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THE MENTORING SERVICE AT A TURKISH PREPARATORY SCHOOL

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ABSTRACT

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This descriptive, qualitative study attempted to investigate the different sorts of difficulties Turkish EFL learners have at BUSEL (Bilkent University School of English). Mentor-mentoree interactions were examined in order to find out learner's problems. Mentor-mentoree conferences were analyzed according to the proficiency levels of students. A total of 14 Turkish EFL students and two mentors, 1 British and 1 Turkish teacher, participated in the study. Five illustrative cases were used to finalize the results.

At the end of the study, a categorization system was formed. This system basically defined the types of difficulties BUSEL students have and showed variations according to the students' different proficiency levels.

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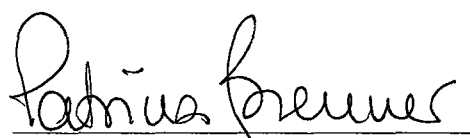
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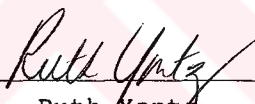
We certify that we have read this thesis and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts.



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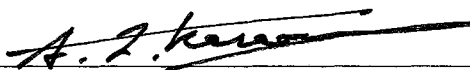


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TABLE OF CONTENTS

LIST OF TABLESvii
CHAPTER 1 INTRODUCTION TO THE STUDY1
Background and Goals of the Study . . . . .	.1
Purpose of the Study . . . . .	.2
The Research Context . . . . .	.3
Significance of the Study . . . . .	.3
CHAPTER 2 LITERATURE REVIEW . . . . .	.4
Introduction . . . . .	.4
Student Development . . . . .	.4
Individual Differences in Language Learning . . . . .	.5
Age . . . . .	.5
Motivation . . . . .	.6
Attitude . . . . .	.6
Personality . . . . .	.6
Learning Strategies . . . . .	.7
Counseling . . . . .	.7
CHAPTER 3 METHODOLOGY . . . . .	.11
Introduction . . . . .	.11
Sources of Data . . . . .	.12
Subjects . . . . .	.12
Setting . . . . .	.14
Description of Analysis . . . . .	.16
Selection of Cases . . . . .	.16
CHAPTER 4 DATA ANALYSIS AND RESULTS. . . . .	.18
Introduction . . . . .	.18
Results . . . . .	.18
Why do BUSEL Students Come to Their Mentors?. . . . .	.18
What are Some of the Problems in Relation to the Students' Proficiency Levels? . . . . .	.19
What are Some Characteristics of the Interaction between Mentors and Mentorees?. . . . .	.21
Conference Language Preference. . . . .	.21
Conference Length . . . . .	.22
Mentors' Roles. . . . .	.23
Five Case Studies . . . . .	.23
CHAPTER 5 CONCLUSIONS . . . . .	.29
Summary of the Study . . . . .	.29
Conclusions . . . . .	.29
Assessment of the Study . . . . .	.30
Pedagogical Implications . . . . .	.30
Implications for Further Research . . . . .	.31
BIBLIOGRAPHY . . . . .	.32
APPENDICES . . . . .	.34
Appendix A: Informed Consent Form . . . . .	.34
Appendix B: The Transcriptions of the Interviews with the Mentors . . . . .	.35
Appendix C: The Transcriptions of the Five Case Studies . . . . .	.37

LIST OF TABLES

<u>TABLE</u>		<u>PAGE</u>
1	Proficiency Level, Participant Number, Year and Gender	13
2	The Proficiency Levels of Students, and Length of Sessions	15
3	The Levels and Numbers of Students, and the Type and the Purpose of the Conferences	19



CHAPTER 1 INTRODUCTION

Background of the Problem

Mentoring service, a part of tutoring services, is one of the vital services provided by many countries' colleges and universities today. In Turkey, BUSEL (Bilkent University School of English) is the only program which provides this service.

According to the BUSEL job description, a mentor is a teacher*pl9&fXor advisor who has been assigned to work with students outside the classroom in different self-access centers. Self-access centers are places where students can either study on their own by making use of various materials like reference books, exercise books, and short stories, or can seek assistance from mentors. Mentors can give certain references to students if students request them as well as other kinds of support. The main duties of mentors in BUSEL are:

- a) to help students with necessary academic skills;
- b) to give students individualized help;
- c) to provide emotional support;

According to the job description given above, BUSEL mentors are responsible for conducting several activities. These activities, which are the concern of this study, are: assisting the students in the different self-access centers within BUSEL and helping identify the problems of individual students.

One way of dealing with individual students is in conferences. This type of interaction has an informal and peaceful setting for mentorees that encourages them to express their difficulties, which may be either emotional or academic. The mentorees are either students who were identified by their classroom teachers or student counselor as having difficulties, or students who seek assistance on a voluntary basis.

The majority of the mentorees, excluding those who come voluntarily, can be defined as remedial students who failed a course and have to repeat the same level of proficiency. These remedial students can be provided extra support on a one-on-one basis to develop special study programs which cover student training in study skills and habits, as well as EFL instruction. It is certain that the remedial students strongly need special

support.

Another group of students that constitute mentorees is students who have to continue in the preparatory school until they pass the Freshman exam. These repeat students in BUSEL also need special support for the same reasons as the remedial students.

This researcher has experienced that EFL students in BUSEL put forward various problems which arise for different reasons. No matter what those reasons are, it remains that students can benefit from interaction with mentors. It is also certain that mentors need some core skills in order to achieve that interaction with their students. Some of these essential skills are: "interpersonal skills such as counselling, negotiation and conflict solving, giving positive and negative feedback; observation and assessment skills; setting targets and report writing" (Shaw, p. 86).

Purpose of the Study

If the interaction between the teacher and the students stops when class ends, the teacher may not know what sort of problems his or her student has. Some students with difficulties may feel more comfortable talking to someone who is not in their classroom and who does not give any grades. That person is the mentor. The student-mentor conversation is based on the idea that talking promotes discovery. The conversations between BUSEL mentors and mentorees provide an effective setting for developing a student's ability to reflect on his difficulties, his strengths and weaknesses. Those conversations also allow students to express their own concerns. By looking closely at student-mentor interaction, this study attempts to understand students' difficulties which are communicated to their mentors. The researcher has been a mentor at BUSEL for three years and has experienced that EFL learners have various problems. She wanted to have a broader idea of the sort of difficulties BUSEL students have and whether there is a connection between the kind of the problem and level of the student. In addition, she wanted to explore whether the sort of interaction she has experienced is typical of the mentor-mentoree conferences.

The purpose of the present study is to determine different types of

problems BUSEL students bring to their mentors. In addition, this study describes mentors' responses to those problems. The objectives of this study are:

- 1) to describe the reasons why BUSEL students come to their mentors;
- 2) to find out the variety of problems in relation to the proficiency levels of students;
- 3) to describe the interaction between mentors and mentorees; conference language preference, conference length, mentors' role.

The Research Context

This study has been conducted with a group of EFL students in BUSEL. The participants are 6 elementary and 8 intermediate level students. Those levels have been determined by the progress tests given by the university. The participants also include two EFL mentors: one Turkish and one British.

Handicapped students are not included in the study because the techniques mentors use with handicapped students differ from those used with others. It is beyond the scope of this study.

Significance of the Study

This study is significant because there has been no other study conducted in this area in Turkey. In addition to this, the study will enrich the researcher with necessary information to use for the academic support of students in the field of mentoring service. This study provides the researcher as an EFL teacher and mentor with the opportunity to broaden her outlook on tutorial learning and teaching.

This research can also provide other EFL teachers with information about different learning problems of EFL students and thus make them aware of possible benefits of one-on-one interactions with their students. In addition, it should motivate EFL teachers to become more aware of their students' difficulties in the teaching/learning process.

This study will also hopefully motivate other EFL institutions to start tutoring services and encourage other instructors to conduct their own research projects.

CHAPTER 2 LITERATURE REVIEW

Introduction

Every year thousands of young people in Turkey do something that they had never done before. They start university life. Having different social, cultural, and educational backgrounds, students have a totally different sort of experience during their first year in the university. Since each student is unique and brings his/her way of learning into the classroom, it is essential to understand students' development in order to provide support for those students when they need it. In other words, the learning experiences of students show variations: "Different learners take away quite different things from the same lesson" (Allwright, 1988, p. 36). These variations depend not only on personality characteristics of students, but also demographic issues such as gender, age, and institutional characteristics such as location.

Bilkent University is the only private university in Turkey. In that respect, the institutional expectations are different than any other universities, especially in terms of being an English-medium university. When students start Bilkent University, they have to be successful in the preparatory school, BUSEL (Bilkent University School of English), which is the first place where most students meet the university atmosphere. The transition from that first year preparatory school experience to Freshman is not always easy. BUSEL learners have different learning experiences and problems so it is highly important to understand those experiences and problems. Some of those problems might arise due to developmental reasons like identity problems. Other factors like age, personality, and learning style could have certain effects on second language learners' success. Therefore those factors that determine individual differences in second language learning need to be understood thoroughly. Then, services such as counseling and mentoring service meet different needs of students.

Student Development

Identity, which could be considered to be one of the sources of BUSEL students' problems, was defined by Erikson (1968). Erikson supports the idea that students who start university are at the age of asking themselves who and what they really are. In other words, students at this age might

be in a temporary period of uncertainty which could strongly affect achievement. Apart from Erikson, Chickering (1969) also emphasized the identity-formation concept within the university concept and mentioned the same ideas as Erikson's.

In order to understand university student development, Kohlberg's theory of moral development stages of students has been studied by different researchers (Rodgers, 1980; Rothstein, 1989). However, there have been no studies that apply Kohlberg's ideas of moral development to an EFL preparatory school at university level. On the other hand, although neither of the mentioned theorists' ideas have been applied in an EFL setting, their ideas provide a good source for university teachers and tutors, and especially for preparatory teachers since those teachers first meet university students and may be in a position to assist them with their problems.

Individual Differences in Language Learning

There are some factors that affect success among second language learners. Since each EFL student has different needs depending on his/her age, background, previous education, personality, and learning style, EFL teachers and tutors need to become more sensitive to the needs of their students. Some of these factors are discussed below:

Age

Everybody who has normal faculties under normal circumstances masters his mother tongue. However, this may not be the situation in second language learning. In order to explain the differences between the two, one factor -age- turns out to be very important since second language learners start to acquire the language at a later age than first language learners. Although there have been some claims that second language acquisition is the same process as first language acquisition, many do not agree with this idea. They say "younger learners are at an advantage, particularly where ultimate levels of attainment, such as accent-free SL performance are concerned" (Larsen-Freeman and Long, 1991, p.154).

Another explanation for age-related differences in second language acquisition is the "input explanation" (Hatch, 1976) which emphasizes that younger learners receive better input than adults since children learn

syntax by practice.

There could be many other explanations for the differences between first and second language learners. No matter how many factors there are, the point remains the same: EFL students at Bilkent are young adults, and for that reason, they obviously face certain problems in second language acquisition. EFL teachers and tutors should be ready to provide support to the learners so that their problems are alleviated.

Motivation

First Mowner (1950) and later Larsen- Freeman (1991) studied the concept of motivation, and Larsen-Freeman pointed out that "learners are motivated to learn a second language for utilitarian reasons" (1989, p. 173). On the other hand, if there is a problem of lack of motivation, teachers and tutors need to identify the reasons and provide support.

Attitude

Learners' attitudes towards a second language have long been widely researched. MacNamara (1973) made a study with children and found out that age and attitude happened to be closely related to each other and that children at younger ages learn a second language fast.

There are many factors that affect learners' attitudes towards learning a second language. In order to help the learners who have attitude problems, careful observation is needed.

Personality

Another individual difference in language learning is the personality of the learner. Larsen-Freeman and Long studied this issue and found out that there is a significant correlation between student performance and self-esteem. Self-esteem is said to be one of the most important personality factors which determine success and failure.

Suter (1976) studied another personality factor, introversion/extroversion. Although there has been no definite conclusion, it was found out that extroverted students were more active participants than introverts. They tended to be active while responding to their teacher's questions and thus seemed to perform better than introverts in terms of classroom participation.

Anxiety is another personality factor. Larsen-Freeman and Long

(1991) mention Chastain's (1975) and Alpert and Haber's (1969) studies on this matter. However, none of those studies explains how too much anxiety leads to failure and what to do to avoid failure.

There are definitely other personality factors which may affect learning, but it is these three factors--self-esteem, introversion/extroversion, anxiety--that this research deals with. Although those studies mentioned above do not provide exhaustive information about personality factors, they can be taken into account as samples emphasizing the importance of those mentioned personality factors.

e) Learning Strategies

Learning strategies, as defined by Rubin (1975), are "the techniques or devices which a learner may use to acquire knowledge" (p. 43). Each language learner may have a different way of learning, and his/her learning techniques may change over time as the proficiency level changes.

If teachers can assess their students' needs, learning styles and strategies, it becomes easier for them to "individualize ESL instruction so that they teach in the ways in which student learn" (Celce-Murcia, 1991, p. 364).

Counseling

Since each learner may have a different learning style and some factors such as age, motivation and attitude that may influence success, students need different services which enhance university success and provide personal and academic support to help them overcome their difficulties. Counseling is one of those services that meet different needs of students. Burks and Stelfree (1979) define counseling as follows:

Counseling denotes a professional relationship between trained counselor and client. This relationship is usually person-to-person, although it may sometimes involve more than two people. It is designed to help clients to understand and clarify their views of lifespace, and to learn to reach their self-determined goals through meaningful, well informed choices and through resolution of problems of an emotional or interpersonal nature (1979, p. 14).

This definition clearly points out the role of a counselor and the client in the counseling process. However, it lacks an important issue

when to provide support.

Forrest, as summarized by Upcraft et al. (1989), defined the roles of counselors. According to her, counselors serve as role models based on the idea that "students learn in part by observing others, particularly those whom they admire and respect . . ." (p. 276). According to Forrest, the other roles of counselors are: 1) direct supporter who offers a supportive environment to students to let them understand themselves better; 2) group facilitator who pays attention to the affective responses of individuals in groups.

Although, as mentioned before, counseling services do not exist in the majority of EFL preparatory schools, the existing literature suggests that counseling services offer a good resource for Freshman students to make use of counseling service in personal, social, and academic issues. Taking into consideration that EFL learners in preparatory schools of universities may also share similar types of problems with native Freshman students as regards social and personal issues and perhaps academic issues, counselling services should involve EFL students in preparatory schools at universities.

Apart from the counseling service, another service sometimes provided for university students is the mentoring service. The term "mentor" comes from The Odyssey. The original mentor was a trusted friend and guide for Odysseus's son. The term thus goes back to the Middle Ages and was first used probably by Homer. Its meaning refers to a "guide." Mentoring has been described in literature for many years, but currently, it is being used in business, government, and higher education. When education is of concern, the term is firstly used for teachers, not for students. Mentor teachers seem to be more common than student mentors (Zimpher and Riager, 1987; Yamamoto, 1987; Gehrke, 1987; Howey, 1987; Futnell, 1987) and they are said to be teachers who provide help for inexperienced and new teachers (Shulman and Colbert, 1987).

Currently, the term "mentor" is also used for students. Student mentors are experienced teachers and tutors who work with students individually in order to help them in their learning problems as well as emotional ones.

The mentoring process is best described with Fromm's words:

What does one person give to another? He gives of himself, of the most precious he has, he enriches the other person, he enhances the other's sense of aliveness. He does not give in order to receive; giving is in itself exquisite job. But in giving he cannot help bringing something to life in the other person; and this which is brought to life reflects back to him; in truly giving, he cannot help receiving that which is given back to him . . ." (Fromm, 1956, cited by Yamamoto 1987, p. 188).

Not only Yamamoto, but also Gehrke (1987) defines mentoring as a giving and receiving process, thus, an interaction between two people.

Taking all the definitions in literature into account, mentoring, then, could be defined as an intensive, one-to-one form of conversation whereby the experienced mentor is the guide for the mentoree.

As already mentioned, there are some factors like aptitude, motivation, learner styles and strategies which determine success among second language learners (Skehan, 1991). Despite a wide range of differences, most EFL students show satisfactory progress. However, some students have certain learning and behavioral characteristics that interfere with their educational and social development. When placed in a typical classroom learning environment, some of those who can be defined as remedial students do not meet the expectations of teachers for achievement. As Gaskins (1991) mentions, those unsuccessful students need to know how to employ learning strategies and understand why and when to use them. "The need for a supportive, trusted advocate is particularly important for students experiencing academic difficulty" (1992, p. 470).

It is not only the mentoring service which puts emphasis on trusting relationships. Other tutoring services also emphasize that kind of relationship which is based on one-to-one interaction. Walker and Elias (1987) and Sperling (1990) examined naturally occurring one-to-one writing conference conversations during which the teacher meets one student "for the purpose of mutual discussion about weaknesses of the student's own paper in general" (Walker and Elias, 1987, p. 267). Madigan (1988) also puts emphasis on one-to-one interaction in responsive teaching. His ideas

provide us a good support that "the personal contact increases motivation" (p. 76).

Although the researchers mentioned above deal with secondary school students, students at different ages and levels may be in need of individual support from mentors. When the concern is EFL preparatory students at universities, it is reasonable that they might also need one-to-one interaction and academic guidance.



CHAPTER 3 RESEARCH METHODOLOGY

Introduction

EFL learners face certain problems while learning a second language. These problems might vary for various reasons. However, if those students are provided support by tutors or mentors, then they may feel more comfortable and motivated.

The aim of this study was to find out the difficulties BUSEL students bring to their mentors and the mentors' responses to those difficulties. In other words, the type of support provided by mentors and the types of problems EFL students face in BUSEL constituted the core of this study. The study aimed at focusing on the role of the mentoring service.

It was assumed that EFL learners have different problems which might show variations according to their proficiency levels. Since the interaction between those students and their class teachers is most likely to end when class hours finish, students need special support to try to become independent learners. The mentor-mentoree interaction is one-on-one; the type of help provided by mentors depends on the type of difficulties students bring to their mentors.

The researcher, who worked as a mentor in BUSEL for three years, experienced that EFL students strongly need special support in both academic and personal issues. In order to determine the different types of problems EFL learners in BUSEL have and the support provided by their mentors, this research attempted to observe the interaction between the mentors and mentorees so that those problems of BUSEL students can enlighten other EFL institutions about EFL learners' difficulties and the role of the mentoring service in the EFL learning/teaching process.

This study is a qualitative, descriptive case study. While conducting this research, fourteen mentor-mentoree conferences were tape-recorded and the transcriptions of those conferences were used for discourse analysis. The conference types were divided into two -- emotional and academic--, and then subdivided into subcategories.

Out of fourteen conferences, five cases (E2, E4, L1, L4) were described in detail in order to represent the four proficiency levels of students who participated in this study. There are two students represent-

ed at L1 because most of the volunteers happened to fall into that category. Five mentorees - Ali, Leyla, Neşe, Levent, and Ahmet (all pseudonyms) - were recorded as they were engaged in conferences with the mentors. As the case descriptions indicate, the interactions between mentors and mentorees reveal something of the nature of the mentoring process in EFL learning in BUSEL. The researcher described mentor-mentoree conference talk typical to each of those five mentorees and basically focused on the content of those conferences.

Because BUSEL is the only institution in Turkey which has a tutoring service, it was not possible to make a comparison between any other institutions. However, this current mentoring program in BUSEL may serve as a model for other such programs in other institutions. This study may present descriptions that could be used as a model elsewhere.

Sources of Data

Subjects

The subjects of this study (N= 5) were students of Bilkent University, School of English Language (BUSEL), in Ankara, Turkey. All subjects were preparatory school students. Some of those subjects (N= 11) were in their first year of preparatory school whereas others (N= 3) had started preparatory school the previous year. However, all subjects who participated in this study were future students of four-year departments. Subjects were selected according to different proficiency levels in order to see if students' difficulties varied from level to level. There are ten proficiency levels in BUSEL: four elementary, three intermediate, and three upper-intermediate. However, since subjects were volunteers, not all levels were represented. This study included four representative proficiency levels. There is not a system of regular mentor-mentoree meetings in BUSEL. The subjects attended E-2 and E-4 classes, which means they were early elementary and elementary, and L-1 and L-4 classes, which means they were intermediate and upper-intermediate students. See Table 1 for personal data on the students who took part in this research.

Table 1

Proficiency Level, Participant Number, Year and Gender (N= 14)

Prof. Level	N	Year		Gender	
		First	Second	F	M
E2 (Early Elem.)	5	5	-	2	3
E4 (Elem.)	1	1	-	-	1
L1 (Interm.)	7	3	4	3	4
L4 (Upper-Interm.)	1	-	1	-	1

Out of the fourteen subjects, nine were male, and five were female. Their ages varied from nineteen to twenty-two. Nine of the subjects were first year students whereas five of them were repeat students, therefore in their second year at BUSEL. However, the goal for all of those subjects was the same: success in the COPE exam, the end of preparatory school exam designed by BUSEL in order to pass into the Freshman class at the end of the academic year, in July.

Apart from the students, two mentors participated in this study: one British and one Turkish. Those mentors had already been selected by the institution (BUSEL) at the beginning of the academic year by an interview process. The Turkish mentor in the study had three years of EFL teaching experience and the British mentor had five years of teaching experience.

Their previous teaching experiences were also taken into account when they were selected as mentors by the institution. Before starting their mentoring jobs, they had to take part in a training program on basic counselling skills which was held by the manager of student services. Those counseling sessions included training in assertiveness, listening empathy, and awareness raising. There are a total of six mentors in BUSEL, three of whom deal with personal issues and three with academic issues. The mentors who took part in this study were the ones who concentrate on academic issues. Although the researcher was one of those mentors, she excluded herself in order to reduce bias.

Setting

Bilkent University is the first and the only private university in Turkey. It provides not only numerous learning facilities for its students in order to encourage them to become autonomous learners but also a tutoring service. The tutoring service is divided into two parts. The tutors who deal with personal issues are a part of student services and the other tutors who deal with academic issues belong to the resource unit. Those two groups of mentors work closely with each other since academic and personal issues are frequently interrelated, and it is not unusual for students to come to the resource unit with personal problems, or the reverse.

Mentors dealing with academic issues mostly provide support in self-access centers where students can find different types of help. For instance, they can have one-on-one consultation with a mentor on their work if they like, or they can just ask for help with their classroom assignments. Another support given by mentors in self-access center is study skills courses. In those courses the student can interact with his/her tutor on one-on-one basis, or a group of students can ask for such a course. The aim of those study skills courses is mainly to give students tools which are necessary to cope with the four skills (reading, writing, listening, speaking) and with English in general. Students can ask for such a course anytime.

Procedure

The mentor-mentoree interactions were tape-recorded. Participants of this study were aware of the tape-recordings and each conversation between mentors and mentorees lasted between fifteen seconds and fourteen minutes. All these conversations were transcribed based on Attkinson's transcription conventions (Hatch, 1992). In Chapter 4, an analysis of mentor-mentoree conference conversations is presented. A total number of fourteen conferences that took place at different times of the academic year were studied in detail. No mentoree was interviewed twice. See Table 2 for the length of each session.

Table 2

The Proficiency Levels of Students and Length of Sessions

Proficiency level of the students	Length of each session
Mentor 1	
E2	3 min.
E4	8 min.
L1	7 min.
L1	20 sec.
Mentor 2	
E2	8 min.
E2	10 min.
E2	12 min.
E2	9 min.
L1	1 min.
L1	15 sec.
L1	2 min.
L1	3 min.
L1	14 min.
L4	5 min.

EFL students from different levels of proficiency were chosen on a voluntary basis, and the two mentors were selected on the same basis. A consent form (See Appendix A) was completed by each participant.

Before the data were collected, mentors and mentorees were provided basic information about the study. It was assured that the subjects' identities would be kept anonymous in order not to disturb the natural flow of the conversations. It was hoped that the subjects would therefore feel more comfortable while explaining problems that might be related to their classroom teacher or other issues that might be considered private.

During the course of the study, one-on-one interactions between the students and mentors were tape-recorded and all conversations were later

transcribed by the researcher. Over a recording and transcription period of eight weeks, collected data included audio-tapes of all mentor-mentoree conferences and one interview by the researcher with each of the two mentors. The categorization system, which will be presented in Chapter 4, contains the different types of BUSEL students' difficulties which are based on mentor-mentoree transcriptions and the interviews taped with the two mentors. That categorization system was formed according to the collected data.

Description of Analysis

In order to find out the difficulties of EFL learners in BUSEL and the role of the mentoring service in providing support to overcome those problems, an analysis was done from the data collected. The collected data, which consisted of transcriptions of mentor - mentoree conferences and interviews with mentors, were transcribed mainly by the researcher. However, three EFL teachers who were MA TEFL 1993 participants helped the researcher during the transcription process in order to achieve reliability.

At the end of the transcriptions, the collected data were studied thoroughly to find out learners' difficulties. The interactions between mentors and mentorees were carefully observed and different categories of students' difficulties were formed according to their proficiency levels. The categorization system was formed according to the conference type (whether it was short or long) and the purpose of the conference (whether it was emotional or academic). These categories were further broken down so that a closer description of the emotional or academic difficulty would be arrived at.

Selection of Cases

In this study, five cases (one E2, one E4, two L1, one L4) were selected to be presented in detail. The reason for the selection of five cases was that there were four levels being investigated due to the levels represented by volunteers, and those five cases were to be the representatives of the study.

The difficulties of BUSEL students will be described in these five cases and the variety of those problems will be discussed in terms of the

proficiency levels of the students in Chapter 4. The interaction between these students and their mentors will also be described, which will include the language preference of the conference and the roles of the mentors such as academic guides, information givers, and passive listeners.



CHAPTER 4 DATA ANALYSIS AND RESULTS

Introduction

This study aimed at finding out the major difficulties BUSEL students face and on the role of the mentoring service in terms of the interaction between the mentors and mentorees.

Because student-mentor interaction is of concern, the type of conference between them, the purpose of the conference, and the proficiency levels of the students were taken into consideration. A categorizing system was formed, which included the conference type and the length of time spent in each mentor-mentoree conference. The conference transcriptions indicated the type of problem BUSEL students brought to their mentors, either academic or emotional (see sample in Appendix C). The academic problems were thought to be the ones which were directly related to language learning, such as problems with English grammar. The emotional problems were indirectly related with EFL, for example the feelings of the students towards their teachers, course books, or the education system in BUSEL.

The different types of problems and the conference types are indicated and explained in detail. Out of fourteen mentor-mentoree conferences, five cases are presented in detail. Transcriptions of these conferences appear in Appendix C.

Results

Why do BUSEL students come to their mentors?

All the data indicated that EFL learners at BUSEL come to their mentors basically for two reasons: academic and emotional. Out of the fourteen conferences, six of them dealt with emotional problems of BUSEL students. On the other hand, there were eight students who came for academic reasons. All those students and their reasons for coming to their mentors are categorized according to the proficiency levels of students in Table 3.

Table 3

The Levels and Numbers of Students, and the Length and the Purpose of the Conferences

Proficiency Level	Number of students	Conference length	Purpose of the Conference
E2	2	Long	Emotional
E2	2	Long	Academic
E2	1	Short	Academic
E4	1	Long	Academic
L1	2	Long	Emotional
L1	4	Short	Academic
L1	1	Short	Emotional
L4	1	Long	Emotional

What are some of the problems in relation to the students' proficiency levels?

As understood from Table 3, two of the E2 (early intermediate) students had emotional issues whereas three of them had academic problems. There was only one E4 (elementary) student in this study and his problem was academic.

When the concern is intermediate students, three L1 students came to their mentors with emotional issues whereas four came with academic concerns. The only L4 (upper-intermediate) student in this study had an emotional reason for coming to a mentor.

Those two terms, academic and emotional, can be further subdivided into more specific issues. Thus emotional problems include frustrations of students because of repeated academic failure experiences, conflicts between students and teachers, test anxiety, and motivational problems. Academic problems, on the other hand, include problems with English language and its structure.

Upon a closer look at these two categories, certain difficulties seem more common at certain proficiency levels. Elementary students mostly have academic problems which include problems with tenses, reading compre-

hension, and English grammar in general. The emotional problems of elementary students are motivational and they arise because of test anxiety and lack of study habits of the students.

Intermediate students have emotional problems because of their repeated academic failure experiences. They also have complaints about their course books.

Upper-intermediate students have emotional problems that are related to complaints about the school system and their classroom teachers. Here is a detailed description of the BUSEL students' problems according to their proficiency levels:

1. E2 students (early elementary): There were a total number of five E2 students in the study. Two of them had motivational problems: One of them had complaints about the tests. That student suffered from the testing system of BUSEL and for that reason, the student lost his motivation and did not want to attend his classes and participate in the lessons. The other E2 student with a motivational problem had difficulty in starting to study. That student identified his problem and wanted his mentor to help him motivate himself to study.

The rest of the E2 students had academic problems. Two students mainly referred to difficulties in reading and writing. One of them asked for help for homework correction and the mentor corrected his composition. Another student found the reading comprehension questions difficult and his mentor provided the necessary information by explaining the SQ3R reading technique to him.

The third E2 student with academic problems was concerned with tense revision. The simple present and present continuous tenses were revised with the assistance of the mentor.

2. E4 students (elementary): There was only one E4 student who participated in this study and his problem was academic. His problem could be further categorized as grammar. The student wanted to know when to use infinitives and how to fill in the blanks in cloze tests. His mentor gave the explanations and the student seemed satisfied when the conference was over.

3. L1 students (early elementary): A total number of seven L1 students participated in this study and three of them came with issues that could be

classified as emotional. These emotional problems included complaints about their course books, the Headway series, and motivational problems relating to frustrations because of repeated academic failure.

Four L1 students had difficulties in academic issues which mainly covered problems with English grammar. Those grammar difficulties were mainly with infinitives and gerunds, but there were also some problems of reading and writing. Tense revision was another topic that students asked for help with.

4. L4 students (upper-intermediate): The only L4 student in this study had complaints about his classroom teacher and the school system. Because of his problems, the student had lost interest in his lessons.

These subcategories indicate that the difficulties of BUSEL learners vary according to their proficiency levels.

What are some characteristics of the interaction between mentors and mentorees?

Taken into consideration were language preference, the length of the conferences, and the roles of the mentors, discussed in the following sections.

Conference Language Preference

While transcribing each conference, it was found that most mentor-mentoree conversations were in Turkish. No matter what the nationalities of mentors, students preferred to talk in their native language, not in the target language. Even if the students started the conversations in English, after a short while they showed a tendency to speak in their native language. Although one of the mentors in this study is British, she is also proficient in Turkish. One student, Ali, started to talk in English with the British mentor and then changed into Turkish.

M: What are you studying with your umm + own teacher in the class?

Ali: Umm + this.

M: Umm ++ That's writing.

Ali: +++ Simdi Boslukları doldurmayı anlayamıyorum.

Although the British mentor went on conversing in English, Ali insisted on talking in Turkish.

M: Writing a story + Shall I + look at it?

Ali: +++ Umm

M: Do you want me to check this=

Ali: Türkçe konuşmamız lazım şimdi ++ ne zaman verb geliyor onu anlamıyorum.

Although Ali was asking for academic help, he used Turkish. The rest of the conversation between Ali and his mentor went on with the mentor using Turkish. However, the mentor, on a few occasions, used Turkish for his explanations. For instance:

M: Yes last year is past ++ So you are right. O.K. + Here what you know is the past ++ but it is the passive tense ++ because somebody else would judge=

Ali: Judge

M: Yargıç O.K. + Yargıç does it somebody else did it O.K. ++ yargıç um judge sends him to prison so this is why it is passive.

Conference Length

As it can be seen from Table 3, E level students tended to have long conferences. Four of the E2 students had long conferences with their mentors and one E2 student had a short conference with his mentor. Short conferences are considered to last from 1 to 3 minutes.

There was only one E4 (elementary) student in this study. His conference was long.

When the concern is L1 (intermediate) students, the results indicate that two L1 students had long conferences concerning emotional issues and one L1 student had a short conference, concerning an emotional issue. However, there were also four L1 students who had academic problems and their conferences were all short.

The only L4 (Upper-intermediate) student in this study had a long conference.

If Table 3 is taken into consideration as a whole, it can be concluded that most of the emotional problems (5 out of 6) took place in long conferences. In contrast with emotional problems, most of the academic problems (6 out of 8) were presented in short conferences. In other words, the length of the conferences is relevant to the kind of the conference.

Mentors' roles

In this study, it was found that mentors were mostly active listeners and information givers. When the concern is emotional problems, mentors turned out to be active listeners by showing empathy to students. However, when the concern is academic problems, the mentors' role changed and they become information givers and academic supporters.

Five Case Studies

Five case studies out of fourteen were selected to be described in detail as representative of the whole study. Those cases will represent each proficiency level of the students who participated in this study. The main concerns of these cases will be the difficulties of students and the mentors' roles.

1. Eight minute conference talk between the British mentor and Ali.

Ali was an elementary student and it was his first year in BUSEL.

Ali had an academic problem and, presumably, since his proficiency level was not sufficient to use the target language, he spoke in his native language. The British mentor gave his explanation in English. The mentor seemed to talk most of the time. Ali was mainly concerned with the structure of the language. He could not understand how to fill in the blanks on cloze tests and asked for help from his mentor. Then, the mentor was an information giver. All of the questions Ali asked were about English grammar. For instance:

Ali: Şeyi sorucam hocam + when you do infinitive

Mentor: The + there isn't a rule ++ you have to learn when ++ and but +++ some verbs would be followed by infinitives but I mean with modals +++ with modal verbs +++ the infinitive is out. They don't use infinitives + they just use the basic verb so it's too big ++ there isn't only + only one rule ++ Maybe if we look + like +++ to do some exercises may be that would be useful O.K? ++ Right.

Ali: Yes.

The student seemed satisfied with his mentor's explanations and the mentor turned out to be an advisor at the end of the conversation because he advised his student to use a reference book:

Mentor: But you really need to do the exercises to remember + you can use English Grammar in Use for more exercises + tamam

Ali: Tamam

Finally, Ali said he would do the exercises in that reference book. He seemed quite satisfied with the conference he had with his mentor.

2. A twenty second conference talk between the Turkish mentor and Leyla.

Leyla was an intermediate student (L1). Her conference with her mentor was short and focused on academic problems. Her problems were some difficulties in English grammar. She wanted to learn when and how to use infinitives and gerunds. The verb "forget" happened to be the major difficulty, and her mentor provided the necessary grammatical explanations for her. In that respect, the mentor was an information giver:

Mentor: Şimdi forget fiilinden sonra ya bir ne gelebilir + infinitive veya ne gelebilir=

Leyla: Ya da gerund gelebilir

Mentor: Peki infinitive'in anlamiyla gerund'un anlami forget fiilinden sonra aynı mı olur yoksa değişiyor mu//

Leyla: //değişiyor*

Mentor: Mesela I'll never forget visiting Disneyland + Disneyland'i ziyaret ettiğimi hiç unutmayacağım anlamı ++ Peki I never forget to lock the door ne demek + I never forget to lock the door=

Leyla: Kapiyi her zaman kilitlerim + hic bir zaman unutman.

This conversation between Leyla and her mentor repeated the same procedure: The mentor asked questions and Leyla answered them. Although Leyla asked the first question, the mentor then took over. This conference was a good example of a short, academic conference. The student asked a direct question since she was able to identify her problems by herself and she asked for an explanation. In the end, with her mentor's academic support, the student seemed satisfied and thanked her mentor.

3. A three-minute conference between Neşe and the British mentor.

Nese was an intermediate student (L1) and had a short conference which provided her with academic support. She was aware of what her weaknesses were. Here is a short part of the dialogue between Nese and her mentor which indicated that point:

Nese: Şu er hardly anybody'le yani + hardly'le almost arasındaki fark//

Mentor: You didn't* understand right?

Nese: Evet + yani karıştırıyorum

Mentor: You mean almost anybody and hardly anybody=

Nese: Fark ne

Mentor: What is almost everybody + almost everybody has this book + hemen hemen herkes right. Everybody nedir=

Nese: Herkes

Mentor: Almost hemen hemen=

Nese: hemen hemen

Mentor: Hemen hemen herkesin kitabı var//

Nese: // Ama * hardly de hemen hemen anlamında

Mentor: Hardly anybody hemen hemen hiçkimse right

Nese: Tamam

In this conference, Nese identified her problem which was academic. Basically she did not use the target language although her mentor was British and she wanted her mentor to provide her a grammatical explanation. Her mentor functioned as an academic guide. Nese was collaborative during the conference by asking questions.

4. A five-minute conference with the Turkish mentor and Levent.

Levent was a repeat student in BUSEL, thus spending his second year in the preparatory school. His level of proficiency was upper-intermediate. Levent had a long conference with his mentor and he mentioned his emotional issues of suffering from the school system and having complaints about his British teacher. This dialog segment focuses on the first issue - the school system:

Levent: Size tam anlatayım şimdi + yabancı hocalar problemi var gelen hocaların çoğu formasyon eksiği var bunlar eğitici değiller er İngilizce bilebilirler ++ er eğitim yapabilecek kapasiteleri yok

Mentor: Hmm + bu sonuca nasıl geliyorsunuz=

Levent: Araştırarak

Mentor: Hmm

Levent: Araştırarak birçok projeyi ben biliyorum

In this conversation, the mentor was first a listener, and then became a guide by giving suggestions to the student. Another complaint of

the student was his teacher. The mentor wanted to learn if Levent had ever tried to change his class:

Mentor: Sınıfını değiştirmeyi hiç düşündün mü=

Levent: =Düşündüm ama herkesin istediği şey o.

Mentor: Yani hiç müracaatta bulundun mu=

Levent: Bulundum + Zaten ondan dolayı hep eleştiriliyorum er sen hiç bir şeyi beğenmiyorsun diyorlar.

Mentor: Evet

The student went on complaining about different things. He mentioned another problem which was lack of motivation:

Levent: Ki geçen yıl ben E4 teyken birinci dönemin sonunda hocalarım sen bu seviyede Cope'u geçebilecek durumdasın dediler=

Mentor: = Evet

Levent: Er ama o hocaya bir gittim bütün konsantrasyonum bozuldu er derse ilgim azaldı.

The student was able to identify his problems and he also knew how to overcome those problems. The reason he went to his mentor seemed to be that he needed someone who understood him and showed him empathy. Most of the time, the mentor remained as an active listener. Sometimes, she asked questions in order to help the student discuss his problems in detail.

5. An eight minute conference talk between Ahmet and the Turkish mentor.

Ahmet was an E2 (Early elementary) student and he had serious motivational problems. He complained about the school system and thought a continuous assessment was essential.

Student: Ben er sınıfta çalışma yetersizliğini şeye bağlıyorum + aslında hiç sınıftaki aktivitelerimiz geçme etmiyor bence en az %20 etki etmesi lazım + bu insanlarda yani öğrencilerde soğukluk derse karşı ilgisizlik yaratıyor + ben burda ne yaparsam yaparım diyor nasılsa benim sınavıma etkili olmayacak ben orda ne yaparsam + o sınavda ne yaparsam onunla kalacağım diyor + + yani asıl sorun derse er ilginizi çekmekse öğrencinin bu er dersteeki durumunun etki etmesi gerekir şimdi hocaya bir kanaat + notu vermesi gerekir çünkü + biz orda sınava giriyoruz orda + üç haftadır dört haftadır pardon birbuçuk aylık çalışmamız bir sınav sonucunda belirli

oluyor=

Mentor: = Evet=

The mentor first listened to him and tried to make the student talk more. It was understood from the transcriptions that the student was able to identify his problem, so the mentor had become a guide in helping Ahmet solve this problem. The mentor asked some questions to make the student aware of the BUSEL counseling service.

Mentor: Psikolojik danışmanlık servisi var ama. Hiç kullandın mı?

Student: Bence insanlar biraz çekiniyor + Ben mesela gitmeyi düşündüm bazen ama çekindim

Mentor: Hangi açıdan?

Student: Bilmiyorum. Yani kendim//

Mentor: //Adı mı* ürkütüyor=

Student: =Adı garip geliyor. Şimdi ben oraya gitsem konuşmak isterim yani oraya gidip Bana bu normal geliyor hatta. Yani nasıl yapıcım err nasıl başvurucam bazı sorular var kafamda.

At the end of the conversation, the mentor became an advisor and persuaded the student to see the counselor. As a result, in this long conference, Ahmet talked about his emotional problems. Although he was aware of his problems, he did not know how to solve them. The mentor was the advisor who listened to him and guided him to solve his problem.

Discussions of the Results of the mentor-mentoree conferences

This study showed that EFL students mainly had two types of difficulties: academic and emotional. Although their emotional problems often reflected their academic problems, the distinction between academic and emotional was necessary. The academic problems were mainly related to English language and its structure whereas the emotional problems were related to frustrations about classroom teachers, course-books or the educational system in BUSEL.

The type of problems and the length of the conferences between mentors and mentorees were also interrelated. The academic problems usually took place in short conferences whereas the emotional problems required longer conferences.

Mentor-mentoree interactions revealed the fact that mentors are

mostly listeners and guides of students. However, when students start complaining mentors seem to become questioners to change the negative mood of the students and make the conference more productive.

The interviews with the two mentors also indicated the different types of difficulties. One of those mentors also mentioned grammar problems, and problems of reading and writing:

Interviewer: What sort of problems do BUSEL students bring to you?

Mentor 1: Writing is a big problem for a lot of students er quite often they don't know what to write + they don't rreally have much focus of like different types of writing and + + often their writing is very bad as well as er I mean they + they try to produce too complicated structures so there's er a lot of error in it and + they can't correct it + + most of the students say they don't know grammar and some people have problems of reading and vocabulary er very few people ask about how to study.

Since the types of problems of BUSEL students show variations, it is difficult to make generalizations. However, in the next chapter, the conclusions of the study will be explained.

CHAPTER 5 CONCLUSIONS

Summary of the Study

The focus of this study was EFL learners' difficulties and the role of mentor support. Mentor-mentoree interactions were tape-recorded and then transcribed. Out of fourteen descriptions, five cases were presented as samples. Based on the fourteen participants, Table 3 indicates the purpose of the mentor-mentoree conference, its length, and the number of students according to their proficiency levels. The mentor-mentoree conferences were also studied taking into account the mentors' roles.

Conclusions

From the analysis of this study, it was found out that EFL learners in BUSEL had two types of difficulties: 1) academic, which refers problems with the structure and usage of the target language, 2) emotional, which refers to motivational problems like conflicts with classroom teachers, or frustrations with the course-book.

The mentor-mentoree interactions were studied and the lengths of the conferences were also taken into consideration. The results of this study pointed out that elementary students tended have longer conferences (more than three minutes). It was not only the proficiency level of the student, but also type of problem which determined the length of the conferences. In other words, when the concern was emotional, the conference was longer. On the other hand, the majority of the academic problems necessitated only short conferences. Mentors, who were active listeners at the beginning of the conferences, turned out to be facilitators at the end in all cases.

It is also worth mentioning that in this study almost all of the mentor-mentoree conferences were in the native language of the students (Turkish) regardless of the nationality of the mentors. Although one of the mentors was British, the students still preferred to speak in their native language.

The interaction between mentors and mentorees generally began with mentorees starting to talk about their problems first. Mentors showed their empathy by becoming active listeners. Then the pattern is that they changed their roles and became questioners while mentorees became responders. This type of interaction continued until the mentorees seemed to be

satisfied.

Assessment of the Study

The reason for EFL learners in BUSEL speaking in their native language with their mentors might be that students did not think their English ability was sufficient to adequately discuss their issues. During an interview with the British mentor, he commented on this Turkish language preference of these students:

Interviewer: When students come to you, do they speak in their native language or in the target language?

Mentor: It varies er I usually suggest + they speak in English and sometimes er I use comparisons in Turkish to illustrate.

Interviewer: Do the students' prefer to speak Turkish depend on the type of problem?

Mentor: I think er it is a matter of + confidence and it depends on their attitude ++ do they see English as a way of communication er + some people don't have that attitude ++ it's just a class activity but you forget about afterwards + there's some E levels er + make a really big effort to talk to me in English er and + you know I + can usually understand them ++ and then there'll be L students er + they negotiate ++ it's their attitude.

As understood from the mentor's comments, Turkish students might have a particular perspective towards the target language. The students might be thinking that English is a language which is for classroom practice, not real discussion.

It was also found out that repeat preparatory students mostly had emotional problems whereas the first year preparatory students had academic problems. This result might show us that when students have to repeat preparatory school, they start to bring their motivational or personal problems to their mentors. Instead of studying more in order to pass the Freshman exam, they start complaining about the school system, their course-books, and classroom teachers.

Pedagogical Implications

By looking at the discourse analysis and the result of the study, it can be said that the students who were the subjects of this study seemed able to get some satisfaction from the mentoring service. At this point,

the idea of helping students with academic and other issues become more important. In order to be academically successful, EFL learners need to be aware of themselves. They need to develop suitable learning and study strategies and handle problems with their classroom teachers, course-books, or the school system. If they cannot, then they may find a mentor program highly useful.

In terms of the mentor's role, it might be useful if mentors tried to raise teacher awareness of typical student problems so that those students can be put in contact with the mentoring service.

Implications for Further Research

The small number of subjects (14) who took part in this research made it difficult to create generalizations. For this reason, wider research with more students and time allocated for the study would be highly beneficial to better understand EFL learners' difficulties. Those results would more likely specify what Turkish EFL learners' problems are; thus, how to overcome those problems would be another research area.

The majority of the subjects speaking in their native language was an unexpected result. This fact might also lead to another research area dealing with the reasons for the language preference of EFL learners in a mentor-mentoree interaction.

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APPENDIX A
INFORMED CONSENT FORM

Dear EFL Student,

We are asking you to participate in a study to understand better the mentorship in BUSEL. You will be asked to participate in a few short interviews. With your permission the researcher will tape-record the interviews.

Your participation in this study is VOLUNTARY and you may withdraw at any time. All information will be held in strict confidence and will have no bearing on your standing as a student at Bilkent University. Your real name will not be used and your identity will not be disclosed in any way in this study.

If you are willing to participate in this study, please sign the statement below. This form will be maintained separately from the data collected for this study.

MA TEFL Student: Turkum Cankatan

Advisor: Patricia Brenner

I have read the information on the form and consent to volunteer to be a participant.

I understand that participation is completely confidential and I have the right to withdraw anytime.

Name: (Please Print)

Signature:

Date:

APPENDIX B

The Transcriptions of the Interviews with the Mentors

Interviewer: How do students come and talk to you? Is there a certain procedure for that?

Mentor 1: It is mainly self-referral + yes er few people get referred from student services to us but + that's about + + four or five in the last term.

Mentor 2: Usually it is voluntary + they come + especially the more confident students are voluntary + + sometimes they are referred by the counseling unit but er the kind of students we get there at this term anyway are students who are keen to learn by themselves er + 99 percent voluntary I would

say

Interviewer: Do you work with students in groups or on individual basis?

Mentor 1: It depends on certain things I mean + + last year er some of the students used to come with their friends so then often we worked with two or three people because they were all in the same class + they knew each other + otherwise it is all individual er I mean it's students really deciding whether they get to in a group or in individual er that's that's + my working experience.

Mentor 2: It depends on what the student want er I mean + for example we had a writing club in the first year er and + if they come to ask a single point of grammar er it's usually one-to-one but many times they want me to explain past perfect or reported speech + usually + they seem to bring their friends er it's group work for long subjects + + but when it's spontaneous when + they are not sure of a grammar point it's individual.

Interviewer: What sort of problems do BUSEL students bring to you?

Mentor 1: Writing is a big problem for a lot of students er quite often they they don't know what to write + they don't really have much focus of like different types of writing and + + often their writing is very bad as well er I mean they + they try to produce too complicated structures so ther's er a lot of error

in it and + they can't correct it + + Most of the students say they don't know grammar and some of them really produce very important grammar point + + + some people have problems of reading and vocabulary er very few people ask about how to study.

Mentor 2: To me + mainly academic er they don't know what to study and they ask where do we start + + grammar points and writing compositions.

Interviewer: When students come to you, do they speak in their native language or in English?

Mentor 1: They always try to speak Turkish + even the intermediate student would come and speak Turkish.

Mentor 2: It varies er I usually suggest they speak in English and sometimes er I use comparisions in Turkish to illustrate.

Interviewer: Do the students' preference of English or Turkish depend on the type of the problem?

Mentor 1: No er I don't think so + It does not depend on the type of the problem.

Mentor 2: I think er it's a matter of + confidence and it depends on their attitude + + do they see English as a way of communication er + some people don't have that attitude + + it's just a class activity but you forget about afterwards + ther's some + E levels er make + a really big effort to talk to me in English er and + you know I + can usually understand them + + and then there'll be L students er + they negotiate + + it's their attitude.

Appendix C

The Transcriptions of the Five Case Studies

The mentor-mentoree conference with an E2 student:

Student: Ben E2'deyim =

Mentor: = Evet

Student: Ben er sınıfta çalışma yetersizliğini şeye bağlıyorum + aslında hiç sınıftaki aktivitelerimiz geçme etmiyor bence en az %20 etki etmesi lazım + bu insanlarda yani öğrencilerde soğukluk derse karşı ilgisizlik yaratıyor + ben burda ne yaparsam yaparım diyor nasılsa benim sınavıma etkili olmayacak ben orda ne yaparsam + o sınavda ne yaparsam onunla kalacağım diyor + + yani asıl sorun derse er ilginizi çekmekse öğrencinin bu er dersteki durumunun etki etmesi gerekir şimdi hocaya bir kanaat + notu vermesi gerekir çünkü + biz orda sınava giriyoruz orda + üç haftadır dört haftadır pardon birbuçuk aylık çalışmamız bir sınav sonucunda belirli oluyor=

Mentor: = Evet=

Student: Yani bizim asıl durumumuzu kendi hocalarımız bilir yani + Ama kendi hocalarımızın kanaati önce etkili olmalı en azından %20 benim sorunun bu + Aslında temel sorunun bir de aslında arkadaşlarımızın çalışmaması +++ Çalışmamalarının nedenini bulmak gerekiyor. Psikolojik danışmanlık gerekiyor=

Mentor: Psikolojik danışmanlık servisi var ama. Hiç kullandın mı?

Student: Bence insanlar biraz çekiniyor + Ben mesela gitmeyi düşündüm bazen ama çekindim

Mentor: Hangi açıdan?

Student: Bilmiyorum. Yani kendim//

Mentor: //Adı mı* ürkütüyor=

Student: =Adı garip geliyor. Şimdi ben oraya gitsem konuşmak isterim yani oraya gidip Bana bu normal geliyor hatta. Yani nasıl yapıcam err nasıl başvurucam bazı sorular var kafamda.

Mentor: Hangi servisi kastediyorsun? Üniversitenin psikolojik danışmanlığı mı, Hazırlığinkini mi diyorsun?

Student: Farketmez benim için=

Mentor: Hazırlıkta eğer sen arzu edersen err kendisini tanıyorum err

Nedret Hanım var Psikolog ve err zaman zaman ben de konuşuyorum kendisiyle Son derece iyi bir arkadaş, iyi bir dinleyici ve yol gösterici Randevu almak err zannediyorum kapısını tıklatıyorsun müsaitse içerde hemen görüyorsun değilse sana müsait olduğu bir zamana randevu veriyor Son derece de kolay=

Student: =Aslında çok yardımı olabilir bence öğrenci için + yani insan kendi + orda aslında iç hesaplaşma da yapıyor

Mentor: Evet=

Student: Bayağı yararlı olabilir Ben aslında gitmek istiyorum Kaç kere//

Mentor: //Hala geç* değil Her zaman için o hizmeti veriyor zaten

Student: İçimden çalışmak istiyorum ama benim bu okula gelmamin ana nedenlerinden biri de İngilizce'yi öğrenmek Ben bu okula devam etmek istemiyorum Maddi olanaklarımız da uygun ben yurt dışına gitmek istiyorum ++ Onun için burada çok iyi İngilizce öğrenmem lazım + Şu anda tek amacım İngilizce öğrenmek ++ çalışmak istediğim halde çalışmıyorum +++

Mentor: Aslında biraz önce kendin bir açıklama getirdin galiba bu nedene + ders içindeki yaptığımız faaliyetler sene sonunda hiçbir not etkisi sağlamadığı için + + er çalışma isteğimi azaltıyor gibi birşey söyledin galiba yani sen + herhalde doğru anladıysam er sınıf içinde yaptığımız herşey sene sonunda not olarak değerlendirilse + sen çalışmaya daha istekli olurum diyorsun=

Student: Evet mesela ben E1 de gerçi öyle bir zorunluluk yoktu da E1 de okula yeni gelmiştim heves vardı + çalışmam durdu heves gitti=

Mentor: Şimdi zaman zaman o hevesi duyuyor musun?

Student: Valla içimden heves gelse çalışacağım

Mentor: Ama şöyle bir konuşma için öyle bir heves gelmiş olmalı ki şu anda burdasın bu da bir çeşit heves göstergesi

Student: Vicdan azabı mı çekiyoruz son haftalarda anlamıyorum onun için herhalde ben hiç çalışmadım diyorum aileme karşı bir sorumluluk hissetmem lazım hiç değilse birşey yapıyım bari bir C- alayım son haftalarda bir geçerli not alıyım

Mentor: Hmm mm

The mentor-mentoree conference with an E4 student:

Mentor: Can you tell me + what's your level what level are you?

Student: E4

Mentor: E4 O.K. + So what are you doing in class

Student: +++++

Mentor: What are you studying with your umm teacher in the class

Student: Umm + this

Mentor: Umm ++ That's writing

Ali: +++ Simdi Boslukları doldurmayı anlayamıyorum.

Mentor: Hmmm So you don't understand how to fill //in the blanks* O.K.

Student: //blanks*

Mentor: Writing a story + Shall I + look at it?

Ali: +++ Hmm

M: Do you want me to check this=

Ali: Turkce konusmamız lazım simdi ++ ne zaman verb geliyor onu anlamıyorum.

Student: ((laughing))

Mentor: ((laughing))

M: Yes last year is past ++ So you are right. O.K. + Here what you know is the past ++ but it is the passive tense ++ because somebody else would judge=

Student: Judge

Mentor: Yargıç O.K. + Yargıç does it somebody else did it O.K. ++ yargıç um judge sends him to prison so this is why it is passive O.K.? because somebody else did it O.K.?

Student: (nodding)

Mentor: So during the past year is past + + +

Student: Writing=

Mentor: O.K: I mean this is right

Student: Şeyi sorucam hocam when you do infinitive

Mentor: The + there isn't a rule + + you have to learn when + + + and but + + some verbs would be followed by infinitives but I mean with modals + + + with modal verbs + + + the infinitive is out they don't use infinitives they just use the basic verb so it's too big + + there isn't only one rule

+ + + may be if we look + like + + + to do some exercises may be that would be useful O.K. + + Right?

Student: Yes

Mentor: (Writing) with these words we use infinitives + + right?

Student: O.K.

Mentor: (writing) but you really need to do the exercises to remember + you can use English Grammar in Use for more exercises tamam

Student: tamam



The mentor-mentoree conference with an L1 student:

Student : Şu er hardly anybody'le yani hardly'le almost arasındaki fark=

Mentor: You didn't understand right?

Student: Evet yani karıştıyorum

Mentor: You mean the difference between almost anybody and hardly anybody=

Student: fark ne?

Mentor: Almost anybody ne demek? almost everybody has this book + hemen hemen herkes demek O.K. + everybody nedir?

Student: herkes

Mentor: almost hemen hemen=

Student: hemen hemen

Mentor: hemen hemen herkesin bir kitabı var

Student: ama hardly de hemen hemen anlamında

Mentor: hardly anybody hemen hemen hiçkimse right

Student: Tamam hocam

The mentor-mentoree conference with an L1 student

Mentor: Şimdi forget fiilinden sonra ya bir ne gelebilir infinitive veya ne gelebilir=

Student: ya da gerund gelebilir

Mentor: peki infinitive'in anlamıyla gerund'ın anlamı forget fiilinden sonra aynı mı olur yoksa değişiyor mu?

Student: değişiyor

Mentor: mesela I'll never forget visiting Disneyland Disneyland'i ziyaret ettiğimi hiçbir zaman unutmayacağım anlamı + peki I never forget to lock the door ne demek? I never forget to lock the door=

Student: =kapıyı her zaman kilitlerim + hiçbir zaman unutmam

Mentor: evet yani kapıyı kilitlemeyi unutmam=

Student: =gerund yani genel

Mentor: hmm evet böyle kullanırız + visiting dediğin an burda + I'll never forget visiting Disneyland yani + + şu anda mı olan birşey gelecekte mi olan bir şey geçmişte mi?

Student: + + geçmişte olan birşeyi hiçbir zaman unutmayacağım demek + anladım teşekkürler

The mentor-mentoree conference with an L4 student

Student: Now I tell about some students er students some problems=

Mentor: hmm=

Student: = that I know + er TI think er first and the best + a serious problem er between er students and administratives + er contact=

Mentor: hmm=

Student: there is a problem + +

Mentor: hmm

Student: er and + +

Mentor: what kind of problem is it? =

Student: = er for example er teachers er don't has some + + + (neydi ya) yetki? =

Mentor: O.K. hmm hmm

Student: er because + always students and teachers er face to face, but er administratives er + always on their office and er + result of er of + + term

Mentor: yes

Student: they + + + er decided +

Mentor: hmm=

Student: = all + everything about + er succee success

Mentor: hmm + + + and what is your main problem here?

Student: + + I think + + er + + + + türkçe'ye çevirelim de=

Mentor: = O.K. tamam

Student: size tam anlatayım şimdi + yabancı hocalar problemi var gelen hocaların çoğu eğitim yani er formasyon eksiği var yani bunlar eğitici değiller er ingilizce bilebilirler ama + + er eğitim yapabilecek kapasiteleri yok

Mentor: hmm + bu sonuca nasıl geliyorsunuz yoksa

Student: araştırarak birçok projeyi ben biliyorum dışarda kurslardan tanıtıyorum buraya gelmiş hocalık yapıyor er kursda onun için bıraktığım hoca şimdi benim burada hocam=

Mentor: evet=

Student: = bir dönem boyunca öğrendiğim iki şey var ondan er yere bakarak gevelemek başka hiçbirşey yok

Mentor: evet

Student: artı=

Mentor: sınıfını değiştirmeyi düşündün mü?

Student: düşündüm ama herkesin istediği şey o

Mentor: yani hiç böyle bir müracaatta bulundun mu?

Student: bulundum + zaten ondan dolayı hep okul tönetiminden falan eleştiriliyorum onlar tarafından + sen hiçbir şeyi beğenmiyorsun

Mentor: evet

Student: ama yani er mecbur kaldım ve o hoca ile devam etmek zorunda kaldım =

Mentor: = evet peki

Student: geçen yıl gene ikinci dönem kekeme bir hocam vardı yani er + +

Türkçe + evet yani bunda + + tamam o insanın bedensel özürünü ön plana çıkarmamak için

Mentor: evet=

Student: = daha doğrusu onun üzümemesi için buna katlandık er ama düşünmek lazım yani o insan + türkçe'yi bile kekemedi anlamıyorsun İngilizceyi kekemedi nasıl öğreneceksin

Mentor: evet

Student: yani anlamak değil öğrenmek

Mentor: bu karşılaştığın zorluk oldu

Student: evet

Mentor: yani verimli geçmedi

Student: ki geçen yıl ben E4 deyken 1. dönemin sonunda hocalarım sen bu seviyede Cope 'u geçebilecek durumdasın dediler=

Mentor: evet

Student: er ama o hocaya bir gittim bütün konsantrasyonum bozuldu er derse ilgim azaldı

Mentor: evet

Student: ve ++ er =

Mentor: sen sorunlarının ne olduğunu gayet iyi kendin gözlemlemiştir değilmi

Student: gözlemlemiştir biliyorum ama ++

Mentor: ve sonuçlarını da biliyorsun =

Student: sonuçlarını da biliyorum ama er sonuçta herşey benim aleyhime oldu

Mentor: ama + sınıf değiştirmek için bütün bu nedenleri ortaya koydun mu açıkça?

Student: şimdi er ++ sınıf değiştirmek olayı şöyle. biz hocayla geçen gün kekeme hocayla konuştuk. isterseniz gidin beni değiştirin dedi er yani şey duygusal bir temayla

Mentor: onuda yapamadınız tabii? =

Student: yapamıyorsun

Mentor: evet

Student: Eh er ondan dolayı katlanmak zorunda kalıyorsun gibi bir olay diğer taraftan yani er başka insanlarla da konuşuyorsun yani gerçekten yabancı hocaların çoğu eğitim formasyonuna sahip değil yani eğitici değil er +++ ingilizce bilebilir ama +++ ingilizce öğretecek

Mentor: anlıyorum

Student: kapasite de değil

Mentor: Hmm. Peki kendin nasıl bir yol izliyorsan kendi gayretinle

Student: Valla şu an ben kaydımı dondurdum ve ben kendi başıma ELT ile geçmeyi düşünüyorum çünkü okuldan tamamen umudumu kestim +++ yani çünkü er geçen yıl

Mentor: ELT için nasıl hazırlanıyorsun? =

Student: ELT için kitap aldım =

Mentor: Hmm

Student: Şu an öyle zorlandığım zaman er + yardımcı olabilecek kişiler var onlar bana yardımcı olacaklar Bu şekilde sorunu çözücem =

Mentor: Hmm