영어어문교육, *14*권 4호 2008년 겨울

An Analysis on the Practical Usage of the Word *look**

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Kang, Jun-won & Kim, Hijean. (2008). An analysis on the practical usage of the word *look*: A corpus-based approach. *English Language & Literature Teaching*, *14*(4), 25-49.

This study looks at the application of corpora to English language teaching, more specifically to English teaching materials in line with the perspective of Biber and Reppen (2002) that language learning should be based on naturally occurring genuine data. In accordance with this viewpoint, this paper aims to find if such discrepancies between the textbooks and the authentic data exist in terms of the highly frequent word *look*. In searching the genuine usage of the word *look*, the American National Corpus (spoken) was adopted and for the textbook corpus, scripted dialogues from different middle and high school Korean-English textbooks were compiled to make corpus data. The analysis showed that while the spoken American National Corpus data emphasized the transitive function of the target word with its co-usage with many kinds of [prepositions/adverbs], in the textbooks, the genuine meaning of the word *to see* as in the use of intransitive word was the primary focus in learning/teaching context. In addition to this, while the spoken American National Corpus showed abundant use of discourse markers, there were very few cases found in the textbooks. These findings suggest that textbooks should reflect the language that is currently in use and be updated continuously.

[high-frequency verb/collocation/ discourse markers/corpus-based approaches]

I. INTRODUCTION

This study looks at the practical usage of a frequently used word *look* by looking into its usage in corpus data in an effort to find implication in line with the assertion (Biber &

* This work was supported by Cyber University of Foreign Studies Research Fund of 2008.

Reppen, 2002) that language learning should be based on naturally occurring genuine data. Some studies (Boxer & Pickering, 1995; Burns, 2001; Burns, Joyce and Gollin 2001; Carter, 1998; Gilmore, 2004; Homes, 1988; O'Keeffe, McCarthy and Carter, 2007; Thornbury & Slade, 2006) have challenged the language presented in the textbooks used to teach English by noting that scripted dialogues rarely reflect the dynamism of conversation or features of naturally spoken discourse. They also argue that students who encounter only scripted spoken language have less opportunity to extend their linguistic repertoires in ways that prepare them for unforeseeable interactions outside the classroom.

From this perspective, we will analyze the word *look* found in spoken American National Corpus (ANC) and compare its usage with that of the middle and high school Korean-English textbook corpus (Middle school 1st year English ~ English 1,2), with the aim to examine whether the content of the teaching materials fully reflect the actual usage of the English language. The target word *look* is important to analyze in this sense as it has been acknowledged as one of the high-frequency words by various dictionaries such as Collins COBUILD dictionaries. In addition to this, various preceding studies have chosen the target word as the subject of their analysis based on its high frequency (Kosofsky, 1987; Tobin, 1993). Lastly, it is selected as one of the synonyms of high frequency by the 7th National Curriculum along with other words such as *see* and *watch*. With this target word, the following questions will be answered in this paper.

(1) What are the most prominent authentic usages of the word *look* in the ANC (spoken)? Does it function as a discourse marker?
(2) If *look* does function as a discourse marker, what is its function?
(3) Is there any discrepancy between the usage of the word *look* in middle and high school Korean-English textbooks and ANC? If so, how are they different?

There have been many discussions related to corpus; however, nonetheless, the comparison of *look* is worthwhile to add to this list of discussions for the following reasons. First, the target word is one of the essential vocabulary words required for communication in English language. As essential and basic it is, it is important to check and see if the target word is being taught in the right context, in other words, as the way it is in actual usage. It is also important to note that foci of the past discussions that dealt with the textbook corpus (H. J. Kim, 2004; J. Y. Kim, 2006; Y. S. Kim, 2004) were mainly on frequency, synonyms or specifically on one grammatical category such as modal auxiliaries or intensifiers. In other words, they were focused on finding out certain characteristics of the subject on discussion within the corpus boundary.

However, in this paper, the objective is to find out if there are any discrepancies between the corpus of actual use and of the textbooks to see whether the textbooks are adequate for teaching effective communicative skills to students. The spoken corpus data will guide us to see how the language is actually being used including the features of natural language such as collocation chunks, discourse markers, ellipsis, and hedges (Gilmore, 2004). As for the middle and high school Korean-English textbooks, only the dialogue parts were extracted from the textbooks of various publishers that are currently in use to teach student English language.

II. BACKGROUD KNOWELDGE ON RELATED ISSUES

1. Corpus Linguistics

A corpus is literally a chunk of words that appear in both spoken and written language and this is stored in electronic text. Corpus linguistics is a study of language based on language corpora and it is specifically based on the real, authentic language currently in use. The data are stored in electronic text and by using research tool such as MonoConc Pro 2.0 or Xaira, it becomes possible to study how language is currently used.

Studies on corpora date back to the late 1950s, with its rapid development having taken place in the 1980s along with the development of computer techniques. The first corpus ever built was Brown Corpus in 1964. It was based on various American publications and was consisted of 1 million words. Though it was significant as being the first corpus, it had the drawback of being limited in language range, since it was made by a sampling of 500 text samples consisting of 2,000 words of 15 different genres. In 1978, Lancaster-Oslo-Bergen Corpus was made with English, as opposed to strictly American English, with 1 million words. In 1994, after four years of work, Oxford Publication published British National Corpus (BNC) comprising of 100 million words, 10% of it being spoken and the other 90% being written. As opposed to the British-made corpus, in 2003, American National Corpus (ANC) was released with 110 million words, and BNC and ANC have been most widely used corpora up to now. In between the corpus of the first stage Brown Corpus and the latter stage BNC and ANC, there were more corpora constructed in 1980 and they were Longman/Lancaster English Language corpus and Birmingham Collection of English Text. They were significant in a way as they were built for the purpose of making dictionaries based on authentic language.

Corpus and corpus linguistics have significance in various aspects. They are becoming more useful for students in EFL contexts and to English instructors teaching English as a foreign language as a way to provide real language materials to study and teach from.

2. Corpus and Language Teaching

In terms of what we actually teach, numerous studies have shown us that the language presented in textbooks is frequently still based on intuitions about how we use language rather than actual evidence of use. Some studies (Boxer & Pickering, 1995; Burns, 2001; Burns, Joyce and Gollin 2001; Carter, 1998; Gilmore, 2004; Homes, 1988; O'Keeffe, McCarthy and Carter, 2007; Thornbury & Slade, 2006) note that scripted dialogues rarely reflect the dynamism of conversation, or the features and structures of natural spoken discourse and argue that students who encounter only scripted spoken language have less opportunity to extend their linguistic repertoires in ways that prepare them for unforeseeable interactions outside of the classroom. We can say, the students who are taught only based on the textbooks will not be able to learn the right skills for effective communication. Homes (1988), for example, looked at epistemic modality in ESL textbooks as compared with corpus data and found that many textbooks devoted an unjustifiably large amount of attention to modal verb, at the expense of alternative linguistic strategies. Carter (1998) compares real data from corpus data, finding that dialogues from textbooks lack core spoken language features such as discourse markers, vague language, ellipsis and hedges. Gilmore (2004) looks at dialogues from more recent course books and finds that there is evidence that they are beginning to incorporate more natural discourse features. The *Touchstone* series (McCarthy, McCarten and Sandiford, 2005) is an attempt to show how course book dialogues and even syllabi, can be informed by corpus data.

Though the evolution of corpus and corpus linguistics has not been long enough, the effect of this new arena has had great impact on language teaching. As also mentioned at the beginning of this paper, the language teaching method most frequently used is still based on the "intuitive sense of teachers rather than scientific and empirical data" (O'Keeffe et al., 2007, p. 21). This is the area in which corpus can provide empirical bases for checking our intuitions about language, and also bring to light features about language which had eluded out intuitions (e.g. the actual use and functions of frequent words, collocations and chunks).With the advent of corpora, there have been many aids that teachers may find helpful to fill the gap between the two such as textbooks and dictionaries based on corpus data. As these education aids are based on real-life communication data, it is now possible for teachers to help students learn the characters of authentic language and the right skills for effective communication.

As a result of effort to build corpus data, in the present day, it is not too difficult to find the supplements for teaching. Dictionaries based on corpus data such as COBUILD (Collins Birmingham University International Language Database) and CIC (Cambridge

International Corpus) are some examples. These publications can help teachers find the definitions of actual use. Through the development of dictionaries based on corpus, we also have in our hands grammar books based on corpus data which include Collins COBUILD Grammar Pattern series. In addition to the advantages of improved materials, with the advent of corpus has brought about the corpus era, which has made the English classroom a more data-driven learning environment. The data and many tools that are used to analyze the data make it possible to teach the right language based on actual numbers, such as frequency, and authentic examples that are hands-on. In other words, thanks to the advent of corpus, language learning has become an activity referred to as data-driven learning (Johns, 1997).

3. Discourse Markers

There seems to be no fixed form of the definitions on discourse markers as they vary in wide range from scholar to scholar. Following are a few definitions from well known scholars.

(1) Sequentially dependent elements which bracket units of talk (Schiffrin, 1987)
(2) Expressions such as *now, well, so, however*, and *then* which signal a sequential relationship between the current basic message and the previous discourse (Fraser, 1990, 1999)

The difficulty in defining what discourse markers lies in the complicated and multifarious aspects of the forms. Just as complex as it is to give one sole definition for discourse markers and there are various characteristics that discourse makers have. Usually, discourse markers are more readily found in spoken form of language rather than written form and they usually happen at the beginning of a sentence. In addition to this, they are parenthetical expressions, meaning that they do not have any grammatical functions or meanings in the sentence. Their absence would not harm the grammaticality of a discourse. Linked to this idea, as their meaning is not fixed to a sentence, their function can vary from discourse to discourse. However, in order to start the discussion of discourse makers with a clear definition, this research will use the definition from O'Keeffe et al (2007, p.21).

> Discourse markers are defined as words and phrases outside of the clause structure that function to link the segments of the discourse to one another in ways which reflect choices of monitoring, organization and management exercised by the speaker, and some of the most common such markers are: as I was saying, as it were, I mean, if you like, in other words, not to say, so to speak, strictly speaking, to put it another way, well.

And according to Aijmer (2002) they have the following functions which this paper will be based on.

> Discourse connectors, turn-takers, confirmation seekers, intimacy signals, topic switchers, hesitation markers, fillers, prompters, repair markers, attitude markers, hedging.

III. METHOD OF RESEARCH

1. Corpus Data

In order to obtain the genuine usage of the target word, American National Corpus (ANC), more specifically, the 2nd edition (2005) was used on which to base our study. This corpus contains total of 22.4 million words, and out of the total, only the spoken corpus consisting of 3.9 million was used to test the target word. As for middle and high school Korean-English textbooks, the researchers collected 60 English textbooks from 13 different publishers[1] in an effort to produce a large textbook corpus. From that, dialogue parts were typed, producing a resource of spoken corpus of English textbooks containing 78,000 words.

2. Program for Analysis

As for the program for analysis, MonoConc Pro 2.0[2] (2000) was used to see the actual use of the target word as this tool is designed to perform various operations including a concordance function, adequate for examining the corpus in answering our questions. Among the various functions of this program, Concordance-Search menu was used most frequently to extract the corpus data used with the target word. For example, if we wanted to find the frequency of other words located just after the target word, which is 'Collocation Frequency – 1R' (1R meaning, the first word on the right hand side of the target word), first the Concordance-Search menu was used to extract the corpus used with the target word. Then, in the Frequency menu, Collocate Frequency is selected to show the

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[1] Refer to the Appendix for the list of textbooks and their publishers.

[2] The MonoCon Pro 2.0 was selected because 1) the size of the program is relatively small so that it can easily be installed in computer 2) installation of other related programs were not required for except for the MonoConc Pro 2.0 program and 3) the main function of this program is concordancing, the main function that is required for this research.

list of the words that are in 1R location in the form of collocation.

Once the corpus data were collected, the researchers categorized them and counted the frequency for results. For in-depth analysis into each data, with the help of the program, the researchers were able to study the whole sentence and the context with which the target word was used with by clicking into the target sample.

3. Limitation of Analysis

The major limitation of this analysis is the large gap between the ANC data and the textbook corpus data. Due to the large difference in the corpus size, it may be inadequate to compare by the frequencies only. However, the core purpose of this research paper is not to compare the numbers themselves, but to compare the characteristics and trends of the two corpus data in terms of representing the current use of English language.

IV. RESULTS AND ANALYSIS

1. A Study on *look*: Study based on American National Corpus (spoken corpus)

1) Corpus Result with the Word *look*

From the 3.9 million word spoken corpus, 2,559 counts are found where the target word is used in ANC. And from the preset parameter, 1,835 counts were found as cases of usage with a [preposition/adverb] making up 71.7% of the preset parameter. On the other hand, the cases where the target word is used alone are found to be 724 counts which comprise 28.3% of the total parameter. First, we will look into the cases where the target word is used with prepositions/adverbs.

TABLE 1

ANC Corpus Analysis: Collocation Frequency - 1R[3]

	N	%
[*look* + prepositions/adverbs]	1,835	71.7
[*look* + no prepositions/adverbs]	724	28.3
Total	2,559	100

[3] In order to find the list of prepositions and adverbs used with the target word, Collocation Frequency – 1R (the first word on the right hand side of the target word) function was used to search for the words that comes after the target word.

2) Target Word *look* with [Prepositions/Adverbs]

As previously mentioned, from the ANC, 2,559 counts were collected for the target word *look* and the most frequent cases are when the target word is used with [prepositions/adverbs] forming the pattern of [*look* + preposition/adverb]. The below Table 2 shows the top 10 list of [prepositions/adverbs], having *at* at the top of the list. Such findings can be seen from the function of *Collocation Frequency – IR*.

TABLE 2

Collocation Frequency - 1R (top 10 list)

	N	%
at	1,118	66.6
like	203	12.1
for	108	6.4
out	38	2.3
into	38	2.3
up	38	2.3
back	37	2.2
around[4]	33	2.0
forward	33	2.0
in	32	1.7
Total	1,678	100.0

From the above table, it is observed that the target word is most frequently used with an object followed by a [preposition/adverb] such as *at*. Table 2 implies that the target verb is most frequently used as a transitive phrase with the addition of [prepositions/adverbs], different from how it is defined in dictionaries. Below are some of the definitions on *look* found in various dictionaries and it shows that the target word is most often defined as intransitive verb.

TABLE 3

Denotation of *look*

	Definition
Sample 1: Longman Dictionary	(1) See [intransitive] to turn your eyes towards something, so that you can see it
Sample 2: Collins COBUILD Advanced Learner's English Dictionary	(1) If you look in a particular direction, you direct your eyes in that direction especially so that you can see what is there or see that something is like. (V prep)

[4] Before *around* and after *back*, the word *good* should be in the list ranked as the 8th with the frequency of 34. However, this is taken out and is replaced with *around* as we are only dealing with prepositions in this section.

Sample 3: Cambridge Advanced Learner's Dictionary	(1) Verb [I] to direct your eyes in order to see
Sample 4: Oxford Advanced Learner's Dictionary	(1) [V] ~(at sb/sth) to turn your eyes in a particular direction [5]

The above table implies that *look* is an intransitive verb, however, with an addition of *at*, it becomes a transitive phrase, being endowed with the transitive function. Such implication that the target word actually functions more closely to transitive is more strongly defended with other cases of [prepositions/adverbs] besides *at*.

TABLE 4

Other Cases of [*look* + preposition/adverb]

	[Preposition/adverb]	Synonyms	Function
[*look* + preposition/adverb]	for	to seek	transitive
	into	to investigate	transitive, intransitive
	up	to find	transitive
	up	to visit	transitive, intransitive
	up	to improve	transitive, intransitive
	forward to	to enjoy	transitive
	forward to	to expect	transitive
	in	to visit	transitive, intransitive

The above descriptions support the thesis that even though the dictionary defines the word to be intransitive, the actual use of the target word shows the strong feature of transitive due to its co-usage with different [prepositions/adverbs] used.

The formation of [*look*+preposition/adverb] in the actual use can lead us to another interesting facet and that is the abundant co-usage with [prepositions/ adverbs]. When the list of [prepositions/adverbs] in Table 2 is elongated to its full list, there can be as many as 22 [prepositions/adverbs] that can be observed from the actual usage of the target word.

TABLE 5

Collocation Frequency - 1R (Full list)

	N	%
at	1,118	60.9
like	203	11.1
for	108	5.9
out	38	2.1
into	38	2.1
up	38	2.1
back	37	2.0
around	33	1.8

[5] This is the case where it is specifically noted that the target word is intransitive, while some other dictionaries have omitted the definition as intransitive and define the word with *at*, implying the frequent use of the word as transitive phrase rather than an intransitive word.

forward	33	1.8
in	32	1.7
to	31	1.7
through	30	1.6
on	18	1.0
over	17	0.9
after	15	0.8
down	12	0.7
under	10	0.5
as	8	0.4
alike	6	0.3
outside	4	0.2
about	3	0.2
of	3	0.2
Total	1,835	100.0

In this section, the cases where the target word is used with [prepositions/adverbs] are analyzed. There is a wide variety of the [prepositions/adverbs] used with the target word, with a high frequency usage of *at*. This implies that though the target word *look* is defined to be an intransitive verb, it functions more often as a transitive phrase, endowing the target word with transitive characteristics. Such a tendency is observed not only in the case of the phrase *look at* but also in several other cases where the target word is co-used with other [prepositions/adverbs]. In the latter part of this analysis, we will see how such a tendency from the authentic data is well reflected in middle and high school Korean-English textbooks.

3) Target Word *look* with No [Prepositions/Adverbs]

Now, we are going to look into cases where the target word *look* is used alone. Referring back to Table 1, out of the 2,559 frequencies from ANC, the frequencies where no prepositions/adverbs were used with *look* were 724 and they are categorized into the following categories.

TABLE 6

***look* Frequency with No [Prepositions/Adverbs]**

	N	%
Linking verb	318	43.9
Declarative form[6]	180	24.8
Noun	52	7.2
Others	174	24.0
Total	724	100.0

[6] Declarative form refers to instances when the target word is used with the meaning of *to see* with no [prepositions/adverbs].

From this outcome, it is surprising to see that the target word is used as it was originally defined as an intransitive verb for only 180 counts. And the most frequent use happens when it is used as a linking verb. According to the Collins COBUILD Dictionary, when the target word is used as a linking verb, it has the meaning of the following[7].

TABLE 7

Definition of *look* as Linking Verb

1 When describing the appearance of a person or thing or the impression that they give 2 If someone or something has a particular *look*, they have a particular appearance or expression 3 If you refer to someone's *look*, you are referring to how beautiful or ugly they are, especially how beautiful they are 4 You use *look* when indicating what you thing will happen in the future of how a situation seems to you

The list below shows some examples of usage when the target word is used as a linking verb in the ANC data.

TABLE 8

Corpus Examples of *look* as Linking Verb

(1)	A: man I feel bad. B: you *look* worried. A: it's just um, um, um, I'm having trouble with this
(2)	there's gotta be like a limitations do we drug test everybody or do we kind of say well you can be drug tested and you *look* okay because you *look* this way you're you're very conservative
(3)	And the reason we know it's Ann Arbor is because the sky is blue. And very light polluted if go out to the rural area, it'll *look* a little darker and you'll see probably five times as many stars.
(4)	What do you notice about the way they *look*?
(5)	Well in addition to that I mean, it kind of makes our country *look*, insecure like we're scared that, for instance like the communists are gonna take over.

In the first example, it is plain to see that speaker B is using the target word to express the appearance of the counterpart as *worried*. In the second sample, the speaker seems to be talking about whom to drug test, whether the speaker has to drug test everyone or select the ones whose impression is not so conservative. Here the target word is used to express the impression of the drug testee in selecting the candidates for the test. In the third example, the target word is also used to express the appearance of the sky. The fourth example shows the target word's usage as in terms of the appearance of *they* and in the fifth example as an impression of insecurity. This high frequency of the target word being used as a linking verb can also be observed in Table 2 when the next word directly after the target word is *good* forming the phrase as *look good* with 34 counts[8]. This implies that the target word is very often used to express a good impression of something, more often than

[7] p. 849, Collins COBUILD Advanced Learner's English Dictionary, 5th ed., 2006.
[8] Refer to footnote 3.

look forward to proving again its high frequency of being used as a linking verb.

In this section, we have looked at the cases when the target word is used with no [prepositions/adverbs]. From our observation, it is worthwhile to note that the target word is very often used as a linking verb. We were also able to observe cases when the target word is used plainly as how it is defined as an intransitive verb, however, with low frequency. The cases in which the target word is used as neither of the cases mentioned and noted as 'Others' will be analyzed in depth in 5) Target word *look* as a discourse marker.

4) Collocation[9] Use of the Word *look*

In the efforts to find other implications with the target word, the *Advanced Collocation* tool was used to find any collocation usage of the target word and the followings shows the significant outcomes of the experiment.

TABLE 9

Advanced Collocation: 2L-1L-*look*[10]

	N	%
if you look	124	18.3
have to look	68	10.1
and you	61	9.6
i	61	9.6
they look	61	9.6
when i	60	8.9
you look	60	8.9
you can look	44	6.5
take a look	35	5.2
kind of look	27	4.0
you know look	27	4.0
going to look	25	3.7
make it look	21	3.1
Total	674	100.0

From this test, we were able to uncover some interesting collocation patterns. First is the pattern, *if you look.*. The reason for such high popularity is because of the ability to borrow any kind of [prepositions/adverbs] and create various forms and meanings. Also, *have to look* and *take a look* patterns are observed in other popular collocation patterns. The final

[9] Repeated combination of words used and encountered by the speakers of any language (O'Keeffe et al., 2007, p.59) such *as you know*, *I mean*, *I think*, and *don't know*

[10] Advanced Collocation: 2L-1L was used to find the list of collocations by frequency that comes before the target word. 1L means the first word located on the left side of the target word and 2L means the words even before that.

collocation pattern that is noteworthy is *you know look*. Unlike other examples, this pattern does not seem be able to form any sentences or part of a sentence. However, the linkage with *you know*, which has been acknowledged as a discourse marker by various authors (Aijmer, 2002; O'Keeffe et al., 2007), may have some significance in justifying the argument that the target word functioning as a discourse marker. Below Table 10 further stresses the possibility of the target functioning as a discourse marker. As can be noticed from the below table, the target word is used with other discourse markers (O'Keeffe et al., 2007) such as *uh*, *well*, *look* and *yeah*. In other words, forming the phrase such as uh *look, well look, look look, hey look,* and *yeah look*. These can be regarded as indication of the possibility that the target word has the function of a discourse marker.

From this section, we were able to see other various usages of the target word let alone being in company with [prepositions/adverbs]. The various usages include collocation patterns such as *if you look*, *have to look* and *take a look* of which some are also taught in Korean middle and high schools. It is also noted from this part that *look* is used with discourse markers, having the possibility of functioning as a discourse marker.

TABLE 10

Advanced Collocation: 1L[11]

	N	%
to	435	20.7
you	349	16.6
I	188	9.0
they	115	5.5
and	111	5.3
can	83	4.0
we	66	3.1
it	50	2.4
just	49	2.3
a	49	2.3
don't	43	2.0
would	40	1.9
of	35	1.7
doesn't	35	1.7
didn't	31	1.5
that	30	1.4
wanna	28	1.3
know	27	1.3
let's	27	1.3
gonna	25	1.2
really	24	1.1
uh	21	1.0

[11] Advanced Collocation: 1L was used to find the list of collocations by frequency that comes before the target word. 1L means the first word located on the left side of the target word.

well	20	1.0
could	18	0.9
even	17	0.8
should	15	0.7
go	15	0.7
I'll	14	0.7
I'd	14	0.7
like	14	0.7
look	14	0.7
will	13	0.6
me	12	0.6
we'll	11	0.5
hey	11	0.5
mean	11	0.5
probably	10	0.5
all	10	0.5
yeah	10	0.5
always	10	0.5
Total	2,099	100.0

5) Target Word *look* as a Discourse Marker

From the previous sections, we found out that the target word is often used with other discourse markers, leaving us with the strong possibility of the target word having the function of a discourse marker. Before proceeding any further, there is a need to set criteria to explain the discourse marker status of the word *look*. Building on the ideas from Aijmer (2002) and Brinton (1996), we propose the criteria to prove the status of the word *look* as an adverbials functioning as a discourse marker as described below.

(1) Found more often in spoken data rather than written data
(2) Shown more often at the beginning of a sentence
(3) Seldom used with [prepositions/adverbs]
(4) Parenthetical
(5) Bears various functions such as attention getter, confirmation seeker and hesitation marker

In order to further investigate the usage as discourse markers, we return to Table 6. This table shows that there is the case of 'Others,' where out of the total 2,559 frequencies of *look*, 174 counts showed the form of neither declarative, noun nor linking and it is found that the group holds two main functions: one as a function of imperative[12] and the other as

[12] It is important to note that when the target word is used as an actual "imperatives", many cases

discourse markers. Below are some of the examples extracted from the corpus data.

TABLE 11

Corpus Examples of *look* as Others

(6)	Yeah I mean *look* who's taking the engineering jobs and the math jobs and the science jobs you know they're all Orientals
(7)	So that this wouldn't be good for the whole population (you couldn't go through it) because *look* this parent right here was barred.
(8)	The P.E. teacher came up to me, and he said, "*Look*, this is horrible, Thomas"
(9)	Finally, I said, "*Look*," you know, "we got to scrounge up the flashlight," because, you know, there were no lights in the bathroom, no anything.
(10)	that Dad said, " *Look* boy you can read a tape measure better that this forty year old man can so I will give you five bucks an hour if you prove you can do it."

Sentence (6) is a typical example when the target word is used in the middle of a sentence, but does not form a part of the sentence. We can recognize this by taking out the target word and see if the sentence is still a sound one. Furthermore, in this sentence it can also be observed in this sentence that with *I mean* before the target word, it has formed a collocation pattern of *I mean, look*. (O'Keeffe et al., 2007). Sentence (7) shows the same logic when the sentence still makes perfect sense even when the target word is deleted. However, sentence (8) seems to show a different aspect of the usage of the target word. With the use of *this is*, the speaker is actually pointing out something, and ordering the listener to look at what the speaker is referring to. In this sense, the target word does not hold a parenthetical function and is required to be part of the sentence. Sentence (9) and (10) are cased in which the target word is used at the beginning of a sentence, but are parenthetical.

As observed above, when the target word is used as 'Others,' there can be two sub usages. One is when the target word is used to contain the meaning of ordering someone to actually look and see and this can be observed from examples such as in (8) which we have named as imperatives. The other named as discourse marker is when the word has a parenthetical function, meaning that even when deleted, the deletion will not affect the soundness of the overall sentence structure and its meaning. Based on this, we may be able to elaborate Table 6 as the following.

are included when it is used with the preposition "at" which is not taken into account in this section's discussion.

TABLE 12

***look* Frequency with No [Prepositions/Adverbs]**

	N	%
Linking verb	318	43.9
Declarative form	180	24.8
Noun	52	7.2
Imperative	17	2.3
Discourse marker	157	21.7
Total	724	100.0

Based on these findings, we will continue the discussion by taking an in depth look into what kind of functions as discourse marker the target word holds.

(1) *look* as an Attention Getter

Out of the 157 frequencies of being used as a discourse marker, 71 counts were collected where the word functions as an attention getter. Here are some of the examples.

TABLE 13

Examples of *look* as an Attention Getter

(11)	He says, "*Look*, ma'am," he says, "you deserve to have your tongue cut out, because you are covering for the guerrillas"
(12)	I was missing some of those little like, key words that kind of lead you into a sentence kind of like when you say okay *look*, this is how I feel, or listen, you know
(13)	Views that are more conservative just don't get adequately represented in the mainstream media that's been documented by a number of studies but on capital punishment, *look* that's an exception I'm not conservative on that

Sentence (11) shows how the target word is used to function as attention getter. Attention getters are used when the speaker wants the attention from the listener. In (11), the speaker is threatening that he will cut out her tongue because she is hiding something for the guerrillas. However, in doing so, the speaker uses the target word to draw attention of the listener to make his statement clearer. A similar situation can be analogized in (12) and (13). In sentence (12), the fact that the speaker wants attention from the listener can be proved from the word *listen*. As the speaker wants to draw attention from the listener, he is starting his sentence with the *key words* such as *listen* or *okay look*. From sentence (13), in order to emphasize that the issue of capital punishment is an exception, the speaker started out the sentence with the target word. When *look* is used as an attention getter, it is easy to detect, as they are most often used at the head of a sentence. Out of the total 2,559, there were 17 counts when the target word was used at the beginning of a sentence, and all of them functioned as an attention getter.

Anyhow, in the case of an attention getter, the speakers use it in order to emphasize the context that comes after the target word. However, this is different from the cases where it is used as an imperative because the imperative cases are when the speaker is actually pointing at something materialistic to share with the listeners (refer to sentence no.7) This in a way could be an attention getter, but cannot be a discourse marker as the word is used as its denotation of perceiving with eyes. However, the above examples are certainly cases of discourse makers as *look* is only parenthetical and it will still make the sentence meaningful even though it is deleted.

(2) *look* as a Confirmation Seeker

Out of the 157 frequencies of *look* being used as a discourse maker, 54 counts were collected where the target word functioned as a confirmation seeker. A confirmation seeker functions close to a cue sign when they wish to or expect to have a token of confirmation, assent or approval of the speaker's statement. By using the target word, they are inducing the listeners to show such a reaction. Unlike the case where *look* is used as an attention getter, in this case the target word is usually used in the middle of a sentence, and the sentence that starts with the target word ends with high pitch of intonation or with an exclamation mark.

TABLE 14

Examples of *look* as a Confirmation Seeker

(14)	but now we're getting public services the schools the hospitals and if it weren't for the taxes we're putting in there uh *look* what the schools could cost you,, then again the the community college systems here is excellent for the dollar spent and the public colleges also
(15)	Your ups and downs, you know but uh *look* we're in a very transitional phase right now because we're going back to the states and mhm
(16)	But you know putting them in prison my God that doesn't work, no apparently not, because *look* how many years they've been doing that and *look* I mean yeah

Sentence (14) is a situation in which the speaker is trying to persuade the listener that the tax paid is worthwhile when looking into the good public services. However, in an efforts to gain the listener's confirmation, the speaker starts by emphasizing that the schools could cost more if it were not for the taxes and this emphasis is instigated by the target word. In sentence (15), the speaker is asking the listener to assent the fact that they are in a transitional phase. And lastly in the sentence (16), in trying to persuade the listener that *they* should not be imprisoned, the speaker is asking for assent from the listener that *they* have been doing (bad deeds) for a long time and therefore, putting them in prison will do no good.

(3) *look* as a Hesitation Marker

Though few counts were found, another function that the target word has as a discourse marker is a hesitation marker. There are 20 counts when *look* is used as a hesitation marker. The examples for this case had one common aspect and that is the correlation with other discourse markers such as *well* and *I mean*. When the target word is used with such other discourse markers, the sentence that comes afterwards usually shows a lessened tone of speech or avoidance to continue talking either about the topic that was ongoing or with the prevailing tone. Below is a list of examples that shows such tendency.

TABLE 15

Examples of *look* as a Hesitation Marker

(17)	Oh I like the look the, the like suit look professional like you know *look* but um-hum I, I, really don't have much opportunity to wear it
(18)	A: that's why I, I wasn't sure if this was the second time around or what well *look* I've enjoyed speaking with you and B: yeah yeah A: and keep smiling B: Thanks, bye A: bye, bye
(19)	yeah that's uh you know it, it, it could blow things right away for them you know unless they say well *look* I mean unless they walk it won't

In the sentence (17), the speaker is trying to say that the clothes will not be of much use to the speaker because he will not have much opportunity to wear it. However, the speaker is hesitant and careful in saying that as he murmurs in search of the right expression so as not to disappoint the speaker and this is when the target word is used as a hesitation marker. In (18), A is trying to say goodbye to B, and in doing that A is showing a hesitation due to the uncertainty previously mentioned, and such hesitance regarding whether to say goodbye or not is shown by the target word. Lastly, (19) is showing the speaker's hesitation in purporting the opposite opinion.

In this section, we have studied how *look* is used in ANC data as discourse marker. As a discourse marker, the target word functions frequently as an attention getter and confirmation seeker. Now, we are going to go through the same process with middle and high school Korean-English textbook corpora (scripted dialogues) to see how different they are from the actual usage of the language.

2. A Study on *look*: Study based on Middle and High School English textbooks

1) Corpus Result with Word *look*

Out of the 151 counts, [*look* + preposition/adverb] form accounted for only 63, 41.7% of the total. And the cases where prepositions/adverbs were not used came out to be 89 counts,

58.6% of the total counts which help us conclude the first facet of the target word in the textbooks as the following.

TABLE 16

Textbook Corpus Analysis: 1R

	N	%
[*look* + prepositions/adverbs]	63	41.4
[*look* + no prepositions/adverbs]	89	58.6
Total	152	100

2) Target Word *look* with [Prepositions/Adverbs]

When we proceed with the list of the [prepositions/adverbs] used with the target, it shows the following result.

TABLE 17

Textbook Corpus Analysis: 1R

	N	%
at	47	74.6
like	6	9.5
for	4	6.3
out	3	4.8
on	3	4.8
Total	63	100.0

In the textbooks, *at* shows the highest frequency in terms of [prepositions/adverbs] used with the target word. And the list of the [prepositions/adverbs] in the textbooks is only limited to five kinds.

3) Target Word *look* with No [Prepositions/Adverbs]

The total counts cases where no [prepositions/adverbs] was used came out to be 89 which take 58.6% from the all counts for *look*. Out of the 89 counts, 43 counts were cases in which *look* was used as a linking verb and 38 were the counts when the word was used as others. Below chart shows the range of the usage of the target word with no prepositions/adverbs.

TABLE 18

***look* Frequency with No [Prepositions/Adverbs]**

	N	%
Linking verb	43	48.3
Declarative form	7	7.9
Noun	1	1.1
Others	38	42.7
Total	89	100.0

4) Target Word as a Discourse Marker

By using the same method that was used in section 3.3, it was found that out of the 38 cases of the target word being used as 'Others,' only two counts were found to be used as a discourse marker. In the sentence (20), the target word is parenthetical and is being used as an attention getter to draw attention of others of the sky scrapers. Notice that it was co-used with another kind of discourse marker, *wow*. And lastly, the target word can also be observed in the sentence (21) which has been used to serve the same purpose as the previous sentence.

TABLE 19

Examples of *look* as Others

(20)	Dave: I really like your apartment, Yu-mi. Yu-mi: Thank you. It's very convenient, but I miss the little garden at my old house. Dave: I know that you mean. Wow, *look* there are so many skyscrapers!
(21)	Pat: Maybe you're right. As a matter of fact, I had a big quarrel with my brother over nothing. Yu-na: Sometimes heat makes people strange. *Look*, why don't we go to the cafeteria over there and have something cold to drink?

3. Comparison and Analysis

1) Target Word *look* with [Prepositions/Adverbs]

In both the case with ANC (will be refer to as Case A hereafter) and the case with middle and high school English textbooks (will be refer to as Case B hereafter), it showed that the target word is most often used with various kinds of [prepositions/adverbs]. However, while in Case A, it clearly showed the tendency of the target word functioning as transitive in the transitive phrase form rather than intransitive, the textbooks showed the opposite.

TABLE 20

ANC Corpus (Case A) vs. Textbook Corpus (Case B) Analysis

	Case A (ANC)		Case A (Textbook)	
	N	%	N	%
[*look* + prepositions/adverbs]	1,835	71.7	63	41.4
[*look* + no prepositions/adverbs]	724	28.3	89	58.6
Total	2,559	100.0	152	100.0

In addition to this, though in the textbook corpus, only five [prepositions/adverbs] were found while in ANC, the list of [prepositions/adverbs] was found to be as long as 22 [prepositions/adverbs].

2) Target Word *look* with No [Prepositions/Adverbs]

Following is the result of comparison when no [prepositions/adverbs] was used with the target word.

TABLE 21

Comparison on *look* Frequency with No [Prepositions/Adverbs]

	Case A (ANC)		Case A (Textbooks)	
	N	%	N	%
Use as discourse makers	157	21.7	2	2.2
Others[13]	567	78.3	87	97.8
Total	724	100.0	89	100.0

One of the most important differences that should be noted is the use of the target word as a discourse marker. In the textbook corpus there is a high usage as an imperative while in the ANC, there is a high usage as a discourse marker. In other words, in the textbooks, the target word is barely used and taught as a discourse marker when one of the main and vital function of the target word is as a discourse marker as observed in ANC.

3) Target Word *look* as a Discourse Marker

When we studied the cases where the target word is used as a discourse maker, we found out that in Case A, quite a few cases, and most of them function as either attention getters or confirmation seekers. These attention getters and confirmation seekers had the function of discourse markers as they did not function as how it was denoted in dictionaries Additionally, they were co-used with other kinds of discourse markers such as *you know*, *well*, *uh*, *I mean*, and *yeah* which strengthens the thesis that the authentic data exhibited the

[13] Others include function as linking verb, declarative, imperative and a noun.

characters of real-life usage of the word. However, in case B, where the counts for imperative form came out much higher than declarative form, only two cases were found to be used as discourse markers. It is true that these two cases bore the characters of discourse markers shown by the tendency of being co-used with other kinds of discourse markers such as *wow*. However, what seems lacking is that such character of the target word being used as a discourse marker is not exhibited more strongly in the textbooks as to reflect such character in the real-life usage of the language.

V. CONCLUSION

As to the advent of corpus and corpus linguistics, it has become possible to prove that foreign language textbooks are very much dissimilar from authentic language. Carter (1998) and Gilmore (2003) compared corpus data from genuine date, and found that the textbooks were deficient in presenting some of the main characteristics of spoken language such as discourse markers, turn patterns, response tokens and hesitation devices. In line with such findings, in this paper, the task was to find if such discrepancies between the textbooks and the authentic data exist in terms of the highly frequent word *look*.

First, ANC Corpus data were analyzed to determine the usage of the target word, representing its genuine usage. Then the same analysis was done with a different corpus, which was the textbook corpus of middle and high school Korean-English textbooks. The aim of the analysis and comparison of the two different sets was to ascertain any similarities as well as the differences which would represent how textbooks are formed and are taught to generate the most effective and successful conversation skills of English language. In trying to find answers to these questions, we furnished some insightful conclusions.

First of all, there was a difference in the case where the target word is used with [prepositions/adverbs]. This is significant as the formation of [*look*+preposition/adverb] means a transitive phrase endowing the target word with the transitive function while the target word itself is genuinely an intransitive verb. In ANC (spoken), it was found that the target word functions more closely as transitive as there were more cases of its usage with [prepositions/adverbs] while it showed the opposites in the textbook corpus. This can be interpreted such that the textbook corpus is very much focused on its basic function of intransitive, and therefore misses the chance to emphasize the real aspect of how the target word is used otherwise. The variety of [prepositions/adverbs] used with the target word varied significantly when the ANC (spoken) showed as many as 22 [prepositions/adverbs], and there were only five [prepositions/adverbs] found in the textbook corpus. Moving on to

the subject when the target word is used with no [prepositions/adverbs], both corpuses showed high frequency usage as a linking verb. However, when it came to the subject of discourse marker, ANC (spoken) showed abundant usage as discourse markers, whereas in the textbooks, the rate was much lower. The variety of function which the target bears as discourse marker was higher in case of ANC, while in the textbook corpus, it was not as active.

In looking into the comparisons, it can be concluded that the authentic data seem to hold more variety of the language use, which in this case can be proven as various usage of prepositions/adverbs and as discourse markers. Not only does authentic material contain the basic forms of language, but the genuine fascination of authentic material lies in the variety of language use. It is true that Korean English textbooks are planned and made under the guideline from Ministry of Education, Science and Technology, and therefore, it is difficult to convey all the current trend of English language ongoing. Moreover, as our students are in EFL situation, where it is even difficult to understand and learn the primary meanings of lexis, it seems rather a hasty decision to teach the function of discourse makers, the secondary meaning of lexis. However, considering the flow and the trend of language use, as languages continuously evolve and develop, such changes should be reflected in the textbooks as much as possible. If not, instructors of English language should be aware of such changes and trend and try to enlighten our students with another different view of looking at a language.

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APPENDIX

List of Middle and High School Korean-English Textbooks

Middle School 1st year	Middle School 2nd year	Middle School 3rd year	High School Common English	High School English 1	High School English 2
JoongAng	DaeIl	DiDimDol	SiSa	SiSa	SiSa
SaeHan	DongHwa (J)	JoongAng	KyoHak	KyoHak	KyoHak
ChunJae	DooSan (K)	ChunJae	KeumSung(J)	KeumSung(J)	KeumSung(J)
DaeHan	DooSan (J)	DongA (J)	KeumSung(K)	KeumSung(K)	KeumSung(K)
DaeIl	DiDimDol	DongA (N)	JoongAng	JoongAng	JoongAng
DiDimDol	JoongAng	SaeHan	JiHak (L)	JiHak (L)	JiHak (L)
DongHwa	JiHak	HanSeo	JiHak (M)	JiHak (M)	JiHak (M)
DooSan (J)	ChunJae	KyoHak	DongA (J)	DongA (J)	DongA (J)
DooSan (N)	DongA (J)	JiHak			
HakMoon	DongA (N)	SiSa			
JiHak	KyoHak				
KeumSung	JiHak				
KyoHak	SiSa				

Examples in: English
Applicable Languages: English
Applicable Levels: All levels

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Received in October, 2008
Reviewed in November, 2008
Revised version received in December, 2008