

T.R.
UFUK UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

**DIAGNOSING LINGUISTIC TRANSFER AND ITS POTENTIAL CAUSES
THROUGH TESTING WRITING**

MASTER'S THESIS

Erdal AYAN

Ankara, 2016



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KABUL VE ONAY

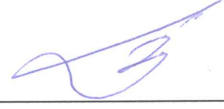
Erdal Ayan tarafından hazırlanan “Diagnosing Linguistic Transfer And Its Potential Causes Through Testing Writing” başlıklı bu çalışma 05.09.2016 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.



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Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin kağıt ve elektronik kopyalarının Ufuk Üniversitesi Sosyal Bilimler Enstitüsü arşivlerinden aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylıyorum.

- Tezimin tamamı erişime açılabilir.
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- Tezimin süreyle erişime açılmasını istemiyorum. Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin tamamı her yerden erişime açılabilir.

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Erdal Ayan, M.A.

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Lastly, as Carl James (2013) notes, “Error is likewise unique to humans who are not only *sapiens* and *loquens*, but also *homo errans*.” (1). In accordance with his detection I want to mention that doing science should not be indifferent to educational, social and cultural errors, which make life miserable for all people. It should focus on critical thinking, problem solving and establishing dialogue among people, which then makes it unique revolutionary work. I believe it should necessarily expand new horizons and contribute improvement of peoples, otherwise it is nothing more than wasting time or beating the air.

ABSTRACT

Ayan, Erdal. *Diagnosing Linguistic Transfer And Its Potential Causes Through Testing Writing*, Master's Thesis, Ankara, 2016.

The aim of the current study is to investigate negative linguistic transfer errors/cases noted by the students at university level and the potential causes behind such errors. Its purpose is also to figure out educational background of the participants and question if there are links between frequency of negative linguistic transfer errors and learner-based factors such as educational background, perception of English language, awareness of negative linguistic transfer errors and attitude toward English. In this regard, it is hypothesized that there are relations between the stated factors. Three research questions were formulated in order to test the hypothesis. The study is quantitatively and qualitatively casual and comparative research using corpus and detection based interlingual and intralingual analysis method as well as descriptive and inferential data analysis. 115 participants took part in the study. The participants were enrolled at the vocational school and faculty of a Turkish university. Online writing tests by means of a learning management system were employed in order to collect written data of the participants. Then a small scale linguistic transfer corpus including negative linguistic transfer error/cases was compiled. A five-dimensional questionnaire was used to investigate profiles of the participants, their educational background, perceptions of usefulness of English, awareness of negative linguistic transfer errors/cases and attitudes towards English language. The data gathered in the corpus and responses from the questionnaire were statistically analyzed through JASP and PSPP statistical programs.

As a result of the statistical analysis, the most frequent levels of negative linguistic transfer that the participants produced were found out. The participants mostly noted such errors in lexical and syntactic levels. There were not significant difference between the groups in terms of the school types they were enrolled and the frequency of lexical, syntactic, grammatical levels of negative linguistic transfer errors but there was significant difference in the level of contextual transfer between vocational and faculty students. Lastly, it was

figured out that there was a link between negative linguistic transfer errors/cases and educational background of the participants as well as affecting perception of English, awareness of negative linguistic errors and their attitudes toward English.

Key words: Language/Linguistic transfer, negative linguistic transfer, error analysis, corpus based error analysis, interlingual/intralingual errors



ÖZET

Ayan, Erdal. *Yazma Testi Aracılığı İle Dilbilimsel Transfer ve Olası Sebeplerin Teşhis Edilmesi*, Yüksek Lisans Tezi, Ankara, 2016.

Bu araştırmanın amacı üniversite düzeyindeki öğrencilerin ürettiği olumsuz dil transferi hata/vakalarını ve bunların arkasındaki olası sebepleri araştırmaktır. Aynı zamanda araştırma katılımcıların eğitimsel geçmişlerini ortaya koymak ve olumsuz dil transferi hata sıklıkları ile eğitimsel geçmiş, İngilizce algısı, olumsuz dil transferi hatalarına yönelik farkındalık ve İngilizce'ye karşı tutum gibi öğrenen tabanlı faktörler arasındaki bağlantıyı sorgulamayı amaçlamaktadır. Bu bağlamda bu faktörler arasında bağ olduğu varsayılmıştır. Hipotezi test etmek için üç araştırma sorusu oluşturulmuştur. Araştırma nitel ve nicel olarak karşılaştırmalı ve nedensel bir araştırmadır ve araştırmada betimsel ve çıkarımsal veri analizinin yanı sıra korpus ve tespit tabanlı dil arası ve dil içi yanlış analiz metodu kullanılmıştır. Toplamda 115 katılımcı bu çalışmada yer almıştır. Katılımcılar bir üniversitenin yüksek okul ve fakülte düzeyindeki programlarda kayıtlı öğrencilerden oluşmuştur. Bir öğrenme yönetim sistemi aracılığı ile çevrimiçi yazı testleri katılımcılardan yazı örnekleri toplanması için kullanılmıştır. Daha sonra bu örnekler dilbilimsel transfer hataları göz önünde tutularak araştırmacı tarafından incelenmiş ve bu verilerle küçük ölçekli bir korpus oluşturulmuştur. Ardından katılımcıların profil bilgileri, eğitimsel geçmişleri, İngilizce'nin kullanılabilirliğine yönelik alguları, yaptıkları olumsuz dilbilimsel transfer hatalarına yönelik farkındalıkları ve İngilizce'ye yönelik tutumlarını inceleyen beş aşamalı bir anket uygulanmıştır. Korpusdaki veriler ile ankete verilen cevaplar JASP ve PSPP istatistik analiz programları aracılığı ile analiz edilmiştir.

İstatistik analizlerinin sonucunda en sık yapılan olumsuz dilbilimsel transfer hata sıklıklarının kelime ve söz dizimi düzeyinde gerçekleştiği tespit edilmiştir. Farklı okullarda kayıtlı olan gruplar arasında kelime, söz dizimi ve dilbilgisel düzeydeki olumsuz transferler açısından önemli bir fark görülmemiştir ancak bağlamsal transfer açısından gruplar arasında önemli bir fark olduğu görülmüştür. Son olarak olumsuz dilbilimsel transfer hataları/vakaları ile eğitimsel geçmiş arasında bir bağ olduğu sonucuna varılmış ve bununla

birlikte İngilizce algısının, olumsuz dil transferi farkındalığının ve İngilizce'ye karşı tutumun bu faktörlerden etkilenebildiği görülmüştür.

Anahtar kelimeler: Dil/Dilbilimsel transfer, olumsuz dilbilimsel transfer, hata analizi, korpus tabanlı hata analizi, dil arası/dil içi hatalar



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LIST OF ABBREVIATIONS

Abbreviations	Descriptions
BNC	British National Corpus
CA	Contrastive Analysis
CCH	Creative Construction Hypothesis
CEFR	Common European Framework for Languages
CONTX	Contextual Level
EA	Error Analysis
EF EPI	Education First English Proficiency Index
F	Faculty
FLA	Foreign Language Acquisition
GRAM	Grammatical Level
ICLE	International Corpus of Learner English
IL	Interlanguage
L1	First/Mother Language
L2	Foreign/Second Language
LEX	Lexical Level
LMS	Learning Management System
LT	Language/Linguistic Transfer
LTC	Linguistic Transfer Corpus
MT	Mother Tongue
N	Number
NA	Not Available
NL	Native Language
SLA	Second Language Acquisition
SYNX	Syntactical Level

TA	Transfer Analysis
TEPAV	The Economic Policy Research Foundation of Turkey
TL	Target Language
V	Vocational School



CHAPTER 1

INTRODUCTION

1.0. Introduction

Chapter 1 begins with very short introduction about the factors affecting Foreign or Second Language Acquisition (F/SLA) and attracts attention to unique role of *Linguistic Transfer* (LT) on the acquisition process. The chapter also covers background, hypotheses, purpose and research questions of the study and provides information about its scope, assumptions and limitations as well as terminological explanations.

1.1. Basic Factors Affecting English Language Learning

Foreign/Second language acquisition is a painstaking as well as time taking process even though people have got many technological facilities such as computer and web tools solely developed for language learning purposes. Without any doubt, F/SLA is of its unique progress, which may follow different orders and processes from first language acquisition in terms of learner's appeal to conscious and subconscious language performance. In addition, there are certainly lots of factors (e.g. exposure to input, age, motivation, willingness to learn, social/cultural learning environment, general schemata, previous experience, level of parent's literacy, family backgrounds, native language, attitudes and knowledge of the learners, etc.) that affect F/SLA both positively and negatively (Bransford, Brown, Cocking, Donovan, & Pellegrino, 2000). In recent years several significant studies have been conducted to figure out some other factors and difficulties in language learning. For example, Han (2004) clarifies that L1 is a profound source of *fossilization* for L2 learning and may cause delays in learning processes. Social and economical background of the learners is one of these causes, which play a very important role in acquiring native language (NL) as Fernald, Marchman, and Weisleder's (2013) study indicates. According to the study, the families with very low income and deficient basic education provide very poor input for their kids, which seems to be reflected in the speed of NL processing. It is predictable that such conditions may simply create further inequalities for the potential L2 learners in particular areas in the future because NL always “constitutes

the initial point of second language learning” and “subsequent development, which determines duration of foreign language learning processes” (Alonso, 2002a; Han, 2004). As Slobin (1996) also mentions “L1 *preprograms* L2 learning”, which means conceptual system is prepared by L1 and becomes a point of departure for many productions in L2 (as cited in Han, 2004: 65-77).

Fromm (2011) underlines that individuals tend to get used to the social, cultural and economical conditions which have been crisscrossed by the family and the society while creating their unique identities, lifestyles and even attitudes (30). Fan and Zhang, (2014) indicate that perceived *parenting styles* (e.g. acceptance, psychological autonomy granting, strictness) play very important roles on *thinking styles* (e.g. conservative, internal, external, oligarchic, etc.) and *creativity* of the Chinese university students, which means perceived parenting styles significantly affect the learner's identity/character and perspective of understanding life itself in a certain educational system (2-4). In their recent study, Simões & Alarcão (2014) have found out that *perceived competence in learning* can be changed by means of *school-based mentoring* to a certain extent and this has positive effects on the performance and “academic outcomes of the students” in six schools in Portugal (1-7). Both recent studies by Fan & Zhang (2014) and Simões & Alarcão (2014) show that family and school environment are two main factors for any change or improvement in the identity of the individuals. Apparently, any language and its content used in a particular society plays the most important role in that process as it provides basis for any type of communication.

A foreign language learner actually builds up a new identity and strategies to avoid language errors and mistakes while learning a new language. It is not clearly an easy process since language distance (S. Wang & Liu, 2013), linguistic as well as cultural differences between two languages challenge the potential learners (Odlin, 2003: 447). Ringbom (2007) has emphasized that “similarities in cultural background will facilitate foreign language learning” (39) but “differences [may] hinder [it]” (Odlin, 2003: 441) and “social background [really] matters” as Jarvis (2000) writes (as cited in Odlin, 2003: 453). As Odlin (2003) cites from Ringbom's (1987) study on Finnish learners, “specific

acquisition history of every learner” is of significance in terms of *Language Transfer (LT)* (472). Even more, Murphy (2005) stresses that amount of exposure to target language certainly determine the extent of transferable data (8).

In this sense, a further and perhaps more important factor is *Language/Linguistic Transfer*, which is also known as *Linguistic Interference* or *Linguistic Influence* from NL to target language (TL) and even the third language as a result of mind and language related causes.¹ LT is known as an effect of the learned NL on the productions in the target language due to “similarities and differences” between two languages. Since the early 1950s, there has been a close interest in LT issues by the linguists (Harris, 1954; Odlin, 2003; Rosenbaum, 1949). However, there are not many studies focusing on the types and levels of LT and their potential relations to other factors especially in Turkey context in terms of English language teaching at university levels. In this vein, the current study is both a qualitative and quantitative research. Its purpose is to investigate and diagnose LT cases through testing students' writings. It also clears out relations between different parameters (e.g. a) educational background about English, b) perception of usefulness of English, c) awareness of LT, d) attitudes towards learning English with transfer errors/cases. In the following sub-chapters, I will provide details of the research by beginning with the definition of LT, research hypothesis and questions, reviewing the related literature, inferring motivations for the research, describing methodology and continue with findings and results. There will be a separate chapter on interpretation of the results, discussion and recommendations part at the end of the study.

1.2. Statement of the Problems

This study is of a multidimensional perspective and research methods towards the challenges of F/SLA at a Turkish university. Turkish learners of English mostly suffer from many different problems dealing with learning English in Turkey. I think that lose of motivation within time, not having adequate encouragement towards learning English from

¹ In this study *Linguistic Transfer (LT)* is preferred as the term because such terms as *influence* or *interference* alone does not completely cover what it refers to since the point, which is at issue, is the transfer of linguistic knowledge from NL to TL.

schools and family members, not having a natural language learning environment, not having willingness to learn a foreign language, having higher anxiety while learning English, not having adequate technological or educational support in language learning at schools, etc. are among these leading learning problems, which come up with several serious results. Most of the educational institutions including high schools and universities do not have a mechanism to recognize learners through language learning-based orientation programs, analyze needs of the learners in terms of language background of the learners, current levels of language knowledge and their purposes of language education. English language education is usually carried by means of general assumptions of the teaching staff, which are based on their own experiences. However, honestly, as well as I am concerned, Turkish learners of English mostly need well structured orientation programs focusing on their attitudes toward learning English and encouraging them to overcome non-educational perspectives to English language. More significantly, as a result of the stated problems, the learners can not note substantial progress in terms of improving their level of language knowledge even though they take English language courses beginning from their early education and most of the learners have got problem of *Negative Linguistic Transfer* (NLT) and, particularly, negative interlingual and intralingual transfers from Turkish to English while writing for general purposes such as self-introduction, introduction of a friend or telling a past event, etc., which causes unintelligible or non-cohesive written products and fossilized transfer errors. Some further problems dealing with the current study's scope are going to be touched in the Chapter 3.

1.3. Hypothesis, Purpose, and Research Questions of the Study

In this part of the chapter, hypothesis and research questions of the research is going to be discussed. With regard to literature on LT reviewed in details below, it is clear that there is a need for a particular qualitative and quantitative research to explore frequent LT errors and levels, and the relations between LT errors and learner-based factors like educational background, perception of English language, LT awareness, and attitudes toward English. There are some language-specific causes behind LT such as proficiency level, UG, language

distance/proximity, multilingualism, etc. but there may be also be some multiple effects on LT like educational background, attitudes towards TL, motivation, anxiety, social, cultural and psychological distance, etc. Prior and cultural knowledge may both support and discourage learners during their learning processes. Bransford et al. (2000), for instance, state that “school failure may be partly explained by the mismatch between what students have learned in their home cultures and what is required of them in school” (72). The habits, political perspectives and some rituals acquired by learners from their families may appear as reluctance, resistance to learn and change. All these parameters may contribute a lot to transfer of learning. Shumann's (1978) studies on such factors as causing failure in L2 learning concluded that “fossilization, or failure to acquire occurred when the learner found him or herself alienated from the TL and culture.” Schumann's subject asserted that he “did not identify with or particularly want to fit into target society or culture.” (as cited in Nunan, 1996: 355). These results basically attract our attention to a simple and challenging term; “willingness to learn” another language and culture. Earlier educational experience, social and psychological factors as well as family's transfer of knowledge, political-educational perspectives and level of parental education in general may create an alienation from TL and even negative attitude which may lead to unwillingness to learn. Such discouraging conditions may even result in close relations to frequent LT errors and mistakes.

In accordance with that, the current study attempts to shed light on the effects of the educational background of the learners on the foreign language education, and particularly on the NLT errors. I hypothesize that Turkish learners of English can not build up the required “new identity” for English language due to the fact that they can not internalize English language system. A potential reason for this condition is that they lack adequate motivation to learn TL together with deficient quality language education and exposure to TL in the previous years. Apart from that, negative attitudes towards English language contribute to the TL learning processes. The factors like absence of sufficient motivation and negative attitudes of the learners may have contributed to frequent NLT errors. In this

study, the following research questions are going to be on the focus of the research: a) What level of NLT errors are frequently noted by faculty and vocational school students? b) Is there difference between those students in terms of frequency of their NLT errors and the schools they were enrolled in? c) Is there an effect of high school types and education on NLT frequency, perception of English language, NLT awareness and attitude toward English?

1.4. Scope

This study deals mainly with the NLT errors of the university level students at a Turkish university. The research investigates the potential relations between frequent NLT errors and learner-based factors as stated earlier. For this purpose, qualitative and quantitative research methods were employed through corpus and detection based interlingual/intralingual transfer analysis, and questionnaire results, which have been analyzed by means of descriptive, frequency and non-parametric test statistics. Cognitive processes that the learners experienced during the production of NLT errors are not regarded in the current study. However, language background of the learners such as their mother tongue, and other languages they have already known has only been mentioned and that data has not been associated with their frequency of NLT errors and multilingual effect on transfer processes because no adequate data dealing with their level of local or regional language knowledge and internalization has not sufficiently been known in terms of predicting cross linguistic transfer between the local or regional languages and TL.

1.5. Significance of the Study

The current study basically represents a corpus based error and needs analysis depending on various factors like NLT and learner backgrounds, learner attitudes, awareness, etc., which are problematic in F/SLA. It is a unique research in terms of data collection and evaluation methodology conducted on analysis of NLT errors in Turkey context. Corpus and detection based interlingual/intralingual analysis has been employed as a main methodology. LT errors occurred in samples' writings have been gathered and diagnosed after the participants complete their tasks. All writings have been analyzed in terms of NLT errors/cases and error

tagging has been completed accordingly. This study is also one of the significant researches in terms of its findings dealing with the relations between frequency of NLT errors and learners' educational backgrounds and perspectives toward English language learning in Turkey.

1.6. Assumptions and Limitations

I assume that all participants have different perspectives toward learning English and language backgrounds. All participants are expected to enjoy Turkish as their mother tongue. Also the participants are assumed to be exposed to English language education during their earlier education at high schools and have a certain level of English language knowledge between A1 and A2 levels according CEFR. It is also regarded that the participants have used an online learning management system for the purpose of learning English for the first time throughout their education during the research.

The current study is limited to the written samples gathered from vocational and faculty students at university level. Age and gender were not regarded as determining factors for NLT. The participants were asked to complete the tasks individually but they were allowed to use web sites and online dictionaries to improve their writing skills. The study is only focusing on NLT in four levels; namely, syntactic, lexical, grammatical and contextual as levels, and interlingual and intralingual errors as types. The error categorizations were completed according to four main levels and sub-categorizations were not done. In accordance with that only interlingual and intralingual errors were detected. The study was conducted from a perspective of detection of interlingual and intralingual negative transfer from Turkish to English. Other cross-linguistic perspectives such as the effect of third or fourth languages were disregarded since it was not possible to find out what language the participants use as their dominant language even though some important data on participants being bilingual and even multilingual were collected.

1.7. Definitions of Important Terms

Several leading key terms need to be defined in order to provide better understanding of the scope, purpose and functions of the current study before introducing the chapter for

literature review. By that way I aim at avoiding potential ambiguities and conflicts frequently happening in the research field of LT. In this sense, meanings of the following terms have been clarified.

Language/Linguistic Transfer: It means the use of linguistic patterns of Turkish language in different levels (e.g. syntactical, lexical, contextual and grammatical levels) and types (such as positive, negative, interlingual or intralingual) as a written productions in English (P. Wang, 2008).

Linguistic transfer may occur in different levels such as syntactical level or lexical level. In this study four levels have been determined to research and defined as in the following table.

Table 1.1 Levels of linguistic transfer

Syntactic level [SYNX]	transfer of word and sentence orders from Turkish to English
Lexical level [LEX]	transfer of vocabularies from Turkish to English
Grammatical level [GRAM]	transfer of meanings and tenses from Turkish to English
Contextual level [CONTX]	transfer of Turkish specific contexts from Turkish to English

Under each of these levels two types of linguistic transfer or errors have been described; a) interlingual transfer and b) intralingual transfer.

Interlingual transfer or errors: It refers to the influence/use of MT patterns on/in L2 productions. Those errors are caused by the interference of mother tongue.

Intralingual transfer or errors: It defines the transfer process which is influenced by only L2 system independent of MT. Such factors as *simplification*, *over-generalization*, *hyper-correction*, *faulty teaching*, *fossilization*, *avoidance*, *inadequate learning* and *false concepts hypothesized* may result in intralingual errors (Touchie, 1986).

These types of transfer are two important causes for errors. Samples for such transfer types are presented in the following Table 1.1.

Table 1.2 Samples for Interlingual and Intralingual Transfer Errors

Type	Level	Source	MT	TL	Samples	Reconstruction
Interlingua 1	Syntactic	MT	Turkish	English	[..] <i>Cinema corn we eat and we drink Coke. [...]</i>	<i>We eat corn and drink coke at the cinema.</i>
Intralingua 1	Grammatical	TL	Turkish	English	[..] <i>she is liking listen to music reading book.[...]</i>	<i>She likes listening to music and reading book.</i>
Intralingua 1	Grammatical	TL	Turkish	English	[...] <i>She comed in çorum.[...]</i>	<i>She came to Çorum.</i>

Negative linguistic transfer: It is a violation of transferable language patterns and conscious or subconscious attempts to transfer NL linguistic elements which are not exactly transferable.

Corpus and detection based interlingual/intralingual transfer analysis: It refers to the data collection and tagging methodology used in the current study. By that methodology, written productions of the samples have been collected and NLT errors have been diagnosed and tagged according to the NLT error levels and types. Then a Linguistic Transfer Corpus (LTC) has been compiled in order to visualize frequency of NLT errors.

CHAPTER 2

LITERATURE REVIEW

2.0. Introduction

Chapter 2 focuses on the definition of transfer, its use in different fields of study, terminological and functional differences among these fields. Also, it illustrates description of LT and its levels and types. It underlines forthcoming factors for LT and represents hypotheses and methods associated with LT. Then it provides approaches and upcoming trends dealing with transfer issues.

2.1. Defining Transfer of Learning and Linguistic Transfer

The term, *transfer*, has been broadly used by experts from different fields for various purposes and context to convey targeted meaning. In the simplest term, transfer is defined as “to copy information, [...], idea, etc. from one method of recording or representing it to another; to be recorded or represented in a different way” in *Oxford Advanced Learner's Dictionary* (Wehmeier, 2000: 1381). Transfer as a notion and leading term in education dates back to Thorndike's studies in the early 20th century. Thorndike used some transfer tests to investigate transfer of learning processes. His research on that area initiated new perspectives coming up with new definitions and callings. Byrnes (1996) calls transfer as the “ability to extend what has been learned in one context to new contexts” (as cited in Bransford et.al., 2000: 51). According to Bransford et.al. (2000) “transfer is a function of relationships between what is learned and what is tested” (63). In educational psychology, transfer is named as learner's problem solving activity. As Mayer and Wittrock (1996) write, the things or the problems, which were previously learned, will affect what is going to be learned, and in relation to that transfer will appear (as cited in Woolfolk, Winne, & Perry, 2011: 301). In the following decades when transfer issue has been highly regarded by experts, the idea of representing “contrasting cases” for learners was believed to be an enhancing movement for learners to apply transfer cases (Bransford et al., 2000). Transfer is obviously regarded as transfer of learning and mostly seemed as a positive indication proving that the learner has noted some important steps for the sake of learning something.

The quality of learning or transfer of learning is contributed to similarity of conditions in which the learner will match and find a way to use the ability to transfer previous knowledge.

In terms of general education in a monolingual settings, *transfer of learning* is a serious process to investigate. Positive transfer of learning is mostly desirable and encouraging factor for next generations to improve their educational skills. For instance, Lahaye, Pourtois and Desmet's (2011) longitudinal study on transfer of learning and education centers on how generations educate next generations and questions if there are transfers of learning from one generation to the next. However, it is questionable that such transfer cases have always come up with the same results in SLA contexts since the learners may not totally transfer one system of language to another TL system even if they have the same conditions and close contexts. For example, the verbs "read" and "study" are used for different contexts in English, but there is only one common verb, "okumak", which can cover the meaning for these two verbs in Turkish language. As one may know, unlike Turkish, English is a syntax strict and context bound language. When a Turkish learner of English attempt to produce a sentence in a particular context, s/he should decide which one is covering what s/he wants to mean in English. In such a complex condition, having the lexical knowledge may not be adequate to transfer and use the appropriate word but there are some further procedures such as knowing correct context, determining appropriate tense and syntactical order of the words. How can such a linguistic transfer case be defined? Does that have differences from the transfer of learning as mentioned above?

Scientific research and academic discussion about LT date back to 1950s and 1960s. Although there is not a complete consensus on finding a mutual terminology about using the terms such as *transfer*, *interference*, *influence*, *cross-linguistic influence* (Gass & Selinker, 2008; Tat, 2013), researchers have already gone beyond the terminology by conducting many promising research. As it is obvious, it has also been used in various fields changing from psychology, education to language acquisition and linguistics, and even it has got contributions to structuralism and behaviorism (Bransford et al., 2000; Ringbom, 2007; P. Wang, 2008).

From a behaviorist perspective, it was defined as “the imposition of NL information [...] on an L2 utterance or sentence” (Gass, 1996: 318). The L2 learners tend to use prior NL structures and knowledge in TL contexts and in especially speaking rather than writing, which exactly means that the learners substantially depend on their NL and transfer forms and meanings into TL. It was then thought that L2 learners were forming new habits by comparing two languages and transfer old information or skills into the new situation in order to learn something new. Similarities between NL and TL contributed positively to that process but learning difficulties are originated in the differences between languages. From this perspective, LT is of different parameters to consider; especially it admittedly refers to some procedures of thinking unlike transfer of learning in a language.

Novel definitions of LT is a lot more explanatory. For example, Ringbom (2007) defines [linguistic] transfer as a “learning process [in which] L1 items and L1 procedures have become or are becoming part of the learner's interlanguage system” (26). He emphasizes that learning a foreign language is closely related to *prior knowledge* of the learners, and students are dependent on their native languages while acquiring or learning a foreign language. They mostly appeal to linguistic properties and contexts of their first language and often check if the target language structures exist in their mother tongue or not and then attempt to form appropriate linguistic predictions in the foreign language. However, Schachter (1983, 1992) called LT as a “constraint on the acquisition” not a process (as cited in Gass, 1996: 324). In that, the learner's prior knowledge of language may limit potential predictions dealing with L2 system.

2.2. Levels and Types of Transfer Errors

Transfer errors are natural outcomes for language learners and particularly those learners with certain or low level of target language knowledge. Transfer errors do not occur in a linear session and in the same way. Therefore, there are actually different levels and types of transfer which may come out as products and processes of learning. According to Corder's (1981) categorization, there are three error systems to analyze; a) pre-systematic, b) systematic and c) post-systematic. The second classification is composed of interference

errors, intralingual errors and developmental errors (Corder, 1981; P. Wang, 2008). The levels and types of transfer are used to define such conditions. Namely, there are *low-road* and *high-road transfer*, *vertical*, *near* and *far transfer* types which are frequently employed in the field of general education. Similarly, positive and negative transfer are also specifically categorized; *positive transfer* is to choose correct solution strategy for the new material but *negative transfer* is an inappropriate use of “previous solution strategy” for the new context of learning (Bransford et al., 2000; Woolfolk et al., 2011). However, such notions used in educational field may not that explanatory for the LT cases.

In terms of language acquisition, Nunan (1996) and Ringbom (2007) define two types of linguistic transfer: *positive (facilitation)* and *negative language transfer (interference)*. *Positive transfer* refers to the conditions in which the learners establish and benefit from “formal and functional similarities” between languages. *Negative transfer* connotes the situations when the learners cannot find overlapping linguistic relations to follow and produce language patterns between languages. Actually, the term, *negative transfer* is contributed to and dates back to Weinreich's (1953) definition of *interference* and Selinker's (1972) introduction of *interlanguage (IL)*. Negative transfer is of different definitions by the researchers (Grosjean, 2012) but it is basically defined as an “impediment to the acquisition and production of correct target language forms” (Murphy, 2005: 3; Skehan, 2008: 411). According to Gass and Selinker (2008) these terms refer to the result of the transfer process, which means a *correct* (positive) or *incorrect* (negative) output or product (94). As already differentiated, *positive* and *negative transfer* refer to the usages of the learners taking advantage of different and similar patterns of the learned language while using the target language (Ellis, 1999: 300). Gass and Selinker (2008) warn that there is a terminological confusion in using these two terms in the literature and suggest that positive and negative transfer refer to the output or product not the process of transfer. On the other hand, in terms of product of process perspective, Zobl (1980) defines two groups of LT errors; *developmental* and *transfer errors*. According to his dichotomy, developmental errors are caused by creation of similar native language rules in L2 and prove competence of learner in a specific developmental level in the product level. These errors are of strategies such as

“simplification, generalization and reduction of grammatical redundancy” (Dulay and Burt, 1972) in the product level (as cited in Zobl, 1980: 472). Transfer errors appear as a result of L1 habits and emerge as “interlingual generalization” in the process level (Taylor, 1974) and learners use “L1 as a source of hypothesis about L2” in product level (Cancino, Rosansky and Schumann, 1975) (as cited in Zobl, 1980: 472).

In accordance with negative transfer there are two types of interferences; a) *retroactive inhibition*, which means forgetting or *language loss* and b) *proactive inhibition*, which refers to appearance of past *responses* in the new situations (94). Ringbom (2007) also asserts that there are three types of cross-linguistic similarity relations between language such as a) *a similarity relation*, b) *a contrast relation*, c) *a zero relation*. The *similarity relation* describes that formal and functional items of the target language are learned in a similar way as in the first language. The *contrast relation* means that the learners can perceive target language patterns in a different way from the first language. The *zero relation* infers that the learners can learn target language patterns with very little or without any relation to their mother tongue. Presumably, the *similarity relation* is of contributions to *positive transfer* facilitating debugging of language errors, successful communication over mutual potential vocabulary, and speed of language learning processes. In contrast, the *contrast* and *zero relations* may play significant roles on *negative transfer*, which is caused by changing linguistic gaps between languages.

2.3. Describing Causes for Linguistic Transfer

There is no doubt that NLT is one of the primary matters that L2 learners should overcome. Sometimes NLT errors/cases may be regarded as borrowings or code-switching from NL to TL in a short term of instruction. NLT has a major role in SLA processes since “LT errors may remain as dominant ones” for a long time as Stefenavić (2010) proves (69). Linguistic proficiency in both L1 and L2 seems one of the most leading causes for LT (Durgunoğlu, 2002; Navés, Miralpeix, & Luz Celaya, 2005). The learners with low level of proficiency are expected to apply for LT. According to the research by Navés et al. (2005) bilingual, Catalan-Spanish, learners of English with high grades note less transfer in lexical level

when compared to the learners with lower grades. In addition younger learners transfer content and function word at similar proportions.

On the other hand, admittedly, the process of transfer is closely related to linguistic similarities and differences of NL and TL in terms of different linguistic levels like grammar, word and sentence orders. As Lado (1957) notes

Those structures that are similar will be easy to learn because they will be transferred and may function satisfactorily in the foreign language. Those structures that are different will be difficult because when transferred they will not function satisfactorily in the foreign language and will therefore have to be changed (as cited in Gass & Selinker, 2008: 96).

Cross-linguistic differences in the lexical, syntactic, morphological, phonological, etc. levels may become leading causes for transfer cases and negatively affect productions in TL (Odlin, 2003). More importantly, they may turn into NLT when combined to the factors such as *markedness*, *transfer of training* and *fossilization*, as Selinker (1972) mentions (Tarone, 2006).

Apart from these factors focusing on linguistics levels, there are some further explanations for the transfer cases. For example, from a Chomskyan perspective, the researchers attempted to establish connections between L2 acquisition and *Universal Grammar* (UG) in 1980s (Gass, 1996; Odlin, 2002). There appeared two perspectives dealing with UG; a) learners have full, partial or b) no access to UG while L2 acquisition process. Gass (1996) explains these possibilities as follows:

[...] the first suggest that UG is the starting point for L2 grammar formation. In the strong version of UG access, UG constrains grammar formation through the entire process of L2 acquisition; in the weak version, UG is the starting point, but the NL is an important part of the picture, effectively blocking full operation of UG. The second possibility suggests that the NL is the starting point and provides the basis on which L2s develop (330).

The perspectives on the interaction between UG and NL by Susan Gass (1996) uncover that UG parameters are of highly decisive positions in L2 acquisition and potential causes of LT. She writes that:

To determine the role of the NL and its interaction with UG, one must consider not only the starting point, but also the end point. One possibility is that a learner begins with the L1 and initially adopts the L1 value for all parameters. There are two possibilities for the end point: (1) appropriate L2 values are learnable through the positive evidence of the L2, guided by knowledge of UG; (2) appropriate L2 values are not learnable unless they are available through

surface facts of the L2. A second possibility is that a learner begins with UG and acquires the L2 much as a child does. In this case, there should be no effect of the L1 parameter value (333).

In contrast to UG model which separates form and function, Bates and MacWhinney's (1981, 1982) *Competition Model* is originated from the assumption that form and function of the language system are inseparable, and the learners may have got “greater or lesser sensitivity” towards different aspects of language while they are building up relationships between elements of language patterns. This process consists of a competition among “cues” contributing to sentence formation (as cited in Gass, 1996: 335).

Age can also be a determining factor in LT. For example, child and adult learners may apply for transfer in different levels when they face difficult linguistic patterns in L2. Admittedly, child and adult learners are good at different levels of TL; that is, children are better at phonology but adults are good at learning syntax of TL. Adults may not always reach native like complete acquisition of L2 even though children can always succeed in a complete acquisition of their NL (Tarone, 2006) and may note important fast processes in L2 learning. As Rocca (2007) mentioned, child language learners have got “morphological sensitivity” and can be affected by language transfer (as cited in Gass & Selinker, 2008: 124). According to Zobl (1992) “[...] adults create [...] wider grammars than the L2 input would warrant. [...] transfer from the NL leads learners to produce sentences that are possible in their L1 but not in their L2.” (as cited in Gass, 1996: 337). NL is a starting point for adult L2 learners. Therefore, it is strictly guided by “general problem solving abilities” not by UG, because UG parameters are not available for adult learners as claimed by Bley-Vroman (1989, 1990) (as cited in Gass, 1996: 334).

Schachter (1996) states that adult's knowledge of native language may contribute to L2 learning in terms of both *facilitation* and *inhibition*, and similarities between languages in terms of syntax, phonology and lexicon may come up with “higher level of completeness” in L2 language skills (as cited in Han, 2004). Bialystok (1994) hypothesizes that adult learners utilize “an L1-based knowledge creation mechanism (*analysis*) and a knowledge processing mechanism (*control*)” in the initial stages of L2 learning and then they sequentially switch from L1 *analysis-control* version to L2 version of *analysis-control*

while learning another language (as cited in Han, 2004). Slobin's (1996) studies on English, Spanish, Turkish, German and Hebrew languages have proved that “the children acquiring different languages had already been influenced by the grammatical categories of those languages used in verbalizing events” (as cited in Han, 2004: 75). Last but not least, Cenoz (2001) have found out age related cross-linguistic influence on adult learner rather than children (as cited in Gass & Selinker, 2008: 154).

In sum, all of the aforementioned studies indicate that the most affective causes playing a significant role on LT are dealing with leading learner and linguistic factors; a) linguistic proficiency, b) linguistic differences and similarities, c) UG and d) learner's age.

2.4. Historical Background: From Contrastive Analysis to Transfer Analysis

The studies on transfer has already began far more earlier in general educational field (Woolfolk et al., 2011). Nonetheless, the studies on LT and effects of NL went hand in hand with new pedagogical and linguistic perspectives. For example, Johnson, Hinderman, and Ryan's (1933) study on Latin, French and German languages at an American high school has been one of the earliest examples until the 1950s. The research on LT was mostly associated with systematic analysis approaches towards L2 learning and learner errors such as *Contrastive Analysis* (CA), *Error Analysis* (EA), *Creative Construction* (CC) and *Transfer Analysis* (TA). James (2013) categorizes CA, EA and TA as their comparisons to mother tongue (MT), target language (TL) and interlanguage (IL). In that, CA = MT:TL, EA = IL:TL comparisons and TA = MT:IL comparisons. The improvement of these perspectives followed a sequential process of development and they appeared as opposing ideas within time. In this sub-chapter, these perspectives are going to be underlined in terms of their contribution to SLA and LT.

2.4.1. Contrastive Analysis Hypothesis

CA is not a method but only an hypothesis focusing on description of distinct linguistic features and prediction of potential errors in the future. It is a simple comparison of languages in terms of different linguistic levels including sound systems, syntax, morphology, etc. It initially provided a quasi convenient way to determine and underline the

differences and similarities between NL and TL. According to James (2013) CA is a diagnostic perspective regarding “mismatches” between languages and predicting future *interference* and *errors* (4). CA had two forms; *weak* and *strong form* as Gass (1979) and James (2013) write. The weak form means a tool to explain learner errors from a perspective of the researcher and the strong form is a prediction process dealing with what is going to be learned and what language parameters are going to be problematic for the learners (S. Gass, 1979; P. Wang, 2008).

CA helped researchers predict areas of potentially transferable language patterns and errors in terms of educational material production concerns. It seemed as a useful assistance for the learners to care exactly what to learn. For example, in his study on Korean and Hebrew languages, Harris (1954) mentioned that “any method of specifying difference can contribute toward a classification of structural types among languages [and] it may prove possible to acquire a language by learning only differences between the new language and the old” (259). Harris also defined such LT cases as a matter and process of “dictionary-like listing”. Similarly, Lado (1957) wrote that “[...] since the learner tends to transfer the habits of his native language structure to the foreign language, we have here the major source of difficulty or ease in learning the structure of a foreign language (as cited in Gass & Selinker, 2008: 96). Contrastive analysts thought that L2 process was only shaped by transfers from L1 (Tarone, 2006).

Obviously, CA highly depended on behaviorist as well as structuralist perspective (James, 2013; P. Wang, 2008) oversimplifying language learning to automatic habits and imitations. From CA perspective, L2 learners are face-to-face with a challenge of interference of “already learned habits with the learning of new habits” (Ellis, 1999: 54). Therefore, L2 should just focus on learning different features of TL by practicing them a lot. It was later realized that such systematic comparisons were not that adequate to diagnose other factors such as age, effects of other languages, educational backgrounds, anxiety, motivation, attitudes of the learners, aptitude, social and psychological distance as well as cognitive and meta-cognitive processes and predict future potential errors and problematic areas of a TL (Bransford et al., 2000; S. M. Gass & Selinker, 2008; Nunan, 1996).

2.4.2. Error Analysis

EA emerged as an alternative perspective and method to CA in the 1960s. It is basically related to *Interlanguage Theory* (P. Wang, 2008). It is simply systematic linguistic analysis of learner errors in TL. James (2013) also defines EA as “determining the incidence, nature and consequences of unsuccessful language” (1). It is broadly of three procedures like a) identification, b) description and c) explanation of learner errors. It has got systematic sequential steps such as *data collection*, *error identification*, *error classification*, *error quantification*, *source analysis* and *remediation* in order to determine the errors and improve teacher or researcher-based perspectives towards learning difficulties and knowledge of the learners. By this method, *systematic observation of learner language* became the focus rather than teaching materials and hypothesis dealing with the problems in language learning (Tarone, 2006). James (2013) alleges several advantages of EA: “Errors are significant in three respects: they tell the teacher what needs to be taught; they tell the researcher how learning proceeds; and they are a means whereby learners test their hypotheses about the L2” (12).

In contrast to CA disregarding brain-based linguistic and cognitive factors in SLA, EA was associated with *nativist* and *interlingual* theories (Ellis, 1999: 54). According to interlanguage theory, “a learner's interlanguage is the product of general learning strategies. One such strategy is L1 transfer [...]” (Ellis, 2005: 55). The learners may come up with production and comprehension errors while learning a second language. Production errors are relatively easy to detect. EA distinguished *interlingual errors*, caused by NL from *intralingual errors*, depending on TL as well as transfer (use of L1 form in TL) from borrowing (strategy of communication) (Ellis & Barkhuizen, 2005; Gass & Selinker, 2008). Ellis (2005) finds such categorizations problematic because “there is not reliable criteria to decide L1 based error reflects a communication or learning strategy” (71). EA perspective proves that identification and evaluations of these errors are significant because they may be used for different purposes such as pedagogical, research, learning and teaching (Ellis & Barkhuizen, 2005). In addition, EA came up with useful data for the condition of

fossilization. EA did not go beyond quantifying learner errors and provide adequate explanations for LT even though it is still in use. Taylor (1988) for instance, urged that “what constitutes significant error is not strictly quantifiable” (as cited in Ellis, 2005: 53). However, EA is not an out-of fashion method. Nowadays computer technologies, specific software and corpus linguistics and computational linguistics have contributed a lot to EA (Crossley & McNamara, 2012). As López (2009) mentions it is still a supporting methodology which SLA considerably benefits from for pedagogical purposes and particularly for curriculum and material development.

2.4.3. Creative Construction Hypothesis

As reaction to these approaches, *Creative Construction Hypothesis* (CCH) appeared in 1970s as an alternative way to clarify such confusing phenomenon of NL's role. Questioning CA, Dulay and Burt's (1973, 1974, 1974) research indicates that there is a *universal order acquisition* for L2 learners with different NL backgrounds, which also means that L1 and L2 processes are the same (as cited in Nunan, 1996). They argue that NL is not that influential on L2 acquisition but *universal innate principles* have a guiding effect on that subconscious process (Gass, 1996; Nunan, 1996; Gass & Selinker, 2008).

From *innatist* perspective, children build up the second languages in the same ways as in their NL acquisition, which puts language transfer out of the game. However, since the 1970s and 1980s, the research on the effect of NL and LT focused on cognitive processes and aspects. Therefore the role of NL has followed a different way, which is not totally behaviorist but *creative*. An experimental study by Saegert, Kazarian, and Young (1973) on bilingual learners of Spanish, English and Arabic investigates that the direction of negative transfer is dependent on language dominance, in that when the transfer is “from dominant to non-dominant language, consistent negative transfer” can be observed (543).

Sjoholm's (1976) study on Swedish and Finnish bilingual language learners of English comes up with interesting results; Finnish learners note transfer-induced errors based on Swedish (L2 for them) and Swedish-Finnish bilinguals produce transfer error from Swedish (L1 to them). These results show that these learners did not apply either a behaviorist or

totally innatist principles but set their cognitive processes and perceptions to work while learning TL (Gass & Selinker, 2008).

2.4.4. Transfer Analysis

TA has improved within decades. Actually initial empirical researches dealing with it dates back to the late 1960s. The works by Selinker (1969), Schachter (1974), Sjöholm (1976), Kleinman (1977), Wode (1977), Kellerman (1978) and Ringbom (1978) have contributed to the standardization of transfer studies and introduced novel methods to investigate different issues and problems in the field of transfer research (Jarvis & Pavlenko, 2008). Carl James (1980/1990) has argued that CA and EA are not functional to investigate transfer errors. James (2013) claims that “TA is a sub-procedure applied in the diagnostic phase of doing EA. TA is [...] an ancillary procedure within EA dealing with those IL:TL discrepancies [...] that are assumed to be the results of MT transfer or interference” (6). As mentioned earlier, corpus and computational linguistics have helped researchers discover novel perspectives and approaches toward LT issues. Large data can be gathered in a corpus and analyzed by means of computational tools in a relatively short time. Therefore lately the researches have been carried to analyze L1 and L2 writing and interlingual similarities and differences between languages. Statistical models such as Discriminant Analysis and Coh-Metrix can be used to predict language backgrounds of the L1 speakers and L2 learners. Crossley and McNamara's (2012) study on language learners with different mother tongues has revealed that such a prediction is possible, which is a significant finding in terms of detecting L1 of L2 writers. The scope of transfer analysis has recently covered the determination of mental processes behind transfer cases. Variables in current transfer analysis are identified as “age, cultural and educational background, target language proficiency, language distance and task type” (Jarvis & Pavlenko, 2008: 53). Modern methodology of transfer analysis includes both qualitative and quantitative methodologies such as a) collecting written or oral data, b) annotating/tagging errors/transfer cases, c) categorizing data and compiling a corpus, d) preparing and conducting surveys or questionnaires, e) examining frequency of transfer cases and occurrences, f) association of

qualitative and quantitative data. According to Corder's (1967, 1981) perspective, learner errors are evidence for “idiosyncratic linguistic system”, which may provide valuable data in terms of defining “transitional competence” of L2 learners (as cited in Tarone, 2006). Therefore, it has been realized that longitudinal studies are needed in order to observe changes and evolution in transfer cases within time. Different types of data collection for transfer analysis have been improved. For example, grammaticality and acceptability judgments, questionnaires and surveys, sentence interpretation and structured writing and speaking tasks are mostly used in the field. *Intragroup homogeneity*, *intergroup heterogeneity* and *cross-linguistic performance congruity* should be regarded as standards and types of evidence for identification of LT (Jarvis & Pavlenko, 2008: 29-41).

2.5. Approaches and Principles to LT

Approaches and principles to LT have attempted to examine and explain mother tongue's influence on TL. Alonso (2002) summarizes four main approaches to LT; a) *transfer as process*, b) *transfer as constraint*, c) *transfer as strategy* and d) *transfer as inert outcome*. The first approach takes transfer as a cognitive process. *Interlingual identification* and Kellerman's (1977) *psycho-typology* are two views that developed the idea behind the approach. According to Selinker's (1972) idealization, interlanguage hypothesis refers to a separate linguistic system from NL and TL, which built up by L2 learners but it is closely related to both languages (Tarone, 2006) and a part of language learning process. Interlanguage hypothesis is based on five psycholinguistic processes; a) *native language transfer*, b) *over-generalization of target language rules*, c) *transfer of training*, d) *strategies of communication*, and e) *strategies of learning*. During the interlanguage process, the learners may perceive the three systems of languages (IL, NL, and TL systems) as the same, which is of a central role in transfer of data among these systems. Therefore IL is not a product of language acquisition device but presumably appear as a result interactions between NL and TL (Tarone, 2006). Accordingly, “learner's judgment” dealing with distance and similarities between NL and TL is determining in LT process. Regarding the second approach LT is a production of undesirable L1 patterns, which hinder learner's

awareness of similarities between L1 and L2. Schahter's (1983) *hypothesis-testing model* is an explanatory perspective for this approach; in that, L2 learners initially formulate test-hypothesis procedure before producing L2 language patterns and if the learners choose a wrong hypothesis, then this may cause negative transfer. The third approach emphasizes that L2 learners apply for LT as a learning strategy since they tend to fulfill knowledge gap by that way. Newmark and Reibel's (1968) *ignorance hypothesis* and Corder's formulation of *borrowing as a communication strategy* are supporting perspectives for that approach. The last approach underlines that transfer is an “inert outcome” and transfer can also be observed even when L2 learners do not build up interlingual identifications between L1 and L2 (as cited in Alonso, 2002: 87-93).

Gass (1996) and Gass and Selinker (2008) refer to novel perspectives to TL as a) *delayed rule restructuring*, b) *transfer of typological organization*, c) *different paths of acquisition*, d) *avoidance*, e) *overproduction of certain elements*, f) *predictability/selectivity* etc. Kellerman's (1979, 1983) studies reveal that LT is an “active mental activity” and “learner's perception L1-L2 distance, the degree of *markedness* of an L1 structure and language-specific, language-neutral elements” played a significant role in LT (as cited in Gass, 1996: 624; Gass & Selinker, 2008: 145). Kellerman emphasizes cognitive processes of L2 learners as decision makers and put the aforementioned discussion on the relation between transfer and behaviorism out of context. He, accordingly, defines *language-specific* and *language-neutral elements*. “Language-specific elements are those that a learner views as unique to his or her language, whereas language neutral elements are those that the learner believes to be common to at least the NL and TL.” (as cited in Gass, 1996: 325). He formulates that condition as *psycho-typology*. Kellerman's perspective evolved in the idea of *coreness* including the elements such as *frequency*, *literalness*, *concreteness* and *dictionary listing*. The term exactly refers to the first meaning of a word in a language. He believes that the lexical items having core meanings in a language are actually language-neutral items and those with *non-core* meanings are language-specific ones (Gass & Selinker, 2008). In this sense, it is arguable that language-specific elements (e.g. *idioms*, *inflectional morphology*, *collocations*, *slag expressions*, etc.) are less likely to be transferred but language-neutral

elements (e.g. *writing conversations, stylistics, certain grammatical structures*, etc.) are most likely transferable by the learners (Gass & Selinker, 2008).

On the other hand, Gass and Selinker (2008) highly regard expectations of L2 learners, which means that transfer cases are related to how L2 learners begin learning. It is possible that L2 learners may start learning by expecting that there is great similarity or difference between NL and TL. They listed potential factors determining language transfer: a) *a learner's psycho-typology*, b) *perception of NL-TL distance*, and c) *actual knowledge of the TL* (150). In addition to these factors, Cenoz (2001) argues some further ones such as *age*, *context of use* and *proficiency*. His study on Basque – Spanish bilingual learners of English supports the language distance as an underlying factor as well as age and transfer of more *content* words than *function* words (as cited in Gass & Selinker, 2008: 154).

According to Kellerman (1977, 1978) and Anderson (1983), there are two leading principles, called *transfer to somewhere* and *transfer to nowhere* which are frequently mentioned in the literature of language transfer research (Alonso, 2002; Gass & Selinker, 2008). The first principle refers to a “conscious process” and a strategy by the learner used in order to complete the knowledge gap in L2 system. The latter is an “unconscious process”, which is just learner's conceptualization and discovering “the means of linguistic expression” in the L2 (as cited in Han, 2004: 70-1; Alonso, 2002: 233).

Grammatical acceptance and correct written or oral productions of these predictions are largely based on *distance* and *proximity* between both languages in terms of language typology, semantic, syntactic, lexical knowledge, etc. L2 learners seek for similar items of languages rather than the differences. Comprehension of similar word forms are perceived prior to their meanings by the learners. However, this process is beyond a comparison and *contrast dichotomy* or *contrastive analysis* mechanisms, but it can be explained by transfer between comprehension and production in languages. According to Lotto and Groot (1998) “learning cognates does not involve creating a new entry in memory, but rather adding new information to an existing entry.” (as cited in Ringbom, 2007: 16). Also Ringbom (2007) says that:

Similarities between incoming data and existing knowledge structures are more concrete and tangible than similarities between communicative intentions and assumed existing knowledge structures, and here lies an important reason why formal cross-linguistic similarities play a more important part in L2 comprehension than L2 production. [...] The learner will not use L2 items productively until they, or parts of them, have been learned, but the potential knowledge across languages perceived to be similar is used for comprehension before learning has taken place (24).

According to Schwartz and Sprouse's (1996) studies, which conceptualizes *full transfer/full access* perspective, L2 learners depend on their NL knowledge and particularly grammar in the initial point of L2 learning process and keep doing so until they realize NL knowledge does not appropriately work to express themselves in L2 contexts (Han, 2004). Typological proximity/distance between languages determines the level of difficulty as well as error types and the speed of L2 learning.

All these parameters dealing with L2 acquisition and LT are largely different in adult and child learners of L2 (Gass, 1996; Gass & Selinker, 2008). Context is one of the factors in emergence of transfer as constraint according to Alonso's (2002) experimental study. On the other hand, age and critical period are argued as the determining factors on the rate of learning, level of success in accuracy and pronunciation. Some neurological changes in the brain such as loss of *flexibility, plasticity* of the brain and establishment of language functions in to the left hemisphere may appear within the first ten years according to *critical period hypothesis*. Therefore it becomes harder to learn an L2 after that period (Nunan, 1996).

2.6. Current Trends and Researches on LT

The strong focus on LT research still remains. Aims of such studies are to investigate a) “how the languages a person knows interact in the mind”, b) “detection of instances of cross-linguistic effects, c) diagnosis of transfer related effects, d) development of treatments and e) minimize negative cross-linguistic effects and maximize positive ones” (Jarvis, 2012: 3; Jarvis & Pavlenko, 2008: 111). With regard to such aims, there is now promising research focusing on the production (speaking and writing) and comprehension (listening and reading) levels of LT even though most studies are currently on the production levels (DePalma & Ringer, 2011; Goodrich, Lonigan, & Farver, 2013; Odlin, 2003). Therefore,

the production has been closely considered in the literature. For example, Ringbom (2007) has emphasized the “product level” rather than “process level” of negative linguistic transfer. He has also defined the “product level” as “absence of relevant concrete (positive) transfer” (30-1). On the other hand, the conditions, in which linguistic transfer of L2 learners with different language learning backgrounds, attitudes and experience, were not seriously taken into consideration even though L1's ultimate role on L2 was mostly emphasized. Analysis of *negative transfer* has recently turned into a common term to address the negative influences of NL on L2 learning. Negative linguistic transfers have got certain effects on process of learning the target language. For example, such transfers may cause delays in internalization of some unique and different language patterns for a long time. Zobl (1980) alleges that *transfer errors* may delay L2 learning since such errors may create *fossilization* and resistance towards restructuring the L2 system (as cited in Han, 2004). Also Slobin (1996) says:

Each native language has trained its speakers to pay different kinds of attention to events and experiences when talking about them. This training is carried out in childhood and is exceptionally resistant to restructuring in adult-second language acquisition (as cited in Han, 2004: 76).

Recent studies on cross-linguistic influence have also provided informative data. For example, Durgunoğlu (2002) has established close links between phonological and syntactic awareness of learners with their literacy skills in L1 and transfer in L2, and suggested that transfer can be used as a diagnostic tool in terms of cross-linguistic transfer. In Angelovska and Hahn's (2012) studies on L2 (German) influence on L3 (English), they have diagnosed that there are significant interferences of L1 in different levels including *syntactic, lexical, morphological, punctuation* and *spelling* (31). Angelovska and Hahn (2012) have noted language “typology, L2 status, proficiency and recency” as influential factors for L2 transfer into L3 (25). Murphy (2005) has also categorized several conditions under “learner-based variables” and “language-based variables” for the third language learners even though it seems they may simply be observed in the second/foreign language learning processes. Wang, Perfetti, and Liu's (2005) experimental study immigrant Chinese learners of English conclude that there is a contribution of phonological transfer from their

NL to English reading skills. Burton's (2013) research on Italian learners of English and German have revealed that content words and cognates are more susceptible to cross-linguistic influence or transfer in lexical level. Gebauer, Zaunbauer, and Möller's (2013) work in an English immersion program in Germany has come up with positive transfer path between German and English reading skills (e.g. *reading fluency* and *reading comprehension*).

The studies on Turkish in terms of language transfer have notably increased in the last decades. Most of these studies focus more on pronunciation, tenses-grammar, proficiency level of L2 learners in a broad sense as Tat (2013) claims. Odlin and Alonso-Vazquez 's (2006) research on French, Spanish and Turkish learners of English in terms of conceptual or semantic transfer concluded that French, Spanish and Turkish speakers use perfect and past tenses for different purposes. Unlike French and Spanish users, Turkish users use past perfect for the cases that they did not have “direct knowledge of” and past simple tense for the events that they had “direct knowledge” (Gass & Selinker, 2008: 150).

Gözde Tat's (2013) MA thesis on Turkish learners of English came up with some novel explorations even though the study was conducted with very limited number of samples. Her study illustrates that there is evident negative LT in lexical and syntactical levels. In her study Tat (2013) highly regards the factors such as age and level of language knowledge but disregards other potential factors like educational background, attitudes toward English, etc. Tat's (2013) urges that there is syntactical transfer evidence in particularly “article system, subject/verb agreement and singular-plural words” (53). But it seems questionable how Turkish learners managed to transfer article systems because there is not an article system in Turkish. Tat (2013) explains the case in the same way but insists on it is a language transfer error. Tat's sample recording omission of definite article “the” uses indefinite article “a/an” for specific cases and therefore as far as I am concerned it should be defined as intralingual transfer or over-generalization of rule of article system of English rather than only language transfer or interlingual transfer.

Translation and oral interview methods have been commonly used as data collection and

error detection methods in LT researches since the emergence of earlier research samples (Alonso, 2002b; Burton, 2013; Johnson et al., 1933). Nowadays writing a composition or essay in a structured manner and context is a popular data collection and documentation method used by the researchers (López, 2009; Navés et al., 2005). Similarly, corpus linguistics has appeared as promising field in SLA. In close relation to EA, corpus-based EA has been improved in conjunction with new computer-based tools and perspectives of analysis in terms of defining and diagnosing LT errors. According López (2009) corpus linguistics is a revolutionary methodology which enables researchers to document and classify specific language patterns of L2 learners. That method goes through four steps; a) *collection of the (written & oral) samples*, b) *recognition of errors*, c) *description of errors*, and d) *explanation of errors*. The researchers can build up learner corpus including large written samples of L2 learners by means of special soft-wares such as AntConc, PowerConc, R programming, etc. They can test their hypotheses dealing with use of language patterns and errors of L2 learners and compare results with the ones gotten from experimental or descriptive studies. Grammatical, lexical forms and errors produced by L2 learners can be compiled, annotated/tagged, compared and analyzed in terms of frequencies of forms, grammar, words, word orders and particular LT cases by corpus analysis soft-wares (See Figure – 2.1 below).

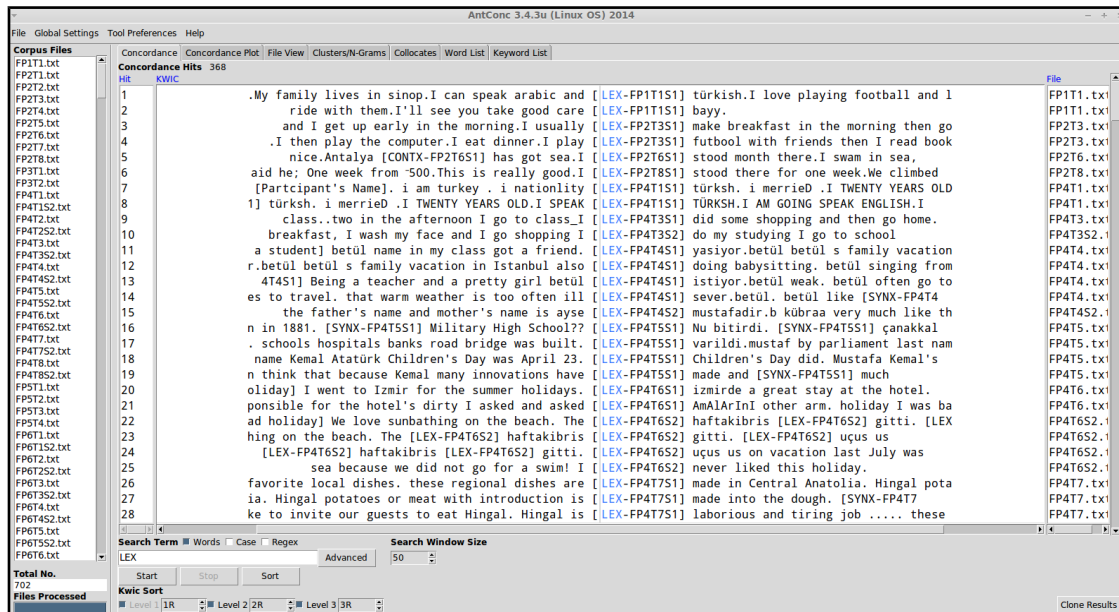


Figure 2.1 A Screen-shot from Learner Corpus for LT

The researchers can use a reference corpus like British National Corpus (BNC) or International Corpus of Learner English (ICLE) to compare any language pattern from L2 learners. It is simple but time taking to diagnose, describe, categorize and explain LT errors when all necessary procedures are managed over such soft-wares. *Contrastive interlingual and intralingual analysis* has become possible through compilation of learner corpus and such factors as *transfer, levels and types of LT, learner strategies, interlanguage development, intralingual over-generalizations, input bias, genre/register influences*. For instance, Lu's (2002) research on Chinese learners diagnosed that there existed a frequent use of certain phrase from Chinese in a learner corpus (as cited in Ellis, 2005: 347). In addition, López (2009) has utilized ICLE including over three millions of words by the learners of English speaking 21 different L1s. López has analyzed language transfer cases by Spanish learners of English by means of the corpus and reported 41 % of transfer errors. Such computer-aided researches are closely related to an approach called as *detection-based methodology* improved by Jarvis (2012). *Detection-based methodology* takes *human judges* and *computer-based classifier* into consideration. According to Jarvis (2012) "the overall accuracy of human judge and computer classifier in predicting the L1 affiliation of

each sample can serve as a useful indicator of the prevalence of L1 influence in the data” (10).

As it provides many advantages in terms of language and error analysis, corpus-aided approaches may help researchers and teachers deal with problematic areas of L2 learning. Such corpus-based collections and error analysis can be employed as needs analysis and assist researchers to diagnose knowledge gaps of the learners. As López (2009) has stated such a method and error detection methodology may also help teachers improve new materials and activities according to the language knowledge levels of the L2 learners.

2.7. Conclusion

It is obviously beyond these perspectives and particularly behaviorist and mere innatist theories to understand how learners suffer from LT (Ellis, 1999; Ellis & Barkhuizen, 2005; S. Gass, 1996). These approaches also remain as inadequate perspectives to clear out some other factors such as social, cultural and educational backgrounds. In this sense, Murphy (2005) catches attention to *linguistic awareness* of the learners, which is closely linked to educational background of the learners. Murphy also (2005) writes that educational background of the learners are less emphasized in the studies on language transfer (11-2). Actually, the reasons and factors behind LT have already been described as “psycho-typology, proficiency, avoidance and over-generalization” as well as *culture* and *language distance* (Ellis, 1999; Odlin, 2003; Ringbom, 2007; Skehan, 2008).

CHAPTER 3

MOTIVATING CONDITIONS FOR THE STUDY

3.0. Introduction

Chapter 3 provides detailed conditions and cases that motivated me to conduct the current study. All the conditions were categorized under three main dimensions. Initially, my observations from real life cases during English language courses that I taught between 2009 and 2015 are going to be mentioned. Then an overview of English language education, its status and quality as well as assessment of writing skill are to be underlined. Lastly, the chapter will end up with the presentation of common LT errors of L2 learners, which were determined.

3.1. Observations from Real-Life Cases

Before conducting the current study, there occurred some serious motivating conditions. Initially, I observed that the learners of English did have very low motivation to learn a foreign language. The learners were always criticizing why they were learning English. There were cases that the learners complained about the medium of course as English and asked instructor to use Turkish instead of English many times in English courses. The learners seemed unwilling to learn because perhaps they did not believe in the usefulness of English. In accordance with these findings in the earlier education and particularly during high school education, some further supporting and possibly fossilized perspectives of the learners towards English course at university level were also determined in two previous questionnaires on student and teacher performances. The questionnaires were conducted in the different units at university in 2012-2013 and 2013-2014 academic years. According to the results from those questionnaires, some important number of the learners demanded that they wanted the instructor to use Turkish language while teaching English. In addition, the comments for an open ended question on the students' recommendations for having better performance and productivity in the course came up with interesting and informative results. For instance, one of the participants commented that:

Comment – 1 of Vocational School Student

[We are Turkish nation. I do not understand why we try learn English while other nations are trying to learn our language. If we are a perfect nation, let's give up learning other languages and make our language (Turkish) tremendous. While a Russian, German or an English citizen does not know our language, we are trying hard to learn and speak their languages. While our people can not speak Turkish very well, we are trying to learn English, I think this is nonsense.]²

Such nationalist education perspectives are not only limited to comparison of two nations but also underestimating other nations and their languages. Some further comments by the participants are as follows:

Comment – 2 of Vocational School Student

[I am against using other languages rather than Turkish in Turkey so I want English to be an elective course not an obligatory one and I even recommend to drop it out of use. To use another language is forbidden in Germany, everyone speaks German as their mother tongue and they do not speak any other language even though they know very well. It is different in Turkey, I do not want any other language to speak in Turkey. I am against English's being primary language and I do not like English courses.]

Comment – 3 of Vocational School Student

[Well, English is taught by force in this country not in the other countries. Why do they teach another country's language by force. Do English people learn our language (Turkish)?]

From these comments by the participants, it is understandable that these students had already negative attitudes towards English language from a political perspective. Most probably, this condition was created during the earlier education at school or family environments. Also their reason for being negative towards English might be a strategy to obscure their previous negative experiences that they acquired while learning it. As a result of these attitudes towards English, it is no doubt that their motivation, learning performance and processes of teaching in the classroom atmosphere have largely and negatively been affected.

3.2. Common NLT Errors, Levels and Types

Before conducting the research, it was observed that while writing in English, Turkish learners of English noted LT errors, which largely caused complications in accuracy and understandability of their writings. By means of such errors it was obvious that L2 learners

2 The comments were translated from Turkish to English by me.

had problems and difficulties in both product and process levels of language learning. They mostly tended to use LT in syntactic, lexical, grammatical as well as contextual levels as defined in the Table 1.1. In the current study, each level refer to the following problems, which are transferred from Turkish to English. The following list of errors illustrates LT error samples at each level in the Table 3.1 below.

Table 3.1 Samples for NLT levels

Levels of LT errors	NLT Error Samples	Reconstruction
<i>Syntactic</i> [SYNX]	a) [...] "Loves reading books and watching movies." [...] b) [...] "Their three children." [...] c) [...] "Serkan Ankara lives." [...] d) [...] "I very miss." [...] e) [...] "Yozgat was born in and live there." [...] f) [...] "Uzungöl I went." [...]	a) S/he loves reading books and watching movies. b) They have got three children. c) Serkan lives in Ankara. d) I miss [him/her] a lot. e) S/he/I was born in Yozgat and live(s) there. f) I went to Uzungöl.
<i>Lexical</i> [LEX]	a) [...] "he is long length." [...] b) [...] "I'm speak english arabic turkish osmanlica " [...] c) [...] "I writing my notebook ve tea drink." [...] d) [...] "Military High School?? Nu bitirdi.." [...] e) [...] "She has got three brother and two sister." [...] f) [...] "She is very komik" [...]	a) He is tall. b) I can speak English, [...] and Ottoman Turkish. c) I write on my notebook and drink tea. d) He finished the military high school. e) She has got three brothers and two sisters. f) She is very funny.
<i>Grammatical</i> [GRAM]	a) [...] "I'm talking to Turkish." [...] b) [...] "I'm doing breakfast" [...] c) [...] "I am playing voletboll" [...] d) [...] "I'm reading a amasya" [...] e) [...] "Because I am shopping on Thursday." [...] f) [...] "I'm sitting in Kayseri" [...]	a) I speak Turkish b) I have my breakfast. c) I play volleyball. d) I study in Amasya. e) Because I go shopping on Thursdays. f) I stay in Kayseri.
<i>Contextual</i> [CONTX]	a) [...] "My little brother reading elementary scholl" [...] b) [...] "I listened to my head." [...] c) [...] "I am enter the course every morning." [...] d) [...] "I could not get my sleep." [...] e) [...] "He does not like people who do no wrong." [...] f) [...] "I speak very nice Turkush." [...]	a) My little brother is a student at an elementary school. b) I took a rest. c) I attend the course every morning. d) I could not sleep. e) He does not like people who do not make mistakes. e) I speak Turkish very well.

These learners presumably assume that their perceived linguistic structures in NL may meet what they want to mean in the TL in terms of these LT errors. As it is clear in these samples, language patterns of NL are of negative influence on the written productions in TL. For

these LT errors it is highly potential that the learners have parallel writing plans idealized in NL and produce in TL. There are new studies on cross linguistic influence from that point of view (Angelovska & Hahn, 2012; DePalma & Ringer, 2011; Skrzypek, 2014) but there are apparently less studies on the reasons behind such conditions.

Turkish learners of English often suffer from language errors in different levels. Most frequent ones are *articles, auxiliaries, plural morphemes, prepositions (in, on, at, etc.), possessive inflections (brother's), plural nouns, gerund/infinitive*, etc. However, LT errors are very specific ones contributing a lot to frequency of errors, which causes inaccurate and incomprehensible outputs. Actually such errors can be defined as *global errors* rather than *local errors* as Burt and Kiparsky (1974) recommended (Touchie, 1986). In this sense, the results of the study illuminate the cases and levels at which LT errors emerge. Furthermore, the data from the study is informative in terms of social, cultural and educational backgrounds of the learners referring to their previous motivation on the course and attitudes towards learning English language.

It seems that it is beyond simple grammatical effect of NL on TL. Development of social, cultural and educational backgrounds, which closely affect the participants' motivation, attitudes towards TL and awareness of LT errors, are significant factors that influence the process of L2 learning. These factors may limit the participants' linguistic awareness and the development of the 'new identity' in TL. Ellis (1994) notes that “the extent of learners' knowledge of the L2 and the attitudes learners hold toward their own and the target-language cultures act as factors that interact with L1 knowledge to determine avoidance behavior”, which causes omissions and LT (304).

3.3. Over-viewing Foreign Language (English) Education in Turkey Context

Human beings are born into pre-determined and programmed environments which have been limited to certain social, cultural and educational norms and conditions long before. As Fromm (2011) writes, “nature of the human, his/her passions and anxieties are the product of the culture” and society, which may function in both limiting, repressive, preventing and, conversely, creative ways (26-7). From the perspective of the current study,

the relevant social, educational and cultural conditions may simply be stated as tolerance towards other languages and their cultures, willingness to learn about them and having positive or neutral attitudes in educational spheres like schools, institutions and public places as well as taboos, anxieties and prejudices. These conditions define and describe the quality, scope and content of any education in a society. These may provide enough encouraging and promising facilities and opportunities for all members of the society as well as sufficient motivation to further their educational processes.

The social, cultural and educational conditions are created into a certain language system and reign long enough to create systems and norms which will improve or set back any society. In addition, these systems and norms build up limits for any members of the society in accordance with their roles, functions and positions even though it may change from one social class to another. In this regard, Wulf (2010) writes that:

In the course of the socializing process, the individual is influenced to such an extent in his capacities and needs by the effect of social roles (by means of a selective requirement) that some capacities (specific to different social classes) can be developed whereas others must be foregone. The given possibilities and limits of a person's social development appear, therefore, under certain social conditions (114).

It is obvious that these conditions are closely associated with the first and, particularly, foreign language learning processes. For instance, millions of people have been attempting to learn English for decades, but learning English language is not easy, one-shot process at all, and the quality of the language education is always questionable. It is tragically very challenging for all people lacking enough facilities and/but particularly for Turkish people. For instance, the statistics on English proficiency of people from different countries by Education First Company's English Proficiency Index (EF EPI) between 2011 and 2015 provides important implications. As it is clear in the report statistics, each year the number of participating countries has dramatically increased. According to rankings of the reports, the top five countries include Sweden, Norway, Netherlands, Estonia and Denmark with high proficiency of English. Other countries with low proficiency of English (2013) are Russia, Italy, France, China, Brazil, Peru, Mexico, and Turkey. When some further statistics belonging to earlier years are regarded, it may simply be seen that the position of Turkey

has changed from very low proficiency in 2011 to low proficiency in 2012 and 2013; however, its rank has decreased to very low proficiency level in the following two years (See Table 3.2).³

Table 3.2 EF English Proficiency Indices between 2011 – 2015

Country	Year of Report	Rank	EF EPI Score	Level Of Proficiency	Number of Participating Countries
Turkey	2015	50	47.62	Very low Proficiency	70
Turkey	2014	47	47.80	Very low Proficiency	63
Turkey	2013	41	49.52	Low Proficiency	60
Turkey	2012	32	51.19	Low Proficiency	54
Turkey	2011	43	37.66	Very low Proficiency	44

Peter Holzknecht (2013), a responsible staff for EF company, has commented on Turkey's rank in 2012. He identifies that the main reason is cultural and Turkish people are exposed less to English language in their daily lives. Especially, children and youngsters do not contribute to English a lot. Furthermore, he claims that “the main focus is still on teaching grammar/vocabulary and syntax of the English language” rather than speaking, listening and writing. Similarly, a needs analysis research by British Council and The Economic Policy Research Foundation of Turkey (TEPAV) in 2013 has pointed several causes for this condition in Turkish high schools. One of the leading findings of the study is that the teachers of English do not use English as a language of communication and take English only a usual course like other courses. Also the teachers focus more on grammar teaching by disregarding skills based training (Özen, Alpaslan, Çağlı, & Özdoğan, 2013). The reason behind this underestimation of productive skills is very clear because there is no national testing and evaluation system to test speaking skill as well as listening and writing skills. There are international exams like TOEFL or IELTS, which are nowadays relatively more popular among young students, but these exams are, more or less, too scary for Turkish learners of English to take since the potential test takers are required to have or pass all the tests referring to all language skills as well as academic skills. On the other hand, national

³ For more detailed and further statistics, see: <<http://www.ef.com.tr/epi/downloads/>>

state-run Student Selection and Placement Center, named as ÖSYM, sometimes interferes in the equivalences of these international exams with the national exam held just in Turkey. It may not even recognize the scores of these exams (e.g. IELTS exam is not recognized as a result of a decision taken by ÖSYM on 14 February, 2014).

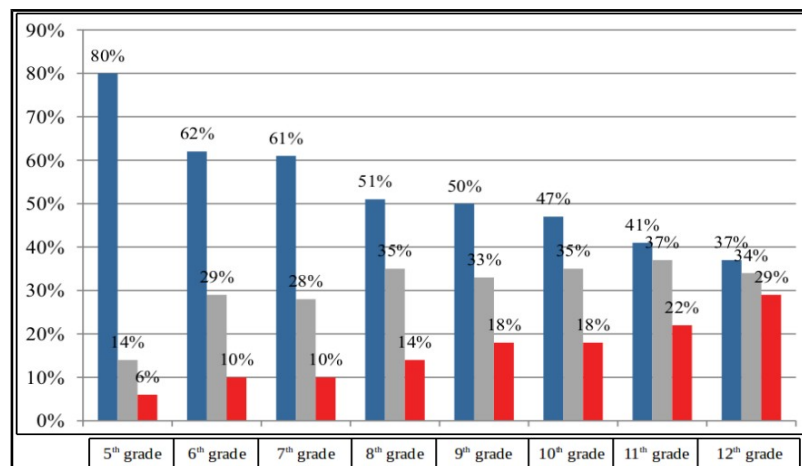
The test results from national foreign language exam, known as YDS, held between 2013 and 2016 for university level students are of informative data, which challenges the quality of English language teaching and specifically the focus on grammar teaching in Turkey. The statistics in the following Table 3.3 indicates that more than half of the test takers obviously took a score between 0-49 in each year. Therefore it is arguable that if the teachers of English just focused on grammar and vocabulary teaching, then the results should be higher at least to a certain extend in some years. It is a fact that language skills are closely interrelated and seriously affect each other all the time and this is tragically underestimated in Turkish language education system.

Table 3.3 Foreign Language Exam Results Between 2013 – 2016

Score Intervals	Levels	Number of Participants Spring 2013	Number of Participants Spring 2014	Number of Participants Fall 2014	Number of Participants Spring 2015	Number of Participants Fall 2015	Number of Participants Spring 2016
90-100	A	1742	3863	8007	4328	3180	4605
80-89	B	8009	10382	12555	11448	6775	10257
70-79	C	13686	15646	14103	15701	9634	13142
60-69	D	19735	21025	15065	19611	13401	16373
50-59	E	27865	26912	16688	24773	16478	20759
0-49	-	218039	195986	67614	148027	66935	152120
Total		289076	273814	134032	223888	116403	217256

There are very rare attempts to figure out learners' needs and level of English language knowledge in Turkey. However, two important reports by British Council and TEPAV in 2013 and 2015 have cleared up some leading and urgent needs of education system both in high school education and higher education at Turkish universities (Güven, Ergenekon, Aşık, Başhoş, & Çankırlı, 2015; Özen et al., 2013). They have come up with promising results in terms of foreign language education. The first research on needs analysis was conducted 13 different Turkish cities in 2013 and 19,380 participants took part in the study.

According to results of 2013 report, it has been found that the students take more than 1000 hours of English course until the end of their high school education. High school students from different types of school who mentioned that they liked English courses are below 50%. Only 46 % of students from vocational schools and regular high schools stated that they liked it. The percentage dealing with the same condition is higher in primary schools with 64 %. The grade based statistics infer much more informative results, as it is clear in the following Graph 3.1 below, the percentage of the participants who stated they liked English is the highest in the 5th grade and it dramatically decreases when the grades increase. In contrast, the percentage of the participants who said “somehow yes” and “no” interestingly increases as the grades rise and the percentage of “yes” substantially decreases. The change in perception of the participants is very sharp and needs further analysis.

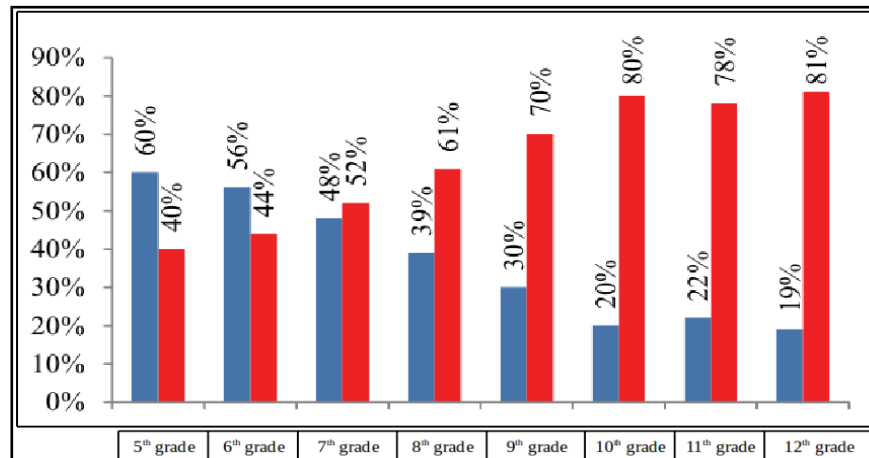


Graph 3.1 Grade based statistics of the participants who stated they liked English courses (Yes, Somehow, No)⁴

As well as students' perceptions of English and their attitudes toward learning it, any encouragement and educational support from the family members plays a very determining role in learning experiences of the learners (Adler, 2005; Lahaye et al., 2011). Obviously, educational and income level of the parents are two leading factors specifying the quality, frequency and continuity of such educational support to the learners. In this regard, the findings of the 2013 report have indicated that parents of the learners can not provide

⁴ The statistics and graph were cited from British Council and TEPAV's 2013 report (p.96).

adequate educational support to help their children in terms of learning (See Graph 3.2). The changes within grades are remarkable and inversely correlated since as the grades get higher, the percentage of the participants who mentioned they did not parental support/help increases.



Graph 3.2 Grade based statistics of the participants who got support from their parents (Yes, No)⁵

The report has revealed five critical points dealing with English teaching and learning in Turkey; a) grammar-based teaching methodology, b) teacher and course book based training, c) classroom management and teacher based communication, d) no differentiation in teaching according to students' needs, interests and level of knowledge, e) negative role of committee of inspection on English teaching at schools.

The report on the condition of English language education in Turkish higher education institutions by British Council and TEPAV released in 2015 has identified that students begin preparatory schools with “low English proficiency and low motivation” (Güven et al., 2015: 110). Some of the findings are presented as follows; a) the curricula used in many higher institutions do not address to the needs and interests of the students, b) the instructors at the institutions need training in English for academic and specific purposes, c) the instructors do not encourage student-student interactions in the classrooms, d) most students want to learn English for occupational and economical reasons rather than academic needs (110-19).

⁵ The statistics and graph were cited from British Council and TEPAV's 2013 report (p.103).

3.4. Conclusion

All in all, the experienced cases, my observations and the data from the reports show that there is a clear-cut correlation between those statistical data, exam results and perception of language education in Turkey. The perception dramatically creates its own realities, errors and mistakes in the system. Therefore all these are turned into notions like Turkey specific social-cultural and educational conditions in terms of foreign language teaching and learning. In return for that, these conditions create a social psychology that affect each member of the society. Nevertheless, such needs analysis provide very surface knowledge for decision makers to decide on some renovating steps. Therefore, it is much more helpful and significant to find out what types of errors the students are noting and what particular information and knowledge gaps they have got to improve. As Selinker (1969) indicates, such error diagnosis has got several advantages like a) they represents “the learner's progress in language learning”, b) for researchers, “they provide insights into how language is learned” (as cited in Touchie, 1986: 76). Selinker (1983) urges that *frequency analyses* are necessary to clear out the existence of transfer and the tendency of the language users towards using such forms (as cited in Murphy, 2005: 4) even though frequency existence is a challenging issue which is very difficult to find out. Moreover, learners tendencies towards avoiding of transferable language items by using different ways to express their ideas can be cleared out (Skehan, 2008: 419).

Helping students to become familiar with TL system and promoting their awareness of the differences between languages as well as cultures and contexts are encouraging factors for them to produce learning strategies. Diagnosing the amount and frequency of LT is very important because higher frequency of LT may simply cause unintelligible results in terms of learner's writing. Formative or dynamic assessment, which is rooted in Vygotsky's idea of *Zone of Proximal Development* (Poehner, 2008), is an issue which contributes a lot to adaptive teaching according to students' needs, proficiency levels and interests as well as combining teaching and assessing. It may also triggers learner's “willingness, desire and capacity to learn” as Harlen and Deakin-Crick (2002) says (as cited in Wiliam, 2011: 13).

CHAPTER 4

METHODOLOGY

4.0. Introduction

The current study is a quantitatively and qualitatively descriptive and causal-comparative research (Fraenkel, Wallen, & Hyun, 2011). It was completed around two years time since it has got time taking procedures including data collection, corpus gathering and data analysis. Chapter 4 provides information regarding methodology of the research. It is going to concern with the details of the participants, data collection, design and procedure of the study and data analysis.

4.1. Participants

Participants of the study were faculty (N=33) and vocational school (N=82) students who were enrolled in a state university located in central Anatolia. They were registered at the English-I and II courses at elementary level for the first time, except for four students who failed in a previous year in the faculty and were then taking the course for the second time. Their ages range between 18-45. All of the participants were native speakers of Turkish. They also knew some other languages like Arabic, Kurdish, etc. as their mother tongues or second languages but that was not considered as a factor for linguistic interference in this study. The faculty students took the Arabic preparation program for one year and did not take English courses during that program. The vocational school students did not take part in any language preparatory programs when they registered at the school. They were enrolled in six different departments or programs at the vocational school. English language knowledge of all participants was between A1 and A2 according to CEFR.

4.2. Data Collection Tools

Three types of instruments were mainly employed in this study but some results of two questionnaires on teacher and student performance from the previous years were also considered as background and bases for this study as mentioned in the introductory part. Initially, a photocopiable version of quick placement test compiled by Oxford University

Press and University of Cambridge Local Examinations Syndicate in 2001 was used as a proficiency test in order to define the English language knowledge of the participants. The test consisted of two parts including sixty questions on grammar, vocabulary and comprehension skills but did not involve any particular question for writing, listening or speaking.

Secondly, Oxford English Testing Service, which is an up-to-date on-line learning management system (LMS) was used to collect and check writing assignments of the participants. It is run by the Oxford University Press, which accompanies the course book, *English for Life (Elementary)*, Tom Hutchinson. The LMS provided learners with certain tasks addressing receptive (reading and listening tasks) and productive skills (speaking and writing tasks) to complete and submit to the instructor. In this study, eight writing tasks with or without help were focused on and examined. Each writing task had a certain context and topics to write on, a written sample with a relevant picture and an audio file to listen to. There were items or questions under each task, which the learners were asked to consider while writing (See Appendix – 1 and Figure 4.1 below).

The screenshot shows the 'online skills practice' interface for 'ELEMENTARY' level. The page is titled 'About you • Exercise 1 Question 1'. The main instruction is 'Read and listen to an e-mail from your classmate, Jean.' Below this, there is a video player showing a man (Jean) speaking. To the right of the video is a large empty text box for writing the reply, with a 'Words: 0' indicator. Below the video is an email interface showing the sender 'Jean' and the message content: 'Hello My name's Jean Martin. I'm in your English class. Write and tell me about you. Bye for now Jean'. Below the email, there are instructions: 'Now write your reply to Jean's email. Write 50 – 75 words. Include the following: your first name and surname, your nationality and the town where you are from, your age and marital status, the languages you speak, something else about you.' At the bottom, there are navigation buttons: 'Previous', 'Next', 'Mark', 'Sample answer', 'Useful language', and 'Return to Overview'.

Figure 4.1 Screen-shot of writing Task 1 in the LMS

When the participants completed their tasks, the instructor initially checked if there are plagiarized or repeated paragraphs over Urkund run by PioInfo (2016)⁶ system. The participants were provided corrective and motivational feedback after their language errors/mistakes were diagnosed and corrected. The system highlighted and struck out the words or sentences with language errors/mistakes when the instructor corrected any of the detected errors/mistakes. The participants could check their own responses with corrections and send their paragraphs to the instructor for the last evaluations. They could also compare their original paragraphs with the edited versions (See Figure 4.2 and Figure 4.3). The instructor saved these written samples into .txt files for further transfer analysis, tagging of interlingual/intralingual NLT errors and compilation of LTC over AntConc 3.4.3 concordancer (Anthony, 2014) on a Linux Mint 3.2.0 (Release 13 Maya) machine.

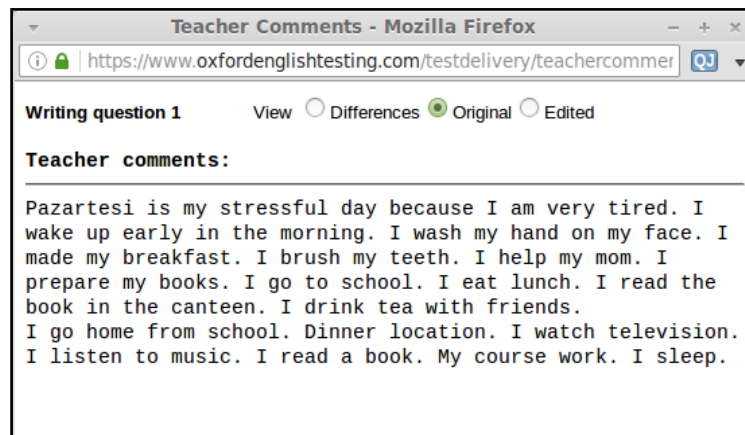


Figure 4.2 Screen-shot of an original answer by a participant for writing Task 3 in the LMS

⁶ Urkund is a web-based system used for plagiarism check and detection.

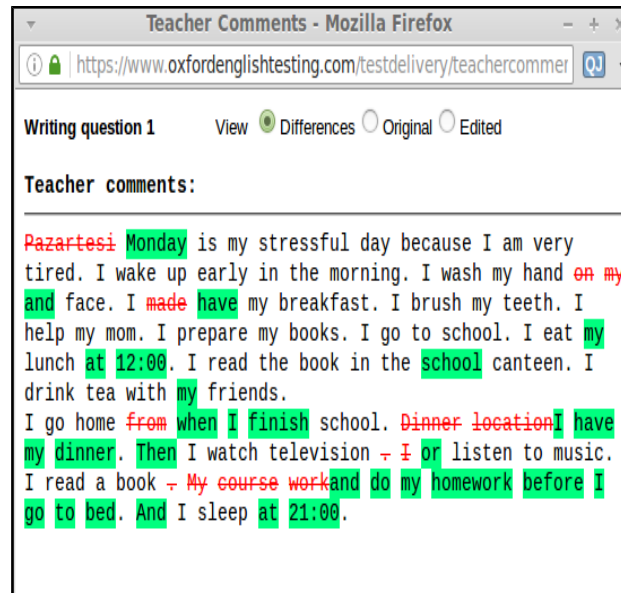


Figure 4.3 Screen-shot of a sample paragraph with corrections and feedback for writing Task 3 in the LMS

The writing assignments were regarded as samples including NLT cases. The samples were gathered and analyzed in terms of NLT cases under four levels, which came up with the frequency of NLT cases by means of Open Office Excel File. Each item was counted and noted for each participant for syntactic, lexical, contextual, and grammatical levels.

Lastly, an on-line five dimensional questionnaire was prepared over *Google Drive*. The number of the questions were different in each group and the questionnaire was focusing on the following points: a) the participants' demographic data (N=11), b) educational background in terms of English learning (N=14), c) their perceptions of usefulness of English (N=5), d) awareness of NLT errors (N=8), e) attitudes towards English language (N=9) (See Appendix – 2). The questions were mostly in multiple choice format but there were two open-ended questions in the second and fifth parts of the questionnaire. Five aspects with specific questionnaire items were categorized and embedded into five-dimensional questionnaire by following the aforementioned sequence. Questionnaire results were grouped in the same categories and transformed from .excel into .csv files. JASP 0.8.0 (Wagenmakers, Boutin, Meerhoff, Knight, & Raj, 2016) and GNU PSPP 0.7.9

(Pfaff, Darrington, & Stover, 2016) statistical analysis programs⁷ were used to find out descriptive and frequency statistics and non-parametric comparative tests. The frequency of NLT errors/cases were not normally distributed and the number of the groups were not homogeneous and equal. Therefore Mann-Whitney U test and Kruskal-Wallis tests were employed to statistically visualize the differences between the groups of participants with higher frequency of LT in terms of their educational background, perceptions of usefulness of English, awareness of NLT errors and attitude toward English language.

4.3. Design and Procedure

Data collection and evaluation phases proceeded in three steps, (i) diagnosis of the level of language knowledge of the participants by means of the placement test to determine level of language knowledge of the participants (ii) NLT error analysis of their writing tasks and compilation of LT Corpus, and (iii) evaluation of LTC data and questionnaire results through JASP and GNU PSPP. In the first step, potential participants of the study took the placement test in a classroom session of the course. The students completed the pen-paper test in 50 minutes on average in a course session at school under my supervision. The participants were required to complete both parts of the placement test. According to the scores of the participants, their levels of English knowledge were clarified. Those who did not take the quick replacement test were not counted as participants of the writing assessment and questionnaire, therefore, their paragraphs were excluded from the phase of NLT error analysis. Then eight writing tasks were completed by the learners over on-line LMS in almost seven months. The participants were required to write a paragraph between 50-75 or 100 words on the given task. In every two or three weeks, the participants were brought to computer laboratory with Internet access and they were informed about their overall written performances, process of writing and their common errors. They were free to use their own computers at home or the computers which were provided in the computer laboratory at school. They were also allowed to take advantage of bilingual dictionaries while writing their paragraphs at home or at school. The paragraphs were analyzed in terms

⁷ JASP and GNU PSPP are free and open-source statistical programs.

of the frequency of the NLT from Turkish to English. Even though it was possible to diagnose number of other types of language errors such as spelling and punctuation, only four levels of NLT were regarded here: syntactic, lexical, contextual, and grammatical errors. Afterward, NLT errors were counted through LTC and listed from less frequent to more frequent ones in the Libre Office Excel file.

In the last step, at the end of seven months period, the participants were taken to the computer laboratory to fulfill the questionnaire. They were initially asked to enter the ID codes or student numbers when the questionnaire form was appeared on the computer screen. The questionnaire was administered on-line and the participants completed it around twenty minutes under the instructor's supervision. In case that the participants had difficulties in understanding any questions, the supervisor provided assistance. All the data from the participants was gathered over *Google Drive* and stored in a separate excel file in the system.

4.4. Data Analysis

Corpus and detection based interlingual/intralingual analysis was used in the study. With such an analysis, the frequencies of LT errors or cases were listed. The level of language knowledge of the participants was determined according to the collected data from the placement test. The analysis of the writing tasks provided the frequency of the NLT items which were diagnosed case by case or sample by sample. In that, NLT errors were classified and categorized under a) syntactical, b) lexical, c) contextual, d) grammatical levels in an excel file. Each NLT item in a sample paragraph was numerically valued (e.g. a lexical level NLT item: [...] "I from Türkiye." [...] = "1") by LTC. Under the syntactical heading, the samples which were of Turkish syntax instead of English one were listed. The contexts which belonged to Turkish but used for English were presented under contextual heading. Borrowed Turkish words which were assumed as the same or similar to English counterparts were covered under the lexical heading. Turkish grammatical forms confused with English ones were gathered under grammatical heading (See Figure – 4.4 below). The levels of language were highlighted from higher to lower frequency in terms of NLT errors.

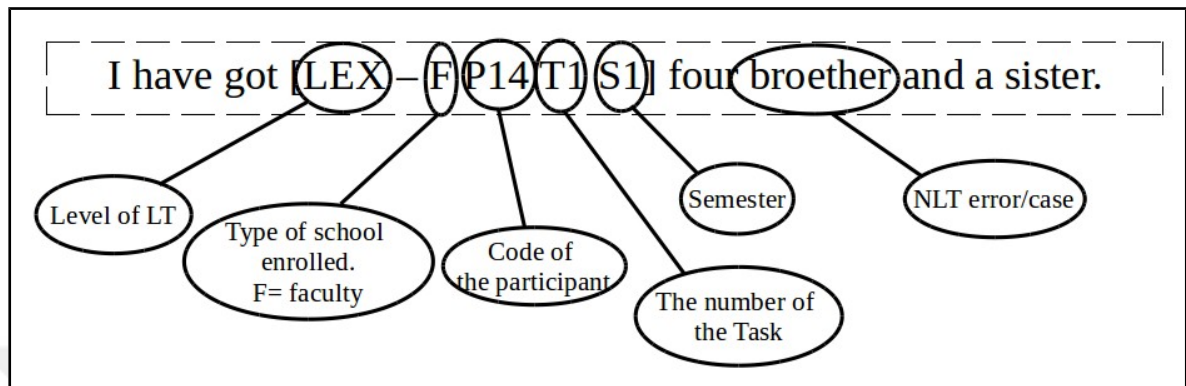


Figure 4.4 A sample analyzed and categorized NLT error/case over LTC

The codes including names of the groups were intentionally produced in order to follow specific cases for any participants and compare or contrast their placement test scores and frequency of NLT items with the results from the questionnaire.

Then the questionnaire results from the selected participants who fulfilled in the questionnaire by using their ID Codes were analyzed. The results were used to describe the learners' profiles with respect to their demographic details, previous educational experiences during their trainings in high schools, level of motivation and attitudes and their awareness of NLT. Afterward, the data was adapted into JASP and PSPP as numerical values as in the same sequence under five categories excluding demographic details and open ended questions in the questionnaire. Descriptive, frequency statistics were gathered and non-parametric tests were applied for each category. Non-parametric tests helped me compare the data from the two groups and see if there are any significant differences between them who have high and low NLTs in terms of the stated aspects.

The links between NLT errors and educational backgrounds were evaluated in terms of the participants with frequent and less frequent NLT errors and their responses to the questionnaire. The non-parametric analysis was used to figure out inferential statistics.

CHAPTER 5

DATA ANALYSIS AND RESULTS

5.0. Introduction

Chapter 5 is devoted to descriptive and inferential analysis of the data from LTC and questionnaire. Therefore the chapter is composed of two main titles and several more subtitles. Initially LTC based statistics such as frequency of NLT errors/cases will be provided and questionnaire based statistics about the profiles of the participants, their educational backgrounds, perceptions, etc. are going to be described. Then results from non-parametric analysis dealing with the comparisons of the NLT errors/cases in terms of school types are going to be mentioned.

5.1. Descriptive Statistics

Descriptive statistics were collected under two subtitles. The first one is of descriptive data from the LTC. The descriptive data includes statistics dealing with word counts, sum of completed tasks, frequency of NLT errors, levels of NLT errors accompanying a list of error samples. The second is focusing on the data and statistics gotten from the questionnaire. It is composed of profiles of the participants, educational background in terms of English learning, participants' perceptions of the usefulness of English, participants' awareness of NLT errors, and participants' attitudes toward English language.

5.1.1 Descriptive Statistics from LTC

LTC provided informative statistical data in terms of the writing performance of the participants as well as NLT error/cases they noted and NLT levels, in which most frequent NLT errors/cases were heaped up. The participants produced more than forty five thousand words during the first phase of the study. The sum of NLT errors/cases diagnosed were one thousand and fifty-three. The levels of NLT errors/cases which are of high frequencies were lexical, syntactical and grammatical levels. The mean score of the completed tasks with help was 4.130 but the one with the tasks with no help was only 1.470 (See Table 5.1).

	Word Count	Frequency of NLT	SYNX	CONTX	GRAM	LEX	Completed Task with help	Completed Task with no help
Valid	115	115	115	115	115	115	115	115
Missing	0	0	0	0	0	0	0	0
Mean	391.7	9.157	2.617	1.322	2.148	3.070	4.130	1.470
Median	290.0	6.000	1.000	1.000	1.000	2.000	4.000	0.000
Mode	45.00 ^a	6.000	0.000	0.000	0.000	0.000	1.000	0.000
Std. Deviation	345.5	9.437	4.139	1.770	3.234	4.565	2.710	2.586
Variance	1.194e+5	89.06	17.13	3.132	10.46	20.84	7.342	6.690
Skewness	1.387	1.577	2.832	1.846	2.328	3.207	0.1127	1.653
Std. Error of Skewness	0.2255	0.2255	0.2255	0.2255	0.2255	0.2255	0.2255	0.2255
Kurtosis	1.472	2.287	9.031	4.588	6.037	12.42	-1.426	1.341
Std. Error of Kurtosis	0.4474	0.4474	0.4474	0.4474	0.4474	0.4474	0.4474	0.4474
Minimum	11.00	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Maximum	1485	44.00	23.00	10.00	17.00	26.00	8.000	8.000
Sum	4.505e+4	1053	301.0	152.0	247.0	353.0	475.0	169.0

The most frequent tasks completed by the participants belonged to the tasks 1 (Sum = 106.0), 2 (Sum = 82.0), 3 (Sum = 67.0), 4 (Sum = 59.0), 5 (Sum = 44.0), and 6 (Sum = 44.0) with help in the first semester. The tasks with no help were not equally completed by the participants and therefore the frequencies of these tasks were comparatively lower (See Tables 5.2 – 3). The statistics showed that the interests and motivation of the participants toward completing the online assignments decreased within a period.

	T1_S1	T2_S1	T3_S1	T4_S1	T5_S1	T6_S1	T7_S1	T8_S1
Valid	115	115	115	115	115	115	115	115
Missing	0	0	0	0	0	0	0	0
Mean	0.9217	0.7130	0.5826	0.5130	0.3826	0.3826	0.3826	0.2696
Std. Deviation	0.2698	0.4543	0.4953	0.5020	0.4882	0.4882	0.4882	0.4457
Minimum	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Maximum	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000
Sum	106.0	82.00	67.00	59.00	44.00	44.00	44.00	31.00

T: Task, S: Semester

	T1_S2	T2_S2	T3_S2	T4_S2	T5_S2	T6_S2	T7_S2	T8_S2
Valid	115	115	115	115	115	115	115	115
Missing	0	0	0	0	0	0	0	0
Mean	0.3043	0.3043	0.2261	0.1913	0.1391	0.1391	0.1217	0.1130
Std. Deviation	0.4621	0.4621	0.4201	0.3950	0.3476	0.3476	0.3284	0.3180
Minimum	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Maximum	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000
Sum	35.00	35.00	26.00	22.00	16.00	16.00	14.00	13.00

LTC also cleared up the frequency of NLT errors/cases which occurred in each tasks. According to the task based descriptive statistics, the participants noted most frequent lexical (81.0) and grammatical (76.0) level NLT errors/cases in the task 1 with help in the first semester (for other statistics on task based NLT errors, see Table 5.4 continued in Appendix – 3).

	S1T1 SYNX	S1T1 CONTX	S1T1 GRAM	S1T1 LEX	S1T2 SYNX	S1T2 CONTX	S1T2 GRAM	S1T2 LEX
Valid	115	115	115	115	115	115	115	115
Missing	0	0	0	0	0	0	0	0
Mean	0.3043	0.3478	0.6609	0.7043	0.5304	0.1043	0.3304	0.3217
Std. Deviation	0.6095	0.6219	1.228	1.147	1.682	0.3344	0.8555	0.7557
Minimum	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Maximum	3.000	3.000	9.000	5.000	14.00	2.000	6.000	4.000
Sum	35.00	40.00	76.00	81.00	61.00	12.00	38.00	37.00

The participants came up with many interlingual and intralingual NLT errors. Most of the time it was not that easy to determine the levels and types of the errors/cases noted since some errors had multiple dimensions. Some of these errors were very common among all groups even though there appeared some errors which were very specific in terms of its use inside the sentences and paragraphs. For instance, some participants used Turkish verb inflectional endings for English verbs and preposition of direction. Some others used subject deletions or null subjects, which may turn the meanings of the sentences into something not comprehensible in English. The participants frequently missed using plural

's' while building up sentences that should necessarily have plural 's' after plural quantifiers. Even further, some participants noted sentences in progressive tenses by using particular verbs such as *like* (See Table 5.5).

Table 5.5 Samples of diagnosed NLT errors

Levels of NLT errors	NLT Error Samples	Types of NLT errors	Descriptions of NLT errors	Reconstruction
SYNX	a) [...] <u>aysenur my name</u> . [...] b) [...] <u>To remember I don't want to</u> [...] c) [...] he's a great man. <u>Works</u> very well [...] d) [...] I love rock climbing. <u>really exciting</u> [...] e) [...] I horse ride or tour. [...]	a) interlingual b) interlingual c) interlingual d) interlingual e) interlingual	a) using Turkish syntax and missing auxiliary verb. b) using Turkish syntax and infinitive at beginning of the sentence. c) using null subject or deleting subject. d) using null subject or deleting subject. e) using Turkish syntax and placing verb in a wrong position.	a) My name is Ayşenur. b) I do not want to remember. c) He is a great man. He works very well. d) I love rock climbing. It is really exciting. e) I ride a horse or take a tour.
LEX	a) [...] I went last year antalyaya.[...] b) [...] How I <u>öğrenebilirmiy</u> cost? [...] c) [...] I'm from the <u>army</u> . [...] d) [...] I have a brother. <u>adanada</u> running. [...] e) he fine arts high school education <u>aldi</u> .	a) interlingual b) interlingual c) intralingual d) interlingual e) interlingual	a) using Turkish directional ending for an English noun. b) borrowing Turkish verb for English verb. c) using a incorrect word to define a Turkish word in English. d) using Turkish place of preposition instead of English counterpart. e) using Turkish verb inflectional for English verb	a) I went to Antalya last year. b) How can I learn its cost? / How much does it cost? c) I am from Ordu. d) I have a brother. He works in Adana. e) He took education at the department of fine arts.
GRAM	a) [...] She <u>comed</u> in çorum. [...] b) [...] I'm <u>sitting</u> in Kayseri [...] c) [...] I am <u>making</u> breakfast and going school in the morning.[...] d) [...] she <u>is liking</u> listen to music reading book. [...]	a) intralingual b) intralingual c) intralingual d) intralingual	a) over-generalization of -ed ending rule for regular verbs in English. b) over-generalization of progressive tense in Turkish/English. c) over-generalization of progressive tense in Turkish/English. d) over-generalization of progressive tense in Turkish/English and misusing verb "like"	a) She came to Çorum. b) I stay in Kayseri. c) I have my breakfast and go to school in the morning. d) She likes listening to music.
CONTX	a) [...] I visited the holiday, I swim, I <u>listened to my head</u> . [...] b) [...] I <u>read</u> occupational health and safety. [...] c) [...] I <u>made</u> one mont holiday. [...] d) [...] My wife and I would like to <u>make</u> a rock climbing. [...]	a) interlingual b) interlingual c) interlingual d) interlingual	a) using Turkish phrase specific to Turkish context. b) using Turkish verb specific to Turkish context. c) using Turkish verb specific to Turkish context. d) using Turkish verb specific to Turkish context and confusing "make" and "do" verbs in English.	a) I went on a holiday. I swam and had rest. b) I study occupational health and safety. c) I went on a holiday for one one month. d) My wife and I would like to do rock climbing.

5.1.2 Profiles of the Participants

Descriptive statistics for the profiles of the participants including school types, age, gender, knowledge of other languages, level of family income, mother and father knowledge of English language, the types of high school they graduated, place of high schools and current level of their English knowledge provided detailed information. 115 participants took part in this research. The participants were enrolled at vocational school (N= 82) and faculty (N= 33) programs. Most of them were from vocational school. The range of their age was between 18 and 45 and most of them (N= 80) were between 18 and 20 (See Table 5.6). More than half of the participants (N= 66) were females (See Table 5.7). Most of the participants had families with low income (N= 78, monthly income= 500-1500 TL) (See Table 5.8). Their mothers' and fathers' knowledge of English language were tragically very low. The number of the mothers who did not know English was 95 and the number of fathers was 77. Only two mothers and a father out of 115 participants' parents were of advanced level of English (See Table 5.9 – 10).

School_Type	Age							Total
	18 - 20	21 - 23	24 - 26	37	38	45		
F	15	15	1	1	0	1	33	
V	65	14	2	0	1	0	82	
Total	80	29	3	1	1	0	115	

School_Type	Gender		Total
	F	M	
F	27	6	33
V	39	43	82
Total	66	49	115

Table 5.8 Level of family income				
School_Type	Monthly income			Total
	Low Income (500 – 1500 TL)	Middle Income (1500 – 2500 TL)	High Income (More than 3000 TL)	
F	19	11	3	33
V	59	17	6	82
Total	78	28	9	115

Table 5.9 Mother's level of English language knowledge							
School_Type	Level of English language knowledge						Total
	Don't Know	Beginner	Elementary	Advanced	Intermediate	NA	
F	28	2	0	2	1	0	33
V	67	9	3	0	1	2	82
Total	95	11	3	2	2	2	115

Table 5.10 Father's level of English language knowledge							
School_Type	Level of English language knowledge						Total
	Don't Know	Beginner	Intermediate	Elementary	Advanced	NA	
F	20	6	1	5	0	1	33
V	57	14	3	3	1	4	82
Total	77	20	4	8	1	5	115

High schools types that the participants took education before they registered at the university were different but most of them graduated from vocational high schools (N= 54), religious vocational high schools (N= 26) and regular high schools (N= 24) (See Table 5.11). The high schools that the participants (N= 70) graduated were mostly located in the central Anatolia (See Table 5.12). Only one of the participants took his/her high school education abroad.

		Type of High School							
School_Type		Anatolian Teacher's High School	Anatolian High School	Regular High School	Religious Vocational High School	Vocational High School		Total	
F		0	1	7	23	2		33	
V		1	9	17	3	52		82	
Total		1	10	24	26	54		115	

		Regions							
School_Type		Central Anatolia	Western Anatolia	Northern Anatolia	Southern Anatolia	Eastern Anatolia	NA	Total	
F		20	8	3	2	0	0	33	
V		50	7	12	6	6	1	82	
Total		70	15	15	8	6	1	115	

NA: Not Available/Mentioned

Participants' levels of English knowledge were changing according to the schools they registered at the university level. However, most of the participants from vocational school were of A1 level of English (N= 78) while the participants from faculty programs were of A2 level of English (N= 25) during the research conducted (See Table 5.13).

		Level of English		
School_Type		A1	A2	Total
F		8	25	33
V		78	4	82
Total		86	29	115

Local or regional languages the participants know at different levels rather than Turkish and English were frequent enough. Most of common local languages were Arabic (53.0%) and Kurdish (15.7%). Such local or regional languages as Lazuri (12.2%) and Circassian (5.2%) languages were not that frequent among the participants. Knowledge of other languages like French, German, Zazaish and Ottoman Turkish were very low. This data was not used

in terms of cross linguistic interference to English and inferential statistical analysis but only presented as descriptive profile data because it was known that to what level the participants were proficient in using these languages (See Tables 5.14 – 18 below).

Table 5.14 Knowledge of Arabic Language					
		Knowledge of language (Arabic)			
School_Type		No	Yes	Total	
F	Count	4.00	29.00	33.00	
	% within row	12.1%	87.9%	100.0%	
V	Count	50.00	32.00	82.00	
	% within row	61.0%	39.0%	100.0%	
Total	Count	54.00	61.00	115.00	
	% within row	47.0%	53.0%	100.0%	

Table 5.15 Knowledge of Kurdish language					
		Knowledge of language			
School_Type		No	Yes	Total	
F	Count	31.00	2.00	33.00	
	% within row	93.9%	6.1%	100.0%	
V	Count	66.00	16.00	82.00	
	% within row	80.5%	19.5%	100.0%	
Total	Count	97.00	18.00	115.00	
	% within row	84.3%	15.7%	100.0%	

Table 5.16 Knowledge of Lazuri Language					
		Knowledge of language			
School_Type		No	Yes	Total	
F	Count	33.00	0.00	33.00	
	% within row	100.0%	0.0%	100.0%	
V	Count	68.00	14.00	82.00	
	% within row	82.9%	17.1%	100.0%	
Total	Count	101.00	14.00	115.00	
	% within row	87.8%	12.2%	100.0%	

Table 5.17 Knowledge of Circassian Language						
		Knowledge of language				
School_Type		No	Yes	Total		
F	Count	33.00	0.00	33.00		
	% within row	100.0%	0.0%	100.0%		
V	Count	76.00	6.00	82.00		
	% within row	92.7%	7.3%	100.0%		
Total	Count	109.00	6.00	115.00		
	% within row	94.8%	5.2%	100.0%		

Table 5.18 Knowledge of other languages						
		Knowledge of language				
School_Type		No	Yes	Total		
F	Count	32.00	1.00	33.00		
	% within row	97.0%	3.0%	100.0%		
V	Count	77.00	5.00	82.00		
	% within row	93.9%	6.1%	100.0%		
Total	Count	109.00	6.00	115.00		
	% within row	94.8%	5.2%	100.0%		

Most of the participants were first year students (75.7%) and many of them graduated from high schools in the years between 2011 and 2014 (See Tables 5.19 – 20). This data was very important since they had fresh knowledge of language education system in the high schools and experiences that they could remember during the time the research was conducted.

Table 5.19 Frequency of university levels						
	Frequency	Percent	Valid Percent	Cumulative Percent		
1. Year	87	75.7	75.7	75.7		
2. Year	28	24.3	24.3	100.0		
Total	115	100.0	100.0			

	Frequency	Percent	Valid Percent	Cumulative Percent
1987-1988	1	0.9	0.9	0.9
1992-1993	1	0.9	0.9	1.7
2000-2001	1	0.9	0.9	2.6
2002-2003	1	0.9	0.9	3.5
2007-2008	3	2.6	2.6	6.1
2008-2009	1	0.9	0.9	7.0
2009-2010	10	8.7	8.7	15.7
2010-2011	2	1.7	1.7	17.4
2011-2012	50	43.5	43.5	60.9
2012-2013	18	15.7	15.7	76.5
2013-2014	24	20.9	20.9	97.4
2014-2015	3	2.6	2.6	100.0
Total	115	100.0	100.0	

5.1.3 Educational Background in terms of English Learning

The statistics on the educational background of the participants came up with informative details about their educational profiles. For example, 58.3% of the participants did not take English preparation program but 51.3% of them had been learning English more than six years and they had at least two (54%) or four (27%) hours of English in weekly schedules during high school education. These language courses were mostly taught by an in-field English teachers (71.3%) but there were also out-field teachers (28.7%) who taught English. Those out-field teachers were mostly from the fields of Turkish (34.4%), German (18.8%), Maths (12.5%), Chemistry (6.3%), French (3.1%), Geography (3.1%) and History (3.1%). The teachers sometimes (29.6%) or rarely (26.1%) used different materials such as visuals and videos in the courses. The teachers always (27.8%) or often (33.0%) preferred Turkish as medium of the courses and sometimes (30.4%) or rarely (26.1%) used English during face to face education at high schools. Grammar and vocabulary (38.35%) and teaching reading (23.5%) were the main focus in these courses. Productive skills such as speaking (14.8%) and writing (17.4%) were not mostly regarded. As a result of that focus on teaching grammar and reading, paragraph or text writing was rarely (36.5%) or never

(26.1%) emphasized. The teachers rarely (28.7%) or never (27.0%) provided feedback for writing practices and therefore frequency of feedback was very low. However, more than half of the participants (57.4%) mentioned that they were warned not to use Turkish words/structures for English ones by the teacher. Almost half (45.2%) of them had negative attitude towards English course in the high school. In addition, more than half of them (55.7%) thought they did not really learn English during that period of education. The percentage of negative comments (42.6%) from the last open ended question also supported the idea that the students were not pleased with English education in their high school years (See Tables 5.23 – 5.37 in Appendix – 4). Some of the comments by the participants for the open ended question in this part are as follows.

Comment – 1 of a participant from faculty

“I could not get an education that I want from English courses until my current age. Normally, our teachers used to give us a topic to translate and they would never check them. And honestly, we would get bored and would/could never complete them.”

Comment – 2 of a participant from faculty

“English courses were very boring and the teacher was bloody-minded. I used to hate English.”

Comment – 3 of a participant from faculty

“English courses were mostly grammar-based. Therefore I could not properly improve myself in terms of speaking and some other skills and so my interest towards the course decreased [during my high school education].”

Comment – 4 of a participant from vocational school

“We had a course of English but we did not learn/were not taught”

Comment – 5 of a participant from vocational school

“Sometimes we had teachers from different fields for English course.”

Comment – 6 of a participant from vocational school

“Teacher mostly focused on teaching grammar and disregarded speaking.”

Comment – 7 of a participant from vocational school.

“We learned the same subjects and topics every year during my high school education.”

Comment – 8 of a participant from vocational school.

“We were missing course materials.”⁸

5.1.4 Participants' Perceptions of Usefulness of English

The participants were mostly aware of the usefulness of English. For example, many of them (79.1%) believed that learning/knowing English would affect their ways of live very positively. More importantly, they thought knowledge of English would be very advantageous for them in job applications (49.6%), conducting research (32.2%). The believed that knowing English would increase their cultural knowledge (81.7%). Moreover, 80 % of the participants expressed English was efficient and useful in other filed of their studies. It was also useful for their education and professional development (See Tables 5.38 – 5.42 in Appendix – 5).

5.1.5 Participants' Awareness of NLT errors/cases

The statistics on participants' awareness of NLT items gave important very significant hints dealing with the frequency of these conditions where NLT errors occurred as well as the reasons behind the conditions. For example, most of the participants noted that they rarely (34.8%) or sometimes (33.0%) used dictionaries to check vocabularies they did not know how to read and write in English. They sometimes (34.8%) or often (21.7%) used Turkish words for English counterparts. These conditions which the participants intentionally used Turkish words/structures were sometimes (31.3%) or rarely (27.0%) practiced in a conscious way. However, more than half of the participants were aware that Turkish words caused problems in meanings in English (67.8%) in total but while 81.8% of the participants from faculty was aware of this condition, 62.2% of participants from vocational school knew that it would cause problems if they used Turkish words or structures in writing task in English. Also it was the same condition for clarity and understandability of the written texts (F=75.8%, V=57.3%). More than half of the participants (54.8%)

8 All comments were translated from Turkish to English.

questioned their previous education at high school for having effect on using Turkish words/structures in their writing in English. 47.0% of all the participants believed that they could convey any context in English by using Turkish words/structures. According to the participants, lack of enough English vocabulary and grammar knowledge (44.3%) and adequate interest and motivation (26.1%) were the main reasons for these conditions causing language transfer (See Tables 5.43 – 5.50 in Appendix – 6).

5.1.6 Participants' Attitudes toward English

The questions in this part revealed that the participants regarded English language learning and English language from different aspects. For instance, using English as a medium of course was taken as a positive attitude from the participants (55.7%) and the position of English as a world languages was also positively regarded (63.5%). Most of the participants (71.3%) wished to have an environment to speak English out of the school. Teaching English for the kids were all considered as positive by many of the participants (76.5%). Even hearing some people speaking in English was not irritating for many others (66.1%). More than half of them (53.0%) in total did not find it disturbing to see English words both on TV and advertising boards on the streets but 54.5% of the participants from faculty found that disturbing. Using English in many spheres of their lives would not be disturbing for most of them (67.8%). However, 63.6% of the participants from the faculty argued it was disturbing to use English. Most of them (74.8%) mentioned that they wanted to continue learning English in the future (See Tables 5.51 – 5.59 in Appendix – 7). Additionally, the comments on the position of English language to learn and using English in many sphere of the daily life also supported the distinction of English as a course and as a language from political perspectives. The comments also proved the groups were homogeneous in terms of their positions towards English language. Some of the negative comments are as follows.

Comment – 1 of a participant from faculty

“Why do we have to extend English? We should extend Turkish first.”

Comment – 2 of a participant from faculty

“I do not find it correct to use English in a way to make us forget Turkish and accelerate using English. But I think our people should know English.”

Comment – 3 of a participant from faculty

“It is good to have only one language all over the world. But that should be Turkish.”

Comment – 4 of a participant from faculty

“[...] I do not like that English is the leading one all over the world.”

Comment – 5 of a participant from faculty

“English should be used in the places where it is necessary or obligatory, since it is not our mother tongue. Here is neither England nor the USA but Turkey.”

Comment – 6 of a participant from vocational school

“It is not good, Turkish should be world language”.

Comment – 7 of a participant from vocational school

“I did not experience English was commonly used in Turkey [...] it is not an important language even though it is frequently used in other part of the world.”

Comment – 8 of a participant from vocational school

“Using English may lead to forget our language and [culture] and so I do not want to be uncomfortable in my own skin.”

Comment – 9 of a participant from vocational school

“It makes me anxious to take western culture as an example and it may cause our language not to improve.”⁹

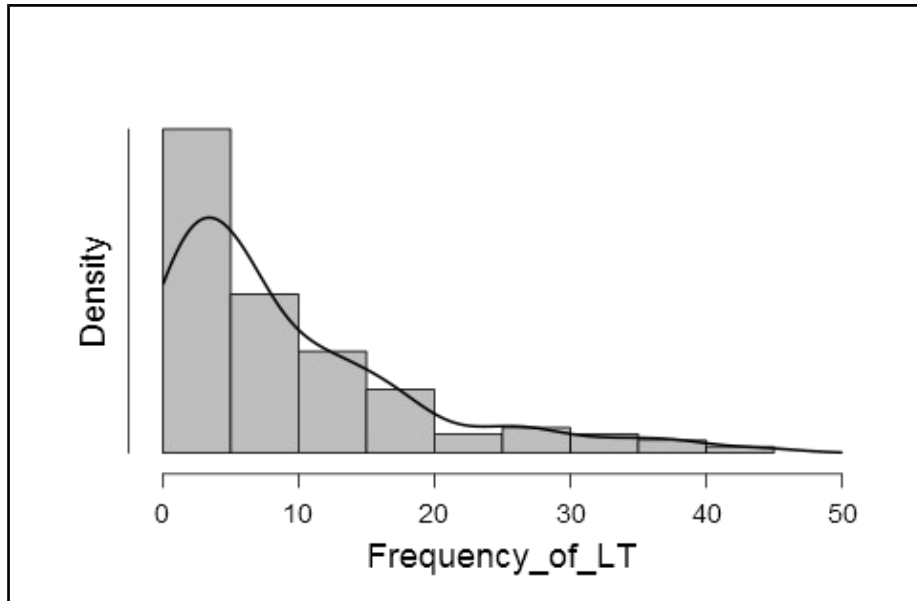
5.2. Inferential Statistics

Descriptive statistics for inferential data showed that frequency of NLT was normally distributed (Skewness = 1.577, Kurtosis = 2.287) and there was positively skewed distribution (See Table 5.20 and Graph 5.1). The number of the participants were not also equal ($V = 82$, $F = 33$). That's why non parametric tests, Mann-Whitney and Kruskal-Wallis were tested out by means of PSPP in order to visualize if there is difference between vocational and faculty students in terms of the frequency of their NLT, the schools they enrolled and the high schools they graduated. Both tests came up with no significant difference between the groups (Mann-Whitney: $P = .58 > .05$, Kruskal-Wallis: $P = .82 > .05$) in terms of their NLT frequency. Mann-Whitney tests were also run for the levels of NLT

9 All comments were translated from Turkish to English.

errors/cases and it was checked if there was any difference between the participants school types and the levels of NLT they noted. The test results indicated that there was not significant difference between the groups in terms of their NLT errors/cases in syntactical level ($P = .75 > .05$), grammatical level ($P = .32 > .05$) and lexical level ($P = .39 > .05$) but there was a significant difference in contextual level ($P = .01 < .05$). The means of contextual errors/cases were also different (means for $F = 0.667$ and $V = 1.585$).

Table 5.21 Descriptive Statistics for NLT errors/cases	
	Frequency_of_LT
Valid	115
Missing	0
Mean	9.157
Median	6.000
Mode	6.000
Std. Deviation	9.437
Variance	89.06
Skewness	1.577
Std. Error of Skewness	0.2255
Kurtosis	2.287
Std. Error of Kurtosis	0.4474
Minimum	0.000
Maximum	44.00
Sum	1053



Graph 5.1 Distribution Plot for frequency of NLT errors/cases

```

PSPP> get file='/home/erdal/Desktop/profiles.sav'.
PSPP> NPAR TESTS
> /MANN-WHITNEY = Frequency_of_LT BY School_Type(1,2).

Ranks
#-----#-----#-----#-----#-----#-----#-----#-----#-----#
#           #           N           #           Mean Rank           #           Sum of Ranks           #
#-----+-----+-----+-----+-----+-----+-----+-----+-----+-----#
#           #Vocational School|Faculty| Total#Vocational School|Faculty#Vocational School|Faculty#
#-----#-----#-----#-----#-----#-----#-----#-----#-----#
#Frequency_of_LT#           82.00| 33.00|115.00#           59.10| 55.27#           4846.00|1824.00#
#-----#-----#-----#-----#-----#-----#-----#-----#-----#

Test Statistics
#-----#-----#-----#-----#-----#-----#-----#-----#-----#
#           #Mann-Whitney U|Wilcoxon W| Z |Asymp. Sig. (2-tailed)#
#-----#-----#-----#-----#-----#-----#-----#-----#-----#
#Frequency_of_LT#           1263.00| 1824.00|-.56|           .58#
#-----#-----#-----#-----#-----#-----#-----#-----#-----#

```

Figure 5.1 Non parametric test result for school types the participants enrolled and NLT errors/cases

```

PSPP> get file='/home/erdal/Desktop/profiles.sav'.
PSPP> NPAR TESTS
      > /KRUSKAL-WALLIS = Frequency_of_LT BY High_school_graduated(1,5).

Ranks
=====#====#=====#
#           High_school_graduated#  N|Mean Rank#
#-----#-----#
#Frequency_of_LT Voc.H.School      #54 |57.55  #
#                Rel.Voc.H.School  #26 |63.27  #
#                Reg.H.School       #24 |57.04  #
#                Ana.H.School       #10 |51.35  #
#                Ana.T.H.School     #1  |35.00  #
#                Total              #115|      #
#-----#-----#

Test Statistics
=====#====#=====#
#           # Frequency_of_LT#
#-----#-----#
#Chi-Square #           1.56#
#df         #           4#
#Asymp. Sig.#           .82#
=====#====#=====#

```

Figure 5.2 Non parametric test result for high schools the participants graduated and NLT errors/cases

```

PSPP> NPAR TESTS
      > /MANN-WHITNEY = Syntax_SYNX BY School_Type(1,2).

Ranks
=====#====#=====#
#           #           N           #           Mean Rank           #           Sum of Ranks           #
#-----#-----#-----#-----#-----#-----#-----#-----#
#           #Vocational School|Faculty| Total#Vocational School|Faculty#Vocational School|Faculty#
#-----#-----#-----#-----#-----#-----#-----#-----#
#Syntax_SYNX#           82.00| 33.00|115.00#           57.40| 59.50#           4706.50|1963.50#
#-----#-----#-----#-----#-----#-----#-----#-----#

Test Statistics
=====#====#=====#
#           #Mann-Whitney U|Wilcoxon W| Z |Asymp. Sig. (2-tailed)#
#-----#-----#-----#-----#-----#-----#-----#
#Syntax_SYNX#           1303.50| 4706.50|-.32|           .75#
#-----#-----#-----#-----#-----#-----#-----#

```

Figure 5.3 Non parametric test result for school types and syntactic level of NLT errors/cases

```

PSPP> NPAR TESTS
  > /MANN-WHITNEY = Grammar_GRAM BY School_Type(1,2).

Ranks
#-----#-----#-----#-----#-----#-----#-----#-----#
#          #          N          #          Mean Rank          #          Sum of Ranks          #
#          #-----+-----+-----#-----+-----#-----+-----#
#          #Vocational School|Faculty| Total#Vocational School|Faculty#Vocational School|Faculty#
#-----#-----#-----#-----#-----#-----#-----#-----#
#Grammar_GRAM#          82.00| 33.00|115.00#          56.11| 62.70#          4601.00|2069.00#
#-----#-----#-----#-----#-----#-----#-----#-----#

Test Statistics
#-----#-----#-----#-----#-----#-----#-----#-----#
#          #Mann-Whitney U|Wilcoxon W| Z |Asymp. Sig. (2-tailed)#
#-----#-----#-----#-----#-----#-----#-----#-----#
#Grammar_GRAM#          1198.00| 4601.00|-1.00|          .32#
#-----#-----#-----#-----#-----#-----#-----#-----#

```

Figure 5.4 Non parametric test result for school types and grammatical level of NLT errors/cases

```

PSPP> NPAR TESTS
  > /MANN-WHITNEY = Lexis_LEX BY School_Type(1,2).

Ranks
#-----#-----#-----#-----#-----#-----#-----#-----#
#          #          N          #          Mean Rank          #          Sum of Ranks          #
#          #-----+-----+-----#-----+-----#-----+-----#
#          #Vocational School|Faculty| Total#Vocational School|Faculty#Vocational School|Faculty#
#-----#-----#-----#-----#-----#-----#-----#-----#
#Lexis_LEX#          82.00| 33.00|115.00#          59.68| 53.82#          4894.00|1776.00#
#-----#-----#-----#-----#-----#-----#-----#-----#

Test Statistics
#-----#-----#-----#-----#-----#-----#-----#-----#
#          #Mann-Whitney U|Wilcoxon W| Z |Asymp. Sig. (2-tailed)#
#-----#-----#-----#-----#-----#-----#-----#-----#
#Lexis_LEX#          1215.00| 1776.00|-.87|          .39#
#-----#-----#-----#-----#-----#-----#-----#-----#

```

Figure 5.5 Non parametric test result for school types and lexical level of NLT errors/cases

```

PSPP> NPAR TESTS
  > /MANN-WHITNEY = Context_CONTX BY School_Type(1,2).

Ranks
=====
#          #          N          #          Mean Rank          #          Sum of Ranks          #
#          #-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----#
#          #Vocational School|Faculty| Total#Vocational School|Faculty#Vocational School|Faculty#
#-----#-----#-----#-----#-----#-----#-----#-----#-----#-----#-----#
#Context_CONTX#          82.00| 33.00|115.00#          62.99| 45.61#          5165.00|1505.00#
#-----#-----#-----#-----#-----#-----#-----#-----#-----#-----#-----#

Test Statistics
=====
#          #Mann-Whitney U|Wilcoxon W| Z |Asymp. Sig. (2-tailed)#
#-----#-----#-----#-----#-----#-----#-----#-----#-----#-----#-----#
#Context_CONTX#          944.00| 1505.00|-2.68|          .01#
#-----#-----#-----#-----#-----#-----#-----#-----#-----#-----#-----#

```

Figure 5.6 Non parametric test result for school types and contextual level of NLT errors/cases

Table 5.22 Descriptive statistics for Contextual level of NLT					
School_Type		Mean	SD	N	
F		0.667	1.242	33	
V		1.585	1.885	82	

CHAPTER 6

DISCUSSION AND RECOMMENDATIONS

6.0. Introduction

Chapter 6 presents discussions comparing the literature review and the results from the current study. First of all, it calls attention to the typological differences between Turkish and English languages. Secondly, it focuses on some critical points dealing with the arguments on LT and the results and analysis from the current study. Also it alleges recommendations for the teachers of the field as well as researchers who want to study on LT.

6.1. Differences between Turkish and English

Linguistic distance and typology are important parameters for SLA. As it is cleared out in the previous chapters, it is very determining in learning speed and productions of certain structures in TL. In this sense, Turkish and English are of several clear cut differences. Initially, Turkish is an Uralic-Altaic language mostly used in a geography from northwest China to Siberia and its main land, Turkey, but English is an Indo-European Germanic language enjoyed in the western world. Turkish is an agglutinative type of language while English is analytic and “mildly synthetic” language focusing more on syntax and context (Eifring & Theil, 2015). Apart from these differences dealing with typologies and origins, Thompson (2001) underlines some categorical differences that Turkish learners of English have difficulties to overcome. For instance, first and foremost, word order of Turkish is SOV but it is SVO in English. There is no use of copula (to be) in Turkish; however, it is commonly used in different aspects of word order in English. Turkish has not got noun and pronoun discrimination in terms of gender, but many nouns and all singular pronouns have got such a mark in English. Turkish learners of English mostly have problems with determining verb tenses; in that, there is always confusion in using progressive, present and past perfect tenses. Some verbs such as *like*, *hate*, *love*, *dislike*, etc. are used in present simple tense rather than present continuous tense and necessitates a gerund in English but there is not such a limitation dealing with such verbs in Turkish. That's why, L2 learner's

over-generalization of present continues tense on present tense in English is very common as in the samples in Table 6.1 below.

Table 6.1 Samples for over-generalization of verb tenses

Level	Type	Source	MT	TL	Samples	Reconstruction
GRAM	Intralingual	TL	Turkish	English	[..] <i>She is liking watch the tv,listen to music,cook the dinner,play gitar. [...]</i>	<i>She likes watching the TV, listening to the music, cooking dinner and playing the guitar.</i>
GRAM	Intralingual	TL	Turkish	English	[..] <i>She isn't liking play basketbool,eat fish.[...]</i>	<i>She does not like playing basketball and eating fish.</i>
GRAM	Intralingual	TL	Turkish	English	[..] <i>Everyone eats food liking.[...]</i>	<i>Everyone likes eating food.</i>

In lexical levels, Turkish does not have counterparts for certain abstract words and these causes confusions like using “mind/idea, food/meal, cut/kill, etc.” (Thompson, 2001: 225). In addition, the use of singular and plural forms of English words are not the same in Turkish. Turkish users do not tend to use plural endings in such sentences “İki kız kardeşim[singular ending] var.” [I have got two sisters[plural ending].].

There is not a common category for null subject in English but in Turkish and the learners should initially learn that English is a syntax strict language always having real subject in sentence structures. For instance null subject or subject deletion/omission is very common in Turkish, however; it is almost impossible to do that in English. Subject can be moved in Turkish order of sentences. For example, SOV, VSO and OSV are possible meaningful orders in Turkish unlike in English. Moreover, The distinction between SOV and SVO languages, namely Turkish and English is very definite in terms of word order. Turkish has got very common post-positions in order to build up phrases such as [Okula doğru gidiyorum. [I am going school toward/to]] but English is of prepositions (e.g. I am going to school.) (Eifring & Theil, 2015). Eifring and Theil (2015) list further certain differences as in the table below.

Table 6.2 Comparison of Turkish and English word order¹⁰

Turkish		English	
Noun + post-position	O yurt <u>ta</u> yaşıyor.	Preposition + noun	S/he lives <u>in</u> the dormitory.
Relative clause + noun	<u>Arabası olan adam</u> budur.	Noun + relative clause	This is the <u>man who has got a car</u> .
Standard of comparison + adjective	<u>Seninkinden daha büyük</u> bir evi var.	Adjective + Standard of comparison	S/he has got a <u>bigger house than yours</u> .

Despite such distinctions between these two languages, some similarities also exist. For instance, intensifiers in English come before adjectives, adverbs and nouns as in Turkish (e.g. O çok iyi bir insandır [He is a very good person.]

There are also some certain differences in terms of social and cultural issues. Thompson (2001) mentions that Turkish society is relatively authoritarian. Therefore, Turkish students mostly see their teachers as the only authority in a classroom. They are also very sensitive to political perspectives which attempt to criticize their national values and language.

6.2. Evaluation of Results from the Research

Carl James (2013) notes that “Error is likewise unique to humans who are not only *sapiens* and *loquens*, but also *homo errans*.” (1). Clearly, the current study has totally supported his idea. The hypothesis of the study was that earlier language education of the L2 learners, negative attitudes, lack of adequate educational support contribute to the NLT errors/cases. Therefore, it seems that educational backgrounds of the learners and their effects on their motivation, attitudes and awareness of language transfer deserve a closer look. In this sense, three research questions were investigated; a) What level of NLT errors are frequently noted by faculty and vocational school students? b) Is there difference between those students in terms of frequency of their NLT errors and the schools they were enrolled in? c) Is there an effect of high school types and education on NLT frequency, perception of English language, LT awareness and attitude toward English?

As a result of data analysis from LTC, it was diagnosed that the participants most frequently noted interlingual or intralingual NLT errors/cases in lexical and syntactical levels. They

¹⁰ Categories belong to Eifring and Theil (2015) and all Turkish samples belong to me.

also produced grammatical and contextual level of NLT errors/cases even though they were comparatively low. However, particularly and interestingly it was observed that the participants could attempt to transfer specific context from their NL to TL. With regard to inferential statistics, there were not significant differences between the groups in terms of frequency of NLT errors in total and their schools they enrolled. There were not significant differences between syntactical, lexical and grammatical levels, either. However, it was found significant difference in contextual level of NLT and mostly the participants from vocational schools noted more NLT errors/cases in the contextual level. The participants were homogeneous in terms of the high school types they graduated. Most of them took education in vocational or religious vocational school before starting their university education. Therefore it can be argued that the high school types and education they took were clearly effective on the frequency of NLT errors but these conditions had also contributed their perception of English, LT awareness and attitude toward English as explained in details below.

From the whole analyzed data, it can be commented that the participants suffered from the NLT errors/cases because most of them did not complete some important and very basic part of English learning process. They were mostly of A1 and A2 level of English knowledge even though they took English education for a long time. Also, it is understandable that these results have been caused by their educational background and previous educational conditions as well as negative experience without adequate feedback for their written performance. Therefore, the hypothesis, educational backgrounds of the learners and their effects on their motivation, attitudes and awareness of language transfer has been supported by the findings from the questionnaire.

Many informative and interesting results have been concluded from the questionnaire results. According to the questionnaire results from the first part, it has been observed that most of the students have been learning English more than six years. The parents of the most participants did not have higher level of English language and they mostly had lower income. When these two results are regarded, it can be claimed that the participants could

not take any parental support and they tried to learn English by themselves, and school environment was their first and foremost place to learn English. However, the participants could not take adequate quality English language courses, and Turkish was frequently the dominant language in these courses. Grammar and vocabulary were the mostly emphasized skills. And writing activities together with any feedback were disregarded during that time. Almost half of the participants did have negative attitudes towards English during their high school education. As a result of descriptive analysis the groups were homogeneous in terms of their educational backgrounds and profiles.

According to the statistics on their perception of usefulness of English, it is clear that the participants took English language as a positive contributor to their way of life, which increases their cultural knowledge as well as their individual and professional development.

The participants were aware of the NLT errors/cases that they noted. And they did not mostly do it *consciously* but they have to do so since they did not have adequate knowledge of grammar and vocabulary. They also knew that because of these errors there happened problems dealing with conveyed meanings and contexts that they wanted to mention. Most of the participants thought that their earlier education played a role in that condition. Their experiences at schools were not supporting their productivity in especially writing.

Lastly, the statistics also came up with a distinction between learning English and English language, in that, the participants considered learning English and English language as two different issues. Most of them wanted to learn English and continue learning in the future but they did not want to see it as leading language all over the world. They also wanted to support Turkish language against English.

Obviously, the first research question has significantly been supported when all these results and comments of the participants are taken into consideration. Their lower motivation and negative attitudes during high school education have correlated with low parental support and inadequate or non-quality language education. And educational factors had visibly impacts on the NLT errors that were observed mostly in grammatical and contextual levels. The second research question has been supported because the groups came up with different

levels of contextual NLT errors. As for the last question, it was also supported by the questionnaire results; the participants questioned the quality of English language education and declared negative comments dealing with their what they experienced.

6.3. Critical points and Recommendations

As Bransford et al. (2000) says frequent feedback is very determining factor in learning processes. However, sometimes the learners of L2 are motivated by different factors, some are affected by positive feedback by the instructor and some others are influenced by other fellows. On the other hand, online feedback for written products seems more advantageous when compared to those given during the face-to-face courses. For instance such online feedback may ensure detailed informative data dealing with the learners' mistakes/errors and more importantly, they may not turn into face threatening acts between the teacher and the students, which may frequently causes cases questioning learners' positions in a classroom. Giving online feedback is about evaluating individual performance and may specifically improve sense of *collaboration*, *critical thinking* and *problem solving* (Simonson, Smaldino, Albright, & Zvacek, 2011). All in all, motivation is perhaps a corner stone as Bransford et al. (2000) mention. Early educational practices in NL is very determining for the future learning. For example, the learners learn how to write on a certain topic initially in their NL and build up abilities depending on knowledge of organization in NL. This is a very critical point in terms of LT because different language may have unique writing, organizational systems, sampling and stereotypes. Therefore, the learners are challenged with both transfer of language and knowledge of that organization that they have already mastered. In this sense, they should initially learn the TL's language system and then they should also learn the writing system and styles of TL. Therefore it is really hard to learn particular TL without adequate motivating practice represented in proper level of difficulty in correct time, which will contribute to improvement of proficiency and talent. Proficiency in TL is a highly determining point on LT, and particularly language patterns which are transferable or non-transferable are not always differentiated by the learners. In addition, the learners should be willing to learn, which

means that they could deliberately handle the issue of language learning and believe in usefulness of English.

From a general educational perspective, Woolfolk (2011) writes that [positive] transfer can not occur without a certain level of initial learning but the conditions in SLA is a little different from that because the question is that learner's initial knowledge of both NL and TL that should be regarded and the other factors such as language distance and dissimilarities should necessarily be affecting the guiding quality of initial knowledge. In that, the learners automatically memorize the system of their NL and recorded sample structures and contexts in which specific language notions are intensely and purposefully used, and then naturally try to employ those previous knowledge rather than what they have learned in the scope of second language. The memorization process is something good for the intralingual transfer but mostly problematic for interlingual transfer since that linear process of transfer will hinder the accuracy and understandability of the learner's productions in TL no matter it may work well for other educational environments.

In his studies, Slobin (1996) has found out that Turkish learners have difficulties in using definite and indefinite articles in Spanish, English and German languages since there is not a use of articles in Turkish. He also noted that “German speakers of English use progressive where they should use simple present, although Turks do not make this error in English, since Turkish uses progressive aspect and German does not.” (as cited in Han, 2004: 76). However, the cases which were diagnosed in this study indicated that the Turkish learners of English mostly tended to use progressive tense for the contexts and topics which highly necessitates simple present.

According to Kellerman's (1979, 1983) perspective and terminology on LT, *markedness* and language distance are very determining in LT process and language-specific elements rather than language-neutral elements can not be transferred (Gass, 1996; Gass & Selinker, 2008). Also closeness and distance between languages in terms of different linguistic levels may determine L2 learner's perception of language-specific and language neutral items. However, the results from the current analysis indicated that the participants did not follow such a strict path and differentiate between language-specific and -neutral elements while

transferring from NL to TL. In the case of the participants of the research, it is clear that those language-neutral elements (structure of Turkish language, idioms, inflectional morphology, collocations, etc.) were frequently transferred. Perhaps, this is because even the marked and neutral elements of Turkish language can be predicted as transferable for these L2 learners with lower language knowledge of English. It is also likely that the participants begin learning English with the assumption that their NL and English are close to each other in terms of syntax, grammar, lexis and more importantly context, which is also inferred by Gass and Selinker (2008).

De Bot (2004) claims that languages have different *activation levels* which are determined by a) *amount of contact and use*, b) *level of proficiency*, c) *method of instruction*, d) *age of acquisition*, etc.(26). In accordance with that idea, L1 will have a high level of activation but L2 will have lower level. Therefore it is possible that the learners may delay level of activation of a learned language by activating NL in multilingual contexts. On the other hand, linguistic differences between languages are key factors in the determination of activation levels. For example, English is a syntax strict language, and every sentence needs at least a subject and a verb but in Turkish it is possible to produce meaningful sentences without a clear subject or move subject anywhere with a meaningful word order. Such a difference in ordering may cause problems since a sentence without a subject in English production may become meaningless as long as it is not used as an imperative. Such challenges have categorically been explained by Ellis (1992). According to Ellis (1992) “the acquisition of implicit knowledge involves three processes: noticing, comparing and integrating. [T]he learner compares the linguistic features noticed in the input with her own mental grammar, registering to what extent there is a “gap” between the input and her grammar” (238) (as cited in James, 2013: 8).

In his famous book Erich Fromm (1990) differentiates between individual and social character. These notions are closely interrelated even though they have got some certain functions to play in educational, social and cultural spheres. In addition, they also have roles in transfer of learning. Fromm explains that:

The structure of society and the function of the individual in the social structure may be considered to determine the content of social character. The family [...] may be considered to be the psychic agency of society, the institution which has the function of transmitting the requirements of society to the growing child. The family fulfills this function in two ways: (1) by the influence the character of the parents has on the character formation of the growing child; since the character of most parents is an expression of the social character, they transmit in this way the essential features of the socially desirable character structure to the child. (2) In addition to the character of the parents, the methods of child training which are customary in culture also have the function of molding the character of the child in a socially desired direction (65).

In terms of the context of transfer of learning and LT, Fromm's perspective illuminates key points which emphasize the role of the society and family members on the process of learning of a child. More importantly Fromm claims that social character is a key factor in terms of social improvement and educational development. He states that:

The social character which makes people act and think as they have to act and think from the standpoint of the proper functioning of their society is only one link between the social structure and ideas. The other link lies in the fact that each society determines which thoughts and feelings shall be permitted to arrive at the level of awareness and which have to remain unconscious. Just as there is a social character, there is also "social unconscious" (70).

Regarding Fromm's position in education of the society and individuals, I think that the interaction between the society, individuals and educational institutions should be regarded and reconstructed in terms of new methods, researches focusing on LT and diagnosing language teaching and learning problems in Turkey.

As far as it was pointed out by the data from participants' writing, they were not exposed to positive feedback loops, which was purposefully planned for their future performance during their high school education. Therefore, it can simply be voiced that English as a foreign language education needs more formative assessment tools to improve writing skills of the learners and diagnose NLT errors/cases, which potentially come out as learning problems and fossilized language. English language teacher should frequently emphasize the typological differences between Turkish and English languages. Learners' linguistic transfer errors should be seen as positive efforts for the purpose of learning important part of teaching and assessing by the language teachers and appropriate and immediate feedback should be provided by considering correct timing. By that way of remedial approach L2 learners may taste positive sense of management, achievement, and self confidence which

will certainly contribute to their motivation to learn. Learners' awareness of NLT errors should also be guaranteed during teaching over face-to-face courses or online platforms. I thus believe that such qualitative, quantitative and diagnostic studies like the current one may help teachers of English address what types of LT errors are most frequent among Turkish learners of English and produce methods, strategies and materials to deal with these errors before their turning into fossilized errors.

Considering the comments, descriptive and inferential statistics about English language education in their high schools, parental support, I suggest the educational institutions should cooperate with the parents and help them improve their level of English proficiency, which will significantly contribute to learning process of their children as well as transferring learning to the next generations. The institutions should also hire quality language teachers who can use English as medium of instruction. Out-field teachers should not be allowed to teach English at schools. Language teachers should regard productive skills like writing and employ dynamic assessment together with positive and motivational diagnostic feedback for the NLT errors/cases of the L2 learners.

CHAPTER 7

CONCLUSION

7.0. Introduction

The chapter 7 summarizes the study beginning with its scope, purpose and hypothesis. Then findings of the study, educational implications are going to be voiced and recommendations will be restated.

7.1. Overview of the Study

There are several reasons (e.g. lack of adequate motivation to learn, enough practice and exposure to TL, contact to English speaking people, unavailable resources or technological facilities, etc.) which discourage students and cause delays in language learning processes. The current causal and comparative study investigates NLT errors and its potential causes by hypothesizing that earlier educational experiences may negatively affect the L2 learners' perception of English, NLT awareness and attitude toward English. The scope, purpose and assumptions of the research as well as hypothesis and research questions are explained in the first chapter. The literature is reviewed and recent researches are touched in the second chapter. The motivating conditions are summarized in the third chapter. The methodology and data analysis are followed in the next chapters. The last chapter is devoted to critical points and recommendations for both teachers, researchers and educational institutions in Turkey. The study was completed in around two years. It is of very sophisticated multi-dimensional research method including corpus and detection based error analysis and quantitative survey. Throughout the study it was argued that negative language transfer is a result of these stated factors. At first, methodology of the study was mentioned and then data analysis and results were followed. Lastly, the analysis and results were discussed.

7.2. Findings and Educational Implications of the Study

The findings illustrated that the most frequent NLT errors/case were lexical and syntactical level of NLT. There were not significant difference between the groups in terms of their schools and three NLT levels but there was significant difference only in contextual level.

Regarding all data from LTC and questionnaire, it was investigated that the school types and education contributed to the frequency of NLT errors/cases, perception of English, awareness of NLT errors and attitude toward English language.

All of the results from the study has revealed several educational implication. Initially, it is very common that the educational factors determine what and how to learn for all members of a society. Transfer of knowledge is promoted in general educational contexts where monolingual education is provided. Woolfolk (2011) lists some of the factors affecting transfer of learning as follows:

- Initial learning is necessary for transfer, and a considerable amount is known about the kinds of learning experiences that support transfer,
- Knowledge that is overly contextualized can reduce transfer; abstract representations of knowledge can help promote transfer,
- Transfer is best viewed as an active, dynamic process rather than a passive end-product of a particular set of learning experiences,
- All new learning involves transfer based on previous learning, and this fact has important implications for the design of instruction that helps students learn (53).

All the stated factors can also be counted for the conditions that the L2 learners experienced and noted frequent NLT errors but the difference is that the NLT errors are considerably blocking further learning and cause the point of no return. The current study has lot of educational outcomes that assist to figure out that distinction. Furthermore such a corpus and detection based error analysis may provide language teachers, curriculum designers and researchers some significant tips dealing with educational and linguistic needs of the learners as well as detecting levels and types of NLT errors/cases.

The sets of data from LCT and questionnaire belonging to both groups have supported the hypothesis; that is, educational backgrounds are connected with lower motivation and negative attitudes and frequency of NLT errors/cases. The link between NLT errors and these factors is obviously established. Such a result contributes to the field positively and may help teachers and researchers to gain better understanding of why and how NL interferes in the TL. As it is clear from the samples, Turkish learners tend to avoid using simple present tense and they try to employ present continuous tense, instead, which is logically and meaningfully close to Turkish. The participants' responses to the questionnaire

questions are mostly informative even though there is not a significant difference between the two selected groups. The educational experiences and reasons behind the NLT do not remain unclear in these participants' cases. It also supports the idea that there is a relation and close link between educational background, motivation and attitudes and the frequency of NLT errors.

All in all, I recommend that the teachers of English should improve diagnostic assessment tools to detect NLT errors/cases that their potential students might note before/during/after their educational experiences while learning English. Such a way of diagnosis will explicitly help them investigate needs of their learners. I think it is necessary that the teachers should use English as a classroom language and provide online feedback for the written products of their learners as an important part of teaching process. The teachers should emphasize typological differences between Turkish and English languages. This will guarantee awareness for NLT errors/cases for learners. The researchers should regard to conduct longitudinal research on LT and employ corpus and detection based methodologies to define and describe most common NLT errors/cases that Turkish learners of English produced in Turkey. The data from such potential researches can simply be used to develop curricula for English courses in Turkey. The educational institutions should encourage teachers of English to enjoy English as a medium of instruction in their courses. They should help parents learn English or improve their English proficiency in order to provide support for their children. The institutions should hire quality in-field teachers of English and out-field teachers should never be allowed to teach English at schools.

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APPENDICES

Appendix – 1: Writing Tasks in the LMS

Title	About you	Describing a friend	Your daily routine	Describing a student	A famous person	A bad holiday	Your favourite dish	Booking a holiday
Topic/ Instruction	Read and listen to an e-mail from your classmate, Jean.	Read and listen to an e-mail from your friend, Janet.	A local magazine wants to know about people's stressful day.	Read and listen to this notice which you see on the noticeboard outside your classroom.	Read and listen to an e-mail from your penfriend, Marco.	Read and listen to this advert which you see in a television magazine.	Your local tourist information office is holding a competition. Read and listen to the information below.	Read and listen to the advert.
Context & Task	Now write your reply to Jean's email. Write 50 – 75 words. Include the following: -your first name and surname -your nationality and the town where you are from -your age and marital status -the languages you speak something else about you Use the Useful language and Sample answer below to help you	Now write your reply to the e-mail. Write 75 – 100 words. Include the following: -your penfriend's name, age, nationality, and job -some more information about your penfriend Use the Useful language and Sample answer below to help you.	Now write your article. Write 75–100 words. Write three or four paragraphs. Answer these questions: -Which day of the week is stressful for you? Why? -What do you usually do in the morning on that day? -What do you do in the afternoon? -What do you do after work/school? Use the Useful language and Sample answer below to help you.	Write a description of a student in your class (or your teacher). Write 75–100 words. Write three or four paragraphs. Answer the following questions: -What is his / her name? -How old is he / she? -Where is he / she from? -What does he / she do? -What does he / she like doing? -What doesn't he / she like doing? -Describe him / her. Use the Useful language and Sample answer below to help you.	Think of a famous or important person in the history of your country. Now write about the person you chose. Write 75–100 words. Write three or four paragraphs. Answer the following questions: -What was his or her name? -When and where did he or she live? -What was he or she famous for? -Why do you think he or she was important? Use the Useful language and Sample answer below to help you.	Now write a description of a really bad holiday you had. Write 75–100 words. Write three or four paragraphs. Answer the following questions: -Where did you go? -How long did you stay? -What did you do? -What did you see? -Why was the holiday really bad? Use the Useful language and Sample answer below to help you.	Now write a description of your favourite local dish. Write 75–100 words. Write three or four paragraphs. Answer the following questions: -What is it called? -Where is it from? -What's in it? -Can you make it? -Why do you like it? Use the Useful language and Sample answer below to help you.	Now write a formal e-mail to book a holiday for you and your partner. Write 75–100 words. Include the following: -how many weeks you want to go for -which month -rock-climbing or canoeing -think of some questions to ask -ask for confirmation Use the Useful language and Sample answer below to help you.

Title	About you	Describing a friend	Your daily routine	Describing a student	A famous person	A bad holiday	Your favourite dish	Booking a holiday
Sample Answer	Hello Jean My name's Ellie McGuire. I'm Irish and I'm from Dublin, the capital of Ireland. I'm 19 years old and I'm single. I speak English and French and a little German. I'm a student at University College Dublin. I study French and History. I live with my sister. Her name's Sharon and she's 21 years old. She works in a shop. Bye for now Ellie	Hi Janet It's great to hear from you! My new penfriend's a man. His name is Martin Novak. He's from Brno in the Czech Republic. He's 24 years old and he's single. He's an architect. He works in an office and he designs hospitals and schools. Martin likes fast food but he doesn't smoke. He doesn't have a pet. He likes music and he plays the guitar. Every weekend he plays tennis with his friend, Lukas. He drives a sports car and, in his photo, he's very good-looking! Love Ellie	My stressful day! Monday is a stressful day for me, because I'm always very busy at work. I usually go to bed late on Sunday night, so on Monday morning it's difficult to get up. In the morning I go to work at six o'clock. I write lots of e-mails and then I talk to customers on the phone. After lunch I often have long meetings, which are usually very boring. In the evening I go home, cook dinner, and go to English class. I go to bed at eleven or twelve o'clock. It's a very long and stressful day!	Our students Yumiko Sagara is a student in my class. She is 27 and she's Japanese. She's from a city called Kyoto. She is very pretty and she always wears lovely clothes. She has long, dark hair and a beautiful smile. She is very intelligent, but she is sometimes quiet and shy. In Japan, she works as a primary school teacher. She often talks about her job. Yumiko loves drawing and painting, and she can cook. She also likes shopping and reading fashion magazines, but she doesn't like sport and she can't swim.	Louis Pasteur was a very important person in French history. He was born in 1822 in Dole near Dijon in France. He became a professor and then director of scientific studies at Lille University. Pasteur was a brilliant scientist. He is famous for his experiments to understand the causes of diseases. Before Pasteur, nobody knew about bacteria. He was the first person to find them. He invented ways to stop food going bad and he made medicines which prevent many illnesses. We still use these medicines today.	Holiday nightmare! We love sunbathing on the beach. Last June we went on holiday to Greece for a week. The flight was fine, but the airline lost our suitcases, so we didn't have our clothes for two days. The weather was terrible. It rained for five days so we stayed in the hotel and watched TV. It was quiet in the daytime but at night some people in the hotel were very noisy and we couldn't sleep. Finally, we went to the beach, but we couldn't go swimming because there were giant jellyfish in the sea!	Our food! My favourite meal is called 'Toad in the Hole'. It's from England and my mother often made it for me and my brother when we were children. This meal is very easy to make. You need some flour, an egg, some milk, and a little bit of salt. Put the flour into a bowl, add the egg and some milk, and mix it together. Now add the salt. Put this into a dish and add a very important ingredient – some sausages. Cook it in the oven for 45 minutes, then serve it with some vegetables. It's delicious!	Dear Sir / Madam I read your advertisement for adventure holidays in the Lake District and I would like to book a rock-climbing holiday. I would like to book the holiday for two people. We would like to come for two weeks in August. Could you tell me which dates in August are still available? Could you also send me some more information about the holiday? What clothes do we need to bring? Are meals included in the price? Please confirm the dates and the price. Yours faithfully

Appendix – 2: Questionnaire

Questionnaire for Motivation, Attitudes towards English Language and Linguistic Transfer

Bilgilendirme [Description]

Bu anket üniversitenizdeki yabancı dil dersleri hakkında bilgi toplamak ve öğrencilerin yabancı dil derslerindeki motivasyon ve İngiliz dili'ne karşı tutumlarını araştırmak üzere 2014-2015 döneminde oluşturulmuştur. Ankete katılım tamamen gönüllü olarak yapılacaktır. Bu ankette elde edilecek veriler tamamen ilgili alanda araştırma ve geliştirme için kullanılacaktır. Bu anket altı (5) ana bölümden oluşmaktadır; 1. Bölüm öğrenci profillerine, 2. Bölüm Lisedeki İngilizce eğitimine, 3. Bölüm İngilizce'nin faydalarının algılanışına, 4. Bölüm negatif dil transferlerine yönelik farkındalığa, 5. Bölüm İngiliz diline karşı genel tutumlara yönelik olarak düzenlenmiştir.

Not: Lütfen Önce Kodunuzu Giriniz ve Anketi Cevaplarken Gerçek Düşünce ve Bilgilerinizi Kullanınız!

[Description]

[This questionnaire was compiled to gather information about foreign language course (English), the students' motivation and attitudes in/towards English language course at your university in 2014-2015. Completion of the questionnaire is not obligatory but voluntary. The data from the questionnaire is going to be used for the sake of research and development in the related area. The questionnaire consists of six (5) main parts; 1. Part for the participants' demographic data, 2. Part for educational background in terms of English learning, 3. Part for their perceptions of the usefulness of English, 4. Part for awareness of LT errors, 5. Part for attitudes towards English language.

[Attention: Please enter your codes first and use your own information and ideas while filling the questionnaire.]

1. Bölüm [1. Part]

[Please provide your student profiles. After reading the question please choose one of the answers. Please do not leave blank any questions marked with (*).]

Kodunuzu giriniz! [Please enter your code!]

1. Kaç yaşındasınız? [How old are you?]

- a) 18 - 20
- b) 21 - 23
- c) 24 - 26
- d) 27 - 29
- e) Diğer [other]

Cinsiyetiniz nedir? [What is your gender?]

- a) Bay [Male]
- b) Bayan [Female]

2. Şu anda okuduğunuz üniversitede kaçınıcı yılınız? [What year are you in at the university?]

- a) 1
- b) 2
- c) 3
- d) 4
- e) Diğer [other]

3. Türkçe'den başka bildiğiniz diller var mı? [Do you know any other language(s) rather than Turkish?]

- a) Arapça [Arabic]
- b) Çerkezce [Circassian Language]
- c) Kürtçe [Kurdish]
- d) Lazca [Lazuri]
- e) Diğer [Other]

4. Türkçe'den başka bildiğiniz diller var mı? Varsa bilgi düzeyinizi belirtiniz. [Do you know any other language(s) rather than Turkish? If there is any, please mention level of your language knowledge.]

Ana Dilim [My mother tongue] Başlangıç [Beginner] Temel düzey
[Elementary] Orta düzey [Intermediate] İleri düzey [Advanced]

- a) Arapça [Arabic]
- b) Çerkezce [Circassian Language]
- c) Kürtçe [Kurdish]
- d) Lazca [Lazuri]
- e) Diğer [Other]

6. Sizin veya ailenizin gelir seviyesi nedir? [What is your or your family's level of income?]
(Aylık gelir olarak göz önünde bulundurunuz.) [Please regard your monthly income]

- a) 500-1000 TL
- b) 1000-1500 TL
- c) 1500-2000 TL
- d) 2000-2500 TL
- e) 3000 TL'den fazla [More than 3000 TL]

7. Annenizin İngilizce bilgi düzeyi nedir? [What is your mother's level of English language knowledge?]

- a) Hiç yok [not available]
- b) Başlangıç [Beginner]
- c) Temel düzey [Elementary]
- d) Orta düzey [Intermediate]
- e) İleri düzey [Advanced]
- f) Bilmiyorum [I do not know]

8. Babanızın İngilizce bilgi düzeyi nedir? [What is your father's level of English language knowledge?]

- a) Hiç yok [not available]
- b) Başlangıç [Beginner]
- c) Temel düzey [Elementary]
- d) Orta düzey [Intermediate]
- e) İleri düzey [Advanced]
- f) Bilmiyorum [I do not know]

9. Hangi Okuldan Mezun Oldunuz? [What type of high school did you graduate from?]

- a) (Düz) Lise [Regular High School]
- b) Meslek Lisesi [Vocational High School]
- c) Anadolu Lisesi [Anatolian High School]
- d) Anadolu Öğretmen Lisesi [Anatolian Teacher High School]
- e) Fen Lisesi [Science High School]
- f) İmam Hatip Lisesi [İmam Hatip High School]
- g) Diğer [Other]

10. Lise Eğitiminizi nerede aldınız? [Where did you get your high school education?]

11. Liseden ne zaman mezun oldunuz? [When did you graduate from the high school?]

- a) 2005 - 2006
- b) 2007 - 2008
- c) 2009 - 2010
- d) 2011 - 2012
- e) Diğer [other]

2. Bölüm [2. Part]

Bu bölümde cevaplayacak olduğunuz anket soruları sizin lise eğitiminizle İlgilidir. Aşağıdaki her ifadeyi okuduktan sonra seçeneklerden birisine karşılık gelen boşluğa bir işaret koyunuz. Lütfen (*) İle Belirtilen hiçbir ifadeyi boş bırakmayınız.

[In this part, the questions are related to your high school education. After reading the question please choose one of the answers. Please do not leave blank any questions marked with (*).]

1. Lise eğitiminizde İngilizce hazırlık gördünüz mü? [Did you take English preparation program during your high school education?]

- a) Evet [Yes]
- b) Hayır [No]

2. Ne kadar süredir İngilizce öğreniyorsunuz? [How long have you been learning English?]

- a) 1-2 yıldır [1-2 years]
- b) 3-4 yıldır [3-4 years]
- c) 4-5 yıldır [4-5 years]
- d) 6 yıldan daha uzun süredir. [More than 6 years]

3. Lise eğitiminiz boyunca haftada kaç saat İngilizce dersiniz vardı? [How many hours of English course did you weekly take during your high school education?]

- a) 2
- b) 4
- c) 6
- d) 8
- e) Hiç Yoktu [There was not any English course]
- f) Diğer [Other]

4. Lise eğitiminiz boyunca İngilizce derslerinize İngilizce branş öğretmeni geldi mi? [Did an in-field English teacher teach you English during your high school education?]

- a) Evet [Yes]
- b) Hayır [No]

5. Eğer 4. soru için cevabınız "Hayır" ise size hangi branştaki öğretmen İngilizce dersini sağladı? [If your answer is "No" for the 6th question please provide what type of branch teacher provided the course?]

- a) Fen Bilgisi [Science]
- b) Matematik [Maths]
- c) Türkçe [Turkish]
- d) Kimya [Chemistry]
- e) Almanca [German]
- f) Fransızca [French]
- g) Diğer [Other]

6. İngilizce dersini sağlayan öğretmen ne kadar sıklıkla değişik kaynaklar (örnek: Dilbilgisi konularını içeren standart bir İngilizce kitabına ek olarak görsel materyaller ve videolar) kullanarak dersi uyguladı? [How often did the teacher of English use different materials (i.e., visual materials and videos in addition to standard English course book including grammar topics) in the course during your high school education?]

- a) Hiçbir zaman [Never]
- b) Nadiren [Rarely]
- c) Bazen [Sometimes]
- d) Sıklıkla [Often]
- e) Her zaman [Always]

7. Lise eğitiminizde İngilizce derslerinde dersin sorumlusu derste hangi dili kullandı? [What language did the teacher of English use in the courses?]

- 1) Türkçe [Turkish] 2) İngilizce [English]
- a) Hiçbir zaman [Never]
 - b) Nadiren [Rarely]
 - c) Bazen [Sometimes]
 - d) Sıklıkla [Often]
 - e) Her zaman [Always]

8. Lise eğitiminizde İngilizce derslerine daha çok hangi dil becerisi üzerinde durulduğunu düşünüyorsunuz? [Which language skill was emphasized most during your high school education?]

- a) Okuma [Reading]
- b) Konuşma [Speaking]
- c) Dinleme [Listening]
- d) Yazma [Writing]
- e) Dilbilgisi ve Kelime [Grammar and Vocabulary]

9. Lise eğitiminizde ne kadar sıklıkla İngilizce bir yazı yazdınız? [How often did you write a paragraph/text in English during your high school education?]

- a) Hiçbir zaman [Never]
- b) Nadiren [Rarely]
- c) Bazen [Sometimes]
- d) Sıklıkla [Often]
- e) Her zaman [Always]

10. Lise eğitiminiz esnasında İngilizce dersinin sorumlusu ne kadar sıklıkla İngilizce yazdığınız yazıları kontrol etti ve size yazınızla ilgili geri dönüt verdi? [How often did your teacher of English check your paragraphs/texts and give you feedback during your high school education?]

- a) Hiçbir zaman [Never]
- b) Nadiren [Rarely]
- c) Bazen [Sometimes]
- d) Sıklıkla [Often]
- e) Her zaman [Always]

11. Lise eğitiminiz sırasında İngilizce kelimeler/yapılar yerine Türkçe kelimeleri/yapıları kullanmamanız yönünde ders sorumlusu tarafından hiç uyarıldınız mı? [Have you ever been warned not to use Turkish words/structures for English ones by the teacher of English during your high school education?]

- a) Evet [Yes]
- b) Hayır [No]

12. Lise eğitiminiz esnasında İngilizce dersine karşı olumsuz bir tutumunuz var mıydı? [Did you have any negative attitude towards the English course during your high school education?]

- a) Evet [Yes]
- b) Hayır [No]

13. Genel olarak Lise eğitiminizde verilen İngilizce derslerinde İngilizce öğrenebildiğinizi düşünüyor musunuz? [Do you think you learned English in the courses that you took during your high school education?]

- a) Evet [Yes]
- b) Hayır [No]

14. Lise eğitiminiz sırasında aldığınız İngilizce dersleri ile ilgili belirtmek istediğiniz başka hususlar varsa, lütfen aşağıya yazınız. [If you have anything to mention dealing with English courses that you took during your high school education, please write them below]

3.Bölüm [3.Part]

Bilgilendirme [description]

Bu bölüm İngilizce'nin faydalarının algılanışı ile ilgilidir. Aşağıdaki her ifadeyi okuduktan sonra seçeneklerden birisine karşılık gelen boşluğa bir işaret koyunuz. Lütfen (*) ile belirtilen hiçbir ifadeyi boş bırakmayınız.

[In this part, the questions are related to perceptions of the usefulness of English. After reading the question please choose one of the answers. Please do not leave blank any questions marked with (*).]

1- İngilizce bilmenin hayatınızı önemli ölçüde etkileyeceğini düşünüyor musunuz? [Do you think learning English will significantly affect your way of life?]

a) Evet [Yes]

b) Hayır [No]

2- İngilizce bilginizin en çok hangi alanlarda size yardımcı olabileceğini düşünüyorsunuz? [In which areas will your English knowledge be helpful for you?]

a) İş başvurusu yapmakta [To apply for a job]

b) Araştırma yapmakta [To research]

c) İnterneti daha iyi kullanmakta [To use internet]

d) Hiçbir yerde [for nothing/nowhere]

3- İngilizce öğrenmenin kültürel bilgi düzeyini artırdığını düşünüyor musunuz? [Do you think learning English increase level of your cultural knowledge?]

a) Evet [Yes]

b) Hayır [No]

4- İngilizce öğrenmenin diğer ders veya çalışma alanlarınızda etkili ve faydalı olduğunu düşünüyor musunuz? [Do you think learning English is efficient and useful to other courses or fields of your studies?]

a) Evet [Yes]

b) Hayır [No]

5- İngilizce dersinin kişisel ve mesleki gelişiminiz/eğitiminiz için yararlı olduğunu düşünüyor musunuz? [Do you think English is useful for your individual and occupational development/education?]

a) Evet [Yes]

b) Hayır [No]

4.Bölüm [4.Part]

Bilgilendirme [description]

Bu bölüm negatif dil transferlerine yönelik farkındalık ile ilgilidir. Aşağıdaki her ifadeyi okuduktan sonra seçeneklerden birisine karşılık gelen boşluğa bir işaret koyunuz. Lütfen (*) ile belirtilen hiçbir ifadeyi boş bırakmayınız.

[In this part, the questions are related to participants' awarenesses of NLT items. After reading the question please choose one of the answers. Please do not leave blank any questions marked with (*).

1- Okulda veya evde İngilizce olarak yazmasını veya okumasını bilmediğiniz kelimeleri ne kadar sıklıkla sözlükten kontrol edersiniz? [How often do you look up the words that you do not know how to pronounce and write?]

- a) Hiçbir zaman [Never]
- b) Nadiren [Rarely]
- c) Bazen [Sometimes]
- d) Sıklıkla [Often]
- e) Her zaman [Always]

2- Türkçe kelimelerin İngilizce karşılıklarını bulamadığınızda ne kadar sıklıkla Türkçe kelimeleri kullanırsınız? [How often do you use/prefer Turkish words when you can not find the English versions?]

- a) Hiçbir zaman [Never]
- b) Nadiren [Rarely]
- c) Bazen [Sometimes]
- d) Sıklıkla [Often]
- e) Her zaman [Always]

3- Herhangi bir İngilizce yazı yazarken ne kadar sıklıkla İngilizce kelimeler yerine bilinçli olarak Türkçe kelimeler kullanırsınız? [While writing a paragraph/text in English, how often do you intentionally use Turkish words instead of English ones?]

- a) Hiçbir zaman [Never]
- b) Nadiren [Rarely]
- c) Bazen [Sometimes]
- d) Sıklıkla [Often]
- e) Her zaman [Always]

4- İngilizce yerine kullandığınız Türkçe karşılıkların yazdığınız yazıda anlam sorunlarına/kayıplarına sebep olduğunu düşünüyor musunuz? [Do you think Turkish words instead of English ones cause problems in meaning or lose of meaning while writing a paragraph/text in English?]

- a) Evet [Yes]
- b) Hayır [No]

5- İngilizce kelimeler yerine Türkçe kelimeleri/yapıları kullanmanın, yazdığınız yazının açık veya anlaşılabilir olması açısından ciddi bir sorun olduğunu düşünüyor musunuz? [Do you think using Turkish words/structures instead of English ones cause serious problems in terms of the clarity and understandability of your paragraph?]

- a) Evet [Yes]
- b) Hayır [No]

6- İngilizce kelimeler yerine Türkçe kelimeleri/yapıları kullanmanızda daha önceki aldığınız İngilizce derslerinin olumsuz olarak etkili olduğunu düşünüyor musunuz? [Do you think English courses that you took earlier have a negative effect on your using Turkish words/structures for English ones?]

- a) Evet [Yes]
- b) Hayır [No]

7- İngilizce yerine Türkçe kelimeleri/yapıları kullandığımızda yazınızda vermek istediğiniz bağlamı doğru olarak aktarabildiğinizi düşünüyor musunuz? [Do you think you can convey context that you want to mention in your paragraph when you use Turkish words/structures for English ones?]

- a) Evet [Yes]
- b) Hayır [No]

8- Aşağıdakilerden hangisinin İngilizce kelimeler/yapılar yerine Türkçe karşılıkları kullanmanızda daha etkili olduğunu düşünüyorsunuz? [Do you think which one of the followings are more influential in your using Turkish words/structures for English ones?]

- a) Yeterli İngilizce kelime ve dilbilgisi eksikliği [Lack of enough English vocabulary and grammar knowledge]
- b) İngilizce öğrenmek için gerekli ilgi ve motivasyon eksikliği [Lack of enough interest and motivation to learn English]
- c) Daha önce İngilizce metin yazma üzerine çalışmalar/aktiviteler yapmamış olmanız [the condition that you have not done any studies/activities to write in English before]
- d) Daha önceki eğitiminizde İngilizce metin yazmak için teşvik edilmemiş olmanız [the condition that you have not been encouraged to write paragraphs/text in English before]

5.Bölüm [5.Part]

Bilgilendirme [description]

Bu bölüm İngiliz diline karşı genel tutumlar ile ilgilidir. Aşağıdaki her ifadeyi okuduktan sonra seçeneklerden birisine karşılık gelen boşluğa bir işaret koyunuz. Lütfen (*) ile belirtilen hiçbir ifadeyi boş bırakmayınız.

[In this part, the questions are related to participants' general attitudes towards English language. After reading the question please choose one of the answers. Please do not leave blank any questions marked with (*).

1- İngilizce derslerinde öğretim elemanının sürekli İngilizce konuşmasını ve yazmasını doğru buluyor musunuz? [Do you find it correct that the instructor uses continuously English to speak and write as a medium of the course?]

a) Evet [Yes]

b) Hayır [No]

2- İngilizce'nin hem Türkiye'de hem de dünyada daha yaygın olarak kullanılmasını nasıl değerlendiriyorsunuz? [How do you evaluate that English language is used more commonly both in Turkey and world nowadays?]

3- Okul ortamı dışında İngilizce konuşacak bir ortamın olmasını ister miydiniz? [Would you like to have an environment to speak in English out of the school?]

a) Evet [Yes]

b) Hayır [No]

4- Çocuklara küçük yaşlardan itibaren İngilizce öğretilmesini doğru buluyor musunuz? [Do you find it correct to teach English to the children from very early ages?]

a) Evet [Yes]

b) Hayır [No]

5- Okul dışında herhangi birisinin İngilizce konuşması sizi rahatsız ediyor mu? [Does anybody's speaking in English disturb you out of the school?]

a) Evet [Yes]

b) Hayır [No]

6- Televizyonda veya reklam panolarında İngilizce kelimeler görmek sizi rahatsız ediyor mu? [Does seeing English words in English on TV or advertising boards disturb you?]

a) Evet [Yes]

b) Hayır [No]

7- Yaşamınızın pek çok alanında İngilizce kullanılması sizi rahatsız eder miydi? [Would it disturb you if English language used in many spheres of your life?]

a) Evet [Yes]

b) Hayır [No]

8- Eđer 7. soru için "Evet" demişseniz nedenini yazınız. [If you have chosen "Yes" for the 7th question, please provide reason(s).]

9- Gelecekte İngilizce öğrenmeye devam etmeyi düşünüyor musunuz? [Will you continue learning English in the future?]

- a) Evet [Yes]
- b) Hayır [No]

Appendix – 3: Descriptive statistics for task based NLT error/case levels

Table 5.4 Task based descriptive statistics for levels of NLT errors/cases								
	S1T1 SYNX	S1T1 CONTX	S1T1 GRAM	S1T1 LEX	S1T2 SYNX	S1T2 CONTX	S1T2 GRAM	S1T2 LEX
Valid	115	115	115	115	115	115	115	115
Missing	0	0	0	0	0	0	0	0
Mean	0.3043	0.3478	0.6609	0.7043	0.5304	0.1043	0.3304	0.3217
Std. Deviation	0.6095	0.6219	1.228	1.147	1.682	0.3344	0.8555	0.7557
Minimum	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Maximum	3.000	3.000	9.000	5.000	14.00	2.000	6.000	4.000
Sum	35.00	40.00	76.00	81.00	61.00	12.00	38.00	37.00
T: Task, S: Semester								

Table 5.4 Task based descriptive statistics for levels of NLT errors/cases								
	S1T3 SYNX	S1T3 CONTX	S1T3 GRAM	S1T3 LEX	S1T4 SYNX	S1T4 CONTX	S1T4 GRAM	S1T4 LEX
Valid	115	115	115	115	115	115	115	115
Missing	0	0	0	0	0	0	0	0
Mean	0.2783	0.2435	0.5826	0.1826	0.5652	0.05217	0.1913	0.3130
Std. Deviation	0.6695	0.5863	1.318	0.5229	1.396	0.2234	0.4568	0.7178
Minimum	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Maximum	3.000	3.000	8.000	3.000	8.000	1.000	2.000	4.000
Sum	32.00	28.00	67.00	21.00	65.00	6.000	22.00	36.00
T: Task, S: Semester								

Table 5.4 Task based descriptive statistics for levels of NLT errors/cases								
	S1T5 SYNX	S1T5 CONTX	S1T5 GRAM	S1T5 LEX	S1T6 SYNX	S1T6 CONTX	S1T6 GRAM	S1T6 LEX
Valid	115	115	115	115	115	115	115	115
Missing	0	0	0	0	0	0	0	0
Mean	0.2087	0.1304	0.02609	0.2609	0.1043	0.1652	0.000	0.1739
Std. Deviation	0.7314	0.4496	0.2798	1.163	0.3597	0.4944	0.000	0.4823
Minimum	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Maximum	4.000	3.000	3.000	11.00	2.000	3.000	0.000	2.000
Sum	24.00	15.00	3.000	30.00	12.00	19.00	0.000	20.00
T: Task, S: Semester								

Table 5.4 Task based descriptive statistics for levels of NLT errors/cases								
	S1T7 SYNX	S1T7 CONTX	S1T7 GRAM	S1T7 LEX	S1T8 SYNX	S1T8 CONTX	S1T8 GRAM	S1T8 LEX
Valid	115	115	115	115	115	115	115	115
Missing	0	0	0	0	0	0	0	0
Mean	0.1130	0.05217	0.008696	0.3652	0.04348	0.04348	0.000	0.2348
Std. Deviation	0.4543	0.2234	0.09325	1.252	0.2048	0.3837	0.000	0.7761
Minimum	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Maximum	3.000	1.000	1.000	9.000	1.000	4.000	0.000	5.000
Sum	13.00	6.000	1.000	42.00	5.000	5.000	0.000	27.00

T: Task, S: Semester

Table 5.4 Task based descriptive statistics for levels of NLT errors/cases								
	S2T1 SYNX	S2T1 CONTX	S2T1 GRAM	S2T1 LEX	S2T2 SYNX	S2T2 CONTX	S2T2 GRAM	S2T2 LEX
Valid	115	115	115	115	115	115	115	115
Missing	0	0	0	0	0	0	0	0
Mean	0.08696	0.03478	0.2261	0.09565	0.1391	0.07826	0.04348	0.1217
Std. Deviation	0.3876	0.1840	0.9086	0.4771	0.5443	0.3005	0.2048	0.4803
Minimum	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Maximum	2.000	1.000	7.000	3.000	3.000	2.000	1.000	3.000
Sum	10.00	4.000	26.00	11.00	16.00	9.000	5.000	14.00

T: Task, S: Semester

Table 5.4 Task based descriptive statistics for levels of NLT errors/cases								
	S2T3 SYNX	S2T3 CONTX	S2T3 GRAM	S2T3 LEX	S2T4 SYNX	S2T4 CONTX	S2T4 GRAM	S2T4 LEX
Valid	115	115	115	115	115	115	115	115
Missing	0	0	0	0	0	0	0	0
Mean	0.04348	0.000	0.04348	0.04348	0.1478	0.000	0.008696	0.01739
Std. Deviation	0.2439	0.000	0.2776	0.2048	0.6785	0.000	0.09325	0.1313
Minimum	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Maximum	2.000	0.000	2.000	1.000	4.000	0.000	1.000	1.000
Sum	5.000	0.000	5.000	5.000	17.00	0.000	1.000	2.000

T: Task, S: Semester

Table 5.4 Task based descriptive statistics for levels of NLT errors/cases								
	S2T5 SYNX	S2T5 CONTX	S2T5 GRAM	S2T5 LEX	S2T6 SYNX	S2T6 CONTX	S2T6 GRAM	S2T6 LEX
Valid	115	115	115	115	115	115	115	115
Missing	0	0	0	0	0	0	0	0
Mean	0.0521 7	0.000	0.008696	0.03478	0.03478	0.008696	0.000	0.07826
Std. Deviation	0.3202	0.000	0.09325	0.2626	0.2267	0.09325	0.000	0.4422
Minimum	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Maximum	3.000	0.000	1.000	2.000	2.000	1.000	0.000	4.000
Sum	6.000	0.000	1.000	4.000	4.000	1.000	0.000	9.000
T: Task, S: Semester								

Table 5.4 Task based descriptive statistics for levels of NLT errors/cases								
	S2T7 SYNX	S2T7 CONTX	S2T7 GRAM	S2T7 LEX	S2T8 SYNX	S2T8 CONTX	S2T8 GRAM	S2T8 LEX
Valid	115	115	115	115	115	115	115	115
Missing	0	0	0	0	0	0	0	0
Mean	0.000	0.008696	0.03478	0.06087	0.008696	0.008696	0.000	0.04348
Std. Deviation	0.000	0.09325	0.3730	0.2742	0.09325	0.09325	0.000	0.3837
Minimum	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Maximum	0.000	1.000	4.000	2.000	1.000	1.000	0.000	4.000
Sum	0.000	1.000	4.000	7.000	1.000	1.000	0.000	5.000
T: Task, S: Semester								

Appendix – 4: Frequency Statistics for Part 2 of the Questionnaire

Contingency Tables

1. Did you take English preparation program during your high school education?

		P2_Q1			
School_Type		Yes	No	Total	
F	Count	8.00	25.00	33.00	
	% within row	24.2 %	75.8 %	100.0 %	
V	Count	40.00	42.00	82.00	
	% within row	48.8 %	51.2 %	100.0 %	
Total	Count	48.00	67.00	115.00	
	% within row	41.7 %	58.3 %	100.0 %	

2. How long have you been learning English?

		P2_Q2				
School_Type		1-2 Years	3-4 Years	5-6 Years	More than 6 Years	Total
F	Count	3.00	2.00	7.00	21.00	33.00
	% within row	9.1 %	6.1 %	21.2 %	63.6 %	100.0 %
V	Count	17.00	11.00	16.00	38.00	82.00
	% within row	20.7 %	13.4 %	19.5 %	46.3 %	100.0 %
Total	Count	20.00	13.00	23.00	59.00	115.00
	% within row	17.4 %	11.3 %	20.0 %	51.3 %	100.0 %

3. How many hours of English course did you weekly take during your high school education?

Table 5.25 Times spent for learning English during high school education									
		P2_Q3							
School_Type		0	2 hours	4 hours	6 hours	8 hours	9 hours	10 hours	Total
F	Count	0.00	14.00	14.00	1.00	0.00	4.00	0.00	33.00
	% within row	0.0 %	42.4 %	42.4 %	3.0 %	0.0 %	12.1 %	0.0 %	100.0 %
V	Count	2.00	49.00	18.00	4.00	4.00	0.00	5.00	82.00
	% within row	2.4 %	59.8 %	22.0 %	4.9 %	4.9 %	0.0 %	6.1 %	100.0 %
Total	Count	2.00	63.00	32.00	5.00	4.00	4.00	5.00	115.00
	% within row	1.7 %	54.8 %	27.8 %	4.3 %	3.5 %	3.5 %	4.3 %	100.0 %

4. Did an in-field English teacher teach you English during your high school education?

Table 5.26 Frequency of in-field teaching staff				
		P2_Q4		
School_Type		Yes	No	Total
F	Count	31.00	2.00	33.00
	% within row	93.9 %	6.1 %	100.0 %
V	Count	51.00	31.00	82.00
	% within row	62.2 %	37.8 %	100.0 %
Total	Count	82.00	33.00	115.00
	% within row	71.3 %	28.7 %	100.0 %

5. If your answer is "No" for the 6th question please provide what type of branch teacher provided the course?

Table 5.27 Frequency of out-field teaching staff														
		P2_Q5												
School_Type		Chemistry	Class Teacher	Computer	Deputy Headmaster	French	Geography	German	History	Maths	Science	Turkish	Unknown	Total
F	Count	0.00	0.00	1.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	0.00	0.00	2.00
	% within row	0.0 %	0.0 %	50.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	50.0 %	0.0 %	0.0 %	0.0 %	100.0 %
V	Count	2.00	1.00	0.00	1.00	1.00	1.00	6.00	1.00	3.00	1.00	11.00	2.00	30.00
	% within row	6.7 %	3.3 %	0.0 %	3.3 %	3.3 %	3.3 %	20.0 %	3.3 %	10.0 %	3.3 %	36.7 %	6.7 %	100.0 %
Total	Count	2.00	1.00	1.00	1.00	1.00	1.00	6.00	1.00	4.00	1.00	11.00	2.00	32.00
	% within row	6.3 %	3.1 %	3.1 %	3.1 %	3.1 %	3.1 %	18.8 %	3.1 %	12.5 %	3.1 %	34.4 %	6.3 %	100.0 %

6. How often did the teacher of English use different materials (i.e., visual materials and videos in addition to standard English course book including grammar topics) in the course during your high school education?

Table 5.28 Frequency of various materials used in English courses							
		P2_Q6					
School_Type		Always	Often	Sometimes	Rarely	Never	Total
F	Count	2.00	9.00	6.00	8.00	8.00	33.00
	% within row	6.1 %	27.3 %	18.2 %	24.2 %	24.2 %	100.0 %
V	Count	9.00	8.00	28.00	22.00	15.00	82.00
	% within row	11.0 %	9.8 %	34.1 %	26.8 %	18.3 %	100.0 %
Total	Count	11.00	17.00	34.00	30.00	23.00	115.00
	% within row	9.6 %	14.8 %	29.6 %	26.1 %	20.0 %	100.0 %

7 (a). What language did the teacher of English use in the courses? (Turkish)

Table 5.29 Frequency of use of Turkish as a medium of instruction							
		P2_Q7[a]					
School_Type		Always	Often	Sometimes	Rarely	Never	Total
F	Count	6.00	13.00	9.00	4.00	1.00	33.00
	% within row	18.2 %	39.4 %	27.3 %	12.1 %	3.0 %	100.0 %
V	Count	26.00	25.00	13.00	7.00	11.00	82.00
	% within row	31.7 %	30.5 %	15.9 %	8.5 %	13.4 %	100.0 %
Total	Count	32.00	38.00	22.00	11.00	12.00	115.00
	% within row	27.8 %	33.0 %	19.1 %	9.6 %	10.4 %	100.0 %

7 (b). What language did the teacher of English use in the courses? (English)

Table 5.30 Frequency of use of English as a medium of instruction							
		P2_Q7[b]					
School_Type		Always	Often	Sometimes	Rarely	Never	Total
F	Count	3.00	6.00	11.00	10.00	3.00	33.00
	% within row	9.1 %	18.2 %	33.3 %	30.3 %	9.1 %	100.0 %
V	Count	6.00	18.00	24.00	20.00	14.00	82.00
	% within row	7.3 %	22.0 %	29.3 %	24.4 %	17.1 %	100.0 %
Total	Count	9.00	24.00	35.00	30.00	17.00	115.00
	% within row	7.8 %	20.9 %	30.4 %	26.1 %	14.8 %	100.0 %

8. Which language skill was emphasized most during your high school education?

Table 5.31 Frequency of language skills emphasized during high school education							
		P2_Q8					
School_Type		Reading	Speaking	Listening	Writing	Grammar & Vocabulary	Total
F	Count	4.00	0.00	2.00	4.00	23.00	33.00
	% within row	12.1 %	0.0 %	6.1 %	12.1 %	69.7 %	100.0 %
V	Count	23.00	17.00	5.00	16.00	21.00	82.00
	% within row	28.0 %	20.7 %	6.1 %	19.5 %	25.6 %	100.0 %
Total	Count	27.00	17.00	7.00	20.00	44.00	115.00
	% within row	23.5 %	14.8 %	6.1 %	17.4 %	38.3 %	100.0 %

9. How often did you write a paragraph/text in English during your high school education?

Table 5.32 Frequency of paragraph/text writing during high school education								
		P2_Q9						
School_Type		Always	Often	Sometimes	Rarely	Never	Total	
F	Count	1.00	3.00	3.00	14.00	12.00	33.00	
	% within row	3.0 %	9.1 %	9.1 %	42.4 %	36.4 %	100.0 %	
V	Count	2.00	11.00	23.00	28.00	18.00	82.00	
	% within row	2.4 %	13.4 %	28.0 %	34.1 %	22.0 %	100.0 %	
Total	Count	3.00	14.00	26.00	42.00	30.00	115.00	
	% within row	2.6 %	12.2 %	22.6 %	36.5 %	26.1 %	100.0 %	

10. How often did your teacher of English check your paragraphs/texts and give you feedback during your high school education?

Table 5.33 Frequency of feedback given for writing practices								
		P2_Q10						
School_Type		Always	Often	Sometimes	Rarely	Never	Total	
F	Count	2.00	2.00	5.00	10.00	14.00	33.00	
	% within row	6.1 %	6.1 %	15.2 %	30.3 %	42.4 %	100.0 %	
V	Count	6.00	11.00	25.00	23.00	17.00	82.00	
	% within row	7.3 %	13.4 %	30.5 %	28.0 %	20.7 %	100.0 %	
Total	Count	8.00	13.00	30.00	33.00	31.00	115.00	
	% within row	7.0 %	11.3 %	26.1 %	28.7 %	27.0 %	100.0 %	

11. Have you ever been warned not to use Turkish words/structures for English ones by the teacher of English during your high school education?

Table 5.34 Frequency of warning for using Turkish patterns					
School_Type		P2_Q11			
School_Type		Yes	No	Total	
F	Count	20.00	13.00	33.00	
	% within row	60.6 %	39.4 %	100.0 %	
V	Count	46.00	36.00	82.00	
	% within row	56.1 %	43.9 %	100.0 %	
Total	Count	66.00	49.00	115.00	
	% within row	57.4 %	42.6 %	100.0 %	

12. Did you have any negative attitude towards the English course during your high school education?

Table 5.35 Negative attitude toward English courses in high school					
School_Type		P2_Q12			
School_Type		Yes	No	Total	
F	Count	16.00	17.00	33.00	
	% within row	48.5 %	51.5 %	100.0 %	
V	Count	36.00	46.00	82.00	
	% within row	43.9 %	56.1 %	100.0 %	
Total	Count	52.00	63.00	115.00	
	% within row	45.2 %	54.8 %	100.0 %	

13. Do you think you learned English in the courses that you took during your high school education?

Table 5.36 Level of satisfaction for English courses in high school					
School_Type		P2_Q13			Total
		Yes	No		
F	Count	11.00	22.00	33.00	
	% within row	33.3 %	66.7 %	100.0 %	
V	Count	40.00	42.00	82.00	
	% within row	48.8 %	51.2 %	100.0 %	
Total	Count	51.00	64.00	115.00	
	% within row	44.3 %	55.7 %	100.0 %	

14. If you have anything to mention dealing with English courses that you took during your high school education, please write them below.

Table 5.37 Frequency of positive and negative comments dealing with English education in high school							
School_Type		P2_Q14				Total	
		Positive	Negative	Neutral	No Comment		
F	Count	4.00	22.00	4.00	3.00	33.00	
	% within row	12.1 %	66.7 %	12.1 %	9.1 %	100.0 %	
V	Count	2.00	27.00	4.00	49.00	82.00	
	% within row	2.4 %	32.9 %	4.9 %	59.8 %	100.0 %	
Total	Count	6.00	49.00	8.00	52.00	115.00	
	% within row	5.2 %	42.6 %	7.0 %	45.2 %	100.0 %	

Appendix – 5: Frequency Statistics for Part 3 of the Questionnaire
Contingency Tables

1. Do you think learning English will significantly affect your way of life?

Table 5.38 Perception of English language					
		P3_Q1			
School_Type		Yes	No	Total	
F	Count	31.00	2.00	33.00	
	% within row	93.9 %	6.1 %	100.0 %	
V	Count	60.00	22.00	82.00	
	% within row	73.2 %	26.8 %	100.0 %	
Total	Count	91.00	24.00	115.00	
	% within row	79.1 %	20.9 %	100.0 %	

2. In which areas will your English knowledge be helpful for you?

Table 5.39 Perception of usefulness of English language						
		P3_Q2				
School_Type		To apply for a job	To research	To use internet	For nothing/nowhere	Total
F	Count	12.00	14.00	5.00	2.00	33.00
	% within row	36.4 %	42.4 %	15.2 %	6.1 %	100.0 %
V	Count	45.00	23.00	10.00	4.00	82.00
	% within row	54.9 %	28.0 %	12.2 %	4.9 %	100.0 %
Total	Count	57.00	37.00	15.00	6.00	115.00
	% within row	49.6 %	32.2 %	13.0 %	5.2 %	100.0 %

3. Do you think learning English increase level of your cultural knowledge?

Table 5.40 Perception of usefulness of English language in terms of improvement of cultural knowledge					
		P3_Q3			
School_Type		Yes	No	Total	
F	Count	32.00	1.00	33.00	
	% within row	97.0 %	3.0 %	100.0 %	
V	Count	62.00	20.00	82.00	
	% within row	75.6 %	24.4 %	100.0 %	
Total	Count	94.00	21.00	115.00	
	% within row	81.7 %	18.3 %	100.0 %	

4. Do you think learning English is efficient and useful to other courses or fields of your studies?

Table 5.41 Perception of usefulness of English language in terms of its contribution to other courses					
		P3_Q4			
School_Type		Yes	No	Total	
F	Count	29.00	4.00	33.00	
	% within row	87.9 %	12.1 %	100.0 %	
V	Count	63.00	19.00	82.00	
	% within row	76.8 %	23.2 %	100.0 %	
Total	Count	92.00	23.00	115.00	
	% within row	80.0 %	20.0 %	100.0 %	

5. Do you think English is useful for your individual and occupational development/education?

Table 5.42 Perception of usefulness of English language in terms of its contribution to individual and occupational development					
		P3_Q5			
School_Type		Yes	No	Total	
F	Count	31.00	2.00	33.00	
	% within row	93.9 %	6.1 %	100.0 %	
V	Count	66.00	16.00	82.00	
	% within row	80.5 %	19.5 %	100.0 %	
Total	Count	97.00	18.00	115.00	
	% within row	84.3 %	15.7 %	100.0 %	

Appendix – 6: Frequency Statistics for Part 4 of the Questionnaire

Contingency Tables

1. How often do you look up the words that you do not know how to pronounce and write?

Table 5.43 Frequency of dictionary use for checking unknown words								
School_Type		P4_Q1					Total	
		Always	Often	Sometimes	Rarely	Never		
F	Count	2.00	7.00	11.00	12.00	1.00	33.00	
	% within row	6.1 %	21.2 %	33.3 %	36.4 %	3.0 %	100.0 %	
V	Count	5.00	12.00	27.00	28.00	10.00	82.00	
	% within row	6.1 %	14.6 %	32.9 %	34.1 %	12.2 %	100.0 %	
Total	Count	7.00	19.00	38.00	40.00	11.00	115.00	
	% within row	6.1 %	16.5 %	33.0 %	34.8 %	9.6 %	100.0 %	

2. How often do you use/prefer Turkish words when you can not find the English versions?

Table 5.44 Frequency of preference of Turkish words for English counterparts								
School_Type		P4_Q2					Total	
		Always	Often	Sometimes	Rarely	Never		
F	Count	4.00	8.00	10.00	5.00	6.00	33.00	
	% within row	12.1 %	24.2 %	30.3 %	15.2 %	18.2 %	100.0 %	
V	Count	6.00	17.00	30.00	21.00	8.00	82.00	
	% within row	7.3 %	20.7 %	36.6 %	25.6 %	9.8 %	100.0 %	
Total	Count	10.00	25.00	40.00	26.00	14.00	115.00	
	% within row	8.7 %	21.7 %	34.8 %	22.6 %	12.2 %	100.0 %	

3. While writing a paragraph/text in English, how often do you intentionally use Turkish words instead of English ones?

Table 5.45 Frequency of intentional use of Turkish words for English counterparts							
		P4_Q3					
School_Type		Always	Often	Sometimes	Rarely	Never	Total
F	Count	3.00	3.00	5.00	7.00	15.00	33.00
	% within row	9.1 %	9.1 %	15.2 %	21.2 %	45.5 %	100.0 %
V	Count	5.00	7.00	31.00	24.00	15.00	82.00
	% within row	6.1 %	8.5 %	37.8 %	29.3 %	18.3 %	100.0 %
Total	Count	8.00	10.00	36.00	31.00	30.00	115.00
	% within row	7.0 %	8.7 %	31.3 %	27.0 %	26.1 %	100.0 %

4. Do you think Turkish words instead of English ones cause problems in meaning or lose of meaning while writing a paragraph/text in English?

Table 5.46 Frequency of awareness for linguistic transfer problem				
		P4_Q4		
School_Type		Yes	No	Total
F	Count	27.00	6.00	33.00
	% within row	81.8 %	18.2 %	100.0 %
V	Count	51.00	31.00	82.00
	% within row	62.2 %	37.8 %	100.0 %
Total	Count	78.00	37.00	115.00
	% within row	67.8 %	32.2 %	100.0 %

5. Do you think using Turkish words/structures instead of English ones cause serious problems in terms of the clarity and understandability of your paragraph?

Table 5.47 Frequency of awareness for linguistic transfer problem in terms of clarity and understandability of a written paragraph					
		P4_Q5			
School_Type		Yes	No	Total	
F	Count	25.00	8.00	33.00	
	% within row	75.8 %	24.2 %	100.0 %	
V	Count	47.00	35.00	82.00	
	% within row	57.3 %	42.7 %	100.0 %	
Total	Count	72.00	43.00	115.00	
	% within row	62.6 %	37.4 %	100.0 %	

6. Do you think English courses that you took earlier have a negative effect on your using Turkish words/structures for English ones?

Table 5.48 Frequency of the effect of earlier English education on NLT					
		P4_Q6			
School_Type		Yes	No	Total	
F	Count	21.00	12.00	33.00	
	% within row	63.6 %	36.4 %	100.0 %	
V	Count	42.00	40.00	82.00	
	% within row	51.2 %	48.8 %	100.0 %	
Total	Count	63.00	52.00	115.00	
	% within row	54.8 %	45.2 %	100.0 %	

7. Do you think you can convey context that you want to mention in your paragraph when you use Turkish words/structures for English ones?

Table 5.49 Belief for conveying correct context over Turkish words/structures in English					
		P4_Q7			
School_Type		Yes	No	Total	
F	Count	12.00	21.00	33.00	
	% within row	36.4 %	63.6 %	100.0 %	
V	Count	42.00	40.00	82.00	
	% within row	51.2 %	48.8 %	100.0 %	
Total	Count	54.00	61.00	115.00	
	% within row	47.0 %	53.0 %	100.0 %	

8. Do you think which one of the followings are more influential in your using Turkish words/structures for English ones?

Table 5.50 Frequency of reasons for using Turkish words/structures for English counterparts						
		P4_Q8				
School_Type		1	2	3	4	Total
F	Count	22.00	1.00	9.00	1.00	33.00
	% within row	66.7 %	3.0 %	27.3 %	3.0 %	100.0 %
V	Count	29.00	29.00	16.00	8.00	82.00
	% within row	35.4 %	35.4 %	19.5 %	9.8 %	100.0 %
Total	Count	51.00	30.00	25.00	9.00	115.00
	% within row	44.3 %	26.1 %	21.7 %	7.8 %	100.0 %

Appendix – 7: Frequency Statistics for Part 5 of the Questionnaire

Contingency Tables

1. Do you find it correct that the instructor uses continuously English to speak and write as a medium of the course?

Table 5.51 Perception of the use of English as a medium of course						
School_Type		P5_Q1			Total	
		Yes	No			
F	Count	18.00	15.00	33.00		
	% within row	54.5 %	45.5 %	100.0 %		
V	Count	46.00	36.00	82.00		
	% within row	56.1 %	43.9 %	100.0 %		
Total	Count	64.00	51.00	115.00		
	% within row	55.7 %	44.3 %	100.0 %		

2. How do you evaluate that English language is used more commonly both in Turkey and world nowadays?

Table 5.52 Perception of English as a world language							
School_Type		P5_Q2				Total	
		Positive	Negative	Neutral	No Comment		
F	Count	15.00	11.00	6.00	1.00	33.00	
	% within row	45.5 %	33.3 %	18.2 %	3.0 %	100.0 %	
V	Count	58.00	10.00	4.00	10.00	82.00	
	% within row	70.7 %	12.2 %	4.9 %	12.2 %	100.0 %	
Total	Count	73.00	21.00	10.00	11.00	115.00	
	% within row	63.5 %	18.3 %	8.7 %	9.6 %	100.0 %	

3. Would you like to have an environment to speak in English out of the school?

Table 5.53 Frequency of requirement for English speaking environment					
		P5_Q3			
School_Type		Yes	No	Total	
F	Count	29.00	4.00	33.00	
	% within row	87.9 %	12.1 %	100.0 %	
V	Count	53.00	29.00	82.00	
	% within row	64.6 %	35.4 %	100.0 %	
Total	Count	82.00	33.00	115.00	
	% within row	71.3 %	28.7 %	100.0 %	

4. Do you find it correct to teach English to the children from very early ages?

Table 5.54 Perception of teaching English for children					
		P5_Q4			
School_Type		Yes	Yes	Total	
F	Count	30.00	3.00	33.00	
	% within row	90.9 %	9.1 %	100.0 %	
V	Count	58.00	24.00	82.00	
	% within row	70.7 %	29.3 %	100.0 %	
Total	Count	88.00	27.00	115.00	
	% within row	76.5 %	23.5 %	100.0 %	

5. Does anybody's speaking in English disturb you out of the school?

Table 5.55 Perception of English spoken outside the school					
		P5_Q5			
School_Type		Yes	No	Total	
F	Count	6.00	27.00	33.00	
	% within row	18.2 %	81.8 %	100.0 %	
V	Count	33.00	49.00	82.00	
	% within row	40.2 %	59.8 %	100.0 %	
Total	Count	39.00	76.00	115.00	
	% within row	33.9 %	66.1 %	100.0 %	

6. Does seeing English words in English on TV or advertising boards disturb you?

Table 5.56 Perception of English used on TV and media						
School_Type		P5_Q6				
		Yes	No	Total		
F	Count	18.00	15.00	33.00		
	% within row	54.5 %	45.5 %	100.0 %		
V	Count	36.00	46.00	82.00		
	% within row	43.9 %	56.1 %	100.0 %		
Total	Count	54.00	61.00	115.00		
	% within row	47.0 %	53.0 %	100.0 %		

7. Would it disturb you if English language used in many spheres of your life?

Table 5.57 Perception of English commonly used in different spheres of life						
School_Type		P5_Q7				
		Yes	No	Total		
F	Count	21.00	12.00	33.00		
	% within row	63.6 %	36.4 %	100.0 %		
V	Count	16.00	66.00	82.00		
	% within row	19.5 %	80.5 %	100.0 %		
Total	Count	37.00	78.00	115.00		
	% within row	32.2 %	67.8 %	100.0 %		

8. If you have chosen "Yes" for the 7th question, please provide reason(s).

Table 5.58 Frequency of comments for the use of English in different spheres of life						
		P5_Q8				
School_Type		Negative	Neutral	No Comment	Total	
F	Count	14.00	4.00	15.00	33.00	
	% within row	42.4 %	12.1 %	45.5 %	100.0 %	
V	Count	7.00	0.00	75.00	82.00	
	% within row	8.5 %	0.0 %	91.5 %	100.0 %	
Total	Count	21.00	4.00	90.00	115.00	
	% within row	18.3 %	3.5 %	78.3 %	100.0 %	

9. Will you continue learning English in the future?

Table 5.59 Frequency of willingness to continue learning English					
		P5_Q9			
School_Type		Yes	No	Total	
F	Count	28.00	5.00	33.00	
	% within row	84.8 %	15.2 %	100.0 %	
V	Count	58.00	24.00	82.00	
	% within row	70.7 %	29.3 %	100.0 %	
Total	Count	86.00	29.00	115.00	
	% within row	74.8 %	25.2 %	100.0 %	

Erdal Ayan, M.A./M.Sc.(English Language & Literature - Sociology)



Personal Information

Marital status: Single
Nationality: Turkish
Age: 31
Place of Birth: Zile/TOKAT, TURKEY
Military Service: Completed

Education

2013- (not completed yet) Degree: M.Sc.	Hacettepe University Graduate, Institute of Informatics, Department of Information Technologies in Education / Institute of Education, Department of Computer Education and Instructional Technology	Ankara Turkey
2013- 2016 Degree: M.A.	Ufuk University Graduate, Department of English Language Teaching	Ankara Turkey
2013- (not completed yet) Degree: B.A.	Hacettepe University Undergraduate, Faculty of Letters, Department of German Language & Literature	Ankara Turkey
2013-2013	Middle East Technical University Toefl (iBT)Training Course	Ankara Turkey
2011-2011	British Culture Language School Toefl (iBT)Training Program	Ankara Turkey
2011-2011	International Fall School on Multilingualism: European and Asian Perspectives	Hamburg Germany
2010-2014 Degree: B.A.	Anadolu University, Open Education Faculty Undergraduate, Department of Sociology	Eskişehir Turkey
2009-	Goethe Institut-Ankara Level: B.2.1	Ankara Turkey
2007-2008	Karadeniz Technical University Degree: Certificate for English Teaching	Trabzon Turkey
2006-2007	Chemnitz University of Technology Scholarship: Erasmus/Socrates Exchange Program	Chemnitz Germany
2003-2008 Degree: B.A.	Karadeniz Technical University Graduate, English Language and Literature	Trabzon Turkey
1999-2003	Dinçerler 75. Year Anatolian High School Degree: High School Diploma, Foreign Languages	Tokat Turkey

Professional experience

2007-2008 Kanuni Anatolian High School, Trabzon, TURKEY
Job Title: Student Teacher
2009 - 2015 Hitit University, Çorum, TURKEY
Job Title: Instructor of English
2015 - MEB (Turkish Ministry of National Education)
Job Title: Teacher of English, Çorum, TURKEY

Researches and Publications

Research Papers:

1. Ferdinand De Saussure and Structuralism (Winter 2006/2007-Unpublished).
2. Modernism: William Butler Yeats and Wystan Hugh Auden (Winter 2006/2007-Unpublished).
3. William Shakespeare and Emblems (Winter 2006/2007-Unpublished).
4. Under representation of Irish Women in the Republic of Ireland: A Historical Approach (Summer 2006/2007-Unpublished).
5. "War of Nerves": Vietnam (Summer 2006/2007-Unpublished).
6. An Analysis of Penny Ur's Approaches to Pronunciation Teaching (Summer 2006/2007-Unpublished).

Published Papers and Thesis Study:

- 1- Ayan, E. (2015). Minority language loss: socio-cultural and linguistic causes. *European Journal of English Language, Linguistics and Literature*, 2 (1), 62-88. <<http://www.idpublications.org/ejell-vol-2-no-1-2015/>>
- 2 - Ayan, E. (2015) Moodle as Builder of Motivation and Autonomy in English Courses. *Open Journal of Modern Linguistics*, 5, 6-20. doi: [10.4236/ojml.2015.51002](https://doi.org/10.4236/ojml.2015.51002).
- 3 - Ayan, E. (2008) *Teaching Pronunciation: A Critical Approach*. Officially published at the web page of IDEA (International Dialects of English Archive) (See: <<http://www.dialectsarchive.com/links-and-resources>>)

Languages and Language Exams

English and German

Exams/Years	2008	2010	2013
UDS	92.50	--	
ALES	--	--	80
Goethe Zertifikat	--	A2	

Academic Activities, Memberships and Admissions

Academic activities attended and gotten certificates of participation so far:

- 1st National Symposium on English Language Teaching in the Preparatory Schools of Universities (Çankaya University, 23 May, 2008). Trabzon/Turkey
- International Congress on Pre-School Education in the Context of Child, Family and School (Karadeniz Technical University, 30 April-03 May, 2008). Trabzon/Turkey
- 6th International ELT Research Conference (14-16 May, 2010, Ephesus-Selçuk, Izmir/Turkey).
- 2nd Foreign Language Teaching Symposium (28 May, 2010, Çankaya University, Ankara/Turkey).
- 1st Foreign Language Teaching Symposium on Secondary Education (29 May, 2010, Çankaya University, Ankara/Turkey).
- 2nd ELT Symposium: E-Learning Practices in Secondary Education (Workshops attended: Moodle: All in One, Even Dinosaurs Could Use Multimedia) (16 April, 2011 Çankaya University, Ankara/Turkey).
- A Course on Cultural Evolution of Human Being by Alâeddin Şenel within the scope of Science Courses held by Science and Future Monthly (23 April, 2011, Ankara/Turkey).
- International Fall School Multilingualism: European and Asian Perspectives (26 Sep.-01Oct.) Hamburg Uni/GERMANY <<http://www.lima.uni-hamburg.de/index.php/de/graduiererten-training/fall-school>>
- 8th METU International Postgraduate Conference on Linguistics and Language Teaching (24-25 November, 2011, METU/Ankara-Turkey) <<http://www.pgclt.metu.edu.tr/index.htm>>
- The 3rd Black Sea ELT Conference "Technology: A Bridge to Language Learning", (Nov.15-17, 2012, Samsun, Turkey) <www.elt2012samsun.org>
- A face-to-face course on "PHP", 19-22 January, 2013, Akdeniz University, Antalya, Turkey.
- Akademik Bilişim 2013 Konferansı, 23-25 Ocak, 2013, Akdeniz University, Antalya, Turkey.
- Face-to-face workshop series by British Council Turkey in Amasya University
- 1st International Instructional Technologies & Teacher Education Symposium (ITTES 2013), Trabzon/Turkey <http://ittes.org/ITTES_2013/>
- VI. International Congress of Educational Research (5-8 June 2014) Ankara/Turkey, <<http://congress.eab.org.tr/>>
- The 4th Congress on Measurement and Evaluation in Education and Psychology (June 9th – 13th, 2014), Ankara/Turkey <<http://www.epod2014.hacettepe.edu.tr/index.html>>
- International Conference on Educational Research and Social Studies 1-3 September, 2014, Yıldız Technical University, İstanbul
- 3rd National Conference of Foreign Language Education, 23-24 October 2014, Boğaziçi University, <<http://www.foreignlanguage2014.boun.edu.tr/en/>>
- A face-to-face training on "Drupal for Educational Institutions", 31 Jan.- 03 Feb., 2015, Anadolu University, Eskişehir, Turkey.
- Akademik Bilişim 2015 Konferansı, 4-6 Şubat, 2015, Eskişehir Anadolu University, Eskişehir, Turkey. <<http://ab.org.tr/>>
- OKÜP (Tech) Science and Technology Days (24-26 April, 2015) Hitit University, Çorum/Turkey
- Workshop on Cognitive Linguistics, (05 May 2015) Hacettepe University, Ankara/Turkey
- VII. International Congress of Educational Research (28-31 May, 2015) Muğla/Turkey, <<http://congress.eab.org.tr/>>
- II. International Eurasian Educational Research Congress (08-10 June 2015) Hacettepe University, Ankara/Turkey
- Fikri Mülkiyet Hakları ve Patent Eğitimi (25 Haziran, 2015), Hacettepe Teknokent, Teknoloji Transfer Merkezi, Hacettepe Üniversitesi
- Eğitimde Fatih Projesi-Eğitim Teknolojileri Zirvesi 2015 Ankara-Turkey <<http://fatihprojesietz.meb.gov.tr/>>
- Akademik Bilişim, 2016, Aydın-Turkey <<http://ab2016.adu.edu.tr/>>
- 6th METU Undergraduate Conference, 2016, Ankara, Turkey

Academic Activities that have been planned to attend in the following terms:

Papers to be Published:

1. Efficacy Of On-Line Materials On Language Learning Process Of The Learners With Different Language Learning Strategies
2. Potential Socio-cultural and Educational Conditions for Negative Language Transfer

NGO/Academic Memberships:

Educational Research Association (EAB), since April, 2011, <<http://www.eab.org.tr/index.php>>

Turkish Linux Users Association (LKD), since January, 2012 <<http://www.lkd.org.tr/en>>

English Language Teachers' Association in Turkey (INGED) <<http://www.inged.org.tr/>>

Objectives

Researching and Teaching on Linguistics and Foreign Language Teaching/Learning, Language Teaching Technologies

Research Interests and Projects

Linguistics; Sociolinguistics, Technology integrated Language Learning/Teaching

Projects: a) Curriculum development over Hitit.Moodle: <www.moodle.hitit.edu.tr>

b) Studies on integration of Raspberry Pi and Moodle & Chamilo to language teaching

<<http://issuu.com/ebulten5/docs/document-1>>

c) Improvement of an automation system for practical training over Drupal: <<http://denemesayfasi.t15.org/drupal/>>

Computer Skills and Competence

Particular Softwares and Programming Languages: HotPotatoes, eXe Learning, Praat, Basic PHP & HTML, C/C++

Operation Systems: Linux (Fedora, Ubuntu, Mint etc.), Windows XP - Windows Vista (MS Office Programs)

Learning Management Systems: MOODLE, Opigno, Chamilo, Oxford English Testing Service