turkish books?

2. How are verb islands presented in Turkish and English books?

4. 1. The differences between the verbs used in Turkish and English coursebooks

The findings related with the first research question “Is there a difference between the verbs used in Turkish and English coursebooks?” are given below.

4. 1. 1. The verbs in Turkish coursebooks

As for the identification of the verbs in Turkish coursebooks, the corpora of Turkish coursebooks have been used. In Turkish coursebooks, there is a total of 951 verbs with the total use of 2220 in all grades. In order to analyze the verbs, type/token ratio “to describe how many unique types a text contains in comparison to its number of tokens” (Piontek and Piontek, 2011), by which lexical diversity of the text can be identified (Laufer and Nation, 1995), has been employed. The number of the verbs found in books for each grade as well as their type/token ratio are illustrated in Table 1.

Table 1.

The Number of Verb Usage in Turkish Coursebooks

Grade	**T1**	**T2**	**T3**	**T4**	**T5**	**Total**
Token	233	399	581	597	410	2220
Type	233	249	256	139	74	951
Type/Token	1	0.62	0.44	0.23	0.18	0.42

According to Table 1, out of 2220 verbs 233 verbs take place in the 1st grade Turkish coursebooks. In terms of the type/token ratio, figures show that the ratio varies according to the grade of the books. While the ratio is high in 2nd grade, it is low in the 5th grade. These results are parallel to the results suggested by Westin (2002):

> A high type/token ratio recorded for a text indicates that many different lexical items are used which, in turn, means that a high proportion of the words will have a specific meaning. A low ratio, on the other hand, shows that few specific words are used while the more general ones are frequent (p. 77).

Due to the fact that all these verbs are new to the learners, type/token ratio equals to 1% in 1st grade coursebooks. As regards 2nd grade, the type/token ratio is 0.62 with a noticable rate between the new verbs (249) and frequency of their use (399). It can be seen that almost every two verb has been used twice, which can be interpreted as an advantage for the learner of a language. For 3rd grade, the type/token ratio is 0.44. The students can be said to have the chance to see the new verbs with this ratio again. However, when 4th grade (0.23) and 5th grade type/token ratio (0.23, 0.18 respectively) are taken into consideration, it can be said that though students encounter new verbs in these grades, they have more chance to see these verbs in their coursebooks.

There is an inverse ratio in the verb use of Turkish coursebooks between 1st and 5th grades. Therefore, it is obvious that as the type/token ratio decreases, the opportunity of the learner to meet the use of new word increases. Schmitt (2000) illustrates the same point by stating, “The lower the ratio, the more repetition there is, and the fewer types need to be known to understand the text.” Thus, the low ratio of 5th grade illustrates that students need to know fewer things to understand the texts.

4.1.2. The verbs in English coursebooks

In Figure 5, the total number of English verbs in the coursebooks and the distribution of English verbs for 4th and 5th grades have been given. Furthermore, in Table 3, the list of English verbs in each coursebook can be found.

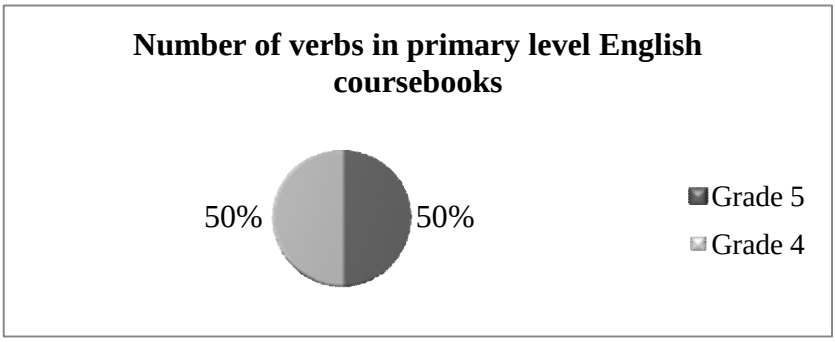


Figure 5. The total number of the new verbs in English coursebooks

As it is illustrated in Figure 5, there are a total of 120 verbs in the two English coursebooks. According to Figure 5, 60 of these verbs (50%) take place in 5th grade coursebook. On the other hand, 60 of them (50%) take place in 4th grade coursebook. Moreover, the type/token ratios of English coursebooks are illustrated in Table 2 below.

Table 2.

The Number of Verb Usage in English Coursebooks

Token	**4th grade English coursebooks**	**5th grade English coursebooks**
Type	60	120
Token	550	1319
Type/Token	0.10	0.09

In line with the findings in Table 2, it can be said that the ratio of 4th grade English coursebooks is 0.10%, while the ratio of 5th grade English coursebook is 0.09%. Since the ratio is low, it seems that students need to know fewer items to comprehend the text as suggested by Schmitt (2000). Richards (1987) also points out that low ratio means students meet that kind of structure repetitively. Therefore, it can be said that students encounter the verbs more often in both coursebooks. The list of the verbs in English coursebooks for the 4th grade are presented in alphabetical order in Table 3.

Table 3.

The Verbs in 4th grade English Coursebooks

Act*	Eat	Prepare*	Take
Answer *	Fill *	Paste*	Talk*
Ask *	Find	Put*	Tell*
Be	Give	Play	Thank
Catch	Go	Raise	Throw
Change	Guess*	Read*	Tick*
Choose*	Have got	Repeat	Touch
Circle*	Jump	Rest	Turn*
Come	Listen*	Say	Trace*
Complete*	Look*	See	Underline*
Correct*	Like	Show	Use*
Cut*	Love	Sing	Walk
Do*	Open	Sit	Wear
Describe *	Make*	Stand	Work
Draw*	Match*	Swim	Write*

* Verbs which are used in instructions before exercises

As it can be seen from Table 3, there are 60 verbs in 4th grade coursebooks. When the lexical properties of these verbs are examined, it can be said that 29 of the verbs take place as the instructions of exercises. Therefore, students learn 31 verbs in addition to 29 instruction verbs throughout their first year of language education. Table 4 illustrates the verbs in 5th grade English coursebooks. The items on this list represent verbs which are new in this grade. The following verbs are used in addition to the verbs used in 4th grade.

Table 4.

The New Verbs in 5th Grade English Coursebooks

Bake	Cycle	Guess*	Sell
Begin	Dance	Hate	Shoot
Bend	Decide*	Help	Skip
Bring	Decode*	Hope	Sleep
Buy	Dramatize*	Interview*	Slide
Carry	Drink	Keep	Speak
Check	Enjoy	Lift	Stay
Clean	Fall	Locate	Stop
Climb	Feed	Melt	Sweep
Collect	Fight	Plant	Swing
Compare	Finish*	*Rehearse	Tidy up
Construct	Fly	Remember	Tie
Cook	Form*	Repeat*	Water
Count*	Freeze	Ride	Whisper
Cross	Get	Run	Wipe

* Verbs which are used in instructions before exercises

According to Table 4, when the number of the different words is considered, there are 60 new verbs used in 5th grade coursebooks. Thus, it can be said that students in primary classrooms encounter many new verbs in 5th grade. Furthermore, when the lexical properties of these verbs are examined, it can be said that most of the verbs are activity verbs such as "cycle" and "drink" This use is appropriate for this age since 4th and 5th grade students are in the stage of concrete operations according to Piaget (1970).

As for concrete operations stage, one of the limitations is stated by Littlewood Cook and Cook (2005) as "Logic is limited to concrete, tangible materials and experiences." Littlewood Cook and Cook (2005) adds a further remark with the achievements in this stage as follows:

- Logical thought is more objective, allows skills like class inclusion and transitivity.
- Schemes can be reversible, operational.
- Children pass conservation problems due to decentration, focus on dynamic transformations, reversibility (p. 10).

Therefore, a curriculum for 4th and 5th grade needs to include words denoting concrete objects. While teaching English in these grades, teachers find that learners may have difficulty in learning abstract ideas or objects. When the verbs of these grades are examined, it has been found out that they are appropriate for these ages. These verbs are mostly activity verbs, which are included into the curriculum, considering the method of teaching, which is indicated as TPR. TPR is a method that is used by cooperating speaking and action (Richards & Rodgers, 2001). Therefore, it is clear that these activity verbs have been chosen in line with learning functions (English Language Curriculum for Primary Education, 2006). Some of the learning functions which include activity verbs are presented as follows in the curriculum:

Picking up familiar names, words and basic phrases

Writing numbers one to ten

Singing a chant for correct pronunciation

Matching familiar words with each other. (p. 78, p. 79)

Seeing the verbs included in the list above, all represent activity verbs that require the active involvement of the learner in the learning process designed according to the philosophy of TPR.

4.1.3. English verbs not presented in Turkish coursebooks

Some English verbs do not take place in Turkish coursebooks. For the purpose of this study, we focus on comparison of 4th and 5th grade English books to Turkish books used at the same levels. However, since Turkish is the students' mother tongue, the verbs in 1st, 2nd, 3rd grade Turkish coursebooks are also taken into consideration. Table 5 illustrates the comparison of verbs in 4th grade and 5th grade coursebooks.

Table 5.

The Number of Verbs in 4th -5th Grade Turkish and English Coursebooks

Grade	**T4**	**E4**	**T5**	**E5**
Number of verbs	139	60	74	60

Table 4 illustrates the difference about the number of verbs between Turkish and English coursebooks. When the number of verbs in 4th grade coursebooks is compared, it can be said that Turkish coursebooks have 139 verbs, while English coursebooks have 60 new verbs. On the other hand, it can be said that there are 74 new verbs in Turkish

coursebooks. However, English coursebooks have 60 new verbs for 5th grade. Hence, there is a significant difference between the number of verbs in coursebooks. This shows that more verbs take place in Turkish coursebooks than English coursebooks at the same grade. This natural outcome leads to a further research as to the syntactic occurrence of these verbs.

4. 2. How verb islands are presented in Turkish and English books

Verb islands are structures required for successful verb learning process. In a study on the acquisition of verb islands in Turkish, Yapıcı (2008) states that children usually start acquiring verbs with one argument and add more arguments as they develop. According to VIH, early language of the children has structures around verbs and predicative terms (Tomasello, 2000). In that sense, Tomasello (1992) gave an example of his daughter who was one year old. He found out that his daughter's early language use was limited to only one construction type, and she couldn't alternate her verb constructions which she used with other verbs. That's to say, verb islands are structures which verbs take specifically in line with their properties.

In addition to identifying verb islands, a cross-linguistic research on the transitivity features of the verbs has been conducted for a deeper understanding. The verb query results have been categorized as transitive, intransitive and ditransitive verbs in both languages. Transitivity and intransitivity are terms which are used for verbs in line with their objects; thus, object is the main item in transitive verbs (Kahraman, 1996). On the other hand, ditransitive verbs require SVOO structure.

Considering the definitions above, it can be concluded that if a verb has an object, it is transitive; on the other hand, if a verb does not have an object, it is intransitive (Demircan, 2003). In Figure 6, Demircan (2003, p. 137) illustrates transitivity for English language learners.

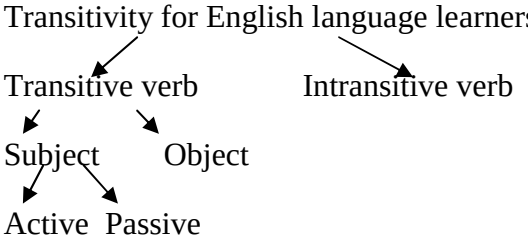


Figure 6. Transitivity for English language learners (based on Demircan, 2003) (p. 137)

As it is obvious from Figure 6, Demircan (2003) considers the concept of transitivity regarding voice. Transitivity has two features: transitive verbs and intransitive verbs. Transitive verbs in English have either subject or object. Also, as a subject, they can be used either as a passive or as an active subject. On the other hand, there is not any object for intransitive verbs in English due to the fact that intransitive verbs do not have objects. Figure 7 illustrates the issue of transitivity for Turkish learners.

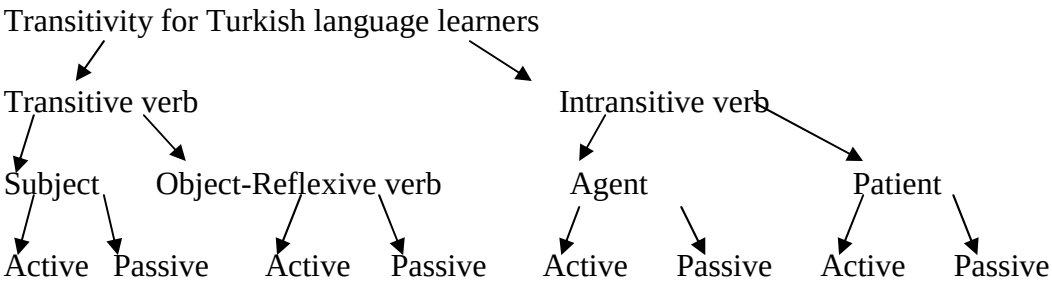


Figure 7. Transitivity for Turkish language learners (based on Demircan, 2003) (p. 137)

According to Figure 7, transitivity for Turkish learners is a rather complex process. Although the main uses are transitive and intransitive verbs in both languages, Turkish has different uses because of taking the subject and a reflexive object. According to Demircan (2003), intransitive verbs have different uses by taking agent and patient. Furthermore, for all transitive and intransitive uses, Turkish can be used as active or passive. On the other hand, English verbs can be used only as intransitive. Penston (2005) gives the following examples for this use.

Mary sings ballads. Mary sings.

John walks the dog. John walks. (p. 2)

In line with the examples above, we can say that verbs can have either transitive or intransitive islands. A study in a similar vein, Üstünova (2012) points out that a verb is either transitive or intransitive in Turkish. That's to say, there is not a suffix or prefix that can change the verb's transitivity feauture.

When ditransitive verbs are taken into consideration, it can be said that they are observed to have two objects. Sinclair (1990) states "Verbs which can take both a direct object and an indirect object are called ditransitive verbs." In another definition, Miyagawa and Tsujioka (2004) states that English ditransitive verbs have two structures

which are “double object” or “to-dative”. The examples for this use are as follows (Miyagawa& Tsujioka, 2004).

(1) Double object construction (DOC)

John sent Mary a package.

(2) to-dative construction

John sent a package to Mary. (p. 1)

Because of having two objects or to-dative constructions, Penston (2005) claims that ditransitive verbs may be taught in advanced level or upper intermediate level. Hang (2007) illustrates the same point and states, “Teaching ditransitive verbs is not an easy job because the verb phrase’s structures and patterns are really complicated.”

In the light of the mentioned research, the argument of verb islands will be based on individual verbs in both languages. They will be examined according to their transitivity, intransitivity and ditransitivity features. Furthermore, they will be classified according to their islands.

4 .2. 1. Transitive Verbs and Their Islands in 4th grade coursebooks

In this section, the transitive verbs in 4th grade coursebooks are going to be examined according to the structures they take as their islands. There are different islands which verbs take as a complementary element. These islands are presented under each subtitle as follows.

4. 2. 1. 1. Transitive verbs which take NP

If NP islands in transitive verbs are taken into consideration, it is observed that there are transitive verbs which do not have a usage difference in both coursebooks. These verbs are illustrated in Table 6 as follows.

Table 6.

The Transitive Verbs That Take NP as Island in Both Coursebooks

4th grade English coursebook	**Turkish coursebooks**
TRVP+NP	**NP+TRVP**
Ask+ NP	NP+ Sor-
Catch+ NP	NP+ Yakala-
Choose+ NP	NP+ Seç-
Complete+ NP	NP+ Tamamla-
Eat+ NP	NP+ Ye-
Have got+ NP	NP+ Sahip ol-
Guess+ NP	NP+ Tahmin et-
Love+ NP	NP+ Sev-
Match+ NP	NP+ Eşleştir-
Open+ NP	NP+ Aç-
Play+ NP	NP+ Oyna-
Raise+ NP	NP+ Kaldır-
Read+ NP	NP+ Oku-
See+ NP	NP+ Gör-
Show+ NP	NP+ Göster-
Throw+ NP	NP+ At-
Trace+ NP	NP+ Takip et-
Underline+ NP	NP+ Altını çiz-
Wear+ NP	NP+ Giy-
Write+ NP	NP+ Yaz-

According to the verbs in Table 6, there is a total of 19 transitive verbs that take NP as island in both coursebooks (see Appendix 1). For these verbs, there is a one to one match between the structures in both languages. These verbs take the island NP as their object in both languages. Therefore, it can be said that the students are familiar with this structure in both languages. However, some of the NP islands in Turkish have

case suffixes. There are five case suffixes used in Turkish, and Göksel and Kerslake (2005) states case suffixes as “Accusative: -(y)I, dative: -(y)A, locative: -(Da), ablative: -(DAn), genitive: -(n)In-Im”

In addition to case suffixes of NPs, Göksun et al. (2008) also states, “Turkish speakers do exploit a number of NPs in making conjectures about verb meaning, and they use this more at younger ages. Importantly, though, their use of this cue is strikingly less than that of English speakers.” Thus, it is an advantage for Turkish learners to have only one NP as island to interpret the verb meaning. We can conclude that these verbs will not pose problems for the students apart from the word order. The example sentences, in which these verbs are used, are as follows.

Ex. 1 : Ask+ NP

Student A: Ask questions. (İDC4)

V NP

I need to ask a question. (MWDO)

V NP

If you can't type or don't own a typewriter, ask your friends.(BNC)

V NP

NP+ Sor-

“Öğretmenimiz, metni okumadan önce bize bazı sorular sordu. (TD4)

NP V

(Our teacher asked us some questions before reading the text.)

As can be noticed easily from Ex. 1, the verb “ask” is used with the NP island “question” in both coursebooks. When the use of the verb “ask” is examined, it has been found out that the verb also “ask” has uses with NP island in MWDO and BNC. According to the example in 4th grade English coursebook, it is clear that this verb is used in giving instructions. On the other hand, in Turkish coursebooks, it is used in a context of asking questions in classroom setting.

Another verb used with NP island “choose” is illustrated in Ex. 2 below.

Ex. 2: Choose+ NP

Choose the correct answer. (İDC4)

V NP

The political party chose a leader. (MWDO)

V NP

Why might a computer designer choose the first scheme? (BNC)

V NP

NP+ Seç-

“Büyüdüğünüzde hangi mesleğ+i seçmek istiyorsunuz?” (TC3)

NP+ACC V

(Which occupation do you want to choose when you grow up?)

In Ex. 2, it can be seen that the verb “choose” is used in the English coursebook to give instruction. Furthermore, NP island can be found in MWDO and BNC. As for the Turkish coursebooks, the verb “seç-” is used to ask a question in context. While the verb has the NP island in both coursebooks, it has been found out that the verb “seç-” uses the accusative case marker in addition to NP.

When the other verbs with NP island are taken into consideration, we can say that the verbs “yakala-”, “çiz-”, “tamamla-”, “yaz-”, “eşleştir-”, “göster-”, “oyna-” , “sev-”, “kaldır-” and “tahmin et-” also take the accusative case marker, “-(y)I” in order to use its NP island. Although the verb takes NP island in both languages, Turkish language users need to use the accusative case marker “-(y)I”, to use this island. Accusative “-(y)I” is a case marker, and it shows a definite or specific direct object (Göksel & Kerslake, 2005).

Accusative is a structural case marker in Turkish (Kornfilt, 2008). For the accusative use, Von Heusinger and Kornfilt (2005) states, “The accusative case marker –(y)I indicates the specificity (in some sense to be defined later) of its noun phrase”

Therefore, it is used in NPs to identify the definiteness of the following NP. Blake (1994) defines accusative as follows:

> The accusative is a syntactic case which can encode a variety of semantic roles, but one could take the central and defining function to be that of encoding the affected patient of activity verbs. The dative is likewise a syntactic case that can encode a variety of roles, but I would suggest that its central function is to encode entities that are the target of an activity or emotion (p. 145)

On the other hand, the verb "have got" has a NP island used with dative case marker in Turkish. (see Ex. 3)

Ex. 3 : Have got +NP

I'ved got four sisters and brothers. (İDC4)

V NP

NP+ Sahip ol-

"Bu konuda toplumumuzun alışveriş bilincine sahip olduğunu söyleyemiyorum." (TC4)

NP+ DAT V

(I cannot say that our society has a shopping consciousness on this issue.)

The verb "have got", as can be seen from Ex. 3 has NP island. In English coursebook use, the verb "have got" takes NP island directly. On the other hand, in the Turkish coursebook use, the verb "sahip ol-" needs to take dative case marker "-(y)A" to take this island. Dative "-(y)A" is used to express concepts like to, into, on to (Göksel & Kerslake, 2005). On this issue, Keskin (2005) draws the attention to the fact that Turkish accusative case marker may be thought as structural, while dative case marker, locative and the ablative are used because of inheritance. Thus, dative case marker use in NP islands may be inherent.

Table 7 below illustrates the verbs, which take NP as its island in English coursebooks but not presented with NPs in Turkish coursebooks. These verbs can be found with NP island in only English coursebooks.

Table 7.

Transitive Verbs That Take NP as island in 4th Grade English Coursebooks But Not Presented with NPs in Turkish coursebooks

Island	**TRV+NP**	
Coursebook	**Turkish**	**English**
Sing+ NP	-	+

As it can be seen from the verbs in Table 7, there is only one verb in English coursebooks which cannot be found in Turkish coursebooks with the island "NP". Thus, it can be said that this verb's island may sound new for Turkish learners when they encounter it (see Appendix 2). On account of not using this island with these verbs in their mother tongue, students may find this island for these verbs different. Moreover, there is not a sentence with the verb "sing" in Turkish coursebooks. The example for the verb with NP island found only in English coursebooks is illustrated in Ex. 4

Ex.4 : Sing+ NP

Listen and sing the song. (İDC4)

V NP

4. 2. 1.2. Transitive verbs which take NP+PP

Another island for transitive verbs is NP+PP. These verbs are illustrated in Table 8 below.

Table 8.

Transitive Verbs That Take NP+PP as Island in Coursebooks

4th grade English coursebooks	**Turkish coursebooks**
TRVP+NP+PP	**NP+PP+TRVP**
Answer +NP+PP	-
Match+ NP+PP	-
Put+ NP+PP	-
Read+ NP+PP	-
Show+ NP+PP	-
Take+ NP+PP	-

According to Table 8, there are seven verbs in English coursebooks which take NP+PP as their islands. These verbs have this type of island use in 4th grade English coursebook. When the properties of these verbs are taken into consideration, it can be said that English verbs, which have this island, are verbs used for instructions before exercises. The uses for this island use are provided in the examples below**.**

Ex.5:Answer +NP+PP

Answer the questions about the characters. (İDC4)

V NP PP

Ex. 6: Match+ NP+ PP

Match the pictures with the names. (İDC4)

V NP PP

Ex. 7: Put+ NP+ PP

Put it around your finger. (İDC4)

V NP PP

Ex. 8: Take+ NP+PP

Take Amy to the fridge. (İDC4)

V NP PP

According to NP+PP island examples in English coursebooks, seven verbs in English coursebooks use this island (see Appendix 3). These verbs are instruction verbs used before exercises. This island use illustrates the fact that students are having guided practice, and they are learning what they are going to with each exercise.

On the other hand, this use paves the way for TPR (Asher, 1968) use in coursebooks. TPR is used in order to develop listening comprehension of a foreign language with subjects giving a physical response when they hear a foreign statement. Asher (1968) points out that students listen to commands in the target language and apply with a physical action in TPR classrooms. The verbs in the coursebook like “paste” and “put” lead to physical movement. This movement is in line with TPR which the curriculum suggests using (see English Language Curriculum for Primary Education, 2006).

4. 2. 1.3. Transitive verbs which take Elliptical NP

The results concerning the verbs, which take elliptical NP as its island, are illustrated in Table 9 below.

Table 9.

Transitive Verbs That Take Elliptical NP as Island in Coursebooks

4th grade English coursebooks	**Turkish Coursebooks**
TRVP+ Elliptical NP	**Elliptical NP+TRVP**
Elliptical NP+ Answer	Elliptical NP+Kes-
Thank+ Elliptical NP	Elliptical NP+ Oku-
Elliptical NP+ Say	Elliptical NP+ Sor-
Elliptical NP+ Prepare	Elliptical NP+ Teşekkür et-
Elliptical NP+ Show	Elliptical NP+ Yakala
Elliptical NP+ Swim	Elliptical NP+ Yaz-
Elliptical NP+ Thank	
Elliptical NP+ Underline	

In line with Table 9, it can be said that Elliptical NP has more examples in Turkish coursebooks than English coursebooks (see Appendix 4). From these examples, it can be said that since Elliptical NP is generally used with commands, we can see this structure in English coursebooks. The reason behind this verb usage may be the unit in 4th English coursebooks which teaches "classroom instructions" with the topic "My classroom".

According to English Language Curriculum for Primary Education (2006), there are three functions in "My classroom" unit. One of the functions is that students need to "ask for and give information about classroom objects". After that, students are expected to follow classroom instructions. As the last function, students are going to give classroom commands. Austin (1955) states that a command is a type of decision "that something is to be so, as distinct from a judgment that it is so" Considering Austin's definition, it is clear that the examples below illustrate the use of classroom commands.

Ex. 9: Answer+ Elliptical NP

Ask and answer.

(Elliptical NP) V

Ex. 10: Thank+ Elliptical NP

Thanks! (İDC4)

V (Elliptical NP)

Regarding the use of Elliptical NP in English coursebooks, it is clear that Elliptical NP is used in classroom commands with the verbs (answer, make, prepare, say, show, underline) and with an exclamation verb (thank). Thus, these verbs are appropriate for “My classroom” unit.

Ex.11: Elliptical NP+ Kes-

"Sakın kesme!" TC3

V (Elliptical NP) (Do never cut!)

Ex. 12: Elliptical NP+ Oku-

"Oku Kerim oku." (TC1)

V V

(Read Kerim, read.)

Ex.13: Elliptical NP+ Sor-

"Komşusu sorar: …”

V (Elliptical NP)

(Her/his neighbor asks…)

Ex. 14: Elliptical NP+ Yakala-

"Yakala!" (TC2)

(Elliptical NP) V (Catch!)

Ex. 15: Elliptical NP+ Yaz-

"Yazınız.","(TD2)" (Ellipsis)

(Elliptical NP) V

(Please write down!)

As can be observed in the examples above, the verbs which take Elliptical NP in the Turkish coursebooks, are used to give instructions before exercises (e.g. yaz-), to give commands (e.g. kes-, yakala-), and to express an exclamation (e.g. teşekkür et-). So, it can be claimed that the use of NP may not be needed in these situations.

4. 2.1.4. Transitive verbs which take NP+ADVP

In English coursebooks, an example of NP+ ADVP island can also found. It is known that adverbs can be complements of verbs (Skrzypik, 2012). As for the place of phrases, Zhong and Stent (2009) state that the places of NP and VP are fixed relatively. On the other hand, the positions of adverbials are not fixed. From this perspective, it can be said that ADVP island use in Ex. 16 follows the structure of NP+ADVP, which is also one of the adverbial island types suggested by Zhong and Stent (2009).

Ex. 16 : V+NP+ADVP

Cut it out.

V NP ADVP

4. 2. 2. Intransitive Verbs and Their Islands in 4th grade coursebooks

Intransitive verbs take five types of islands in Turkish and English coursebooks. These islands are discussed with their examples under each subtitle.

4. 2. 2. 1. Intransitive verbs which take PP

There is a total of six intransitive verbs which take PP as their islands in both coursebooks. These verbs are shown in Table 10.

Table 10.

Intransitive Verbs That Take PP as Their Islands

4th grade English coursebooks	**Turkish coursebooks**
INTRVP+PP	**PP+INTRVP**
Come+ PP	-
Look+ PP	-
Put+ PP	-
Rest+ PP	-
Walk+ PP	-

As it is shown in Table 10, 6 English verbs take PP as their islands (see Appendix 5). However, there is no similarity for these verbs' islands in Turkish coursebooks as shown in Examples 17, 18 and 19. Hence, it can be said that learners may have problems while learning these islands.

Ex.17: Come+ PP

Please come to my party… (İDC4)
V PP

Ex.18: Look+ PP

Look at the board answer the question! (İDC4)
V PP

Ex. 19: Walk+ PP

Walk around the classroom. (İDC4)
V PP

4. 2. 2. 2. Intransitive verbs which take ADVP

The intransitive verbs, which take ADVP as their islands, are presented in Table 11 below.

Table 11.

ADVP as the Islands of Intransitive Verbs

4th grade English coursebooks	**Turkish coursebooks**
INTRVP+ADVP	**ADVP+INTRVP**
Come +ADVP	-
Sit+ ADVP	-
Stand+ ADVP	-

According to Table 11, there are four intransitive verbs which take ADVP as their islands. Skrzypik (2012) claims that ADVP use as a complement is obligatory. Skrzypik claims "When adverbs occur as complements of verbs, they are obligatory either because they complete the structure headed by verbs or they are required since their presence conditions the intended interpretation of the verb in question." Therefore, it is assumed that ADVP usage is for the interpretation of verb and for completing the structure. However, there is not a similar use of the verbs "otur-" , "gel-" and "kalk-" in Turkish coursebooks (see Ex. 20, 21 and 22).

Ex. 20: Come+ ADVP

Come here Blackie. (İDC5)
V ADVP

Ex. 21: Sit+ ADVP

Sit down. (İDC4)

V ADVP

Ex. 22: Stand+ ADVP

Stand up!,"(İDC4)"

V ADVP

4. 2. 2. 3. Intransitive verbs which take Elliptical ADVP

When the intransitive verbs which take Elliptical ADVP are considered, it can be said that there is only one use of this island in Turkish coursebooks. On the other hand, there is not any evidence of such a use in English coursebooks. The example for this island can be seen in Ex. 23.

Ex. 23: ADVP+ Gel-

"Yarın yine gelir misin?",(TD4)

Elliptical ADVP V (Will you come again tomorrow?)

4. 2. 2. 4. Intransitive verbs which take NP

Table 12 illustrates the intransitive verbs, which take NP as their islands.

Table 12.

NP as the Islands of Intransitive Verbs

4th grade English coursebooks	**Turkish coursebooks**
INTRVP+NP	**NP+DAT+INTRVP**
Go+ NP	NP+ DAT+ Git-

According to intransitive verbs in Table 12, it can be said that there is one intransitive verb with NP island in English coursebooks, and there are four intransitive verbs with NP island in Turkish coursebooks. The verb “go” has the same island in Turkish coursebooks. However, the other verbs don’t have the same use in both coursebooks. The examples for the intransitive verbs which take NP are illustrated in Example 24.

Ex. 24 : Go+ NP

I am going home. İDC5

V NP

NP+DAT+ Git-

Bir daha evden uzak yerlere gitmedi.

NP+DAT V

(He/she never went to places which are far away from home.)

4. 2. 2. 5. Intransitive verbs which take Elliptical NP

According to the query results from the coursebook corpora, it has been found out that there is only one verb which takes Elliptical NP as its island. The verb "bak-" is used with this island in Turkish coursebooks as it is illustrated in Ex. 25.

Ex. 25: Elliptical NP+ Bak-

-Dede dede, bak!"(TD4)

V

(Grandpa, grandpa, look!)

4. 2. 3. Ditransitive verbs in 4th grade coursebooks

Although "give" is a ditransitive verb, there are some cases in which it is used as a monotransitive verb, with the second NP in the Elliptical form, taking place as anaphoric or cataphoric reference in the context. In the following example, it can be understood that the context is a learning environment and the instruction is given to students by the teacher or one of the students. In the example 26 below, the both uses of ditransitive verbs have been given to highlight the importance of context which embodies one of the NPs though normally it should take place as the complement of a ditransitive verb.

Ex. 26: Give+ NP

Now, you give the instructions. (İDC4)

V NP

Give+ NP+ PP

Give a name to your puppet. (İDC4)

V NP PP

NP+DAT + ADJP+ NP+Ver-

Anneme kucak dolusu çiçek verdim.

NP+DAT ADJP NP V

(I gave mum a bunch of flowers.)

Considering the examples above, the verb "give" can be used with either NP or NP+PP island. Therefore, it is clear that the verb can have "NP+PP" island for guided practice. When its Turkish use is analyzed, it is clear that the verb is used with the help of the dative case marker.

4 .2. 4. Transitive verbs and their islands in 5th grade coursebooks

4. 2. 4. 1. Transitive verbs which take NP in 5th grade coursebooks

NP islands take place with verbs in 5th grade coursebooks of English. Furthermore, these islands have the same use in their Turkish coursebooks. Table 13 below illustrates these transitive verbs with NP islands in both English and Turkish coursebooks.

Table 13.

Transitive Verbs with NP Island in Turkish and English Coursebooks

5th grade English coursebooks	**Turkish coursebooks**
TRVP+NP	**NP +TRVP**
Bake +NP	NP+ Pişir-
Begin+ NP	Başla-+NP
Interview+ NP	-
Plant+ NP	NP+ Ek-
Prepare+ NP	NP+ Hazırla-
Read+ NP	NP+ Oku-
Sing+ NP	NP+ Söyle-
Throw+ NP	NP+ At-
Underline+ NP	NP+ Altını çiz-
Use+ NP	NP+ Kullan-

In line with the verbs in Table 13, it can be seen that some verbs in Turkish have one to one match islands (see Appendix 6). This situation proves the fact that Turkish case assignment is optional (Woolford, 1997). Due to the fact that they use NP island for these verbs in their mother tongue coursebooks, they do not have difficulty in using NP island for these verbs. This can be interpreted as that the mono transitivity features of verbs share the common ground for both languages, enabling the language teacher to teach these verbs easily. The example verbs with NP island in English coursebooks are illustrated in Example 27.

Ex. 27 : Dramatize+ NP

Dramatize the story on page 88 with the help of your teacher. (İDC5)

V NP

NP+ Canlandır-

"Gözünüzde kırmızı bir 'Çok Katlı Astronot Taşıyıcı' canlandırın!" dedi dedem, hayallere dalarak. (TD4) NP V

In line with Ex. 27 above, it can be said that the verb “dramatize” has the same structure in Turkish coursebooks. This verb does not pose a threat for the learners since the structure is the same in both coursebooks. Table 14 represents the transitive verbs with NP+ACC island in Turkish and English coursebooks.

Table 14.

Transitive English Verbs with NP+ACC Island in Turkish Coursebooks

5th grade English coursebooks	**Turkish coursebooks**
TRVP+NP	**NP +ACC+TRVP**
Answer+ NP	NP+ ACC+ Cevapla-
Ask+ NP	NP+ ACC+ Sor-
Bring +NP	NP+ ACC+ Getir-
Buy+ NP	NP+ACC+ Satın al-
Carry+ NP	NP+ ACC+ Taşı-
Change+ NP	NP+ ACC+ Değiştir-
Check +NP	NP+ACC+ Kontrol et-
Clean +NP	NP+ACC+ Sil-
Circle +NP	NP+ ACC+ Yuvarlak içine al-
Collect +NP	NP+ ACC+ Topla-
Complete +NP	NP+ ACC+ Tamamla-
Construct+ NP	NP+ ACC+ Oluştur-
Decode+ NP	NP+ ACC+ Çöz-
Describe +NP	NP+ ACC+ Tarif et-
Draw+ NP	NP+ ACC+ Çiz-

Drink+ NP	NP+ ACC+ İç-
Eat+ NP	NP+ ACC+ Ye-
Feed+ NP	NP+ ACC+ Besle-
Fill+ NP	NP+ ACC+ Doldur-
Find+ NP	NP+ACC+ Bul-
Finish+ NP	NP+ ACC+ Bitir-
Form+ NP	NP+ ACC+ Oluştur-
Give+ NP	NP+ ACC+ Ver-
Guess+ NP	NP+ ACC+ Tahmin et-
Lift +NP	NP+ ACC+ Kaldır-
Love+ NP	NP+ACC+ Sev-
Make+ NP	NP+ ACC+ Yap-
Match+ NP	NP+ ACC+ Eşleştir-
Melt+ NP	NP+ ACC+ Erit-
Play+ NP	NP+ ACC+ Oyna-
Rehearse+ NP	NP+ ACC+ Prova yap-
Remember+ NP	NP+ ACC+ Hatırla-
Repeat+ NP	NP+ ACC+ Tekrar et-
See+ NP	NP+ ACC+ Gör-
Speak+ NP	NP+ ACC+ Konuş-
Take+ NP	NP+ACC+ Al-
Trace+ NP	NP+ACC+ Takip et-
Wear+ NP	NP+ ACC+ Giy-

As can be seen from Table 14, various NP islands in English coursebooks match with NP+ACC island in Turkish coursebooks (see Appendix 7). Due to the fact that spesific properties indicate accusative case markers in Turkish (von Heusinger & Kornfilt, 2005), it can be said that verbs in Turkish coursebooks indicate the specificity of their NPs. Furthermore, it is obvious that students are familiar with NP islands for the listed 52 transitive verbs (see Appendix 1). On this aspect, Enç (1991) emphasizes that if a NP has the accusative, it is specific. On the other hand, if a NP does not have it, it is nonspecific. Therefore, it is clear that the verbs listed above refer to nonspecific situations in their own contexts. The example verb which has NP+ACC counterpart in Turkish coursebook is illustrated in Example 28 below.

Ex. 28: Put+ NP

Put the punctuation marks. (İDC5)

V NP

NP+ GEN+ACC+ Koy-

Hatta okula giderken çantasına sadece kitap ve defterlerini koydu. TD4

NP+GEN + ACC V

Ex. 28 displays NP+ACC use of an NP island in Turkish coursebooks while the verb “put” is used with NP in English coursebooks. The accusative case assignment in Turkish replaces nominative case assignment in English. Such a gap between the two languages may lead to challenges across languages and students may find this accusative structure difference hard. Table 15 shows the verbs with NP+DAT.

Table 15.

Transitive English Verbs with NP+DAT Island in Turkish Coursebooks

5th grade English coursebooks	**Turkish coursebooks**
TRVP+NP	**NP +DAT+TRVP**
Climb +NP	NP+ DAT+ Tırman-
Fly+ NP	NP+ DAT+ Uçur-
Have got+ NP	NP+ DAT+ Sahip ol-
Help+ NP	NP+DAT+ Yardım et-
Look+ NP	NP+ DAT+ Bak-
Ride+ NP	NP+ DAT+ Bin-
Thank+ NP	NP+DAT+ Teşekkür et-

According to the data in Table 15, it is clear that some NP verb islands have NP+DAT counterparts (see Appendix 8). Dative is a case marker which is often used to express concepts like "to, into, on to" (Göksel & Kerslake, 2005). Furthermore, Göksel and Kerslake (2005) adds that dative can indicate a destination or target. Therefore, it can be concluded that dative in Turkish NP islands indicate a target and specifies it.

Ex. 29: Climb +NP

I can climb trees. (İDC5)

V NP

NP+ DAT+ Tırman-

Çocuk hemen tepeye tırmanmış. (TD4)

NP+DAT V

Regarding Ex. 29, it is clear that the verb "tırman-" points out the target by adding it, while in English, there is not such a use. This difference can cause problems for the learners since student may look for dative use in English, too. There is also another use with locative for the verb "imagine" (see Appendix 9). Table 16 below presents the English verbs which do not have their island counterparts in Turkish coursebooks.

Table 16.

Transitive Verbs That Take NP as Island in 5th grade English Coursebooks But Not Presented with NPs in Turkish Coursebooks

5th grade English coursebooks	**Turkish coursebooks**
TRVP+NP	**NP+TRVP**
Correct +NP	-
Dust+ NP	-
Fly+ NP	-
Freeze+ NP	-
Get+ NP	-
Hate+ NP	-
Lift+ NP	-
Plant+ NP	-
Sweep+ NP	-
Touch+ NP	-

The verbs enlisted above in Table 16 are the ones that take place in English coursebooks without their English counterparts in Turkish coursebooks (Appendix 10). Such a finding and the others to follow in upper levels are likely to pose difficulty to the learner and the teacher since there is a gap of vocabulary knowledge at the same level.

Ex. 30: Dust+ ACC+NP

Who is dusting the bedroom? (İDC5)

V ACC+ NP

Ex. 31: Get+ ACC+NP

Get the answers. (İDC5)

V ACC+ NP

In the examples 30 and 31, the verbs “dust” and “get” are used with accusative case marker, equivalent to Turkish “-I” This means that some transitive verbs can be used with the nominative case marker, while some others can be used with the accusative case marker for a more specific reference.

4. 2. 4. 2. Transitive verbs which take PP in 5th grade coursebooks

Prepositional phrases are by far the most widespread type of post modifiers (Leech et al., 1975). When the examples in 5th grade coursebooks are taken into consideration, it has been found out that 2 verbs have Prepositional Phrases as their islands. These verbs are illustrated in Table 17 below.

Table 17.

Transitive Verbs with PP Islands

5th grade English coursebooks	**Turkish coursebooks**
TRVP+PP	**PP+TRVP**
Listen+ PP	-
Talk+ PP	-

Regarding the data in Table 17, the verbs, "listen" and "talk" do not have prepositional phrase island in Turkish coursebooks. it has been found out that the verbs are used with NP+(GENITIVE)+ACC structure instead of PP island, in Turkish coursebooks. The uses of "listen" and "talk" in English coursebooks are illustrated in Ex. 32 and Ex. 33 below.

Ex. 32 : Listen+ PP

Listen to the teacher carefully! (İDC5)

V PP

NP+ ACC+ Dinle-

Okuyanın ya da konuşanın sözünü kesmeden dinledim. (TC4)

NP+GEN+ACC V

Ex. 33: Talk+ PP

b) Now talk about your friend. (İDC5)

V PP

NP+ACC+ Konuş-

Bütün martılar bu yarışı konuşuyordu. TD1
NP+ACC V

4. 2. 4. 3. Transitive verbs which take NP+PP in 5th grade coursebooks

Some transitive verbs can be used with PPs which function as adjuncts in the sentence structure. On the other hand, unlike adjuncts, the PPs can be used as the integral part of the verb in some cases. Table 18 below illustrates the island "NP+PP" in the following sentences.

Table 18.

Transitive Verbs with NP+ PP Islands

5th grade English coursebooks	**Turkish coursebooks**
TRVP+NP+PP	**NP+PP+TRVP**
Answer+ NP+PP	-
Compare NP+PP	-
Prepare+ NP+PP	-
Put+ NP+PP	-

The verbs in Table 18 display the verbs in this category. For instance, it is possible to use an NP and say "…answer questions" without giving reference to the objects, which is used with "about" (Ex. 34). Moreover, the verb "compare" (Ex. 35) can be used with anaphoric reference and the use of PP can be optional under the circumstances. As for the verb, "put", it can be said that though it is formulated as NP+PP, the syntactic formation needs the semantic choice of this verb and , the verb "put" chooses a location as in Ex. 37 in its meaning as a compulsory PP.

Ex. 34: Answer+ NP+ PP

Ask and answer questions about the objects. (İDC5)

V NP PP

Ex. 35: Compare+ NP+ PP

Compare your answers with your friend's answers. (İDC5)

V NP PP

Ex. 36: Prepare+ NP+ PP

Prepare a dinner menu for your friend. (İDC5)

V NP PP

Ex. 37: Put+ NP+PP

Put your English book into your bag. (İDC5)

V NP PP

4. 2. 4. 4. Transitive verbs which take Elliptical NP in 5th grade coursebooks

This group of words is used both with NPs and without NPs with their understood objects. Table 19 below displays Elliptical NP islands.

Table 19.

Transitive Verbs with Elliptical NP Islands in 5th Grade Coursebooks

5th grade English coursebooks	**Turkish coursebooks**
TRVP+ Elliptical NP	**Elliptical NP +TRVP**
Cook+ Elliptical NP	-
Sing+ Elliptical NP	-

Table 19 shows the uses of Elliptical NPs through the examples of “cook” and “sing” The verbs in this category are likely to pose challenges to Turkish learners of English in upper levels for the verb meaning and its understood object could be changeable. For example, the verb, “cook” can be translated into Turkish as “yemek pişir-”, and the verb, “sing” as şarkı söyle-, which English does not necessarily use, and it is left to the choice of the speaker.

Ex. 38: Cook+ Elliptical NP

It's lunch time and I'm very hungry, but my mum isn't cooking. (İDC5)

V (Elliptical NP)

Ex. 39: Sing+ Elliptical NP

I can sing. (İDC5)

V (Elliptical NP)

4. 2. 4. 5. Transitive verbs which take NP+ADJP in 5th grade coursebooks

The verbs in this category assign their syntactic choice in line with the verb meaning. Though limited to just one example in the 5th grade, it can be said that at upper level sentence structure that is shaped according to verb meaning is likely to be the concern of the English teacher (See Ex. 40).

Ex. 40: Keep+ NP+ ADJP

Keep the classroom tidy! (İDC5)

VP NP ADJP

NP+GEN+ACC+ADJP+ Tut-

Okulunu, sıranı temiz tut. (TC1)

NP+GEN+ACC ADJP V

4.2.5. Intransitive verbs in 5th grade coursebooks

4.2.5.1. Intransitive verbs with PP islands in 5th grade coursebooks

The verbs in this category are not so frequent as the other verbs, without their equals in Turkish coursebooks, and depending on the verb meaning the range of PP varies (see Appendix 11). In other words, although it is an adjunct, the prepositional phrase is closely related to the verb meaning (e.g. “walk by”). Table 20 below illustrates such use.

Table 20.

Intransitive Verbs with PP Islands in Coursebooks

5th grade English coursebooks	**Turkish coursebooks**
INTRVP+PP	**PP+INTRVP**
Count+ PP	-
Go+ PP	-
Get+ PP	-
Run+ PP	-
Sit+ PP	-
Stay+ PP	-
Walk+ PP	-
Work+ PP	-

The verb, “count”, in examples 41 and 42, is represented with V+ PP phrasal structure; however, the prepositional phrase, “up to one million” is assigned by the meaning of the verb. In other words, the prepositions vary in line with the verb preference. While “to” is used with the verbs “get” and “go”, they might change with the verbs, “run (to/in/at)”, “walk (to/in/at) ”, and “stay (at)”according to the semantic selection of the verb.

Ex. 41: Count+ PP

I can count up to one million. (İDC5)

V PP

Ex. 42: Walk+ PP

Then we walk by Hyde Park. (İDC5)

V PP

4.2.5.2. Intransitive verbs with ADVP islands in 5th grade coursebooks

The verbs in this group are those that are used with adjuncts. This means that they are featured to be used with adverbial phrases. These verbs encode the basic meaning component in themselves, and the adverbial phrase adds to the other meaning components such as direction (e.g. walk past) and manner (drink up).

Ex. 43: Jump+ ADVP

Andrew can jump up high and play basketball. (İDC5)

V ADVP

In the Example 43 above, the adverbial phrase adds the meaning of direction upwards to the verb, "jump", and the meaning is intensified with the additional "high".

4.2.5.3. Intransitive Verbs

Intransitive verbs are featured as the verbs that do not take objects. Since the starting point of this study was the verb islands, this group of verbs do not bear islands with themselves, which means they do not necessarily take place in the scope of this study. On the other hand, since they don't have their Turkish counterparts in the 5th grade course books, it is not possible to compare and contrast their syntactic behavior in Turkish (see Ex. 44, 45,46,47,48,49,50,51).

Ex. 44: Fight

Don't fight! (İDC5)

V

Ex. 45: Rest

"I'm resting." (İDC5)

V

Ex. 46: Sleep

"I'm sleeping." (İDC5)

V (Elliptical PP)

Ex. 47: Swim

Can you swim? (İDC5)

V

Ex. 48: Swing

I am not swinging. (İDC5)

V (Elliptical PP)

Ex. 49: Skip

Janet is skipping.

V

Ex. 50: Slide

Randy is sliding. (İDC5)

V

Ex. 51: Turn

Turn left. (İDC5)

V

4. 2. 6. Ditransitive verbs in 5th grade coursebooks

Ditransitive verbs are used either with the V+NP+NP, and take two noun phrases as their object complements. The verbs of this category are verbs that take one direct and one indirect object. The position of them does not make much difference, except for the focus. Thus, it is possible to use both forms. Table 21 below shows the ditransitive verbs with NP+NP island.

Table 21.

Ditransitive Verbs with NP+NP Islands in Both Coursebooks

5th grade English coursebooks	**Turkish coursebooks**
DITRVP+NP+NP	**NP+NP+DITRVP**
Ask+ NP+ NP	-
Give+ NP+ NP	-

Ex. 52: Ask+ NP+ NP

Ask your friend questions. (İDC5)

V NP NP

Ex. 53: Give+ NP+ NP

Give me the blue pencil, please! (İDC5)

V NP NP

In the examples 52 and 53, it can be observed that the indirect object follows the verb. The change in the word order makes no difference, but it is also possible to make the same sentences with the addition of a preposition, ”to”, thus obtaining the V+ NP+ PP structure. Table 22 illustrates the verbs with this structure.

Table 22.

Ditransitive Verbs with NP+PP Islands in Both Coursebooks

5th grade English coursebooks	**Turkish coursebooks**
DITRVP+NP+PP	**NP+PP+DITRVP**
Ask+ NP+PP	-
Put+ NP+ PP	-
Say+ NP+ PP	-
Show+ NP+ PP	-

Ditransitive verbs, the verbs that take two objects are used either with the V+NP+NP form, or V+NP+PP form. Though there is not a basic meaning change, these both forms are used for slight variations (e.g. the focus on the person with “to” preposition when saying, “give the blue pencil to me” -nobody else-, instead of, “give me the blue pencil”. However, some forms are used in the same fashion, as in Ex. 54, one cannot say “ask about the missing information questions”, thus the word order of the ditransitive verb being fixed.

Ex. 54: Ask+ NP+ PP

Student A: Ask questions about the missing information in your card. (İDC5)

V NP PP

Ex. 55: Put+ NP+ PP

Put the steps of making bread into the correct order.

V NP PP

The verb, “put” in Ex. 55 above could be used in two forms as a ditransitive verb if it behaved in its common use, as in “put something somewhere”. However, it tends to behave like a phrase, “put something into correct order”, in which case one needs to see that this use is not so flexible in the word order as the other transitive verbs, Therefore, it would not be possible to use this verb in the V+ PP+ NP form.

Ex. 56: Say+ NP+ PP

Say your sentence to the class. (İDC5)

V NP PP

Ex. 57: Show+ NP+PP

Don't show your card to your friend. (İDC5)

V NP PP

The verbs, “say” and “show” in example 56 and example 57 have the common syntactic behavior, both of which are used with the preposition, “to”. This preposition is equal to the dative case marker, “-A” in Turkish. This is the common, widely used form of this case marker in Turkish, and in English, “to” is the most widely used preposition with ditransitive verbs.

4.2.7. Elliptical NP in 5th grade coursebooks

This group of verbs are used with imperatives, and naturally, since the subject is understood, and the structure requires the involvement of the person one is talking to face to face, the ellipsis of the pronoun, “you” occurs as a syntactic operation (see Ex. 58). Therefore, it can be said that in both languages these verbs are not used with

subjects, and their objects also undergoes ellipsis in cases where verbs like “thank” are used.

Ex. 58: Thank+ NP

Thank you! (İDC5)

Thanks a lot! (İDC5)

Teşekkür ederim!

CHAPTER V

CONCLUSION

5.0. Introduction

The present study investigated the verb island structures in primary level Turkish and English coursebooks as well as comparing their use in different coursebooks. In this section, the research questions serve as a framework to illustrate the concluding remarks of the present study.

5. 1. Discussion of the Research Questions

Research Question 1: Is there a difference between the verbs used in Turkish and English coursebooks?

In order to obtain the differences between the verbs, the coursebook corpora have been used. According to the query results, most of the verbs in English coursebooks have their Turkish versions though they are presented with different islands. However, the verbs "sing" and "interview" are not presented in Turkish coursebooks. Although nearly all verbs in English coursebooks are used in 5th grade coursebooks, the verb "open", "stand" are only used in 4th grade English coursebooks. Moreover, it has been found out that verbs have their complements except when they are used as intransitive verbs. Hunston & Francis (2000) illustrates the same point by stating "Verbs almost always have complementation patterns, except in the case of verbs used intransitively, which have no complementation."

Moreover, due to the fact that Turkish is the mother tongue of the students, the Turkish coursebooks include 2220 verbs. On the other hand, there is a total of 120 verbs (60 in each) in English coursebooks. When the number of the verbs in 4th and 5th grade coursebooks have been compared, it has been found out that the same number of English verbs are presented in English coursebooks.

The fact that the number of the verbs in Turkish coursebooks is far more than that of the verbs in English coursebooks display the importance of the amount of the input in language learning. This finding also underlines the vitality of the timing of vocabulary learning in terms of the first encounter in a foreign language. Besides the

quantity, the difference can also be observed in the nature of the verbs in both languages. The verbs that are used in the Turkish coursebooks take place in more natural contexts, while the others are limited mostly to classrooms. The classroom language the teacher uses during the instruction has been observed to take place very often, which is replaced by the daily contexts in the mother tongue.

Research Question 2: How are verb islands presented in Turkish and English books?

When the verb islands in 4th grade coursebooks have been considered via the coursebook corpora, it has been found out that transitive verbs may take NP, NP+PP, Elliptical NP or ADVP islands. As for the intransitive verbs, PP, ADVP, Elliptical ADVP, NP and Elliptical NP islands have been found out. On the other hand, the 5th grade coursebooks include transitive verbs with NP, PP, NP+PP, Elliptical NP, and ADJP islands, while intransitive verbs are only presented with PP and ADVP islands.

According to the findings, most of the transitive verbs have NP islands. Francis et al. (1996) also claims that it is the most widespread pattern group in English. Therefore, this island use is needed in real life, too. Also, since it is a 'simple pattern' (Francis et al., 1996), it is good to teach this island at this level. However, it is not good to see verbs with 'complex pattern'(Francis et al. , 1996), like "N+N" in 4th grade coursebooks and the ditransitive verb, "give" in that this pattern may sound difficult for the learner. Also, the same verb pattern of "give" is presented in 5th grade coursebooks with an addition of another verb "ask"

Furthermore, when these NP islands have been examined in detail, it has been found out that accusative nominative case markers have been used with NPs. This means that while English uses NPs as incorporated into the verb with nominative case markers, this can be changeable in terms of case marker assignment in Turkish.

5. 2. Conclusion

In this study, the verbs and their islands have been compared with each other with the help of coursebook corpora. Through this comparison, it has been found out that intransitive verb phrases take PP and ADVP as their islands in 4th grade coursebooks, while there is not any use of PP and ADVP in Turkish coursebooks with transitive

verbs. Moreover, 4th grade students encounter with NP+PP island in their coursebooks, but these verbs do not have their island counterparts in Turkish coursebooks. That's why, in order to prevent problems, verbs should be selected carefully in this grade.

Furthermore, it has been found that some transitive verbs with NP islands in 5th grade English coursebooks do not have their island counterparts in Turkish coursebooks with NP islands. Though there is a use of NP island with those verbs, they are not presented in Turkish coursebooks. In 5th grade English coursebooks, another problem is that transitive verbs are used with PP, NP+ PP and Elliptical NP islands although they do not have such a use in Turkish coursebooks. In terms of intransitive verbs in this grade, verbs have PP or ADVP islands, but they do not have these islands in Turkish coursebooks. On the other hand, ditransitive verbs in 5th grade coursebooks are not presented with their NP+NP and NP+PP islands in Turkish coursebooks, either.

As a result, the verb islands that take place in English and Turkish coursebooks do not bear similarity as for many verbs. This finding underlines the importance of teaching verbs with their islands, for they emerge as linguistic items to be included in the syllabus of language classes.

5. 3. Implications for ELT

According to the findings of the research in this study, it has been observed that most of the action verbs, in the form of commands, take place in English coursebooks, while there is no such use of these verbs in Turkish coursebooks. This gap can be bridged through the principles of Data Driven Learning (Johns, 1991), "an approach to language teaching that gives central importance to developing the learner's ability to "puzzle out" how the target language operates from examples of authentic usage." (Odlin, 1994). The evidence for authentic usage can be observed by examining corpus data, which will give the language teacher the opportunity to revise the use of verbs, and teach them in line with their islands. Ranalli (2003) points out that corpus linguistics has the potential to affect coursebooks in future. A study in a similar vein, Boulton (2009) used corpus samples for a reference source, and found out that students became more successful than the students who used a bilingual dictionary and a grammar/usage manual. Furthermore, Braun (2007) states:

> The major objective for the future generation of language teachers is not to become corpus linguists; it is certainly to understand the huge potential of corpora for language pedagogy, but then to master the methodological challenge of their integration (p. 325).

In this sense, the results of this study suggest that by using the corpus, coursebook authors and language teachers present the verbs, which have their island counterparts in the coursebooks of their mother tongue. Otherwise, students may have a difficulty in learning those islands.

5. 4. Suggestions for Further Research

The following studies may investigate the achievement levels of the learners on the verbs which the students do not have in their mother tongue coursebooks. For the implementation of the study, Turkish texts with the target islands may be presented to the students in the experimental group so that the effects of knowing the islands in their mother tongue can be understood.

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APPENDICES

Appendix 1. The transitive verbs that take NP as island in both coursebooks

Catch+ NP

Let's catch the train. (İDC4)
V NP

NP+ Yakala-

Güneş'i yakalamak istiyormuş. (TC3)

NP+ACC V (He/she wants to catch the sun.)

Complete+ NP

Complete the sentences. (İDC4)

V NP

NP+ Tamamla-

Aşağıdaki cümleyi tamamlayınız. (TC2)

NP+ACC V (Complete the sentence below.)

Eat+ NP

Let's eat a candy cane. (İDC4)

V NP

NP+ Ye-

Geçsin diye bisküvi, çikolata yedi ama geçmedi. (TD4)

NP V
(He/she ate biscuits and chocolate but it didn't work.)

Guess+ NP

Guess the animal. (İDC4)

V NP

NP+ Tahmin et-

Anlamlarını tahmin ediniz. (TC2)

NP+ACC+GEN V (Guess the meanings.)

Love+ NP

I love them all but I've got only one. (İDC4)

V NP

NP+ Sev-

Savurganlık yapmayı sevmez. (TD4)

NP+ACC V (NEG) (He/she doesn't like being lavish.)

Match+ NP

Match the body pieces. (İDC4)

V NP

NP+ Eşleştir-

Aşağıdaki tanımlarla resimleri eşleştiriniz. (TC3)

NP+ACC V (Match the pictures with the definitions below.)

Open+ NP

Open your books! (İDC4)

V NP

NP+ Aç-

Kaplumbağa ertesi gün yavaşça kapıyı açmış. (TD4)

NP+ACC V

(The turtle opened the door slowly the next day.)

Play+ NP

Let's play a game. (İDC4)

V NP

NP+ Oyna-

Bizimle top oynar, bizleri omzunda gezdirir, kucağına oturturdu. (TD2)

NP V

(He used to play football, and made us wander in his shoulders; we used to sit on his lap.)

Raise+ NP

Raise your hand! (İDC4)

V NP

NP+ Kaldır-

Öğretmen bir öğrenciyi kaldırdı. (TC4)

NP+ACC V

(The teacher called one of the students to the board.)

Read+ NP

Read the sentence! (İDC4)

V NP

NP+ Oku-

Ben şiir okudum. (TD3)

NP V (I read a poem.)

See+ NP

See page 148 for the puppets.

V NP

NP+ Gör-

Sol tarafta bir yol gördü. (TD2)

NP V (He/she saw a way on the left.)

Show+ NP

Don't show your card. (İDC4)

V NP

NP+ Göster-

Kız, evlerinin başındaki tepeyi göstermiş. (TD4)

NP+ACC V (The girl showed the hill above their house.)

Throw+ NP

“Then throw the ball and ask "What's your name?". (İDC4)

V NP

NP+ At-

Borazanı çalan önce havaya atıyor, sonra yakalıyordu. (TD4)

NP+ACC V

(The person, who played the bugle, first threw it into the sky, and then he was catching it.)

Trace+ NP

Trace the lines. (İDC4)

V NP

NP+ Takip et-

Arkasından Beyaz, türlü oyun ve şaklabanlıklarla onu takip etti. (TC3)

NP V

(After then, Beyaz followed them with many games and mimicries.)

Underline+ NP
Underline them. (İDC4)

V NP

NP+ Altını çiz-

Bu anlam farkını sağlayan sözcüğün altını çiziniz. (TC4)

NP V
(Underline the word which causes this meaning difference.)

Wear+ NP
Wear a T-shirt. (İDC4)
V NP

NP+ Giy-

En güzel elbiselerini giydi, kütüphaneye gitti. (TC2)

NP V
(She wore her best clothes, and went to the library.)

Write+ NP

Write a paragraph. (İDC4)

V NP

NP+ Yaz-

Kaşgarlı Mahmut, Atatürk'e mektup yazıyor. (TC4)

NP V

(Kaşgarlı Mahmut is writing a letter to Atatürk.)

Appendix 2. Transitive verbs that take NP as island in 4th grade English coursebooks but not presented with NPs in Turkish coursebooks

Sing+ NP

Listen and sing the chant. (İDC4)

V NP

Appendix 3. Transitive verbs that take NP+PP as island in coursebooks

Read+ NP+PP

a. Read the following text about Molly and fill in the table.

V NP PP

Show+ NP+PP

Don't show your cards to each other.

V NP PP

Appendix 4. Transitive verbs that take Elliptical NP as island in coursebooks

Elliptical NP+ Answer

Ask and answer. (İDC4)

Elliptical NP V

Thank+ Elliptical NP

Thanks! (İDC4)

Elliptical NP V

Elliptical NP+ Say

Can you write and say the missing numbers? (İDC4)

V NP

Elliptical NP+ Prepare

Prepare the price list.

V NP

Elliptical NP+ Show

Don't show your card. (İDC4)

V NP

Elliptical NP+ Swim

Fish on the bus go "Swim, swim, swim" . (İDC4)

V

Elliptical NP+ Underline

Underline them. (İDC4)

V

Appendix 5. Intransitive verbs that take PP as their islands

Come+ PP

Don't come to class late!

V PP

Look+ PP

Look at the pictures.

V PP

Put+ PP

Put up the items and their price labels on the board and walls.

V PP

Walk+ PP

Walk over the London Bridge across the river.

V PP

Appendix 6. Transitive verbs which take NP in 5th grade coursebooks

Bake +NP

She bakes the bread all by herself. (İDC5)

V NP

NP+ Pişir-

Gülçin'in annesi o gece çikolatalı bir kek pişirdi. (TC2)

NP V

(Gülçin’s mather baked a chocolate cake that night.)

Begin+ NP

We begin our walk in front of Buckingham Palace.,İDC5

V NP

Başla-+NP

Hazırlıklar başladı.(TD1),

NP V

(The preparations started.)

Interview+ NP
Interview your friend to fill in the chart for him/her. (İDC5)
V NP

Plant+ NP

She can plant the seeds. (İDC5)

V NP

NP+ Ek-
Kerim çiçek eker. (TC1)

NP V

(Kerim plants flower.)

Prepare+ NP

Prepare the price list. (İDC5)
V NP

NP+ Hazırla-

Konseri için güzel bir afiş hazırladı. (TD1)

NP V (He/she prepared a nice poster for his/her concert.)

Read+ NP

Read Zoe's letter. (İDC5)
V NP

NP+ Oku-

Kerim kitap oku! "TC1"

NP V (Kerim! Read the book.)

Sing+ NP

Listen and sing the song. (İDC5)

V NP

NP+ Söyle-

Çocuklar şarkı söylüyorlardı….(TC2)

NP V (The children were singing songs.)

Throw+ NP

Can you throw a ball and catch it, too? (İDC5)

V NP

NP+ At-

Jale makineye jeton attı. TC1

NP V (Jale threw a token to the machine.)

Underline+ NP

Underline the sights given in (a). (İDC5)

V NP

NP+ Altını çiz-

Aşağıdaki metinde önem belirten ifadelerin altını çiziniz. (TC4)

NP V

(Underline the phrases which are important in texts below.)

Use+ NP

Use the clues to finish the sentences. (İDC5)

V NP

NP+ Kullan-

İşitilebilir ses tonu kullanırım. (TC3)

NP V (I use an audible voice tone.)

Appendix 7. Transitive English verbs with NP+ACC island in Turkish coursebooks

Answer+ NP

Answer the questions. (İDC5)

V NP

NP+Cevapla-

Temaya devam etmeden önce aşağıdaki sorular+ı cevaplayınız. (TD2)

NP+ACC V

(Before you continue with the theme, please answer the questions below.)

Ask+ NP

Student A: Ask the questions. (İDC5)

V NP

NP+ ACC+ Sor-

Komşusu sorar…(TC4)

NP+ACC V

(His/her neighbour asks…)

Bring +NP

Bring your books and notebooks! (İDC5)

V NP

NP+ ACC+ Getir-

Bana, "Doktoru getirdim." dedi. (TD2)

NP+ACC V

(He said “I came up with your doctor.”)

Buy+ NP

Sell and buy item. (İDC5)

V NP

NP+ACC+ Satın al-

Böylelikle Ali Emiri Efendi, kadının 30 lirasını öder ve kitabı satın alır. (TD4)

NP+ACC V

(Via this way, Ali Emiri Efendi pays 30 Turkish Liras of Kadı and buys the book.)

Carry+ NP

You shouldn't carry heavy things. (İDC5)
V NP
NP+ ACC+ Taşı-
Ben iki yıldır Emre'nin kitaplarını, okul eşyalarını taşıyorum… (TD4)
NP+ACC V

(I have been carrying Emre's books and school items for 2 years.)

Change+ NP

Then, change roles. (İDC5)
V NP
NP+ ACC+ Değiştir-
Yaramaz bir çocuk, oyun edip yumurtaların yerini değiştirmiş. (TD1)
NP+ACC V

(The naughty boy played and changed the places of eggs.)

Check +NP

Check your answers. (İDC5)
V NP
NP+ACC+ Kontrol et-
Metni dinledikten sonra tahmininizi kontrol ediniz. (TC2)
NP ACC

(After you have listened to the text, check your prediction.)

Clean +NP

Who is cleaning the bathroom? (İDC5)
V NP
NP+ Sil-
Siz lütfedin, bu karşılıkla o lekeyi silin.. (TD3)
NP+ACC V
(Please do us a favor, and clean that spot.)
Circle +NP

Circle them. (İDC5)
V NP

NP+ ACC+ Yuvarlak içine al-
Doğru seçeneği yuvarlak içine alınız. (TC2)
NP+ACC V (Circle the correct option.)

Collect +NP

Collect the eggs! (İDC5)

V NP

NP+ ACC+ Topla-

Ağaçtaki al renkli elmaları topladık. (TC2)
NP+ACC V

(We have collected the red colored apples on the tree.)

Complete +NP

Draw and complete the picture. (İDC5)

V NP

NP+ ACC+ Tamamla-

Aşağıdaki hikâyeyi tamamlayınız. (TC2)

NP+ACC V

(Complete the story below.)

Construct+ NP

Construct a model and show the basic geographical features of your region. (İDC5)

V NP

NP+ ACC+ Oluştur-

Okuduğunuz metnin hikâye haritasını oluşturunuz. (TC3)

NP+ACC V

(Construct the story map of the text you have read.)

Decode+ NP

Decode the secret message. (İDC5)

V NP

NP+ ACC+ Çöz-

Şu ana kadar işlediğiniz metinlerle ilgili soruları cevaplayarak şifreyi çözünüz. (TC3)

NP+ACC V

(Decode via answering the questions you have read about the text so far.)

Describe +NP

Ask your friend to describe a cat. (İDC4)

V NP

NP+ ACC+ Tarif et-

Adam, Hocaya, ciğerin nasıl pişirileceğini güzelce tarif eder. (TC3)
NP+ACC V

(The man describes how to cook liver in a good way for Hoca.)

Draw+ NP

Draw the picture of your favourite toy. (İDC5)

V NP

NP+ ACC+ Çiz-

Gözü kara bir Karagöz resmi çiziyorum. (TC2)

NP+ACC V (I am drawing a picture of black eyed Karagöz.)

Drink+ NP

You shouldn' drink cold water. (İDC5)

V NP

NP+ ACC+ İç-

Annesinin yaptığı böreğini yemiş, ayranını içmiş. (TD4)

NP+ACC V

(He/she ate börek which his/her mother cooked, and drank ayran.)

Eat+ NP

If you have got a cold, you should eat chicken soup. (İDC5)
V NP

NP+ ACC+ Ye-

Herkes kendince yemini yiyor, yumurtasını yumurtluyor. (TD1)
NP+ACC V

(Every chicken is eating the forage, and ovalating eggs.)

Feed+ NP

Feed the animals! (İDC5)

V NP

NP+ ACC+ Besle-

Kuşları besleyelim. (TC2)

NP+ACC V (Let's feed the birds.)

Fill+ NP

Fill in the chart.

V NP

NP+ ACC+ Doldur-

Aşağıda verilen boşlukları doldurunuz. (TC2)

NP+ACC V (Fill in the blanks given below.)

Find+ NP

Find the mistakes. (İDC5)

V NP

NP+ACC+ Bul-

Çiftçinin çocukları altını buldular. (TC3)

NP+ACC V (The children of the farmer found the gold.)

Finish+ NP

Use the clues to finish the sentences. (İDC5)

V NP

NP+ ACC+ Bitir-

Hakem karga "Gak!" diyerek maçı bitirdi. (TD1)

NP+ACC V

(The referee crow said "Gag" and ended up the game.)

Form+ NP

Form the reading text. (İDC5)

V NP

NP+ ACC+ Oluştur-

Okuduğunuz metnin hikâye haritasını oluşturunuz. (TC3)

NP+ACC V

(Form the story map of the text you have read.)

Give+ NP

Give me one ruler and two file folders, please. (İDC5)
V NP
NP+ ACC+ Ver-

Kitabımı Alper'e verdim. TC4

NP+ACC V (I gave my book to Alper.)

Guess+ NP

Try to guess the questions. (İDC5)
V NP

NP+ ACC+ Tahmin et-
Anlamlarını tahmin ediniz.(TC2)
NP+ACC V (Guess the meanings.)

Lift +NP

Can you lift weights? (İDC5)

V NP

NP+ ACC+ Kaldır-
"Başını yukarı kaldır ufaklık." dedi birisi. (TD1)
NP+ACC V (Someone said “Raise your head, kiddy.”)

Love+ NP

I love white. (İDC5)

V NP

NP+ACC+ Sev-

Seyahat etmeyi seviyoruz. (TC3)

NP+ACC V (We like travelling.)

Make+ NP

I can make a cake. (İDC5)
V NP

NP+ ACC+ Yap-

Ilk insanlar onurlandırmak istedikleri varlıkların heykellerini yapmışlardır. (TC5)
NP+ACC V
(Ancient people used to do the sculptures of the things they want to honor.)

Match+ NP

Match the sentence halves. (İDC5)

V NP

NP+ ACC+ Eşleştir-

Aşağıdaki yiyeceklerle bunları üreten hayvanları eşleştiriniz. (TC1)
NP+ACC V

(Match the products and the animals which produce them.)

Melt+ NP

She can melt metals and freeze water. (İDC5)
V NP

NP+ ACC+ Erit-

Güneş önce damlardaki karları eritti. (TC3)
NP+ACC V (The sun melt the snow on the roofs.)

Play+ NP

I can play football. (İDC5)
V NP

NP+ ACC+ Oyna-

Bir gece arkadaşlarımla "yıldız kayması" oyunu oynuyorduk.

NP+ACC V

(We were playing falling star with my friends one night.)

Rehearse+ NP

Rehearse it. (İDC5)
V NP

NP+ ACC+ Prova yap-

Kirpi, 2 Nisan günü, konserde okuyacağı şarkıların son provasını yaptı. (TD1)
NP+ACC V

(Kirpi rehearsed the songs ,which it will sing at the concert, for the last time on 2nd of April.)

Remember+ NP

Do you remember these animals? (İDC5)
V NP

NP+ ACC+ Hatırla-

Renkler dünkü tartışmayı hatırladı. (TC2)

NP+ACC V (Renkler remembered the discussion of yesterday.)

Repeat+ NP

Repeat the sentence into your friend's ear. (İDC5)
V NP

NP+ ACC+ Tekrar et-

"Bir milletin bağımsızlığının sembolü olan bayrak çiğnenmez, ben onun hatasını tekrar edemem"…(TD3)

NP+ACC

V+NEG
(….. I cannot repeat his/her mistake again.)
See+ NP

See the example below. (İDC5)

V NP
NP+ ACC+ Gör-

Kuşkucu horoz şehre vardığında roketin parlak metal rengini gördü. (TD1)
NP+ACC V

(The suspicious roaster saw the bright metal color of the rocket when it arrived the city.)

Speak+ NP

I can speak English. (İDC5)
V NP

NP+ ACC+ Konuş-

Bütün martılar bu yarışı konuşuyordu.

NP+ACC V (All of the seagulls were talking about this race.)

Take+ NP

Take this medicine. (İDC5)
V NP
NP+ACC+ Al-

Atatürk oyuncak fincanlarımızı aldı, çay içer gibi yaptı. (TD2)
NP+ACC V

(Atatürk took our toy cups, and he pretended to drink tea.)

Appendix 8. Transitive English verbs with NP+DAT island in Turkish coursebooks

Climb +NP

I can climb trees. (İDC5)
V NP

NP+ DAT+ Tırman-

Çocuk hemen tepeye tırmanmış. (TD4)
NP+DAT V

(The child climbed up the hill immediately.)

Fly+ NP

Is Macy flying a kite? (İDC5)
V NP

NP+ DAT+ Uçur-

Günün birinde esen sert bir poyraz, karlı dağların yamaçlarındaki bir grup çiçek tohumunu iş adamının bahçesine uçurdu.
NP+DAT V

(One day, a strong northeaster caused some of the seeds fly into a business man's garden in the slopes of the snowy mountains.)

Have got+ NP

The little red hen has got an idea. (İDC5)
V NP

NP+ DAT+ Sahip ol-
Bu nedenle dolu tanecikleri, kar kristallerinin yapısına sahip değildir. (TC5)

NP+DAT V
(Therefore, hails do not have the structure of snow crystals.)

Help +NP

Help your friend prepare his/her bag. (İDC5)

V NP

NP+DAT+ Yardım et-

Okul dönüşü tarlada babasına yardım ediyordu. (TD2)
NP+DAT V
(He/she used to help his/her mother when he/she came back from school.)
Look+ NP

Look at the form. (İDC5)

V NP

NP+ DAT+ Bak-

Bisiklete baktık. (TD1)

NP+DAT V (We looked at the bicycle.)

Ride+ NP

Can you ride a bicycle? (İDC5)
V NP

NP+ DAT+ Bin-

Küçük kızın bisikletine bindim. (TD1)
NP+DAT V (I got on the bicycle of the small girl.)

Thank+ NP

Thank you. (İDC5)

V NP

NP+DAT+ Teşekkür et-

Dedeme teşekkür ettim.(TD3)

NP+DAT V (I thanked to my grandfather.)

Trace+ NP

Trace the route. (İDC5)
V NP

NP+ACC+ Takip et-

Arkasından Beyaz, türlü oyun ve şaklabanlıklarla onu takip etti. TD3
NP+ACC V

(After then, Beyaz followed them with many games and mimicries.)

Wear+ NP

I'm wearing trousers. (İDC5)
V NP

NP+ ACC+ Giy-

En güzel elbiselerini giydi, kütüphaneye gitti. (TC2)

NP+ACC V

(She wore her best clothes, and went to the library.)

Appendix 9. Transitive verbs with NP+ LOCA islands in 5th grade coursebooks

Imagine+ NP
Imagine the poem you have listened to. (İDC5)

V NP

Canlandır-+NP

Etkinlik: Dinlediğiniz şiiri zihninizde canlandırınız. (TC3)

NP+LOC V

(Activity: Imagine the poem you have listened to in your mind.)

Appendix 10. Transitive verbs that take NP as island in 5th grade English coursebooks but not presented with NPs in Turkish coursebooks

Correct +NP

Correct the mistakes. (İDC5)
V NP

Fly+ NP

Is Macy flying a kite? (İDC5)
V NP

Freeze+NP

She can melt metals and freeze water. (İDC5)
V NP

Hate +NP

She hates skating. (İDC5)
V NP

Lift+ NP

I can lift trucks and stop trains with my hands. (İDC5)
V NP

Plant+ NP

She can plant the seeds. (İDC5)
V NP

Sweep+ NP

Who is sweeping the attic? (İDC5)
V NP

Touch +NP

Can you touch your head, your shoulders and your feet? (İDC5)
V NP

Appendix 11. Intransitive verbs with PP islands in 5th grade coursebooks
Go+ PP

Next, we walk past Piccadilly Circus and Trafalgar Square and go to the London Eye. (İDC5)
V PP

Get+ PP

Excuse me, how do I get to the post office? (İDC5)

V PP

Run+ PP

Don't run in the.....! (İDC5)

V PP

Sit+ PP

I am sitting in the sun. (İDC5)

V PP

Stay+ PP

You should stay in bed and get a good rest. (İDC5)

V PP

Work+ PP

Work in pairs. (İDC5)
V PP

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