

**THE REPUBLIC OF TURKEY  
MUĞLA SITKI KOÇMAN UNIVERSITY  
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES  
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION  
ENGLISH LANGUAGE EDUCATION PROGRAM**

**THE USE OF OTHER-INITIATED SELF-REPAIR PATTERNS BY  
ADULT LEARNERS IN AN ENGLISH SPEAKING COURSE**



**YASEMİN KOYAK**

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- Tez içinde sunulan veriler, bilgiler ve dokümanların akademik ve etik kurallar çerçevesinde elde edildiğini,
- Tüm bilgi, belge, değerlendirme ve sonuçların bilimsel etik ve ahlak kurallarına uygun olarak sunulduğunu,
- Tez çalışmasında yararlanılan eserlerin tümüne uygun atıfta bulunarak kaynak gösterildiğini,
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- Bu tezde sunulan çalışmaların özgün olduğunu,

bildirir, aksi bir durumda aleyhime doğabilecek tüm hak kayıplarını kabullendiğimi beyan ederim. 27/02/2020

  
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## ÖZET

### İNGİLİZCE KONUŞMA KURSUNDA YETİŞKİN ÖĞRENCİLERİN ALICI BAŞLATIMLI KENDİ ONARIM DESENLERİNİ KULLANMALARI

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Ortak bir iletişim aracı olan İngilizce (ELF), yerli ve yerli olmayan İngiliz dili kullanıcılarının iletişim kurabilmesinde önemli bir etkiye sahiptir. Bununla beraber, İngilizcenin yabancı dil olarak öğretilmesi (TEFL) sürecinde konuşma becerisinin zor ve önemli becerilerden biri olduğu aşikârdır. İngilizce konuşma etkileşiminde, öğrencilerin hatalarının düzeltilebilmesi için öğretmenleri tarafından sözlerinin yarıda kesilebilmesi durumunun bulunduğu belirtilmesine rağmen, öğrencilerin birtakım ipuçları ile hatalarını kendi kendilerine onarabildikleri anlaşılmıştır ki bu durum konuşma analizi (CA) metodunda bulunan alıcı başlatımlı kendi onarım (OISR) düzeni olarak da adlandırılır. Türkiye’de yapılan çalışmalar dikkate alındığında, onarım çeşitleri ile ilgili bazı çalışmaların bulunduğu fark edilmiştir. Ancak, yetişkin öğrenci olan akademisyenlerin İngilizce konuşma etkileşimleri esnasında kullandıkları alıcı başlatımlı kendi onarım (OISR) düzeni Türkiye’de henüz araştırılmamıştır. Bu sebeple, bu çalışma konuşma kursundaki yetişkin öğrencilerin alıcı başlatımlı kendi onarım (OISR) desenlerinin kullanımını araştırmaktadır. Ayrıca, bu çalışma yetişkin öğrencilerin alıcı başlatımlı kendi onarım düzenini kullanmalarının olası sebeplerini keşfetmeyi de amaçlamaktadır.

Bu araştırma, 2019 bahar döneminde Muğla Sıtkı Koçman Üniversitesi’nde gerçekleştirilmiştir. Üniversitede akademisyen olarak bulunan 12 yetişkin öğrenci B1 seviyesi İngilizce konuşma kursuna katılmıştır. Bu çalışma için 16 saatlik video kayıtları ve 7 kişi ile gerçekleştirilen yarı yapılandırılmış röportaj doküman olarak kullanılmıştır. Röportajlar yazılıp içerik analizi doğrultusunda sınıflandırılırken, video kayıtları Jeffersonian standartları doğrultusunda konuşma analizi metodu çerçevesinde yazılmış ve farklı sınıflandırmaları bulunan alıcı başlatımlı kendi onarım düzenine göre analiz edilmiştir. Bu çalışma yetişkin öğrencilerin etkileşimlerinde alıcı başlatımlı kendi onarım desenlerini farklı şekillerde kullandıklarını göstermektedir. Ayrıca, öğrenciler tarafından oluşan hataların öğretmenlerinin ve sınıf arkadaşlarının yardımı ile keşfedildiği ve hatalarının onarımı ile konuşmalarındaki akışı ve anlam söyleşmesini sağladıklarını belirtilmiştir.

**Anahtar kelimeler:** konuşma analizi, alıcı başlatımlı kendi onarım, yarı yapılandırılmış röportaj

## ABSTRACT

### THE USE OF OTHER-INITIATED SELF-REPAIR PATTERNS BY ADULT LEARNERS IN AN ENGLISH SPEAKING COURSE

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English as a Lingua Franca (ELF) has a significant impact in order to be able to communicate with native and non-native users of the language. In relation to this, it is clear that speaking has become one of the challenging and substantial skills in the process of teaching English as a foreign language (EFL). Although it is considered that the learners might be interrupted for the mistakes to be corrected by the instructors in English spoken interaction, it is noticed that the learners may modify the mistakes by themselves with the help of certain hints that is denominated as the other-initiated self-repair (OISR) organisation of conversation analysis (CA) methodology. Considering the studies in Turkey, it has been realized that there are certain studies in relation to the repair types. Nonetheless, OISR organisation in the English spoken interactions of the academicians who are adult learners are not researched in Turkey. Therefore, this study investigates the use of OISR patterns by the adult learners in a speaking course. The study also aims to discover presumptive reasons about why the adult learner utilise OISR organisation.

The study was accomplished in the spring term of 2019 at Muğla Sıtkı Koçman University. 12 adult learners who were the academicians at the university attended to the B1 level English speaking course. For the study, the 16 hours of video-based recordings and 7 semi-structured interviews were utilised as instruments. The video recordings were transcribed in the method of CA with the Jeffersonian transcription notation and analysed in different categories of OISR whereas the interviews were transcribed and categorised under the terms of the content analysis. The study demonstrates that the adult learners utilise the different categories of OISR patterns in their interactions. Furthermore, it is notified that the troubles emerged by the adult learners are discovered by the scaffolding of the teacher and the classmates, and the flow of the speech and negotiation of meaning are provided by the self-repair.

**Key words:** conversation analysis, other-initiated self-repair, semi-structured interview

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## LIST OF ABBREVIATIONS

- ELF:** English as a Lingua Franca
- EFL:** English as a Foreign Language
- ESL:** English as a Second Language
- L2:** Second Language
- ESP:** English for Specific Purposes
- EAP:** English for Academic Purposes
- EGP:** English for General Purposes
- TEFL:** Teaching English as a Foreign Language
- CS:** Code-Switching
- CA:** Conversation Analysis
- OIR:** Other-Initiated Repair
- OISR:** Other-Initiated Self-Repair
- TS:** Trouble Source
- NfM:** Negotiation of Meaning

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## CHAPTER I

### INTRODUCTION

#### 1.1. Purpose and Scope of the Study

English is considered as a lingua franca (ELF) that creates a bridge between the native and non-native speakers for communication. In other words, ELF is defined as a ‘contact language’ among the people who share no common language or culture in accordance with Firth (1996, p.240). In relation to English language, it contains two fundamental categories that are receptive and productive skills. In regard to this, the receptive skills demonstrate comprehending the language by way of listening and reading “when the language is decoded properly” (Bhatt & Lilian, 2016, p.634) whereas the productive skills represent the active role of the language to be produced. Considering the productive skills, speaking is a significant agent in order to convey the message to the other generations (Laver, 1994). In relation to that, speaking English is appraised as a tool that provides a social interaction among people (Jenks, 2014, p.7). Through the social interaction, the interactants utilising English as a foreign language (EFL) may confront certain problems related to the mispronunciation, grammatically incorrect sentences, not being able to negotiate the meaning or the lack of vocabulary knowledge. At that point, the scaffolding that is defined as an assistance to the child or novice in order to accomplish the task which is challenging without the help of the adult (Bruner, & Ross, 1976, p.90) is applied or the interaction maintains with the troubles that are required to be modified. By favour of these interactions, a number of sequences of talk might be attained and analysed by a method that is Conversation Analysis (CA). In accordance with Seedhouse (2005), CA is the method to analyse the interaction in speaking that arises naturally. Considering the troubles occurring in the conversation, repair organisation of CA is employed to analyse the problems in the study of Schegloff et al. (1977). Furthermore, it is stated that repair is an essential agent to comprehend how the interlocutors overcome the problems, in other

words, troubles of people in a conversation (Liddicoat, 2007). Relevant to the repair, Schegloff, Jefferson, and Sacks (1977) have grouped four repair types that are self-initiated self-repair, self-initiated other-repair, other-initiated self-repair and other-initiated other-repair under two categories that are self-initiated repair and other-initiated repair (OIR) which people cope with the problems related to hearing, comprehending or understanding in a conversation by initiating trouble. In addition, other-initiated self-repair (OISR) is that “a recipient initiates repair, e.g., with what? and the trouble-source turn speaker resolves it.” in accordance with Bolden (2011, p.238). In this study, several articles were researched in the branch of organisation of repair with the method of CA due to the fact that this study fundamentally focused on the OISR. In relation to OISR in the literature review, Atar and Seedhouse (2018) indicated that teacher applied three different types of initiation in order to clarify the troubles that the types were partial word and WH- questions, open class initiation (OCRI) and specific types of questions. Besides, it was noticed that the types were relevant to the extent of epistemic gaps.

A similar study conducted by Hoa and Hanh (2019) remark that OISR strategies that were questions words, partial repeat of the trouble source (TS) and a question, judging ideas from speakers' utterance and a partial repeat of the prior talk with upward intonation which were dedicated by Sacks, Schegloff and Jefferson (1977) might be beneficial for teaching the speaking skill in interaction of B2-level of English language learners, if they were implemented appropriately. Nonetheless, it is considered that the interactional patterns of the adult learners in an English speaking field by the use of OISR organisation of CA and the techniques that are used are insufficient in the literature. Therefore, this study aims to investigate the OISR patterns of the adult learners in an English speaking course.

As to the importance of the study, it is crystal clear that several studies in relation to the OISR organisation of CA were carried out in varied fields such as information dialogue calls about travel, shops, outpatients' departments (Hennoste et al., 2005), online synchronous course (Earnshaw, 2017), and analysis of series with B2 level learners (Hoa & Hanh, 2019). However, OISR that is applied by the academicians namely the adult learners has not been investigated in an English speaking interaction in the field of repair organisation of CA in Turkey once the literature is reviewed. Therefore, it might be beneficial to ascertain why the adult learners utilise the OISR in English conversations. Besides, the categories that are revealed by the learners during the conversations may be



the enlightenment for the researchers to discover the techniques used to initiate and repair the trouble. This study that is applied to the adult learners in the branch of OISR of CA may provide the instructors to what sort of words or statements lead the adult learners to both initiate and repair the trouble.

The research was implemented in certain sequent steps. Initially, twelve adult learners who were the academicians at Muğla Sıtkı Koçman University were asked for their permission in order to be able to record classes into the camera. Having collected the consent letters from all the adult learners, the videos of classes in the B1 level English speaking course were recorded. Subsequently, the video recordings were transcribed in accordance with the transcription system symbols of Jefferson (2004) in the method of CA in an attempt to enable the research to be generalizable in terms of the validity. Besides, the video recordings allowed the researcher to both listen to the conversations of participants in English spoken interactions and observe the paralinguistic elements of the participants. Afterwards, the transcripts were analysed and classified regarding to the functions and categories in OISR organisation. Moreover, the adult learners were proposed to be a part of this research as an interviewee by clarifying the certain questions elaborately that were relevant to the interaction of participants in speaking English and the use of OISR organisation. Having informed the participants briefly, seven adult learners accepted to be a volunteer by attending the interview as interviewees. Following, all the interviews were transcribed and analysed in terms of the content analysis in order to be able to classify similar answers in the same category.

Briefly stated, this study inclusively indicates the interaction of the adult learners in B1 level English speaking course by the implementation of the OISR organisation

## **1.2. Research Context**

### **1.2.1. English as a Foreign Language (EFL) in Turkish Context**

English as a Foreign Language (EFL) is described as English language that is learned or taught despite not being the mother tongue of the country. In other words, EFL refers to the people that ascertain English in the non-native speaking countries in accordance with Iwai (2011). EFL learners might learn English and practise with several activities with

the classmates or the teacher in the classroom. However, it is obvious that the language is not utilised actively due to the fact that English is not the basic language of the country. Therefore, the learners do not have the opportunity to learn and use the language outside the classroom. Nonetheless, the term that is English as a Second Language (ESL) offers a broad possibility to practise English vigorously. In other words, the learners who study in the United States, The United Kingdom, Canada, New Zealand or Australia have the opportunity to use English outside the classroom as it is the native language of these countries (Gebhard, 2006). Considering English language in Turkey, English is identified as a foreign language owing to the fact that Turkish is the mother tongue of the country. However, it does not impede the Turkish learners of English to speak the language in order to be able to communicate with people across the globe.

The significance of English has dramatically increased in the recent years in Turkey. Although the language was used by a minority of society beforehand, English has become an essential requirement for the people in Turkey due to the fact that it contributes several opportunities to the learners not only in their lives but also in their professional career. To be more precise, knowing and speaking English actively facilitate the learners to work in qualified companies, to do the business abroad, receive a high amount of salary. In relation to this, it is obvious that English is learned owing to several reasons. To clarify, certain learners study English for Specific Purposes (ESP) relevant to the special needs of the learners (Hutchinson & Waters, 1984, p.19) whereas rest of the learners prefer to study English for Academic Purposes (EAP) so as to achieve the higher level of their education. Furthermore, English for General Purposes (EGP) is the other option for the learners in order to gain the general abilities of the language by not focusing on the particular context unlike the ESP.

Considering the education of EFL in Turkey, it is apparent that the English language teaching has been determined to be on the curriculum in both private and state schools in early ages. The students who get educated in kindergarten have been taught English with the basic and simple techniques owing to the Critical Period Hypothesis which indicates that the second language acquisition possibly becomes easier for the children when compared to the other age periods (Vanhove, 2013). Supportively, Krashen, Long, and Scarcella (1979) state that “the older is faster, but the young is better”. Therefore, the students from kindergarten have English classes for two or three hours in a week. In addition, the compulsory education containing primary and secondary education (4+4+4)

offers the learners to study English in the second grade that corresponds with the age of 7. When students are entitled to be educated in the fifth grade, certain pilot state schools in each city of Turkey provide the opportunity to the learners to study English for 15 hours in a week whereas the total hour of the other lessons of what students have is 20. Regarding this, the students having educated in the private schools have the possibility to study English up to 20 hours in a week. Considering the high school, the students have the chance to make a decision in the eleventh grade relevant to the suitable profession for their future. For the students who choose the language department to study, English classes including selective and compulsory ones are taught approximately for 14 hours in a week. In addition to this, the medium of the instruction is predominately English. As to the university level, the students are required to study English in the preparatory class for a year in case the medium of instruction of departments of the students is English. In the event that the students cannot pass the exam or they demand to study English for one year, they are supposed to study English classes which are nearly between hours of 20 and 20 in the preparatory classes. Besides, the medium of instruction in preparatory classes is generally English in order to be able to encourage the students to practise English with both teacher and classmates. Nonetheless, the preparatory classes of English might be preferred selectively. In the circumstances, it is safe to signify that ESP or EAP might be the reasons for the students to take the course.

### **1.2.2. Teaching English as a Foreign Language (TEFL) to the Adult Learners**

Teaching English as a foreign language (TEFL) requires certain necessities such as sufficient skills, profession in the field, ability to analyse the needs and wants of students as well as love, patience and devotion not only to the occupation but also the students. Besides, the teachers are demanded to have a high level of background knowledge relevant to the EFL context in the process of teaching and learning. Nonetheless, the performance, knowledge or the skills of the teacher are not the sole factors that affect the teaching and learning procedures. Brown (2004, as cited in Yalçiner, 2019) defines that the age, psychology, personality, sociocultural and linguistic factors affect the process of teaching English as foreign language. Moreover, the background knowledge, interests and abilities of the students are the other elements that have the efficient role during the teaching and learning sessions of EFL. However, it might be noted that the teachers may take the factors stated above into consideration in order to assist the learning process of

the students. In addition, the teachers may provide certain materials in accordance with the needs and interests of the students in order to offer more effective teaching and learning for EFL. Nonetheless, the factors affecting TEFL might have distinct effects and roles on young and adult learners due to the fact that adult learners predominantly use their cognitive skills to learn the language whereas young learners have deficiency in abstract thinking (Gürsoy & Korkmaz, 2012). In relation to the age factor in learning English, it is clear that the young learners may learn the proper pronunciation of the words on easy terms while the adult learners may accomplish to use the grammatical structures correctly.

In this research, the participants who are the adult learners are the academicians working at Muğla Sıtkı Koçman University. The professional fields of the adult learners are mostly different from each other. Certain departments are related to English language by virtue of the terms of the class or the medium of instruction whereas the rest of them have no relevance with English language. However, the learners demand to participate in the B1 level English speaking course. In addition to this, the learners have different purposes for learning English such as ESP or EAP. Therefore, the focus areas of the participants are generally distinctive from each other. In relation to EFL, adult learners might have an elaborate background knowledge with their experiences, learning techniques, strategies in order to enhance their skills which are considered as a lack. However, it is clear that the adult learners abstain from speaking in front of the people owing to the fact that they might consider that they make mistakes such as constructing wrong sentences, mispronouncing the words, using grammar incorrectly or not having adequate vocabulary knowledge which inclines the code-switching. These possible factors may cause the learners to have anxiety and stay silent during the conversation. Although the adult learners have an intent to speak English in the classroom environment, the learners may deliver a worse performance than the usual one on account of anxiety (Hewitt & Stephenson, 2012). Nonetheless, the assistance of the peer or teacher may provide the learners to overcome the anxiety and to give certain clues in order to allow the learners to discover and modify the mistakes that have been done. In accordance with the study of Castillo and Yanive (2007, p. 83), the only solution to be able to develop the speaking skill of English is to interact with the others, allow the learners to learn from each other and choose the topics which create curiosity on the learners. Therefore, the students should be encouraged and pushed to talk in English by finding alternating ways in order

to deliver the message correctly even though they make several mistakes during the conversation in regard to the comprehensible output (Swain, 1985).

### **1.3. Background of the Study**

EFL has been a significant subject in various research for several years. It has been interrelated with a number of different topics to be studied. Certain studies in relation to EFL have been based on the productive skills such as speaking or writing. Considering the conversation in speaking English, the patterns that are constructed by the interactants have been taken into consideration. Thus, the patterns emerged in the EFL spoken interaction are analysed in detail by virtue of the CA method.

It is evidential that both knowledge and ability should be applied simultaneously in order to be able to create an English spoken environment. As Hymes (1972) proposes, the grammatical and sociolinguistic competences should be integrated in an attempt to produce the language pursuant to the communicative competence. However, not being able to utilise both of them for the communication may lead interactant not to be a competent speaker. In that case, the teacher and the student might be the appropriate scaffolders in the classroom in order to assist the speaker to be able to maintain the talk in English with a number of strategies that contribute the speaker to modify the mistakes by the help of the other participants in the classroom.

The conversation that occurs in the classroom may be in different contexts which interest the learners to talk. In accordance with the contexts, the interactions of the students with each other or the teacher might lead the mistakes to be arisen. The emergence of the mistakes might be owing to the anxiety, lack of vocabulary knowledge, mispronunciation, using grammatical structures incorrectly or switching the language into the mother tongue. In these circumstances, it should be noted that the teacher or the students might be the facilitators by initiating the repair, if the mistakes have been revealed by the speaker during the conversation. Thus, the scaffolding under the favour of the interactants and teacher might impede the speaker to generate the erroneous statements. In CA, the organisation is termed as OISR.

In the study of Aleksius and Saukah (2018), OIR patterns have been investigated. The aim is to ascertain what type of strategies of OIR are employed by the EFL learners.

Having completed the analysis of video records, it has been comprehended that nine EFL students initiate erroneous statements of the speaker by initiating with certain strategies such as unspecified repair, interrogative repair, partial repeat with a question word repair, partial repeat repair, understanding check repair, request for definition, request for repetition and correction repair. As a result of the study, it has been signified that the students who have the low proficiency level of English have managed to use the other-initiated repair strategies in order to overcome the troubles that have the potential to cause the misunderstanding in the conversation. Thus, the other-initiated strategies contributed the students to have the comprehensible interactions in a flow.

Considering the foreign language classrooms, it is possible to conceive that the teachers are the moderators who correct the mistakes or errors without giving a chance to the students. In this point of view, it is probable that the students do not make effort to learn the correct form of the terms related to English. Nonetheless, the teachers who apply the method of OISR in the classroom allow the learners to discover and modify their mistakes in the conversation. Furthermore, the classroom environment containing OISR enables the students to initiate the trouble of the speaker to be noticed in the light of the teacher.

To sum up, the studies mentioned above emphasise that the OISR organisation is a substantial method which is employed by both teacher and students in order to provide the intersubjectivity of the conversation by certain strategies.

#### **1.4. Research Questions**

This study aims to investigate the interaction of adult learners in an English speaking course by the use of OISR patterns. The categorisation of the use of OISR in relation to the frequency is analysed and interpreted in pursuance of CA. Besides, the answers of interview questions that are relevant to the use of English and OISR in the classroom have been analysed in accordance with the content analysis. Due to the fact that the study is a qualitative research which is data driven, the questions were determined and formed after the analysis of the transcripts that included the video recorded data. Therefore, this research seeks the answers to the following questions:

1. What categories of troubles in other-initiated self-repair organisation are utilised by the support of the adult learners or teacher mostly?

2. What are the reasons and thoughts of the adult learners about the repair of trouble in an interaction in respect of the interviews?
3. With regard to the analysis of the interviews, what answers do the learners state about the repair and challenges that they have had in English?

### **1.5. Limitations and Delimitations of the Study**

This study was conducted in the spring term of 2019 in the School of Foreign Languages at Muğla Sıtkı Koçman University. Due to the fact that the classroom for the B1 level English speaking course had no echo minimizer, the echo inclined the incomprehensible utterances at some point. Moreover, the video-recordings of the adult learners in certain interactions in relation to employing the OISR organisation were not demonstrated to the participants during the interviews. However, the reactions of the participants might have enlightened the researcher in detail about the reasons why the adult learners utilised OISR in the conversations. Terminally, the qualitative research may have been validated further by virtue of the use of questionnaire in order to provide the triangulation of the data.

### **1.6. Operational Definitions**

In reference to the study, the definitions indicated below are conceptualised and utilised.

**Conversation analysis (CA):** The methodology for the analysis of naturally-occurring spoken interaction. in accordance with Seedhouse (2013, p.165)

**Repair:** The correction or modification of the utterances in a conversation that is in a foreign language. Trouble is repaired once it is initiated.

**Other-initiated repair (OIR):** A way that people cope with problems related to hearing, speaking or understanding in a conversation by initiating trouble (Schegloff, Jefferson, & Sacks, 1977).

**Other-initiated self-repair (OISR)** A recipient initiates repair, e. g., with What? and the trouble-source turn speaker resolves it (Bolden, 2011, p.238).

**Code-switching (CS)** A strategy that a bilingual uses to transmit her/his content effectively. (Üstünel, 2016). Besides, the code-switching is a category that is utilised frequently by the adult learners during the employment of the OISR.

**English as a Foreign Language (EFL)** The term is that Turkish learners of English utilise the language unlike the mother language.

**Negotiation of Meaning:** The term is used for organising the frequently employed categories of the OISR patterns. Comprehension checks, confirmation checks, clarification request, and vocabulary checks are the subcategories that supports the negotiation of meaning that is related to the intersubjectivity among the learners.

**Grammatical Correction:** Another category formed by the adult learners defines that the speaker repairs the grammatical errors by virtue of the initiation of the other participants or the teacher.

**Readjustment of Pronunciation:** The term is relevant to the categorisation of the OISR. Mispronunciation of certain words by the speaker impede the other adult learners to negotiate the meaning. By the help of the clues of the participants, the speaker notices and repair the trouble.



## CHAPTER II

### LITERATURE REVIEW

#### 2.1. Communication Skills

##### 2.1.1. Communicative Competence

Communication is a means of interaction that provides people to negotiate each other. Starting from this point of view, it is safe to state that learning English as a foreign language is a probable point for the learners to communicate owing to the fact that English is a global language that is used in order to share the notions in the common language. In addition, communication contains two fundamental skills that are receptive skills which are reading and listening, and productive skills involving the speaking and writing skills that lead the learners to use the language actively. Although four skills into two categories have an essential significance for communication, the oral skills including speaking and listening which depends upon the speaking skills are employed more when the communication is considered. By means of the oral skills, the learners are able to receive the message, interpret it, and produce speech as a feedback to what has been uttered. All the processes are accomplished through the communicative competence that creates the well-done conversations among the learners of EFL.

Regarding the term of competence, it has been clarified explicitly that the competence is initially employed by Chomsky (1965) with the definition of what has been known by the speaker-hearer in relation to the language. However, the competence is principally relevant to the linguistic (grammatical) system which means that “Linguistic Theory is concerned primarily with an ideal speaker-listener, in a completely homogenous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance” (Chomsky, 1965, p.3). In regard to this view, the speaker or listener of the

foreign language is required to have the proficiency in the fields of phonology, morphology and syntax in order to be the competent in the language accomplishedly. In other words, competence is equipotent with the grammar and the rules of linguistics to enable to produce the sentences in the language. Nonetheless, the notion of communicative competence has been defined in different statements by several researchers unlike the view of Chomsky. To illustrate, Hymes (1972) remarks that using the grammatical competence solely causes not to have the communicative competence to produce language sufficiently. Thus, it is considered to include the additional aspects to the competence in order to convert it to the communicative competence. In accordance with Hymes (1972, p.281), the theory of communicative competence should consist of four fundamental types of knowledge that are possible, feasible, appropriate and virtually performed. Furthermore, Hymes signifies that the sociocultural, psycholinguistic, probabilistic features of the competence with the grammatical feature generate the communicative interaction. In relation to this, Hymes (1967) considers that the interaction of the learners in a social setting affects the development of the language which is defined with a term that is 'ethnography of speaking'. In addition to all these, Halliday (1978, p.19) conceives that the communicative competence refers to the term of 'potential meaning'. In that case, the interaction of the learners should be compatible with the semantic functions of the language in order to provide the communicative competence. Based upon the previous theories, a new theory relevant to the communicative competence is suggested. The theory consists of three fundamental elements comprising the grammatical, sociolinguistic and strategic competences with respect to Canale and Swain (1980). Subsequently, the competences are sectionalised in two categories that are sociolinguistic and discourse competences. The communicative competence theory containing four elements are described hereinafter:

### **2.1.2. Grammatical Competence**

Grammatical competence refers to the use of the lexis and principles such phonology, syntax, morphology, grammar related semantics accurately in order to enable the learners of the language to express the utterance literally.

### **2.1.3. Discourse Competence**

Discourse competence refers to the use of the foreign language in a social context such as interactions or dialogues that occurs between the speakers. Nonetheless, the discourse competence may also be considered as data of a text as well as the interactions. Thus, it provides to learners to attain the coherent and cohesive texts. Furthermore, it might be stated that the discourse competence is associated with the grammatical competence due to the fact that discourse competence involves the cultural features and the grammatical structures as components. Besides, it is safe to declare that the discourse competence is the integration of the components of knowledge and actual communication of the learners (Canale, 1983).

### **2.1.4. Sociolinguistic Competence**

In accordance with Canale and Swain (1980, p.30), sociolinguistic competence is the combination of the use of sociocultural principles and discourse principles. In other words, the conversation between the speaker and listener is affected by the contexts that are formed relevant to the topic and the sociocultural aspects of cultures, values, beliefs and norms. In addition to this, the theory of Hymes (1967) that is 'ethnography of speaking' and the term of 'potential meaning' generated by Halliday (1978) have the noteworthy impacts on the sociolinguistic competence concerning the communicative competence due to the fact that both notions represent the meaningful social contexts created in a spoken environment by virtue of the components which affect the culture.

### **2.1.5. Strategic Competence**

Strategic competence involving the strategies of verbal and nonverbal communication is employed in order to compensate the breakdowns that occur in the communication (Dornyei, 1995). Moreover, Yule and Tarone (1989) conceive that the strategic competence is employed for the fundamental reasons such as transmitting the message to the listener successfully and comprehending the message clearly. Thus, the communication breakdowns are solved by virtue of the strategies used by the interactants. Related to the strategic competence, it contains certain strategies to fill the gap in foreign language conversations in order not to cause the breakdowns. In accordance with Tarone

(1977), the strategies for communication are classified into the terms of topic avoidance, message abandonment, approximation, word coinage, circumlocution, literal translation, language switch, appeal for assistance and mime. It is clear to realize that the strategies that are utilised may provide the learners of English as a foreign language to be able to converse in a flow of the language. Supportively, Stern (1991) believes that the communicative strategies in relation to the sociolinguistic competence are the techniques which deal with difficulties in the learners who communicate in the second language that is imperfectly known.

In addition to the verbal communication, it is safe to remark that the non-verbal communication is included in the communicative competence. Through the interactions, learners employ non-verbal communication as a strategy in order to explain what is endeavoured to be stated. In connection with this, it is apparent that the paralinguistic elements have significant aspects on the communication. The gestures, body language, eye contact assist to convey the message to the recipient.

## **2.2. Interactional Competence**

In most of the tasks in day to day life, people need assistance to accomplish successfully of what has been asked. Therefore, they launch to interact with the other human beings in order to get their opinions. The interaction could be provided with oral or written skills of the language. In oral skills, the interaction requires the speaker to generate the statement and the recipient to listen to what has been uttered to give a feedback. In that case, both sides of the interaction have the responsibility for realising the competence (CEFR, 2001). As it is understood, the production and reception of the language are the essential elements of the language in the interaction. However, the elements are separated from each other due to certain differences. Hereunder, the activities in regard to the reception might be listening or reading that are technically passive yet, active for giving feedback whereas the productive activities involve speaking and writing which are active to produce the language to maintain the conversation in an interaction. According to the reception and production, it might be deduced that both of the terms reinforce the conversation in an interaction. Although certain interactants are not able to utilise the language in the interaction properly, it is probable that mediating language activities such

as translation, interpretation and paraphrasing might facilitate the foreign language learners to proceed the conversation, in the view of CEFR (2001). To sum up, it can be addressed that the main aim of the interaction is to achieve “at the closest possible match between intended, perceived, and anticipated meanings” (Kramsch, 1986).

### **2.2.1. Listening**

It is obvious that the skill of listening is a fundamental skill that the human being uses once they come into the world. Besides, it is possible to indicate that listening skill contributes the other skills to develop in order to be used actively (Devine, 1982). As, the learners are exposed to the spoken language before speaking, the learners tend to listen to the utterances in the language. Therefore, listening is the skill that is utilised commonly when compared to the rest of the four skills (Scarcella & Oxford, 1992). Similarly, Mendelsohn (1994, as cited in Yıldırım & Yıldırım, 2016, p.2097) signifies that the learners have spent total time of communication on listening which is 40-50%, speaking with 25-30%, reading with 11-16% and writing with 9%. That is to state that the listening skill have an essential role in the life of the learners. In relation to this, Guo and Wills (2006, p.3) signify that listening is “the medium through which people gain a large proportion of their education, their information, their understanding of the world and human affairs, their ideals, sense of values.” From this point of view, it might be remarked that learners listen to the other participants in a conversation for several purposes. While listening, the learners may imitate the actions of the participants relevant to the language in order to be able to ascertain to pronounce words correctly, learn new vocabulary, use the grammatical structures correctly. Besides, the erroneous statements of the learners might be understood in a spoken interaction by virtue of the listening. In relation to this, listening involves two fundamental processes of listening such as top-down and bottom-up. In the top-down process of listening, the learners use their background knowledge and experiences to comprehend the meaning. On the other hand, the bottom-up process is the procedure of utilising information about sounds, meanings of the words and the discourse markers in order to assemble to comprehend what has been heard (Brown, 2006). Considering the difference between the processes, it is obvious that the bottom-up process allows the learners to utilise their short-term memory in order to integrate and interpret what has been heard whereas the top-down process is preferred with the long-term memory due to the fact that the process contains the cognitive skills in relation to

listening. Regarding this, Tsui and Fullilove (1998) suggest that the top-down strategies involve elements of forecasting, guessing, explaining, and visualization. Therefore, it might be more appropriate for the advance learners of the language to use the top-down process in listening when compared to the learner that have lack of proficiency in speaking skill.

Besides, it should be noted that listening is associated with the speaking skill in an interaction. Once the learners have accomplished the listening process, it is appropriate to give a feedback in a spoken interaction by producing the utterances. Thus, it should be manifested that listening skill is as substantial as the speaking skill in order to negotiate the meaning in a conversation.

### **2.2.2. Speaking**

Speaking is a means of mediator between the interactants that refer that the ability of speaking allows the learners to communicate and convey the message one to another. In relation to the speaking, it should be noted that the use of certain components such as grammar, vocabulary, pronunciation, fluency and comprehension provide the speakers to be understood clearly by the recipient in the interactions. From this point of view, it might be indicated that the English spoken interactions are possible to create both inside and outside classroom in order to develop the components. With regard to this, Rivers (1981, as cited in Leong & Ahmadi, 2017) has accomplished a study relevant to the use of English language outside the classroom. The result demonstrates that the learners employ speaking outside the classroom two times more than the combination of writing and reading in total.

The significance of the speaking skill in an interaction is that it is associated with the other skills. Considering the oral interactions, it is clear that the speaking is supported by skill of listening that the utterance which is produced is transferred and comprehended by the recipient. In other words, listeners effectively answer to what has been uttered by speakers while the speakers verbalise their notion in the foreign language (Murphy, 1989). Nonetheless, speakers may confront the handicaps during the conversation owing to the lack of certain elements. Therefore, the recipients may discover and initiate the trouble in order to assist the speakers to repair the erroneous patterns in the foreign language interaction.

### 2.3. Repair Organisation

It is possible that several learners might have certain mistakes or errors in the process of producing the foreign language. These erroneous statements may be related to the pronunciation, deficiency of vocabulary, lack of grammatical knowledge, not being as proficient as the mother tongue, or not providing the negotiation of meaning in a conversation. In such circumstances, repair is the remedy to facilitate to notice and eliminate the troubles that might occur in English spoken conversations. Considering the organisation of repair, the patterns that are generated by the learners might be analysed by CA. In that case, CA presents the utterances in several categories of repair such as of clarification requests, restatements, repetitions, understanding checks, and confirmation checks by being irrespective of the statements that are incorrect (Wong, 2000). However, it should be reminded during the analysis of CA that “Nothing is in principle, excludable from the class” (Schegloff, Jefferson, & Sacks, 1997, p.363).

Taking into consideration of the problems of speaking, hearing and comprehending that are employed and made by the learners, all that have been mentioned above might be marked as “trouble source” and are modified by the help of repair. Thus, repair contains the production of speech, finding words in speaking, creating the utterances satisfactorily, achieving the adequate level of comprehension to be able to maintain the conversation with the participants sufficiently (Plejert, 2004, p.44,). In other words, it is safe to state that repair is a significant method in order to provide the continuity of intersubjectivity (Seedhouse, 2013, p.168).

With reference to Sert, Balaman, Daşkın, Büyükgüzel, and Ergül (2015, p.17), repair is actualised in two phases. The first one is the phase that the trouble source is noticed and initiated whereas the second phase is that the trouble is eliminated and modified by repair organisation. In relation to the organisation of repair, it is clarified by Schegloff et al. (1977) includes four distinctive categories depending upon the initiation, indication and modification of the TSs which occur in conversations. To clarify, ‘self-initiated repair’ is defined when the speaker repairs the trouble in the conversation. If the speaker notices and initiates the trouble in his/her utterance and repair it, it is described as ‘self-initiated

self-repair'. If the participants unlike the present speaker initiate the trouble, it is identified as 'other initiated repair'. In case the participants initiate the trouble and the speaker resolves it, it is named as 'OISR'. Also, the participants may initiate the trouble, yet the speaker may not be able to repair it by herself/himself. In this circumstance, the trouble might be both initiated and modified by the other participants that it is 'other-initiated other-repair' (Schegloff, 2007, p.101).

In accordance with Hutchby and Wooffitt (1998, p.61) the definitions of the repair types are as indicated below:

1. Self-initiated self-repair: Speaker initiates the trouble and carry it out by modifying.
2. Other-initiated self-repair: The repair is carried out by the speaker although the initiation of the trouble source belongs to the recipient.
3. Self-initiated other-repair: The speaker initiates the trouble and provides the recipient to help and repair the problem, for instance if a name is providing troublesome to remember.
4. Other-initiated other-repair: The recipient initiates the trouble and carries out by repairing it. It is in relation to the term of "correction".

### **2.3.1. Self-Initiated Self-Repair**

Self-initiated self-repairs are the conversational methods that aim to resolve the troubles of the speakers in the conversations, that is, the speaker generates the error and modifies it within the same turn constructional unit or at the end of it (Al- Harahsheh, 2015). In relation to this, the learners of foreign language using self-initiated self-repair may notice and fix the trouble in a single turn in case of the sufficient time that is given by teacher or the participants in the classroom (Mäkinen, 2008).

In addition, it is noted about the OISR that the most prevalent way which is used by the recipient (e.g. others) in order to cope with the trouble about speaking, comprehending, and hearing is to initiate the organisation of repair (Bolden, 2011, p.249).



### 2.3.2. Other-Initiated Self-Repair

Other-initiated self-repair concerns such cases that the recipient does not hear or comprehend what has been uttered by the speaker in the previous turn and allows the speaker to be aware of the problem. Therefore, the speaker fixes the trouble in the turn which is the following pattern of initiation. Besides, this indicates that the learners who speak English as a foreign language may have realization of their incorrect statements and step into the action to repair the trouble in order to impede misunderstanding although adequate time is not presented to the students in the classroom. OISR is regarded as an evidence of learning in all probability (Yalçın, 2019, p.17).

Considering the OISR, several formats of studies that are analysed are written. In the view of Drew (1996), OISR including the open-class repair initiation (e.g. “huh?” “what?”) in a conversation occur in two different ways. The first initiator class is related to the shift in a topic that was happened abruptly. Also, inconvenient or disaffiliated responses of the speaker lead the recipient to cause to use the initiator of open-class repair (e.g. child: come here, mother: what?). Besides, a study of Schegloff (1997) indicates that certain same words such as “oh” “what” used in conversations have different meanings and positions. Therefore, the words might lead the recipients to start the initiation or cause the speaker to start the TS which leads to the “breakdowns in communication” due to certain factors (Schegloff et al., 1977). Different from those, the words might have the standard meaning as well. In another study of Schegloff (2000), once ‘others’ initiate repair, it is noticed that the other-initiation might be delayed although there is a general term that initiation occurs after the trouble. In relation to the explanation of Schegloff, it is indicated in the study of Yasui (2010) that repair is employed in three stages by the native and non-native speakers of Japanese in English interactions. In that case, the first stage is the TS, it is followed by the repair-initiation subsequently, and the final stage is the repair for the Japanese learners.

Also, the initiation regarding to the trouble may be multiplied with several questions which lead the conversation to be expanded. In conjunction with the formats of other-initiated repair, study of Hoa and Hanh (2015-2019) implement repair strategies to the B2 level learners in order to teach the English speaking skills in interaction. The strategies constituted by Schegloff et al. (1977, p.361- 382) are integrated in to the classes. It is realised that question words (e.g. where, why) are utilised predominantly. Besides, partial

repeat of TS and a question that is followed (e.g. The who?), judging ideas related to the speakers' utterance (e.g. you mean homework?) and a partial repeat of the prior talk with upward intonation (e.g. A: I arrive home at 10, B: ten?) are the other strategies of repair in the process of initiation of the TS. Similarly, Atar and Seedhouse (2018) focus on certain techniques of clarifications led by teachers to the students of L2 classrooms. It is comprehended that the teachers employ the action of clarification by utilising the specific type questions (e.g. why, where) mostly, partial repeat of the former talk and question (e.g. school what?) and open-class initiations (e.g. "sorry", "huh?"). From a different perspective, Benjamin and Mazeland (2013) signify that an adjacency pair consists of initiation and repair in OISRs. Besides, second language learning and OISR organisation has an interconnection with certain ways to initiate the trouble that are repeating, replacing, reformulation and expanding off syntactically. Another study focalised on the timing of OISR in conversation indicates overlap also leads the recipient to initiate the trouble of the speaker and the speaker repair the trouble without delay when compared to self-initiated repair (Kendrick, 2015). Furthermore, a study of Gerassimenko, Hennoste, Koit, and Raabis (2004) analyses the information dialogue calls occurred in Estonia to solve the communication problems based on OISR. Although the study is applied to a different community, the results state that the officer initiates the trouble of the clients with the strategies of repetition, reformulation and clarification in order to provide the clients to repair the trouble. In the study of Plejert (2004), it is noticed that the difference between non-native and native speakers in the classroom in relation to use OISR is that the native speakers initiate and non-native speakers repair the trouble once warned. The non-native speakers use the repair especially when the trouble is about linguistic knowledge such as not knowing words or creating the utterances. Considering the OISR, it is obvious that the studies might be compounded with sub-skills of English. For instance, Plug (2018) shares the observations of the phonetics of repetition in OISR sequences which are translated into American English from Dutch. In accordance with the results, it is clear that upgraded data that expands the questions to make it meaningful (e.g. "what do you mean?") has louder and longer pronunciation whereas non-upgraded data (e.g. "huh?") is sounded quieter and shorter. In relation to the study of Liu and Wang (2018), it is noticed that the learners of Chinese repair the trouble by themselves once the TS initiated by the others in the classroom. However, it is discovered that the proportion of the OISR organisation increases in primary stage of the target language whereas the proportion of OISR repair decreases in the advanced stage of the language. On the other

side, in the study of Hamid (2016), code-switching among the students and teacher indicates that the use of OIR indirectly related to the TS emerges with repetition in order to provide the students to discover the trouble in their talk.

When reviewing the literature review relevant to OISR organisation, it is obvious that the OISR is utilised in different situations with people in different age groups. Nonetheless, it is noticed that the English spoken interaction of the academician-adult learners based on OISR is insufficient to get informed that is from books and articles. Besides, there has been no study carried out in Turkey before. Therefore, this study investigates the interaction of adult learners in speaking English on the basis of OISR organisation.

### **2.3.3. Self-Initiated Other-Repair**

If the speaker is unable to fix the difficulty, it is possible for the speaker to ask for help of the recipient in order to be able to maintain the conversation smoothly. In that case, the recipient repairs the trouble as an assistance to the speaker. Regarding to the language learners utilising self-initiated other repair, teachers or the classmates may be beneficial for the learners by repairing the incorrect versions of the TSs that are initiated by the learners. However, learning may not be effective as is seen in self-initiated self-repair or OISR due to the fact that the learners do not modify the errors by his/her respective effort.

### **2.3.4. Other-Initiated Other-Repair**

Certain speakers do not realize whether their speech which is generated is correct or not. Besides, they might not find a remedy to repair the trouble which affects the conversation unfavourably. In such circumstances, the recipients initiate the trouble and fix it if the speakers still have no modification on the utterance. In relation to this, Kurhila (2001) accomplishes a study to investigate whether non-native speakers of English or native speakers of English employ other-initiated-other repair. In the findings of the study, it is discovered that the native speakers apply the other-initiated other-repair on the non-native speakers for the correction of the utterances whereas the non-native speakers hesitate to correct the forms owing to not knowing the correct forms of the statements.

## **2.4. Conversation Analysis (CA)**

Conversation is the communication with two or more participants in an interaction which enables the participants to share the notions and to transmit the message in common. Nonetheless, the patterns created by the participants in a conversation requires elaborate analyses in order to discover what exactly has been uttered or in what circumstances the utterance is employed. In order to comprehend the talk in an interaction which emerges naturally, the CA is proceeded to be used as a method. In accordance with Wooffit & Hutchby (1998), CA does not treat the interaction as a window to broader social processes or as a means of data collection, instead CA refers to the talk and social interaction as an adequate object for the analysis. In other words, CA is a naturalistic method that aims to observe, define, analyse and comprehend the talk as an essential part of social behaviour of humanity (Sidnell, 2010). In relation to the method of CA, it is safe to state that several studies are associated with the CA method in order to unearth the micro details in the process of learning and teaching the foreign language.

As to the significance of this method, the role of the speaker, what has been uttered and done in an interaction might be revealed by virtue of CA. Besides, the fundamental focus of CA is talk rather than the language. Namely, talk is comprehended by an occasion once people act out their sociality (Schegloff, 1986). The subsidiary focus is to provide the analysts to discover the intersubjectivity of the speakers.

Throughout the interaction of the speakers, it is a natural situation that the speakers may make certain mistakes. It is possible to encounter the mistakes in a conversation of both native speakers and learners of foreign language. Once the error is noticed, it might be corrected. If the learners of foreign language cause the troubles and do not notice the respective mistakes, the teacher or the classmates may encourage the learners to modify the speech to prevent the breakdowns in the conversation. In that case, CA method notices context as well as meaning. Once the alternation in context emerges, the interaction also changes. Therefore, the context is a significant deal in order to comprehend the conversation. Briefly, CA method provides the analysis of data from an emic perspective of the standpoints of interactants in a conversation.

## **2.5. Theoretical Framework of Sociocultural Theory**

### **2.5.1. Definition of Zone of Proximal Development**

It is a known fact that children are in need of help of the people around them in early ages due to the fact that they are not capable of accomplishing certain tasks single-handedly. Considering the language learning, it is comprehended that the environment that the individual occupy has a prominent role in the process of learning the first, second or foreign language. In relation to this, it is implied that the society and culture affect social process and intelligence of humanity in learning with regard to the sociocultural theory of Vygotsky (1978). Besides, Vygotsky (1978, p.57) clarifies that learning occurs in two phases that are interaction with the others and integration with the mental structure of the interactions.

Mentioning about the interaction, Vygotsky (1978) also describes another aspect of the sociocultural theory which is “zone of proximal development” (ZPD). This zone is the environment for the learners to explore and prepare themselves to learn cognitively. However, the learners require help and social interaction in order to develop completely (Briner, 1999, as cited in Edosomwan, 1999, p.117). Thus, Vygotsky conceives that providing convenient assistance to the learners in the tasks that are given ensure the learners to have sufficient boost to accomplish the tasks (McLeod, 2012).

### **2.5.2. Employment of ZPD in L2 Teaching/Learning Context**

The sociocultural theory is related to education as well as the other fields containing culture. Therefore, it is apprehensible that the significant aspect of the sociocultural theory which is zone of proximal development (ZPD) might assist the students in the classroom throughout the procedure of learning. In other words, the ZPD is considered to fit in the educational setting (Ohta, 2005).

In the classroom, the students might have challenges relevant to the foreign language. Due to the deficiencies of the competences, student may need support and encouragement in the classroom. In this case, ZPD may be applied by teacher or the peers of the students in order to help the students feel motivated and willing to accomplish the task. From this point of view, it is possible that the students help each other by giving clues or asking

certain question to provide the peers to learn the tasks by self-discovering. Besides, ZPD contributes students to create the cooperative learning which is one of the favourable teaching strategies to achieve the goal successfully in accordance with Widdowson (1990, as cited in Rezaee & Azizi, 2012). Considering the teachers, it is probable that the deficiencies of the students in language learning have been ascertained by the teacher. Therefore, teacher determines to apply scaffolding to the students when required as scaffolding can be “used most effectively when it is tailored depending on learners’ needs in response to learner development” (Lantolf & Aljaafreh, 1996, as cited in Kavak, 2016).

Also, it should be reminded that the ZPD demonstrates an interactive space for the learners to help each other manage process of their own development. In other words, ZPD occurs during the interactive activity that an expert and a novice collaborate with each other in order to accomplish the task which is intended (Newman & Holtzman, 1993). Therefore, students may ask certain questions for clarification in order to comprehend meaning to their peers. In that case the speaker may repair the misunderstanding in the interaction by the help of the peers or the teacher.

To summarise, it is obvious that the adequate help of the teacher or peers for the learners to encourage the learners so as to carry out the tasks ably. In addition, Vygotsky (1962) suggests that direct teaching of the concepts is not beneficial due to the fact that teachers accomplish nothing for the students that the only task that students do are repeating like a parrot. Therefore, the language classrooms should be integrated with the aspect of ZPD in order to enhance the help for the learning process of the students.

### **2.5.3. Scaffolding and its Use in the Language Classrooms**

The term of scaffolding which is a contributory element is created by Wood et al. (1976). According to this, scaffolding refers to the support of the adults or experts to the children or learners in order to constitute the enjoyable learning (Khaliliaqdam, 2014, p.891). Once it is noticed that the students have difficulty in learning the foreign language, teacher or the peer who has sufficient proficiency helps the student by scaffolding. However, it is significant to decrease the support given to the student gradually in order to allow the student to take responsibility and accomplish it successfully. In regard with the features of scaffolding Van Lier (2004, p.151) proposes six elements for the pedagogical scaffolding in the classroom. Broadly, six features of scaffolding are described below:

- Continuity: The tasks that are given are repeated with alternations and connected to each other.
- Contextual Support: Exploration is provided in a safe and encouraging environment, access to the aims is presented in several different ways.
- Intersubjectivity: It refers to mutual understanding and non-threatening participation.
- Contingency: Processes of the tasks rely on the students.
- Handover/ Takeover: As the skills and confidence increase, the role of the learners enhances and the readiness of the learners increases to take part in the action.
- Flow: Skills and difficulties are in a balance, participants take attention to the tasks and they are 'tuned' with each other.

Moreover, scaffolding offers several advantages for the students in educational environment. Similarly, McKenzie (1999) suggests the following advantages of scaffolding organisation as follows:

#### Scaffolding

- ensures the clear direction to students
- enlightens the purpose of the task
- keeps students on the task
- proposes assessment to crystallise the expectations
- directs students to significant sources
- decreases ambiguity, surprise and disappointment
- provides the efficiency
- constitutes the momentum

Briefly, it is suggested that the scaffolding should be applied in the classroom in order to create a learnable interaction for the students by the assistance of the teacher and the peers by slow degrees.

## 2.6. Negotiation of Meaning

Interaction in a conversation occurs with a mutual comprehension. Therefore, input which the speaker delivers and recipient receives should be clear in order to be able to give a

feedback. In relation to this, Krashen (1985, p.2) proposes that language acquisition emerges as the learners are able to process the input which includes the language above the present developmental level of the language comprehension. However, Long (1996, as cited in Cook, 2015, p.251) claims that input can be made more understandable by virtue of the process of negotiation of meaning (NfM) that the negotiation alludes to meaning of modification and reconstruction of an interaction which takes place between the interlocutors when the communication difficulties have been experienced. In other words, negotiation of meaning takes place in interactions as a strategy of communication in order to provide the meaning comprehensible. In addition, The NfM in the study of Pica (1987) is defined as an “activity that occurs when a listener signals to the speaker that the speaker’s message is not clear and the speaker and listener work linguistically to resolve this impasse”. In accordance with Long (1996, as cited in Cook, 2015), NfM provides a basis for beneficial alterations and results in more efficient experiences in language learning by causing the learners to employ the negotiation with both native and more competent speakers.

In a conversation, students and teacher might implement NfM to actualise the mutual understanding. Moreover, NfM is essential for the second or foreign language learning. By utilising the strategy, the speakers may avoid to make mistakes or misunderstand each other that lead the breakdowns in the conversation. In Thio’s study (2005), it is understood that NfM enables a rich forum for the language improvement and provides the students to take active roles in the classroom. Therefore, it might be signified that utilising the strategy of NfM in duration of foreign language learning boosts the motivation of the students as it facilitates the comprehension of the learners once the interaction comprises the breakdowns.

Negotiation of meaning which is an umbrella term as a strategy is classified into three fundamental categories in the view of Long (1983). The categories are defined below:

- **Clarification Request:** It is the strategy that provides the learners to request help in comprehending what the interlocutor has uttered. Strategy of clarification request involves the wh- or yes/no questions and the formulaic expressions such as ‘excuse me’ ‘I don’t understand’ in order to avoid the ambiguity in the conversation



- **Comprehension Checks:** This strategy is to make sure whether the interlocutor comprehends what has been said by the speaker. Tag question and repetitions are the common strategies in the category.
- **Confirmation Checks:** In confirmation checks, the listener demands to make sure if the utterance formed by the speaker is understood correctly. The strategy contains the repetition of a part of the statement of the speaker. Besides, rising intonation at the end of the repetition provides the listener to strengthen while using the strategy in order to enable interactants to maintain the conversation without breakdowns.



## CHAPTER III

### METHODOLOGY

#### 3.1. Research Design

In this study, the data-driven approach to collect further elaborate findings was associated with the method of CA. In CA method. In that case, the researchers/analysts might make interpretations about the data on the condition that the data comprise adequate extracts. In relation to this, it should be reminded that the CA method offers a bottom-up process to the analysts in order to provide the micro analysis of the patterns. Moreover, interviews with the adult learners who were volunteers were actualised in order to increase the reliability of the research. As to the analysis of the interviews, the content analysis was employed for classifying the similar results into the same categories.

#### 3.2. Population and Sample

##### 3.2.1. Adult Learners

In this study, twelve adult learners who were the academicians at Muğla Sıtkı Koçman University attended to the B1 level English speaking course in order to develop their academic speaking skill in the spring semester of 2019. The course was carried out between the months of February and May in a class of the school of foreign languages of Muğla Sıtkı Koçman University. Eleven adult learners acquired Turkish as a mother language whereas Arabic was used as a first language for a learner. However, all participants learn English as a foreign language.

In accordance with the background knowledge of the adult learners, it is safe to clarify that the professional fields of the learners were predominantly divergent from each other. The professions of the academicians are informatics, international economics, maths,

energy, forensic science, education programs, psychological counselling and guidance, chemistry, Turkish folk science, maths, and training management. Although the year of academicians' teaching fields at the university changes, the range of working year is between one and twenty-four. Besides, it was comprehended in a conversation related to the topic of the week that most of the learners had YDS, UDS and YOKDIL exams which were the national foreign language examinations of Turkey in order to have the opportunity for proceeding in the field. Moreover, the majority of the learners took YDS exam which the score range was between 50 and 94. It was followed by the exam of YOKDIL which had the scores of 70 up to 97. The exam that was preferred at the least was UDS and the scores were between 62-68. Comparing the scores of the exams to each other, it is obvious that the higher scores were attained in the YOKDIL exam.

As to the course, the university announced that English speaking courses for academic purposes would be launched at the end of February. Initially, the academicians who demanded to take the course enrolled in the school of foreign languages at Muğla Sıtkı Koçman University. Subsequently, the academicians were subjected to a foreign language exam which was held by school of foreign languages to determine the levels of the learners. In accordance with the results, the B1 level English speaking course was created including twelve academicians namely the adult learners. In the first lesson of the course, the teacher informed the adult learners about the fact that the course would take ten weeks from February till May and each class would take 2 hours with varied speaking activities. Furthermore, the teacher signified that the fundamental aim of the course is to encourage the participants to speak and demonstrate them that they could succeed in speaking well with communal interactions. Once the teacher inquired the learners what the reason was for them to attend the course, the common answer of the adult learners was about developing their speaking skill and speaking more fluently. The adult learners accepted the homework including preparing a speech or a presentation and recording videos relevant to the topic for the purpose of making progress in speaking English. Therefore, the learners prepared the homework and sent it to the teacher via e-mail or demonstrated it in the classroom in order to be able to have feedback from the teacher.

In the final minutes of the first class of the English speaking course, the adult learners were acknowledged about the study which would investigate the interaction of adult learners in speaking English. Besides, it was indicated that the classes would be recorded with a camera in order to analyse the interactions of the adult learners. After the session

of information about the research study, the answers of the participants were received and the consent letters were distributed in the second week.

In the tenth week, the participants were asked whether they could be volunteers for the interview sessions in relation to the course and interaction in order to provide the research more elaborative information. Along with the acceptances of seven academicians, the semi-structured interviews were actualised.

### **3.2.2. Teacher**

The teacher was a post-graduate student of English Language Teaching department at Muğla Sıtkı Koçman University and it was the first time for the teacher to tutor B1 level English speaking course to the adult learners unlike the private language courses that were worked. Due to the fact that the medium of instruction was English, she was consistent with speaking in English. However, the teacher had to apply code-switching in order to “transmit the content effectively” (Üstünel, 2016) as a strategy once there was a trouble that the learners asked the English version of the term by speaking Turkish. In addition to this, Eldridge (1996) states that code-switching has four fundamental functions that are equivalence which helps the learner use the native equivalent of a lexical item in target language, floor holding which help the learners to avoid the gaps in communication, reiteration which the messages are transmitted in one code, yet not understood, and conflict control which refers to transference to mother tongue in order to prevent the misunderstanding due to the lack of culturally equivalent lexis. In those circumstances, the teacher gave the opportunity to the learners to correct the mistakes by themselves. Therefore, the role of the teacher was to facilitate the process of learners learning and discovering by giving clues or using certain strategies. Apart from the situation, teacher did not let the learners use their mother tongue. Besides, the teacher adjusted the speed of the speech in accordance with the understanding of the adult learners. When the trouble was noticed, the teacher initiated the questions mostly with rising the intonation or employing certain communication strategies. Therefore, the learners had the chance to comprehend and try to repair the trouble by themselves.

As for the English speaking course, the teacher created a lesson plan for each week and the content of the course was introduced in the first week in order to provide the adult learners to be enlightened to which topic they were required to get prepared in the

following weeks. The teacher prepared the activities by exploiting the course book which were taken from the library or the sources on the internet. The activities were all related to the development of English speaking skill of the adult learners. Besides, the teacher had the opportunity to actualise Skype talks with an English phonetics and phonology instructor from University of Duisburg-Essen which is located in Germany in order to encourage the adult learners to practise with a foreigner only for one hour in the fifth and seventh week of the course.

### **3.3. Instruments**

#### **3.3.1. Video Recorded Data**

Researchers who implement the approach of CA in the studies gather and utilise the qualitative data in general. For the sake of examples, Dastjerdi and Shahrokhi (2015) investigated how the Iranian EFL students communicated in non-English speaking communities by using story-retelling and what repair strategies were employed by the students to cope with the communication breakdown. On the purpose of collecting data for verbal and non-verbal communication, the researchers used a digital recorder which recorded the audio of the students' interactions in the classroom as well. In another study accomplished by Fotovatnia and Dorri (2013), the utilisation of repair strategies in accordance with the genders were investigated. Throughout the research, the classes were recorded with a digital camera which was adjusted in the classroom in order to transcribe and analyse the patterns in the following phases. In addition to these studies, Watanabe (2016) engaged a research study to explore the development of the novice students of after-school programme throughout four years. The interaction between the learners were recorded audibly and visually which was 450 minutes in total to analyse by virtue of the approach of CA.

As to the present study, the class was not recorded in the first week of the B1 level English speaking course due to the fact that the adult learners were informed about the study and the procedure. However, a video recorder was set at the corner of the classroom once the consent letters were gathered from the adult learners in the second week. Although the course consisted of ten weeks, the interactions of the adult learners in the first and last week were not recorded owing to the week of information or inadequate number of the

participants to the class. Besides, the video recorded data were utilised as a qualitative data for the CA approach. The video recordings that contained the English speaking interactions of adult learners provided the researcher to have 16 hours of data in eight weeks in order to be able to analyse the remarkable patterns about the related topic. The duration of the speaking classes was between 1 hour 50 minutes and 2 hours 10 minutes.

#### *3.3.1.1. The reason for using video recordings*

As mentioned above, CA approach is data-driven that this occasion leads the researchers not to be able to determine the research questions in advance. The researchers might estimate the problems related to the study yet genuine research questions are not probable to be generated before analysing the patterns particularly.

Starting from this, it is safe to state that the data of conversational analysis are attained by video or audio recordings of the classes. The recordings of the classes provide the researchers to save the data permanently, listen and analyse more than once by replaying in order to have reliable data for reasonable patterns of the interactions. In addition, Goodwin and Heritage (1990) indicate that the data recorded audibly or visually create an opportunity for researchers to use the data for comparative analysis of the interactions in the following studies.

It is required for the conversation analytic approach that several data should be collected in order to analyse and make interpretation about the research questions that are determined for qualitative studies. Therefore, it should be reminded that the quantitative studies may not enlighten both researcher and readers in detail whereas the qualitative data such as video/audio recordings and interviews might provide elaborative information relevant to patterns formed by the learners in an English spoken interaction. Moreover, the video recorded data enable the researcher to discover the nonverbal communication of the learners and their reactions to deal with certain circumstances.

#### **3.3.2. Semi-Structured Interviews**

Interview as an instrument for qualitative data is a significant agent owing to the fact that it presents the notions of the interviewees about the study by virtue of specified questions. In respect to the study of Tanveer (2007, p.35), the interviews as a data collection tool are that the researcher may capture the data which is not straightforwardly observable. As

indicated, the interviews may enable the researchers to uncover unnoticed or unspoken occasion of the learners about the issue. Considering the structures employed during the interviews, it is possible to classify the interviews such as structured, semi-structured, and unstructured interview. In relation to the semi-structured interviews, the researcher is allowed to inquire questions relevant to the answers of interviewees when more detail for the study is required although certain structured questions are directed to the interviewees. In other words, semi-structured interview refers to an interview that a researcher has a clear notion about the questions to be asked, yet not entirely concerned about the words or the order of which question should be inquired (Corbetta, 2003, p.579). As to the advantage of the semi-structured interviews, Tod (2006) indicates that the researchers may allow the unanticipated answers and issues to reveal by the use of open-ended questioning while they may employ the predetermined topics.

As to this study, the adult learners were asked in the last week of B1 level English speaking course if they would like to be volunteers of the research by giving elaborative information in regard to the interview questions that were about interaction in speaking English. Having been admitted by seven adult learners as a means of voluntary-basis selection, each learner was visited in their offices individually. First of all, the participants were enlightened about the process by the teacher. Once the adult learners felt ready to launch the interview, the teacher started the interview by utilising the voice recorder application on the phone. In the course of the interview sessions, the determined essential questions indicated below were directed to the adult learners:

1. Which main skills and sub-skills do you have difficulty in English?
2. Which type of activities (individual, pair-work, group) would you prefer to attend the English speaking classes?
3. Who would you prefer to repair your trouble and mistake?
4. What are the difficulties that you have had in English speaking class?

The adult learners were required to talk about the open-ended questions that were prepared beforehand (see Appendix 3). Besides, the answers directed the teacher to ask alternative questions to have the notions of the learners. Hence, they elaborated certain questions to provide adequate information for the research. The duration of each interview was approximately fifteen minutes. In the end of the questions, the teacher thanked to the participants for accepting to make an interview with the teacher in order to detail the questions answered.

### **3.4. Data Analysis**

In order to be able to collect and analyse the data video recordings of the classes, the adult learners were required to obtain permission from the attendants of the course. Therefore, the consent letters written both English and Turkish were distributed to the learners to sign the paper for the acceptance of the recordings of the classes due to the ethical issues. Having collected the consent letters, the camera was adjusted at the corner of the class to record the interaction of the participants appropriately and the recordings maintained from the second week till the eighth week. Subsequently, the video recordings were transcribed (see Appendix 2) in relation to the principles of CA. Furthermore, the interviews that were actualised with seven adult learners were recorded and transcribed as well.

In the phase of analysis, distinctive analysing types for video recordings of classes and audio recordings for interviews were utilised. The data analyses are demonstrated as noticed below.

#### **3.4.1. Transcriptions**

Transcription provides an orthographic figuration of the recordings. In accordance with Liddicoat (2007), transcription is an essential part of CA due to the fact that transcription is the primal phase for converting the data into a format by virtue of micro analysis.

In this research, two different analysing programme were utilised that were Transana 2.10 and Word 2016. Considering Transana, it is a software programme in order to analyse the audio or video recordings as a transcript. It provides the users to have an easy access to the common conventions of CA which were demonstrated in the study of Jefferson (2004) to utilise. Besides, the programme indicates the duration of the pauses and intonation of words due to the fact that it contains the frequency channel. Due to the advantages presented by Transana, the first video recording of the classroom was analysed with the programme. However, the programme comprised certain technical problems throughout the procedure of transcribing the data. Therefore, the Word 2016 which was adjusted in accordance with the CA method font style and conventions was used to write the transcripts for the last seven video recordings. Each participant was specified with the



initial letters of their pseudo names. Furthermore, each sequence was numbered in the principle of CA.

### **3.4.2. Content Analysis**

It is noticed that several studies involving semi-structured interviews are initially recorded, transcribed and grouped in the final step. In a study of Kayaoğlu and Sağlamel (2013), the data that were attained were coded while listening in order not to consume the time and impede the process to be laborious for 30 interviews that were held for the study. In another study, Ruso (1999) utilised the content analysis for the semi-structured interviews which comprised three fundamental steps that were listening to the interviews from the cassette and writing the opinions down, reading the statements and classifying them regarding to the questions, and making certain generalisations after the session of reading.

In regards to this study, interview has a significant role for the studies in order to get detailed information from the interviewees. In regard to this study, interviews completed by seven adult learners were recorded with an application on the phone and the recordings were transcribed on Word 2016 unlike the CA method. Thereafter, the answers that the learners gave were analysed in accordance with the similar terms and topics. Thus, the answers were categorised and coded in the view of the thoughts of the learners. This analysis type is named as content analysis. According to the first interview question relevant to the difficulties in main and sub-skills of English, five common answers provided the researcher to classify the answers in the specified categories singly such as listening and speaking as main skills, and pronunciation, vocabulary, and grammar as sub-skills. As for the second question, individual, pair-work, and group activities enabled the researcher to categorise the answers. The third question led the researcher to create two different categories that were repair only by teacher and repair either by the teacher or classmates. In the final question, the difficulties that the adult learners had in English speaking class directed the researcher to have six varied categories in the phase of content analysis. The determined categories were the speech of speech, grammar use, meaning of the utterance, shared knowledge, the accent, and the locution type.

### **3.5. CA Methodology**

CA is one of the approaches that investigates the spoken language (Gardner, 2008). In accordance with Have (2007), CA refers to the study of the members of a society and their practices in order to comprehend how people interact with each other as social beings. Furthermore, this approach enables the analysts to focus on the fine details that might be possible to notice in a conversation whereas the present conversation may not facilitate the speakers to center upon the issues. Due to the fact that CA contains the utterances of the interactants, it provides the subjectivity as qualitative data for the analysts to make inference and interpret by virtue of the participant's conversations. Moreover, the utterances that create the patterns have a fundamental role to reveal the everyday interaction of the speakers entirely. Therefore, none of the patterns can be excluded from the transcription owing to the fact that it may give clue about how people manage their interactions.

Considering the analyses of conversations, the naturally occurring interactions between the speaker and recipient are required to be recorded that the recorder should be kept stabilised to have qualified data in advance (Mandada, 2013). Having recorded the data, they are transcribed with respect to the conventions of CA and certain principles such as line numbers and fonts. Besides, the names of the interactants are kept confidential due to the ethical issues throughout the process. The transcribed data are analysed and interpreted by the analysts to be able to discover the patterns that may provide the answers to the issues of the research.

### **3.6. Ethical Considerations**

The CA approach involves both interactants and their utterances due to the recordings. Owing to this, the adult learners were initially informed about the fact that the classes and their conversations would be recorded in order to collect sufficient and appropriate data for CA. Having enlightened the adult learners, the consent letters were distributed to ascertain that the learners confirmed to be a part of this research in these circumstances. Moreover, the teacher/researcher stated that the names of the participants would be changed with pseudo names and the visuals of the participants would be kept confidential.

The teacher insisted that the sole focal point would be the interactions of the adult learners in the process of speaking English. In relation to the interviews, the teacher asked the learners whether they would like to be the volunteers to elaborate the data for the research. In response to this, seven adult learners accepted to be the interviewee in the study voluntarily. It was repeated by the teacher afresh that the genuine identities, names would be concealed throughout the study. Therefore, the adult learners were all declared that the information that was retrieved would be utilised for this study (Johansson & Svedner 2006, as cited in Kavak, 2016).

### 3.7. Validity

The principle of the CA is not to make interpretations from the notions of the researchers but the utterances of the interactants. In other words, Peräkylä (1997) indicates that CA is fundamentally attached with the “naturalistic” description and presentation, the inferences of researchers should be included less so that a greater possibility of validity can be attained. Besides, it is known that the patterns that are recorded are the fundamental data for both qualitative studies and CA. Therefore, the data cannot be altered with the views of the researchers as well as scrutinizing the utterances attentively.

In order to enhance the validity for the research, several factors are taken into consideration that are defined below:

- **Transparency:** In the procedure of data collection, the learners who use English as a foreign language may switch the code to their first language in order to be understood by the other participants. In that case, it is essential for the researchers to translate the sentences which are uttered in the mother language to provide the transparency of the study. Although certain researchers believe that the translation of the sentences which are uttered in the original language should be located in the appendix (Bergmann, 1992, as cited in Kavak, 2016), the approach does not allow the readers to comprehend the context properly at the right time. Thus, it may inhibit the transparency of the study in the principles of validity.

In this study, the patterns containing the code-switching from English to Turkish or from Turkish to English was indicated in square brackets in order to enable the readers to receive meaning by virtue of the translation of the sentences.

- **Standardisation:** A number of studies that are formed with the approach of CA are written in transcriptions after the process of data collection. Although the researchers come from different countries, they utilise the same transcript conventions in order to procure the understandability which is namely standardisation. Moreover, it is clear to state that the 'Jeffersonian Transcription System' that is offered by Jefferson (2004) is accepted by the researchers to write the transcriptions in the common language. In accordance with Psathas and Anderson (1990, p.78), Jeffersonian Transcription System refers to the only choice to transfer into one written format of the constituent details of the interaction. In case of not being able to use the common transcription system, it is stated in the study of O'Connell and Kowal (1990) that it may impede the practicality and cause the issues such as unsteadiness of the researchers themselves in relation to what has been written.
- **Availability:** Owing to the fact that the video recordings that were saved and the transcripts that were written, the researcher had the opportunity to listen to the data several times and elaborate on the data on one occasion in order to create the 'professional vision' (Goodwin, 1994).
- **Technology:** The use of software programme which is named as Transana 2.10 assisted the researcher to transcribe the recordings. Besides, showing of audio frequencies throughout the conversation, inclusion of Jeffersonian transcription system (see Appendix 1), and facilitating the researcher to realise the duration of pauses assisted the researcher to complete the transcripts smoothly by gaining time with inclusion of all features of CA. Moreover, the researcher utilised Word 2016 to transcribe the recordings. The opportunity of Word 2016 was to allow the researcher to find the convention of CA on the keyboard. However, the duration of pauses and frequencies were adjusted by the teachers instead of the Word 2016. In the view of Ten Have (2007), these software programmes which are used for CA approach are advantageous for forming and organising the database. Furthermore, the audio recorder which was employed during the sessions of interview was also beneficial for the researcher to listen to the utterances repeatedly.
- **Generalisability:** External validity is related to generalisability that the findings can be generalised beyond the particular research context (Seedhouse, 2005,

p.180). In a study of Seedhouse (2004), it is suggested that reflexive relationship between pedagogy and interaction is generalizable, namely universal feature of classroom interaction in L2 as it is relevant to the institutional goal which means that it is always the same in every L2 classroom interaction which takes place.

- **Data-driven:** Due to the fact that CA is data-driven, it is not probable to determine the research questions in advance. Instead, the researcher may have the chance to estimate what has been underpinned in the data to be discovered. In other words, researchers should not approach the data collected with the theoretical hypothesis beforehand or estimate that the background knowledge or contextual details that is related (Seedhouse, 2005). As can be understood, CA approach is data-oriented rather than analyst-oriented. Therefore, researchers are solely allowed to interpret the data as much as the transcriptions offer (Liddicoat, 2007).
- **Emic Perspective:** It is obvious that CA contains the emic perspective. In the view of Schegloff (1993), emic perspective of CA refers that importance is not only the technical concept in statistics but the notion that the participants indicate with their own observable attitudes to be essential to them. Stated in other words, emic perspective does not signify that the researchers express themselves in the same way as the interactants who are observed do once making analysis of the same interaction (Pallotti, 2007). However, the researchers predicate their analyses upon the view of the interactants in interaction.

In this study, the researchers attempted to give as further details as possible in order to prove what was claimed throughout the analysis.

### 3.8. Reliability

The consistency of the study increases the reliability. The factors that are demonstrated below have provided the reliability of the research to enhance.

- **Anonymity:** The original names of the adult learners and their identities were kept confidential. Besides, the pseudo names that were given by the researcher to facilitate the process of forming transcription were not related to their personalities.

- **Sample:** 16 hours of data were recorded in order to collect sufficient data for CA approach. The total hour of data was obtained in eight weeks. Besides, the total duration of the interviews was between 75 and 105 minutes.
- **Technical Quality:** In order to record the classes as data, a digital video recorder which was HD and had a good quality for recording the sounds was utilised in the classroom. Moreover, the interviews were recorded by an application on the phone that provided a good quality to listen afterwards clearly.
- **Multiple Listening:** The data collected by force of CA approach enable the researchers to listen and share them with the other researchers as each individual has a different perspective to discover the unseen. In relation to this, Ten Have (2007, p.113) suggests that some of analysts might be more talented in this field than the others, yet all the analysts may ascertain to form manageable transcripts that ‘friendly supervision’ is the optimal setting for this conceivably.

In this study, certain parts of the data were not understandable owing to the echo in the classroom. Thus, the researcher demanded their colloquies to listen and explain the recording by concealing the images of the learners in order to offer for consideration of the other researcher analysts. Moreover, multiple listening provided the researcher to share the recordings of the semi-structured interview with the colloquies in order to classify the data in terms of the content analysis. It is safe to state that the multiple listening ensured the research to work with certain analysts collaboratively so as to reach the data properly.

- **Background Information:** In advance of presenting each extract, the readers were provided to ascertain background information of the classroom environment. As Heath, Hindmarsh, and Luff (2010) remark, it is essential to enable the readers to become familiar with the setting in order to comprehend interaction and context that were formed.
- **Relevance:**  
In CA approach, it is essential to select and demonstrate the extracts which might have the potential to increase the efficacy of the research. In other words, Hutchby and Wooffit (2008, p.5) note that it is required by the analysts to take close attention to the empirical occasions and to demonstrate the active and

knowledgeable agents of the participants instead of the extrinsic bearers that hinder the structures.

As regards, the researcher attempted to pay attention to select the appropriate extracts for this research that indeed demonstrated the relevant issues when considering the troubles generated in variable interactions throughout the course. Therefore, the relevant extracts that were chosen in response to the research questions provided the study to strengthen the reliability.

- **Collaborative Work for the Classifying Answers**

It is a known fact that the interviews present the qualitative data to the readers. Due to the fact that the answers of the participants are interpreted and categorised by the researcher, it might be appropriate to have the assistance of the colleagues to provide further reliability for the study. Therefore, the researcher accomplished the collaborative work with a colleague in order to classify and group the answers of the learners regarding the semi-structured interview questions.

## CHAPTER IV

### FINDINGS

#### 4.1. The Use of Other-Initiated Self-Repair (OISR)

The organisation of OISR used by the adult learners are demonstrated in this section. Accordingly, the adult learners that are the academicians or the teacher initiate the trouble that has been generated by the present speaker and the repair is applied by the speaker in order to modify the trouble to impede the communication breakdowns. As is known, the English levels of the adult learners are determined as B1. Therefore, the fluent and flawless conversations are not expected from the learners to produce. However, it has been noticed that the learners are able to communicate in variable topics such as introducing yourself, academic level of IELTS speaking questions, common pronunciation mistakes, job interviews and particular phrases, restaurant conversations and news around the world, shopping dialogues, talking to a foreign teacher, and motivation videos created by adult learners with their classmates and teacher throughout the eight weeks even though they make certain mistakes in interaction.

As the aim of the study is to find out different uses of OISR, this section is classified into two distinctive categories that are the use of OISR by the support of the adult learners and the use of OISR by the support of the teacher. Besides, each category comprises certain factors that affect the adult learners to utilise the organisation of OISR in their conversations that are respectively correcting grammatical mistakes, code-switching, providing negotiation of meaning, and readjustment of pronunciation by OISR. In the final part of this section, the summary is presented to enlighten the readers briefly.

Considering the adult learners, the pseudo names are applied in the process of the transcription in order to keep the learners' identities confidential. Therefore, certain names that have no concern with the real identities of the twelve adult learners are entitled such as Arden, Ceren, Deniz, Esin, Helin, Murat, Nihat, Osman, Pamer, Remzi, Uygur, Yener. As to the tutor, the teacher has no particular name due to the fact that the class



involves only one teacher except for an occasion which is the fact that a phonetics and phonology teacher who is Alex 'Al' in the extracts has communication with the adult learners via Skype talk for one hour which has been actualised in two non-consecutive weeks. Moreover, the initials of the interactants are utilised in order to provide the principles of CA in the transcripts. For instance, 'T' stands for the teacher and 'E' stands for Esin who is the adult learner. In case more than two participants begin to speak simultaneously, the extract indicates the learners with the initial of 'LL'.

#### 4.1.1. The Use of Other-Initiated Self-Repair by the Support of Adult Learners

##### 4.1.1.1. Grammatical correction

###### Extract 1 (Helin & Osman)

- 1 H: =hello? my name is Helin.
- 2 Al: hello.
- 3 H: err. I am mathematician >> in department of mathematics in
- 4 faculty of science? <<
- 5 Al: oka:y? ((smiles))
- 6 H: err (.) err (.) err (.) I can say that anything? but I
- 7 went to: Berlin two years ago:?
- 8 Al: huh. uh?=  
9 H: =err. Berlin is.=
- 10 Al: =did you like that?
- 11 H: yes (.) I liked but? when I was err (.) Berlin? I am
- 12 boring.
- 13 O: boring? or bored Ms.=
- 14 T: =ehm.=
- 15 H:→ =because? (.) bored bored bored.
- 16 T: huh. uh?
- 17 Al: huh. uh?

In this extract, Alex who is the phonetics and phonology instructor from Germany is welcomed to the class by virtue of Skype programme which allows people to communicate through the video chat mutually. Each adult learner sits in front of the laptop to talk to Alex and the rest of the class watch the talkers on television which is interconnected with the laptop. Once the turn of Helin comes, she sits in front the laptop and launches the talk with the line 1. In the second line, Alex replies back to Helin. Subsequently, Helin informs the tutor swiftly about what her department is in line 3 and 4. After the confirmation of Alex in line 5, Helin mentions in the line 6 and 7 that she has been to Berlin although she has certain pauses. As soon as Alex demands her to maintain her talk by uttering ‘huh. uh?’ in line 8, Helin tries to continue her talk in line 9. However, the tutor Alex ask her another alternative question in order to let her talk in line 10. In line 11, Helin begins to reply the question with certain mistakes and causes the trouble with word ‘boring’ in line 12. Afterwards, Osman who is another adult learner is confused with the word that has been formed by Helin in the line 12 and asks a question to the teacher in line 13 in order to ascertain the correct version of the word that should be placed into the sentence. In that case, the adult learner initiates trouble. In line 14, teacher does not reply the question. Nonetheless, Helin instantly, repair the trouble by correcting her mistake in line 15 even though the sentence that she forms is not completed appropriately. In line 16 and 17, the teacher and Alex confirm the correction of Helin by using the same approval structure. As is seen, the modification relevant to the grammatical correction is actualised by other-initiation of Osman and self-repair of Helin.

### **Extract 2 (Uygar & Arden)**

1 U: //emin misin\* (0.2) yenilen pehlivan güreşe doymaz [tr: are you  
sure (0.2) the beated wrestler is never satisfied]

2 U: I will not say in English (.) but you know I won I say.

3 ((unintelligible))

4 A: but we'll be ready err to fight. you.

5 U: fight? //with me?//

6 A: → //yes.\* fight with you and we will win.

7 U: I will fight you with my age (.) my age.

8 LL: ((laughter))

On the day of the speaking course, the adult learners are asked to play the Taboo game as a warm-up activity. The cards including a number of jobs are in relation to the topic of the week which is job interviews. The class is divided into two and one volunteer from each group comes to the board to explain the occupation written on the card without spilling the forbidden words. At the end of the game, the group that involves Uygar wins. In return, the group of Arden indicated that they are ready for the game of the next week. In relation to this, Uygar uses a Turkish idiom which refers that the edible ones get more ambitious in order to complete it accomplishedly. Uygar maintains in line 2 that he will win once again although the line 3 is not efficiently clear to comprehend. As a reply to notion of Uygar, Arden indicates that they will win, yet Arden's not being able to complete the sentence with preposition and a qualified noun which is situated in line 4 leads Uygar to initiate the repair by utilising the preposition as well as rising intonation. Subsequently, Arden modifies the sentence that he forms and approaches the preposition with the noun to provide the intersubjectivity in line 5. As a confirmation of understandability, Uygar proceeds employing the preposition in the following sentence which is line 6. As to this conversation, all the adult learners laugh at the same time in the final line.

#### 4.1.1.2. *Readjustment of pronunciation*

##### **Extract 3 (Nihat & Remzi)**

- 1 N: my err my err si-my kızım? [tr: daughter]
- 2 LL: daughter?
- 3 N: /do:tor/ my daughter [eng: daughter]
- 4 /fortntli:/ err /front/ ((tries to say frightened))
- 5 R: fortunately? =
- 6 N: →no fortunately. fort-korktu. [tr: got scared]
- 7 R: frightened? =
- 8 T: =oh frightened?
- 9 N: →/frond diks/ opera. [tr: frightened this]
- 10 T: opera. oka:y?

In extract 3, the adult learners pick two cards from the questions box which are relevant to the IELTS speaking questions. The point is to let the learners pick the cards and ask different participants in the classroom. Once the turn comes to Nihat, he is supposed to ask one of his question cards to a participant in the classroom. Nonetheless, Nihat maintains talking about the prior question which is not directed to him due to the fact that he does not comprehend the concept thoroughly. The topic is about what kind of art the present speaker likes. Nihat talks about the favourable art types and shares one of his memories which involves his daughter. However, Nihat does not remember the English version of daughter and suddenly he switches the code to his mother tongue in the line 1 which demonstrates the trouble is revealed. In line 2, more than two adult learners in the classroom ask if the word that Nihat asks is ‘daughter’ by rising their intonation. In that case the learners initiate the trouble in the conversation. Although Nihat pronounces the word incorrectly in his first attempt, he repairs his pronunciation mistake suddenly in the line 3. Nonetheless, not knowing how to pronounce the word in line 4, he causes another trouble. In response to the incorrect pronunciation of the word, Remzi initiates the trouble in line 5 by uttering a word that he predicts to be yet the answer does not satisfy Nihat as seen in line 6 due to the fact that he seeks for another word. In the same line, Nihat switches the code to Turkish language again that it causes the trouble in the conversation. Afterwards, Remzi and the teacher initiate the trouble by utilising the rising intonation for the anticipated words in an order which are in line 7 and 8. Even though Nihat consequently obtains the word that he searches and uses in order to repair his utterance in line 9, the pronunciation of ‘frightened this’ is not modified as it should be. In the final line, the teacher encourages him to converse about the opera by rising and lengthening the pronunciation of ‘okay’.

#### **Extract 4 (Nihat & Arden)**

1 A: yes (.) err I think it is err the err very cheap.

2 N: ha?

3 A: yes.

4 N: very cheap is very good (.) err I prefer there /garliɣ/ bread.

5 A: // /garliɣ/\* bread? //

6 T: //you mean? // =

7 N: → = /ga:lik/ (.) garlic.

8 T: huh. uh?

In extract 4, the adult learners ascertain certain phrases relevant to the restaurant conversations and they are required to roleplay with their group members in front of the class. Subsequent to the choices of customers and waiter, the first group comprising Nihat, Arden and other learners take to the stage. In their spontaneous role-play, Arden is the waiter and the rest of the group is the customers. Arden asks each customer what they would like to eat, yet Nihat is indecisive to choose the food on the menu. Besides, Nihat tries a dish which is low-priced. Owing to the fact that Arden who is the waiter is acquainted with the prices of the food, he recommends Nihat to try a dish which is reasonably priced in line 1. Nihat gets surprised with the convenient price and uses the word to remark by rising intonation in line 2. Arden confirms his favourable surprise in line 3. Nihat finally chooses the dish that he would like to eat, yet he pronounces the marked words incorrectly in line 4 which leads to trouble. At that moment, Arden repeats the final words of Nihat as a peer by initiating the incorrect pronunciation with rising intonation in line 5 whereas the teacher demands to deal with the pronunciation mistake by asking for clarification in a concurrent time with Arden in line 6. Once Nihat discovers that he stumbles into a mistake, he repairs the pronunciation of the word by repeating it twice in line 7. In the final line, the teacher confirms the modification of the mistake in the utterance of Nihat and encourage him to proceed his talk with 'huh. uh?'.

#### 4.1.1.3. Code-switching

#### **Extract 5 (Osman & Uygur)**

1 T: =so you donate it a lot of times. =

2 U: =yes. =

3 T: =I mean once a year?

4 U: =they want a *plaket*. [tr: plaque]

5 LL: *plaket*. [tr: plaque]

6 O: *plaque*? =

7 U: → =*plaque*.

8 T: awards?

9 U: →plaque for this donation.

In this lesson, Uygur demonstrates his motivational video that he has prepared for a task which is given by the teacher in order to improve the speaking skill. The topic of the video that he prepares is about the red crescent. In the first line of extract 5, the teacher asks a question to Uygur by checking for clarification. In line 2, Uygur approves that he has donated blood for several times. The teacher wants to make sure if donating blood occurs once in a year in the line 3. In response to the question of the teacher, it is expected from Uygur that he might answer the question, yet Uygur mentions about what the red crescent gives in return for donation. Nonetheless, he uses incorrect verb to explain as well as the word which is in Turkish in line 4. Uygur causes the trouble to occur. In line 5, all learners repeat the words of plaque in Turkish without attempting to switch the word to English. In line 6, Osman asks Uygur if the word he searches for is ‘plaque’ in English by uttering the word with rising intonation. Therefore, Osman initiates the trouble to be repaired. In line 7, Uygur switches the code from Turkish and English and use the word correctly in order to repair and provide to flow of the sentence. The teacher offers an alternative word for Uygur to utilise in line 8. However, Uygur employs the word which his classmate suggests to modify the mistake created in the line 9.

### **Extract 6 (Uygur & Yener)**

1 U: the internet all technological device all technological

2 tools very? harmful. err enemy in house we can that.

3 N: do you know? =

4 U: =but (0.4) our err my *nasıl söylesem birader*

5 ((laughter)) [tr: how to say brother-in-law]

6 Y: brother?

7 U: → brother-in-law err make agriculture err he earn thirteen

8 thousand liras? in one year.

9 LL: thirteen thousand liras?

10 U: yeah he earn (.) he earn.

In extract 6, the whole class enounces their opinions about the advantages and disadvantages in technology. In line 1 and 2, Uygur states technological devices that are used at home are detrimental. Once Nihat determines to ask a question in line 3, Uygur proceeds his speech right after the sentence of Nihat as shown in line 4 and 5. Nonetheless, Uygur does not remember the word to explain and switch the code into Turkish by referring the Turkish version of the word. Subsequently, Yener initiates the trouble and allows Uygur to guess the rest of the word by giving clue of the first word with rising intonation in line 6. In next turn taking which comprises the lines of 7 and 8, he utilises the word in a long sentence with a code-switched version of the word in order to repair the trouble even certain mistakes in the utterance. In the line 9, the learners feel shocked about what they have heard about the money that is earned by utilising the strategy of repetition with rising intonation. As a response to the classmate, Uygur confirms the price even though he does not manage the subject-verb agreement.

#### **Extract 7 (Nihat & Arden)**

1 T: three times. err why is it three times (.) not? four  
 2 times not five times but? three times (.) why?  
 3 N: err I know that err *sebep*= [tr:reason]  
 4 T: =//reason?//  
 5 A: =//cause?//=  
 6 T: =huh?  
 7 N: → (0.5) I want to cause because? three time cycle make - to  
 8 make? cycle.  
 9 T: oka:y?  
 10 N: three times err is very? holy. <<the old belief.>>

In the conversation basically between Nihat and Arden, Arden enlightens the listeners related to his holiness Ali whose tomb is situated in Necef and he indicates that the visitors should turn around the tomb for three times. In extract 7, the teacher asks why the visitors should turn around the tomb not for twice but three times as demonstrated in line 1 and 2. In response to this, Nihat would like to explain the reason due to the fact that he is well-informed about the rituals, yet he maintains uttering his speech by switching the code into

Turkish owing to failing to remember the particular word which is indicated in line 3. Thus, this causes the source of the trouble due to the code-switching. Instantaneously, the teacher and Arden simultaneously suggest the word which corresponds with the same meaning in English in order to initiate the trouble in the utterance of Nihat in the lines of 4 and 5. In line 6, the teacher finds that she does not understand what Arden states by utilising the word with rising intonation. In line 7 and 8, Nihat initially waits for five seconds and he begins to construct the sentence about reason for turning to tomb for three times by exploiting the word as an English version of verb suggested by Arden in order to repair his utterance. Afterwards, the teacher asks him to maintain his talk by using lengthening the word of ‘okay’ with rising intonation. In the final line, Nihat defines that turning around the tomb for three times originates from a holy belief.

### Extract 8 (Pamer & Uygur)

1 D: we ((unintelligible)) for teenage (.) do you like err  
 2 teenage or? do you get on with teenage?  
 3 P: err yes? err t-teenage //sometimes\* a bit difficult.  
 4 T: //teenagers.//  
 5 P: because err they have err *neydi*. [tr: what was that]  
 6 (0.2) *emin* [tr: sure] err *duygu*. [tr: emotion]  
 7 U: emotional?=  
 8 LL: =emotional?  
 9 P: → err their emotions very change (.) change err sometimes  
 10 it's difficult but I some err read book and sometimes  
 11 they do some activities with teenage peoples (.)

In extract 8, a group of adult learners actualises a role play about job interview. The group has chosen Pamer as an applicant whereas the rest of the members of the group are interviewers. In the role play, Pamer applies for the company as a sale assistant. After several questions, Deniz asks whether Pamer gets along with the teenagers in line 1 and 2. Pamer uses word of ‘teenage’ for the sentence rather than usage of ‘teenager’ in line 3 while he talks about the difficulties of the teenagers. However, the teacher notices the trouble and demands to signify the mistake in the duration of the speech of Pamer in line



4. In line 5 and 6, Pamer would like to maintain his speech although he is deficient in finding the words to complete his sentence. Therefore, Pamer applies code-switching strategy in order to convey the message in a sort of a way which leads the occurrence of TS. In order to give a clue for a word that Pamer searches for, Uygur initiates the trouble and proposes an adjective which is 'emotional' in line 7. The other participants in the classroom suggest the same word by repeating after Uygur in line 8. However, the word that is proposed is an adjective that Pamer is supposed to convert the adjective into a noun. As a guidance of his friends, Pamer repairs the sentence by employing the English version of the word which is a noun in order to repair the breakdown in conversation in line 9. In the following lines that are 10 and 11, Pamer proceeds mentioning about his tactics to get on well with the teenagers.

#### 4.1.1.4. *Providing negotiation of meaning*

##### 4.1.1.4.1. *Clarification request*

#### **Extract 9 (Pamer & Nihat)**

1 P: err I remember the last year (.)I remember the interview  
 2 (.) you asked the questions about the dating violence  
 3 or err family violence.  
 4 T: ehm.  
 5 P: you-you asked me oka:y? ((turns to Mr. Nihat))  
 6 N: I don't understand.  
 7 P: →you wanted an example about violence.  
 8 N: yes.

In extract 9, Pamer answers certain questions in relation to his two-minute motivational video that he has prepared as a task about dating violence. In line 1, 2, and 3, Pamer remembers an interview with his patient to mention about the dating violence at the request of Nihat. The teacher signifies that she demands Pamer to continue in line 4. In line 5, Pamer turns to Nihat to remind what Nihat asks him without stating his requirement to ascertain an example about dating violence. In that case, Nihat does not comprehend

what he has wanted in line 6. Therefore, Nihat initiates the trouble by utilising the clarification strategy in negotiation of meaning. In order to impede the breakdowns in conversation, Pamer modifies his speech by elaborating the explanation in line 7. Subsequently, Nihat remembers the question and confirms that he would like to listen in line 8.

### **Extract 10 (Alex & Osman)**

1 O: ((sits on the chair)) hi Alex? how are you (.) hi.  
 2 Al: ye:s? I can hear you.  
 3 O: ((laughter)) err last time? you said that you came to  
 4 Turkey right?  
 5 Al: huh. uh?  
 6 O: in hotel?  
 7 Al: sorry man?=  
 8 O: →=you are in hotel? or //some.//  
 9 Al: //ehm in\* hotel (.) yes. ((unintelligible))

In extract 10, adult learners have been given another chance to talk to Alex, who is a phonetics and phonology tutor in Germany, via Skype. Initially volunteers are welcomed in front of the laptop to communicate with Alex. One of volunteer adult learners is Osman. In line 1, Osman greets Alex, yet he considers that Alex is not able to hear his utterances. By the sake of the answer of Alex in line, it is comprehended that there is no disconnection between the speakers. In response to this, Osman launches his talk with a laughter and demands to make sure whether he has been to Turkey in line 3 and 4. Alex confirms with the use of 'huh. uh?'. Afterwards, Osman asks his question to Alex in line 6 without completing the sentence which causes the source of the trouble. Nonetheless, Alex does not understand the question and initiates the trouble by using the clarification strategy in line 7. Thereafter, Osman repairs the trouble by forming the sentence thoroughly in line 8. The question comprehended by Alex is replied as a confirmation of repair in line 9.

**Extract 11 (Murat & Uygur)**

1 U: sir? do you think children be allowed a supervised access  
 2 to internet.  
 3 LL: ((laughter))  
 4 M: can you repeat the question?  
 5 U: →do you think? children should be allowed a supervised  
 6 access to internet.

In extract 11, the adult learners ask each other certain IELTS speaking questions. It is the turn of Uygur to inquire one of question that he has picked from the question box. Regarding to this, Uygur looks around and chooses Murat to ask his question which is demonstrated in line 1 and 2. In line 3, the participants in the classroom start laughing. However, this causes Murat not to be able to comprehend to question comprehensibly. In relation to this, Murat demands Uygur to ask the question again with the clarification strategy in line 4 that this refers to the initiation of the trouble by other. In response to this, Uygur repairs the trouble by reforming the sentence.

**Extrac 12 (Nihat & Arden)**

1 T: alright so if you make mistakes  
 2 //about your behaviours? //  
 3 N: //in the Mongol and all\* Turkish peoples.  
 4 A: is that mean they kill you?  
 5 N: → kill you? yes (.) they have penalty (.) there was very  
 6 penalty in this situation.

In extract 12, the adult learners talk about shamanism before Islamism and the communities that have applied shamanism. In accordance with the knowledge Nihat in a conversation, the Mongols are in the belief of shamanism and they have the strict rules in order to impede the irrespective behaviours of the society. In relation to this, the teacher asks a question about the misbehaviour which is demonstrated in line 1 and 2. Towards to the end of the utterance of the teacher, Nihat replies the question of the teacher by overlapping in line 3. Regarding to these explanations, Arden demands to clarify the

meaning by initiating the trouble with the technique of yes/no question in line 4. In response, Nihat initially launches to respond by repeating the last words of Arden, accept its accuracy with the word 'yes' and finally repair the trouble by expanding the topic in the lines of 5 and 6.

### **Extract 13 (Yener & Arden)**

1 Y: I follow the English daily err kurs [tr: course]  
 2 I don't remember it?  
 3 T: maybe news? daily news?  
 4 Y: daily news daily news.  
 5 A: which kind of course is it. about speaking? or.=  
 6 Y: → =speaking and grammatic //and simultaneously\* give us.  
 7 T: //grammar//

In extract 13, the adult learners share their techniques and website suggestions to learn their foreign language well. Yener asks for permission to speak related to the ways that he employs to improve his speaking skill. In line 1, he indicates that he follows a course online. However, Yener states that he forgets the name of the course in line 2. The Teacher endeavours to forecast the name in line 3. Subsequently, Yener approves in line 4 that it has been the daily news. Nonetheless, Arden does not comprehend the course thoroughly and launches the other-initiation of the trouble by using the technic of wh- question in the line 5. In order to compensate the trouble, Yener explains in line 6 about what the course involves. However, he utters the word of grammar incorrectly that this leads the teacher to overlap the conversation towards to the end of the speech of Yener.

### **Extract 14 (Uygar & Remzi)**

1 R: I am an- an old hand repairing things any kind of things.  
 2 (.) any kind of machine. ((laughter))  
 3 U: so:~? you have no experience about this but you? have err  
 4 ambition? (.) right?  
 5 R: → yes I am (.) I can do any job ((laughter)) all-all day?

6 all week days ((laughter))

7 U: ((laughter))

In extract 14, the adult learners have learned a new idiom that is ‘an old hand’ which refers to mean to be experienced about something. Related to this, the adult learners are required to utilise the idiom throughout the role-play of job interview. One of groups involves Remzi as an applicant and Uygur as an interviewer in the role-play. In the lines 1 and 2, Remzi indicates that he is gifted to fix what has been asked from him even though he has no experiences in working in a company from the prior utterances. In accordance with the reply of Remzi, Uygur demands to clarify the ambiguity in the interaction by initiating the trouble with the tag question and rising intonation in the lines of 3 and 4. In line 5, Remzi accepts in the lines of 5 and 6 that he has worked in no companies, yet he is able to accomplished everything. In the end of his conversation, Remzi laughs. In response to this, Uygur laughs in line 7 as well.

#### 4.1.1.4.2. *Comprehension checks*

#### **Extract 15 (Pamer & Arden)**

1 P: yeah (.) they don't realize it it-its err th-they think

2 it's very normal but? it's not normal.=

3 A: =who is thinking it's very normal ladies? or gentlemens.

4 P: err (.) both-all of them.

5 A: all? of them. =

6 P: → =all of them. (.) especially? in /literatür/ [tr: literature]

In extract 15, Pamer replies the question relevant to this motivational video. The teacher signifies that both men and women do not realize that they actualise the dating violence to their partners. In line 1, Pamer confirms the notion of the teacher. Besides, he indicates in line 2 that it is usual between the partners to have blind dating although it should not be. In line 3, Arden asks which gender believes that blind dating is normal. In response to this, Pamer states that both genders cause the problem to occur in line 4. In order to allow Pamer to affirm the truth, Arden initiates the trouble by employing the repetition technique of comprehension check strategy which is demonstrated in line 5. In order to

provide the continuum of the conversation, Pamer repairs the trouble and uses the words that he has been already utilised in the prior sentence.

#### 4.1.1.4.3. *Confirmation checks*

##### **Extract 16 (Alex & Deniz)**

- 1 Al: yeah why not? err (.) what-err what was your favourite  
 2 city in southern Turkey that you have been to.  
 3 D: err my favourite city in Turkey? ehm (.) in Aydın.  
 4 Al: Aydın?  
 5 D: →yes in Aydın ((laughter)) I was born in Aydın and? I  
 6 lived in Aydın.  
 7 Al: huh. uh?  
 8 D: → err (.) Aydın is very nice city in Turkey.

In extract 16, Alex is welcomed to the class by virtue of Skype. The adult learners who have prepared certain questions to ask Alex sit in front of the laptop to talk to him. Deniz is the volunteer to ask the questions. However, she has difficulty in multiplying the questions to be asked to Alex. Afterwards, Deniz asks Alex whether he could ask her a question. Alex accepts his offer and asks a question which are lined in 1 and 2. After understanding the question, Deniz mentions about her favourite city in line 3. In order to confirm his understanding, Alex repeats the utterance of Deniz by rising intonation in line 4. In that cause, Alex has initiated the trouble to be repaired by the present speaker. In return, Deniz approves her favourite city by repeating and elaborating her favourite city in the lines of 5 and 6. Another confirmation strategy initiated by Alex emerges in the line 7. Therefore, Deniz maintains generating sentences about Aydın in order to repair and provide the talk to sustain.

##### **Extract 17 (Pamer & Nihat)**

- 1 P: if the couple or the partner take the responsibility? (.)  
 2 this is the first step for the (.) change. (.) yes.

3 sometimes they refuse err.=  
 4 N: =they refuse? or accept? =  
 5 P: → =err don't accept (.) refuse their dating violence. (0.2)  
 6 may-maybe sometimes? after the dating violence (.) they  
 7 err ((unintelligible))

In extract 17, Pamer has maintained explaining in the lines of 1 and 2 that the change is the first thing that couples should do by taking certain responsibilities. In line 3, Pamer signifies that the couples reject the change, yet the direct object is not used in the sentence that the TS is emerged in the following lines. In relation to deficiency of direct object, the line 4 demonstrates that Nihat is confused about the meaning of the utterance. Therefore, Nihat initially repeats the last words of what Pamer has indicated and offers another word as the initiation of the trouble in line 4. Pamer discovers that there has been a misunderstanding of what has been declared. Thus, Pamer endeavours to repair the trouble occurred in his statement in the lines between 5 and 7 even though he could not completely form the sentences.

#### 4.1.1.4.4. *Scaffolding for vocabulary*

#### **Extract 18 (Pamer & Arden)**

1 P: this is the- my room err (.) office.  
 2 A: in faculty?  
 3 P: → in faculty yeah. (.) education faculty. (.) err Mr. Uygur  
 4 err well known.

In extract 18, the motivation video of Pamer is on the verge of being displayed in the classroom. However, the adult learners are not able to watch the video at that time due to certain technical issues. In the meantime, Pamer enlightens his classmates about the topic of the video and where it has been taken. In line 1, Pamer states that the video has been recorded in his office. However, Arden has no information about which office Pamer mentions about and he asks whether it is recorded in the faculty in the line 2. Thus, Arden initiates the trouble by scaffolding him with the words that are offered. In response to this, Pamer indicates that it is the education faculty in line 3. In the final line, he states

that the office is known by Mr. Uygur owing to the fact that they are in the same department.

### **Extract 19 (Pamer & Uygur)**

1 P: consultation last step? before the? err (.) court err.  
 2 N: ehm.=  
 3 U: =divorce?  
 4 P: =yes.  
 5 LL: divorce.  
 6 P: →yeah? but divorce is the very very complicated case? this case  
 7 is woman wants to err interview - make an interview but  
 8 the mans don't want to - doesn't want to interview - make  
 9 the interview.

In extract 19, Pamer shares an experience with his customers who are about to get divorced. In line 1, Pamer indicates that the consultation is the final phase before getting divorced, yet he uses the word 'court' rather than divorce due to not being able to remember the word. Subsequently, Nihat would like to state his notions in line 2. However, Uygur offers a word in line 4 in order to make sure if the word that Pamer searches is the one. In that case, Uygur initiates the trouble in order to negotiate the meaning. In return, Pamer approves the word that is missing in line 4. However, he does not repair his utterance to hinder the breakdowns in conversation. In line 5, all the learners repeat the word. Afterwards, Pamer determines to repair the utterance in line 6 by utilising the word and elaborating the explanation between the lines of 7 and 9.

### **Extract 20 (Nihat & Arden)**

1 N: the first time in the- in the life.  
 2 T: a:lright the first time in your life.=  
 3 A: =in nineteen ninety? =  
 4 N: → =in nineteen ninety three.



5 A: nineteen ninety three okay.

In extract 20, the adult learners have a conversation about the first technological tools that they have purchased. In relation to this, Nihat states that he has purchased his computer from Romania. Besides, buying the computer has occurred for the first time in accordance with the line of Nihat. In line 2, the teacher confirms the utterance of Nihat by repeating the sentence thoroughly. However, the date of the purchase has not been mentioned by Nihat. Therefore, Arden wonders to learn the date and endeavours to estimate the date by initiating the repair in line 3 which is right after the utterance of the teacher. As a response, Nihat modifies the misestimating of Arden about the date in line 4. In line 5, Arden confirms the answer by using the repetition technique of the prior speaker and approaching the word 'okay'.

### **Extract 21 (Nihat & Uygur)**

1 N: err ((unintelligible)) region of man (.) err he-he is  
 2 live-lives in Eskişehir and Ak-Aksaray  
 3 U: but fiction. =  
 4 N: =err is real (.) <<fourteen years>> I said <<fourteen years>>  
 5 he is lived in this area.  
 6 U: ehm.  
 7 N: but? after then (.) told the err anecdotes according to  
 8 Nasredding Hodja.  
 9 U: ehm like Timur's?=  
 10 N: =Timur's.=  
 11 U: =elephants?  
 12 N: → yes Timur's elephant ((unintelligible)) go to  
 13 a hamam - hamam [tr: Turkish bath]

In extract 21, Nihat answers the questions related to his motivational videos about Nasreddin Hodja. Regarding to the question, Nihat informs in the lines 1 and 2 that he Nasreddin Hodja has dwelled in the cities of Turkey. However, Uygur denies in line 3 that Hodja lives in Turkey. In contrast, Nihat explains in the lines of 4 and 5 that Hodja

has lived in Turkey for fourteen years. Uygur comprises with Nihat with the line 6. Subsequently, Nihat informs about the anecdotes relevant to Nasreddin Hodja in the lines 7 and 8. In response to this, Uygur offers an example by initiating the trouble about whether it is similar to Timur in line 9. Nihat confirms the name in line 10, yet he is not able to form a full sentence. Right after the utterance of Nihat, Uygur initiates another trouble in line 11 in order to negotiate the meaning by mentioning about the elephants of Timur with rising intonation. In return, Nihat accepts the notion of Uygur and repairs the utterance to generate the informative sentence in the rest of the lines as well as inclusion of the lines of 12 and 13.

### **Extract 22 (Uygur & Yener)**

1 U: it's really nice (.) if beer and cola mix beer and  
 2 cola (.) dizel.  
 3 O: err banana schmidt is a drink.  
 4 U: beer and err ((flicks his fingers))  
 5 Y: mineral water? =  
 6 T: =sparkling water?  
 7 U: → not mineral water ((unintelligible)) is şey [tr: well]  
 8 (.) fanta and beer.

In extract 22, the adult learners encounter with new words that might be utilised in restaurants. Afterwards, the learners mention about the drinks they have experienced. For instance, Uygur shares his opinions about the drink which is mixed in the lines 1 and 2. In relation, Osman states a German drink that has a good taste in line 3. In the next turn, Uygur does not remember the name of the mixed drink which is understood by his body language. Therefore, the source of the trouble is occurred in the line 4. Once the problem is discovered by the other learner who is Yener, he initiates the trouble with uttering the name of an alternative drink by rising intonation in line 5. Right after, the teacher offers synonym of the word in line 6 which is proposed by Yener. Nonetheless, Uygur determines in line 7 that the proposed words are not what he considers. Approaching code-switching technique to gain time to find the correct word, Uygur repairs the

utterance in order to maintain the conversation and signifies which mixed-drink he intends to share with his friends in the line 8.

### **Extract 23 (Pamer & Murat)**

1 P: I want to order for the starter grilled mushroom (.) for the  
 2 started with grilled mushroom. and?  
 3 T: do you? know grilled mushroom?  
 4 LL: grilled yes.  
 5 H: *ızgara* [tr: grilled]  
 6 T: huh. uh? okay.  
 7 P: I make a nice choice ((laughter))  
 8 M: for the main course?  
 9 P: → for the main courses I think I want to eat the /sti:k/ err  
 how  
 10 how can you cook the steak?

In extract 23, the adult learners make a role-play that they are in a restaurant to order food. In line 1 and 2, Pamer determines to order grilled mushroom as a starter and he would like to maintain his talk by using ‘and’. However, the teacher asks the learners if they are familiar with the meaning of grilled mushroom in line 3. All the learners confirm that they know the meaning of the word with line 4. Afterwards, Helin switches the code into Turkish in order to provide the comprehensibility of the conversation which is indicated in line 5. In the following turn, the teacher approves the Turkish meaning of the word uttered by Helin. In line 7, Pamer indicates that he makes a good choice, yet he does not detail for which course he makes a good selection. Thus, the line is accepted as the source of the trouble. In line 8, Murat asks whether Pamer refers to the main course in the line 8. In order to eliminate the deficiency of the meaning, Pamer repairs his utterance by repeating the utterance of Murat and proceeding his speech in the lines of 8 and 9.

#### 4.1.2. The Use of Other-Initiated Self-Repair by the Support of the Teacher

##### 4.1.2.1. Grammatical correction

#### Extract 24 ( Yener & Teacher)

- 1 Y: sometimes I visited-visit her ((laughter))
- 2 T: o:kay you visit her. err how old is she right now.
- 3 Y: err maybe? seventy.=
- 4 T: =seventy.=
- 5 Y: =he's - is old- years old sorry.
- 6 T: he? or she. ((laughter))
- 7 Y: → she she.
- 8 T: okay she.=
- 9 Y: =he is old.=
- 10 T: =he is old? =
- 11 Y: → =he is old. he man- he's a man.
- 12 T: okay I got it right now thank you. okay so:?

In extract 24, Yener answers the question that he has picked from the question box. It is about defining the primary school where he has been educated. Besides, Yener mentions about his favourite teacher at that time. In line 1, he states that he visits his teacher at times. In line 2, the teacher has curiosity about the age of his teacher. Yener utters a proximate age of the teacher in line 3 and it is repeated as a confirmation by the teacher. Until that talk, Yener signifies that the gender of the teacher is female. However, Yener forms the sentence with the subject pronoun of 'he' in line 5. The teacher in the classroom is confused about the gender of the teacher of Yener and initiates the trouble by offering him to options in the line 6. Yener repairs the trouble which causes the complexity in the line 7. In response to the answer of Yener, the teacher confirms his repair in line 8 by utilising the pronoun of 'she'. Nonetheless, the TS occurs again due to the fact that Yener alters the subject pronoun in line 9 that is determined from 'she' to 'he'. In return, the teacher becomes confused and initiates the TS in line 10 by emphasising the pronoun and repeating the last utterance of Yener with rising intonation. Suddenly, Yener repairs the

trouble in order to prevent the communication breakdowns and constructs sentences by involving the right pronouns in his sentences in the line 11. As a confirmation of the repair of Yener, the teacher maintains creating the sentence by asking continuum of his talk.

### **Extract 25 (Helin & Teacher)**

- 1 T: you were just sliding ha? ((laughter)) (.) okay.  
 2 H: then cook the meat? for dinner?  
 3 T: huh. uh?  
 4 H: then? err go? to sleep. =  
 5 T: =you just go? or went.  
 6 H: → went to sleep ((laughter)) then monday morning was.  
 7 breakfast with my friends?

In extract 25, Helin picks a card including a question which is about what Helin did last week. In relation to this, Helin indicates that she spent her time with her son by sliding down the slide. In line 1, the teacher repeats the utterance of Helin by repeating the sentence with rising intonation. In the following line, Helin makes a sentence in the present tense although she is supposed to create the sentence in the past tense. However, the teacher requires Helin to proceed her talk in line 3. In line 4, Helin endeavours to generate a sentence that is in simple present tense. Therefore, Helin causes the TS by not being able to use the past form of the verb. In order to allow the learner to modify the problem by herself, the teacher initiates the trouble in line 5 by offering the alternatives in a sentence. In return, Helin determines to modify the mistake by adapting the verb into the past tense and proceeds her sentence by utilising another formed verb of past tense in the lines of 6 and 7.

### **Extract 26 (Yener & Teacher)**

- 1 U: thank you //you save a life.//  
 2 Y: //in five days.//  
 3 T: in five days?  
 4 Y: in five days (.) your blood is using.

5 T: ehm?

6 Y: → used.

In extract 26, the adult learners share their experience relevant to being a blood donor. In line 1, Uygur indicates that the donor receives a message from the red crescent once the blood of a donor is delivered to a patient. Towards to the end of the utterance of Uygur, Yener overlaps by giving additional information in line 2. The teacher uses the strategy of repetition in line 3 in order to check the confirmation of the information for negotiation of meaning. In response to this, Yener modifies his talk by providing extra knowledge, yet the verb in line 4 is utilised in active voice rather than passive voice. Therefore, Yener engenders the TS. The trouble is initiated by utilising a term of interjection in line 5. Subsequently, the passive voice of the verb is employed by Yener in order to repair the trouble in the sentence.

#### **Extract 27 (Arden & Teacher)**

1 T: only talking about the job.

2 U: not doing anything. =

3 T: =no no no no only talking.

4 A: for example? womens. =

5 T: =womens or?

6 A: → women.

7 T: huh. uh?

8 A: women err talk shop more than men.

In extract 27, the adult learners ascertain a new idiom which is to talk shop. In line 1, the teacher explains the meaning of the idiom. Uygur demands to make sure the meaning by sharing his notion in line 2. In response to this, the teacher confirms the correctness of the idea of Uygur in line 3. In line 4, Arden presents his instance by using an incorrect plural form of word which causes the TS. The teacher prefers to encourage Arden to discover the mistake and repair it. Therefore, the teacher initiates the trouble in line 5 by directing Arden to modify the trouble. Once the trouble is understood, Arden repairs the problem in the sentence and employs the correct version of the word in line 6. The teacher

confirms the repair in line 7. Afterwards, Arden proceeds generating a sentence related to the idiom that he has learned.

### **Extract 28 (Arden & Teacher)**

1 A: we can delay err this lesson to other week.

2 T: to other week? =

3 A: → =another week ((houghes)) next week? =

4 T: =yeah I mean.

In extract 28, the class involves few adult learners when compared to the previous classes. Therefore, postponing the class to the next week is discussed among the learners and the teacher. In line 1, Arden proposes the class to be delayed to another week. However, the use of ‘to other week’ is not utilised correctly which causes the TS. The teacher demands to initiate the trouble in line 2 by repeating what has been uttered by Arden mistakenly. In line 3, Arden notices the mistake and modifies it by restructuring the sentence and attaching a synonym collocation. In response, the teacher accepts the repair of Arden.

#### *4.1.2.2. Readjustment of pronunciation*

### **Extract 29 (Nihat & Teacher)**

1 N: err we will make a collection to all? err /tejs/.

2 T: what is /tejs/.

3 N: → err tales? *masal*. [tr: fairytale]

4 T: oh tales (.) tales. =

5 N: =tales.

In extract 29, Nihat mentions about the Turkish tales as a domain. In line 1, Nihat also states that his colleagues make a collaboration to collect all the tales. However, the pronunciation of tales is uttered incorrectly. In the following turn, the teacher initiates the trouble by asking what /tejs/ is. In return, Nihat notices the mistake in his pronunciation and repairs it in line 3. Besides, Nihat provides the other learners to comprehend the meaning by switching the code into Turkish. The teacher understands what the word

fundamentally refers by the help of correct pronunciation in the line 4. Subsequently, Nihat repeats the word for the last time in line 5.

### **Extract 30 (Yener & Teacher)**

- 1 Y: this age. err it's err threat in communication?  
 2 of course? now time is very very *pricely*.= [eng: precious]  
 3 T: =precious (.) oka:y?  
 4 ((teacher writes the word on the board))  
 5 it is precious. it is like valuable.  
 6 Y: ((read the word)) priceless oka:y.  
 7 T: huh. uh?  
 8 Y: and it is very /*velibil*/ [eng: valuable]  
 9 T: huh. uh? valuable?  
 10 Y: → valuable this time.

In extract 30, a question which provides to learn the opinion of the speaker is directed to Yener. The question is whether Yener believes that it is significant to know how to use computer. Yener indicates in line 1 that it creates a threat in communication although using computer has certain advantages stated in line 2. Subsequently, the teacher notices an incorrect word is utilised in the utterance of Yener. Therefore, the teacher initiates the trouble in line 3 by proposing another word to comprehend whether Yener demands to use is the word. In line 3, it is demonstrated that the teacher writes the word and the related ones on the board. The teacher reads the word by explaining what it means in line 5. After reading the word indicated on the board, Yener pronounces the word appropriately in line 6. The teacher confirms and asks him to proceed the conversation by utilising 'huh. uh?'. Afterwards, Yener demands to present his notion about the use of computer in line 8, yet the pronunciation of a word is uttered incorrectly. Thus, the mispronunciation of the word causes the TS. Instantly, the teacher initiates the trouble by pronouncing the word with rising intonation. In return, Yener modifies the trouble in line 10 by pronouncing the word in an uncompleted sentence appropriately



**Extract 31 (Osman & Teacher)**

1 U: *sorsana sor* ((tells to Osman)) [tr: just ask her]  
 2 T: yes please? yeah yeah.  
 3 O: why /*tin*/ is not for err this segment. [eng: thin]  
 4 T: did I say so.=  
 5 O: /*tin*/ /*tin*/ [eng: thin]  
 6 T: //think?//  
 7 O: → //thin.//=  
 8 T: =oh thin okay? no? it's true it's true (.) I thought that  
 9 you were saying tea.

In extract 31, the adult learners ascertain the phonological alphabet in order to pronounce the word properly. Learning each sound of the phonological alphabet, the learners are required to give examples to each category to be filled. Osman aims to utter what he believes the word to be situated in the determined category, yet he is not able to state it. Therewith, Uygur switches the code into Turkish in line 1 in order to encourage Osman to ask what he plans to ask. In the meantime, the teacher hears the conversation between Osman and Uygur that the teacher encourages them to share the word. In return, Osman asks the reason why the word that is pronounced incorrectly is not placed in the signified category in line 3. Due to incorrect pronunciation, the teacher is confused about the category and asks a question in line 4. In line 5, Osman pronounces the word of 'thin' incorrectly once again. The problem is that the 'th' sound is not pronounced appropriately which causes the TS to be emerged. The teacher initiates the trouble by offering another word in line 6. In response to this, Osman modifies his pronunciation mistake by emphasising the 'th' sound in line 7. In the lines of 8 and 9, the teacher confirms the word by attaching what actually the teacher considers the word it might be.

**Extract 32 (Osman & Teacher)**

1 O: err and? err there are so beautiful city err so  
 2 beautiful err şey old /bulding/= [tr: well]  
 3 T: =/bıldınz/ you mean?

4 O: → err aynen [tr: yes] err best building for ma-mine for mine?  
 5 is Charles bridge. err I-I got to go there? err I increased  
 6 the-myself of confidence?

In extract 32, Osman responds one of the IELTS question cards. The question is related to the favourite country that Osman would like to visit. Osman states that he would like to visit Czech Republic and the capital city of the country. In line 1, Osman demands to state that Prague involves great buildings, yet he utters the word of city rather than building. In line 2, he corrects himself by using the correct word with a wrong pronunciation which leads to the TS. Afterwards, the teacher initiates the trouble in line 3 by asking whether Osman mentions about the word uttered by the teacher. Subsequently, Osman notices his mistake in line 4 by using code-switching in order to confirm the repair in the first phase and repair the word which is incorrectly pronounced. In the subsequent lines, Osman maintains talking about the city and the ancient bridge in Prague.

### **Extract 33 (Pamer & Teacher)**

1 P: I want to the /sti:k/ [eng: steak]  
 2 err well-well /kukɪd/ [eng: cooked]  
 3 T: well /kukt/ or? /kukɪd/.  
 4 P: → well /kukt/ yes.  
 5 T: huh. uh?

In extract 33, the adult learners perform a role that is about the restaurant talk. As a customer in the role, Pamer states that he orders the food that is pronounced incorrectly in line 2 as well as the word /kukɪd/ which causes the TS of the utterance in line 3. Once the teacher notices the trouble, two options are proposed to Pamer by the teacher in line 2 in order allow the learner to repair the trouble by himself. In response to this, Pamer modifies the trouble in line 4 by pronouncing the word properly. In the final line, the teacher confirms the repair that is actualised by Pamer.

**Extract 34 (Uygar & Teacher)**

U: about /krajin/ something or? talking someone.

T: err about carrying?

U: → carrying something.

T: okay (.) okay.

In extract 34, the adult learners answer the question about the health problems and disabilities. Hernia which is a health problem is aimed to be mentioned by Uygar, yet he pronounces the verb ‘carry’ improperly in line 1. In return, the teacher initiates the trouble by using the verb the correct pronunciation and rising intonation in line 2. Once realized, Uygar modifies the incorrect pronunciation in an explanation in line 3. In the final line, the teacher confirms the repair of Uygar.

**Extract 35 (Nihat & Teacher)**

1 N: yes (.) that's ma-my err girls.

2 she is - she was /ti:/ years - /ti:/ years approximately  
[eng: two years]

3 T: she is in tears?

4 N: no she is /ti:/ (.) years. = ((shows two with his fingers))

5 T: =two years? you say?

6 N: →/ti:/-two years (.) two years old.

7 T: oh two years old (.) okay.

In extract 35, Nihat intends to share his memory with the classmates. In line 1, he initiates to talk about a memory with his daughter although he uses word of ‘girl’ rather than ‘daughter’ and utilises the plural form the word that is emphasised. In line 2, Nihat pronounces number two incorrectly. In return, the teacher initiates the trouble in line 3 by asking if the word uttered by Nihat is ‘tears’. In line 4, Nihat refuses the word that the teacher offers and pronounces the word ‘two’ in an emphasis incorrectly. However, Nihat uses his fingers to demonstrate what he has tried to talk about in end of the line 4. Instantly, teacher initiates the trouble in line 5 by utilising the estimated words as well as the confirmation strategy. In response to this, Nihat mispronounces the word in the first

phase, yet suddenly repairs his mistake by generating the uncompleted sentence in line 6. In the final line, the teacher confirms the repair of Nihat by repeating what has been uttered in the prior turn.

#### 4.1.2.3. Code-switching

##### **Extract 36 (Yener & Teacher)**

1 Y: //you can\* you can find err.=  
 2 U: //boyoz// [tr: traditional flavour of Izmir]  
 3 H: =boyoz. ((laughter))  
 4 LL: ((laughter))  
 5 Y: you can find cheap err *kıyafet diyecektim ama*.  
     [I was about to say that you may find cheap clothes]  
 6 T: sorry?  
 7 Y: → you can find cheap clothes.  
 8 T: clothes.

In extract 36, the adult learners share their notions about the facilities of Izmir. As is seen in the lines 1 and 2, Yener and Uygur begin to talk simultaneously. While Yener endeavours to find the word to explain, Uygur prefers to inform people about a traditional flavour of Izmir. In the end of the speech of Yener, Helin instantly proposes the same flavour that is mentioned by Uygur and laughs in line 3. Afterwards, all the class laugh in line 4. In line 5, Yener launches to generate the sentence in English, yet the word that is not remembered causes him to switch the code into Turkish. The TS is initiated by the teacher by virtue of the use of the clarification strategy in line 6. In return, Yener discovers the equivalent one of Turkish word and repairs the trouble in line 7 by utilising the English version of the word in the sentence. As a confirmation, the teacher repeats the code-switched word of Yener in line 8.

**Extract 37 (Helin & Teacher)**

- 1 T: which one?  
 2 H: *badem* [tr: almond]  
 3 T: almond? or nut.  
 4 H: → almond (.) almond of Datça's  
 5 T: ehm? =  
 6 H: =Datça almonds? //out of this world//  
 7 T: //Datça's almond\* yes.

In extract 37, the adult learners ascertain the idiom of the week. The idiom is 'out of this world' which means that something is perfect. Explaining meaning to the learners, they are required to make certain sentences by using the idiom. Helin is willing to generate a sentence, yet she is not able to remember the word at that moment. The teacher asks which word she tries to find in line 1. Helin switches the code into Turkish to be understood in line 2. In this circumstance, the teacher initiates the problem in line 3 and offers Helin two different options to allow her to repair the trouble by herself. In response to this, Helin repairs the trouble in line 4 by switching the code into English and repeating the word twice. In line 5, the teacher confirms the repair and demands Helin to maintain her speech by rising the intonation in line 5. In line 6, Helin utilises the code-switched word in a sentence with the idiom that is required to be employed. In return, the teacher confirms the use of the words of Helin solely by adding the apostrophe to Datça and uses the modified word in a sentence with the idiom in line 6.

**Extract 38 (Murat & Teacher)**

- 1 T: Education (.) national (.) what? is this.  
 2 M: label.  
 3 T: err label means?  
 4 M: → *etiket*. [tr: label]  
 5 T: huh. uh? (.) but it is written like? ((writes label with the correct spelling))

In extract 38, the adult learners play a warm-up game. In this game, the group members come to the board one by one and write a word with the last letter of the previous word that their classmates have written. In the end of the game, the line 1 demonstrates that the teacher reads the words that are written on the board and asks what the signified word is. Murat answers the determined word in English. However, what the teacher requires him is to explain the meaning of the word. Therefore, the teacher directs another question to initiate the repair in line 3. In response to this, Murat switches the code into Turkish from English in line 4 by repairing the trouble in mother tongue although the teacher asks Murat the meaning of the word in English language. Nonetheless, the teacher accepts the repair of Murat in code-switched word in line 5 and writes the correct spelling of the word on the board.

#### **Extract 39 (Murat & Teacher)**

1 M: yeah (.) and different experience err (.) you can have a  
 2 different experience there err (.) °balon° ismi °balon°  
     [tr: the of balloon]  
 3 T: air? =  
 4 M: → =air balloons (.) there.

In extract 39, the adult learners communicate with the teacher Alex on Skype. Once the turn comes to Murat, he informs Alex about Cappadocia. In line 1, Murat recommends Alex to visit there in order to have different experiences. In line 2, Murat demands to mention about the balloons, yet he is not able to remember the word of balloon in English. Thus, Murat switches the code into Turkish in the same line by speaking in a low voice. However, the code-switching causes the TS to emerge in the turn. In line 3, the teacher initiates the trouble by offering the first word of the possible collocation that is approximately considered by Murat. On a sudden, Murat repairs the trouble in line 4 by reconstructing the sentence with the word scaffolded by the teacher.

#### **Extract 40 (Nihat & Teacher)**

1 N: there was *fotoğraf makine* - machine. = [tr: photograph machine]  
 2 T: =photograph? =

3 N: → =photograph machine. err this machine had only three err  
 4 (0.2) otuz altı.= [tr: thirty six]  
 5 T: thirty?=  
 6 N: → =thirty - thirty six pose (.) pose.  
 7 T: ehm.

In extract 40, Nihat informs the class about how he has collected the data in the previous years. One of them is mentioned by Nihat in the line 1. Nonetheless, Nihat switches the code from English to Turkish to be clearer in the line 1. In response to this, the teacher initiates the trouble by uttering the beginning of the collocation with rising intonation in line 2. Once the problem has been noticed by Nihat, he instantly repairs the trouble by switching from Turkish to English in line 3. He demands to maintain his speech in line 4, yet the pause and code-switching to English demonstrate that the TS occurs in the utterance of Nihat again. The teacher scaffolds Nihat in line 5 by initiating the beginning of the number with rising intonation. Nihat notices the trouble again and modifies it by attaching the determined number by signifying in English in line 6. In return, the teacher confirms the repair of Nihat in line 7.

#### 4.1.2.4. *Providing negotiation of meaning*

##### 4.1.2.4.1. *Clarification request*

#### **Extract 41 (Arden & Teacher)**

1 T: so do they - are they vegetarian?  
 2 A: no:. vegans (.) err vegans is different from vegetarians.  
 3 T: okay explain it to me please.  
 4 A: → err vegans err don't eat anything.  
 5 → coming from err animals. =  
 6 T: =animals oka:y?=  
 7 A: → =eggs milks - milk or anything. =  
 8 T: =ehm.

In extract 41, the teacher requires the adult learners to share their notions relevant to the vegan and vegetarian. In line 1, the teacher asks if the food types that is signified by her in prior turns direct the people to be vegetarian. In response to this, Arden explains in line 2 that they are different from each other. Nonetheless, the conversation and the terms still have the ambiguity. Therefore, the teacher initiates the trouble in line 3 with the clarification request including a requesting sentence to provide the meaning to be repaired. In response to this, Arden repairs the trouble by transmitting his knowledge to the classroom as is seen in the lines of 4 and 5. In line 6, the teacher repeats what has been uttered by Arden at last and encouraging him to proceed his talk by indicating the word with rising intonation. As a continuum of the repair organisation, Arden presents further information in order to negotiate the meaning in line 7 by elaborating the obtained ones from animals which are not consumed by the vegans.

#### **Extract 42 (Uygar & Teacher)**

- 1 U: we ((unintelligible)) somethings if we-we don't control.  
 2 anything?  
 3 we banned it we forget it (.) but we ban all of  
 4 ((unintelligible))  
 5 things.=  
 6 T: =what do you mean by?=  
 7 U: → =ban ban.  
 8 T: oh ban.  
 9 U: → that's forbidden.  
 10 T: okay that's right.

In extract 42, the adult learners discuss about the advantages and disadvantages of internet use to children. The short lines that are formed between 1 and 5 indicates that Uygar is not able construct the sentences thoroughly. However, it is possible to refer that Uygar addresses to the disadvantages of the internet use. In relation to the utterance of Uygar in line 3, the teacher uses the clarification strategy in order to negotiate the meaning by initiating the trouble with a question. Acutely, Uygar notices and begins to repair the trouble in line 7 by repeating the word in the first phase. In line 8, the teacher confirms



the word. Afterwards, Uygur maintains repairing the meaning by employing the synonym of the word in the line 9. As a confirmation of the repair of Uygur, the teacher utilises the determined words in a sentence.

### **Extract 43 (Pamer & Teacher)**

1 P: health yeah yeah health.

2 T: health (.) is it written in the health category?

3 //or technical//

4 P: → //no no\* technics.

5 T: oh sorry not this one. not prominent at all. (0.4)

In extract 43, Helin talks about the weekend and the sad event in Turkish that her son has an arm dislocation. However, the word of dislocation has been utilised by no participants in the classroom and Pamer determines to find the correct word. When asked by the teacher to Pamer in which category he searches for, he replies in line 1 that it is in health. Nonetheless, the teacher demands to be sure about the meaning of the word in order to allow the students to ascertain the correct one. In that case, the teacher directs a question in the lines of 3 and 4 by initiating the trouble with two different options in order to provide the negotiation of meaning. In return, Pamer repairs the categorisation ambiguity of the word in line 4 by indicating the word is classified into the technics. In the final line, the teacher comprehends that the word is not appropriate to the context in that case.

### **Extract 44 (Murat & Teacher)**

1 M: thirty eight err is the width. =

2 T: =what? =

3 M: → =weight. but inseam is the length.

In extract 44, the adult learners discuss the words that are unknown in terms of their meanings. Certain ones are width and inseam. In line 1, Murat endeavours to define width by giving an incorrect instance which causes the TS to arise. In return, the teacher discovers the trouble and initiates the problem in line 2 by directing the –wh question to

Murat in order to clarify the meaning. Instantly, Murat notices the trouble and repairs it by altering the word with an appropriate one to negotiate the meaning in line 3.

#### **Extract 45 (Nihat & Teacher)**

1 N: voice record for us very important that. =  
 2 T: =why is it - why is it important.  
 3 N: → because we will - err we make? our voice for err  
 4 traditions play (.) traditions tales. =  
 5 T: =ehm.

In extract 45, Nihat clarifies how he has saved the data for this studies in the previous years when the technology is not advanced at all. Therefore, Nihat indicates in line 1 that voice recordings are significant for data collection. Afterwards, the teacher initiates the trouble in line 2 by asking a question with the clarification request strategy in order to allow Nihat to negotiate the meaning of the conversation. In lines of 3 and 4, Nihat repairs the trouble by explaining the reason why he exploits the voice recording tool. In the final line, the teacher confirms the repair of clarification employed by Nihat in line 5.

#### **Extract 46 (Arden & Teacher)**

1 A: and they are no one have television device. =  
 2 N: =device. =  
 3 A: =in this high house.  
 4 T: so (.) why didn't everybody had - have the (.) television  
 5 (.) why?  
 6 A: → after this (.) I think it is get err (.) cheaper.

In extract 46, the conversation maintains with the inventions that change the lives of people. In line 1, Arden states that most of the people in Turkey did not have television as a device in past. Nihat repeats the last words of Arden as a confirmation check in line 2. Subsequently, Arden maintains his talk with describing a house type. However, the reason why people do not have television at home is not replied clearly. Therefore, the teacher initiates the trouble by asking a question with the clarification request strategy in

order to negotiate the meaning of the interaction in the lines of 4 and 5. In the final line, Arden repairs the trouble although the reply is not thoroughly related to what the teacher asks to Arden. However, the answer explains the reason why people do not possess their own television at home once the utterance of Arden is interpreted.

#### 4.1.2.4.2. *Comprehension checks*

##### **Extract 47 (Murat & Teacher)**

1 M: I get - I get very little price just for ((unintelligible))

2 T: oh.

3 M: I didn't pay the piece price.

4 T: you didn't pay the price?

5 M: → I didn't pay the price (.) I just only give the work

6 only (.) work.

7 T: alright I see (.) I want to write it right now?

In extract 47, the adult learners are enlightened with a new idiom that is 'to make a song and a dance'. The idiom which refers to exaggerate something more is required to be used by the learners. Murat shares his experience related to the idiom as seen in line 1. The teacher gets surprised about the utterance of Murat in line 2. In line 3, Murat signifies that he did not pay the price that was required. In order to check the comprehension in the conversation, the teacher initiates the trouble in line 4 by repeating the sentence of Murat. In return, Murat initially repeats the sentence formed by the teacher and repairs the trouble by elaborating the information in the lines of 5 and 6. In the final line, the teacher confirms what has been marked by Murat.

#### 4.1.2.4.3. *Confirmation checks*

##### **Extract 48 (Arden & Teacher)**

1 A: yes (.) because ((unintelligible)) not attractive in

2 sport for - err to make his time err very (.) good.

3 T: huh. uh? =

4 A: → =err only he can enjoy? in the sea.

In extract 48, Arden replies that his son does not like the mountain trips when asked. In the lines of 1 and 2, Arden explains the reason why his son does not enjoy these vacation types. In order to be able to negotiate the meaning, the teacher initiates the trouble in line 3 by utilising the confirmation check strategy. In response to this, Arden repairs the trouble by informing the audience about what his son enjoys as a vacation type in line 4.

#### **Extract 49 (Remzi & Teacher)**

1 R: like err (0.3) err (0.3) pictures of err nature.

2 T: oh nature? it's good huh. uh?

3 R: → pictures err for err describing err the history? or

4 ((unintelligible)) history.

In extract 49, Remzi is asked what kind of art he likes. In line 1, Remzi uses the short pauses in order to generate his utterance and signifies that he likes pictures of the nature. In order to confirm what has been uttered, the teacher initiates the trouble by exploiting the repetition strategy and rising intonation on the word in line 2. In return, Remzi repairs the trouble in the lines of 3 and 4 by remarking why he enjoys the pictures as a part of art.

#### **Extract 50 (Arden & Teacher)**

1 A: it's also my turn (.) next week. =

2 T: =next week? your turn?

3 A: → for challenge video. =

4 T: =yes (.) for the three minute motivational video.

In extract 50, the adult learners discuss about who will be the one to record the motivational video for the next week. In response to the question, Arden utters in line 1 that next week will be his turn. Instantly, the teacher initiates the trouble in order to check the confirmation in line 2 by repeating the utterance of Arden in a rising intonation. In line 3, Arden notices the problem and provides the modification in his utterance by

attaching why it is his turn. In the final line, the teacher confirms the repair of Arden that is about recording the motivation video.

#### 4.1.2.4.4. *Scaffolding for vocabulary*

##### **Extract 51 ( Yener & Teacher)**

1 Y: the preparation err garlic bres-err garlic. =

((looks at the teacher))

2 T: =garlic bread?

3 Y: → garlic bread (.) preparation is like err.=

4 T: =cake? =

5 Y: → =fruit cake.

In extract 51, Yener converses with teacher Alex about the noted bread which is made of garlic. In line 1, Yener demands to ask the procedure of preparation of the garlic bread, yet the word ‘bread’ is not remembered at that time although he endeavours to gain time to consider by utilising certain fillers. Therefore, the TS is arisen with the eluded word. In return, the teacher initiates the trouble by suggesting a collocation to allow the learner to proceed his speech in line 2. In line 3, Yener notices the word to be used and repairs the trouble by generating his utterance that the marked word is contained. Nonetheless, another word to be exploited in the end of the line 3 is not recaptured which leads another TS for the conversation breakdown. Once discovered by the teacher, the trouble is initiated by the teacher in line 4 by virtue of scaffolding the possible word that might be probably related to the context. In response to this, Yener modifies his speech in order to impede breakdown in the interaction in line 5 by describing how the preparation procedure of the garlic bread is going to be like.

##### **Extract 52 (Uygar & Teacher)**

1 U: they are always talking about London and Paris fashion weeks. =

2 T: =that's right (.) and //also Italy. //

3 U: //because\* they also want to be

4 dress designer. =

5 T: =fashion designer? =

6 U: → =fashion designer like? Cemil İpekci.

In extract 52, the adult learners talk to their peers with the pictures and the brands on the handout. Related to this, Uygur indicates in line 1 that his students are interested in the fashion weeks in certain cities. In response to this, the teacher would like to attach another city in line 2 which is prominent with the fashion. While the teacher completes her talk, Uygur overlaps the utterance of the teacher in line 3 by signifying the that the desire of the students is to be a dress designer which is demonstrated in line 4. Nonetheless, the word collocation is not utilised in general which causes the TS for the communication. Therefore, the teacher initiates the trouble in line 5 by offering a collocation word in a rising intonation. When noticed, Uygur repairs the trouble in line 6. by utilising the suggested word collocation with an instance.

### **Extract 53 (Arden & Teacher)**

1 A: first day? to the ten days of muharram. there are a lot

2 of people visiting. =

3 T: =this place? =

4 A: → =this province. =

5 T: =okay.

In extract 53, Arden enlightens the audience about the Muharram days Besides, he mentions in the lines of 1 and 2 that Karbala is visited by several people in determined days. Nonetheless, the location is not referred by Arden which causes the TS. Thus, the teacher initiates the trouble in line 3 by asking question involving the word ‘place’. Once notices by Arden, he modifies the trouble in line 4 to provide a clear conversation by employing an alternative word in the sentence that is ‘province’. In return, the teacher confirms the repair with the signified word in line 5.

### **Extract 54 (Yener & Teacher)**

1 Y: and? nowadays err I meet my school=

2 T: =classmates?

3 Y: → no teachers.

In extract 54, Yener shares his memories in the period of his high school. Afterwards, he mentions that he visits his school, yet he does not signify with whom he meets in line 1. The ambiguity causes the TS for the conversation. In the following turn, the teacher tries to estimate with whom Yener meets in line 2 by initiating trouble with scaffolding the word of 'classmate'. However, Yener signifies that he meets his teachers rather than the classmates in line 3 by repairing the trouble to negotiate the meaning.

### **Extract 55 (Nihat & Teacher)**

1 N: wear clothes on? there was classical err classical clothes?

2 T: clothes? traditional you mean?

3 N: → tradition. (0.2) °clothes°.

4 T: yes ((laughter))

In extract 55, the class has a discussion whether Turkish people follow fashion. Each adult learner takes turn in order to signify their points of view. Once it is the turn of Nihat, he demands to talk about the clothes of people living in villages. In line 1, Nihat describes that the clothes that the villagers wear are the 'classical clothes'. Nonetheless, the collocation is not exploited in order to explain the types of clothes. Therefore, the teacher initiates the trouble in line 2 by scaffolding the possible word which is 'traditional'. Once realized, Nihat repairs the trouble in line 3 by replacing the 'classical' with 'traditional' although the word is not used in adjective form. In the maintenance of the line 3, Nihat has a short pause as well as the word 'clothes'. In the final line, the teacher confirms the repair by indicating an appropriate word in line 4.

### **Extract 56 (Nihat & Teacher)**

1 N: a - a bird? =

2 T: =a bird huh. uh? =

3 N: =err a bird is finding?

4 T: flying?

5 N: → bird flying from? escape.

In extract 56, the adult learners learn certain techniques in order to make effective presentations. During the presentation, the teacher signifies that the use of visuals has a strong impact on the presentations. Afterwards, the teacher asks which is visually more appropriate for the presentation. In response to this question, Nihat shows the bird with rising intonation in line 1. In line 2, the teacher indicates her confirmation by repeating the word uttered by Nihat and uses the interjection to allow him to maintain his speech. In line 3, Nihat uses the incorrect verb which is irrelevant to the context. Therefore, the TS in the conversation is arisen. Once the trouble is realized by the teacher, the teacher initiates the trouble in line 4 by suggesting an alternative word which is appropriate with the context with the strategy of scaffolding. When Nihat notices the mistake, he modifies the trouble in line 5 by employing the correct verb in an uncompleted sentence.

#### **4.1.3. Summary**

As indicated in the subheadings of 4.1.1 and 4.1.2, the adult learners utilise the organisation of OISR by the help of their classmates or teacher. In other words, the adult learners modify their mistakes when the teacher or the classmate rise their intonation by repeating the trouble or uses the wh- questions. Considering the mistakes, OISR organisation comprises varied categories such as grammatical correction, readjustment of pronunciation, code-switching, and providing negotiation of meaning. In findings, it has been understood that the adult learners predominantly repair the troubles that are relevant to scaffolding for vocabulary and clarification requests in the category of NfM once the classmates initiate the trouble. Moreover, the learners notice and repair the code-switching from Turkish into English more when compared to the other categories. As to the initiations of teacher, the adult learners repair the troubles which are commonly about pronunciation, clarification requests, and scaffolding for vocabulary by comparison with the other categories of the repair.

#### **4.2. Semi-Structured Interviews with the Adult Learners**

In this section, the semi-structured interviews that are actualised with the adult learners are demonstrated. As adverted, 7 adult learners are the volunteers to contribute to the study by giving elaborative answers to certain questions which are about the interaction



of the learners in EFL. The interviews which are accomplished in maximal 15 minutes are done in the mother tongue of the learners which is Turkish, except for one learner who utilises Turkish as a second language. Therefore, the interviews are translated from Turkish to English in order to provide the study to have transparency in relation to the validity. The questions that are directed to the learners comprise the open-ended questions to encourage learners to express their opinions related to the questions. As in findings of CA, the semi-structured interviews with the adult learners are transcribed. Moreover, the pseudo names of the participants are employed in the interviews. Concerning the answers of the adult learners to the questions, they are categorised as a requirement of the content analysis. Thus, the questions and related answers are indicated as follows.

#### **4.2.1. The Difficulties in the Main Skills and Sub-skills of English**

In the first question, the adult learners are asked in which main skills and sub-skills of English they have difficulty and they are inquired if the problems involve certain specific reasons. Regarding the semi-structured interviews that are accomplished with seven adult learners, it is comprehended that the learners have certain challenges both in certain main skills and sub-skills of English. The determined categories are remarked below.

##### *4.2.1.1. The listening skill*

One of the main skills that is listening is regarded as a drawback for five adult learners. When the adult learners are asked the reason why they have difficulty in the listening skills, they endeavour to reply question in detail.

*“In our lives, we never do listening in English. As, English does not sound familiar, it is difficult for me to understand and perceive what has been uttered in a sentence although I distinguish the words.” (Arden)*

*“The listening skill depends on use of the skill. Due to the fact that we do not have a chance to use the listening skill sufficiently, we have problems in listening and comprehending.” (Murat)*

*“As I have not had training about the listening skill or no dialogue is emerged in this context, I do not know but I would like to understand especially the thing that I have heard. This is my deficiency.” (Nihat)*

*“Considering English from the point of listening skill, different accents and pronunciations may occur in conversation and I have difficulty in following the utterance of the present speaker owing to factors of accent and pronunciation.” (Pamer)*

*“I have a problem with the listening skill particularly about not being able to comprehend completely what has been stated. Besides, I am not used to listening to English.” (Deniz)*

#### 4.2.1.2. *The Speaking skill*

Another challenging skill in accordance with the answers of the adult learners is not to be able to speak in English as a foreign language as demanded.

*“We tend to forget about the things that are not used. Unfortunately, we have a problem with the speaking skill as well as the listening skill.” (Murat)*

*“I do not worry about the speaking skill that much. I only have the deficiency in the experience with speaking English.” (Uygar)*

*“Due to my job specification, I do not speak English that much. The speaking skill is not what exactly I have expected to have. I would like to improve this skill.” (Osman)*

*“My son learns English with the sentence patterns. This point is important. The courage of my son is developed. He has the encouragement of speaking English which I do not have.” (Arden)*

#### 4.2.1.3. *Pronunciation as a sub-skill*

When asked to the adult learners, six participants state that the mispronunciation causes the trouble in their interaction.

*“For instance, I always pronounced /-ing/ as /-eng/. I learned to pronounce the suffix incorrectly and my teacher laughed at it. I mean, it is genuinely tough for me even if I try to pronounce the words correctly.” (Uygar)*

*“Do you remember that I made a conversation with Alex? You understood me, yet he did not. For instance, it was related to the fact that I had a terrible pronunciation or it may be because of the noise. However, I believe that we have had a significant step in phonetics.” (Pamer)*

*“I remember the words that I listened the pronunciation of the words on Tureng and I tried to write them down. Besides, I felt downfallen. However, those days contributed me something.” (Osman)*

*“English is distant language for us when considering the pronunciation of the language. That is why it is difficult.” (Deniz)*

*“Doing listening solely does not improve your listening. Particularly, I am worried about the pronunciation. I know myself that I have several pronunciation mistakes. I know it. When I take a look at the internet pages that are relevant to the pronunciation, the pronunciation of mine and the pronunciation of the speaker have a huge difference.” (Arden)*

#### 4.2.1.4. Vocabulary as a sub-skill

It has been noticed that two adult learners have a problem which emerges due to the inadequacy of vocabulary knowledge which is a sub-skill of English.

*“First of all, the vocabulary knowledge is a property which has based upon the use of English. We lose our vocabulary knowledge in a short span of time as the duration of English use is limited.” (Murat)*

*“The word at that moment does not come back to my memory. We went to Greece for vacation the other day. We were in a supermarket and I demanded to say basket, yet I did not remember it. The word came back to my mind when we left the market. I mean, it was because of lack of vocabulary knowledge, the lack of experience and not being able to practise the language.” (Uygar)*

#### 4.2.1.5. Grammar as a sub-skill

Two adult learners indicate that they have a trouble in utilising the grammar of English.

*“I studied for the structures of the sentences although I did not study for grammar thoroughly. However, I had several mistakes as I thought the sentences in Turkish. Afterwards, I warned my friends from Erasmus programme that they should repair my mistakes when I did something incorrectly.” (Osman)*

*“As to the grammar, I tried to adapt the sentences to the structures of English. That is the reason why it is challenging for me.” (Deniz)*

#### **4.2.2. The Types of the Activities**

In the second question, the adult learners are asked whether they prefer to attend the individual, pair-work or group English speaking activities. In relation to the answers of the learners, it is realized that six learners feel comfortable when they are in an interaction with two or more participants whereas one learner generally prefers to participate in the individual English speaking activities.

##### *4.2.2.1. Individual activities*

Of seven interviews, Deniz is the only adult learner who would prefer to be active in individual activities.

*“I tend to attend to individual activities due to my characteristic feature which is shyness. When considering pair-work activities right now, I believe that it might be beneficial. For the group activities, I have difficulty in them which own to me.” (Deniz)*

##### *4.2.2.2. Pair-work activities*

In accordance with two adult learners, they prefer activities involving two participants.

*“My insufficiencies are generally about listening and speaking. Therefore, I have certain troubles in speaking the other participants mutually and comprehending the participants’ utterances by listening. In order to fix this, I would prefer pair-work activities which provide us to help each other to learn the correct one.” (Murat)*

*“For pair-work activities, I question this to myself a lot. If the person speaking with you has a good English level, you hesitate about it. Nonetheless, if you both are in the same level, you feel comfortable. I believe that it is because of the fear of making mistakes.” (Osman)*

#### 4.2.2.3. *Group activities*

In the final option, four adult learners prefer group activities during the English spoken interactions.

*“In group activities, you learn something from each mistake of the other participants, you learn something favourable from them. The things are learned by both you and the others. Also, the fact that the participants have several experience in life is one of the positive sides of group activities.” (Uygar)*

*“Group activities encourage the participants in an interaction. Group activities are significant. I mean that the dialogue is important. Even if it is two or more people, the dialogue is essential. The participants gain the confidence by interacting with each other, they get encouraged.” (Nihat)*

*“Here is the thing. Let us say that there are five people talking. While the first attendant is speaking or the second speaker is talking, I prepare myself there. However, I do not have the sufficient time to get prepared t if the activity is between two people. Therefore, I have a chance to both prepare the talk and learn more vocabulary from the others’ mistakes. The other participants and I are encouraged by that.” (Arden)*

*“In the group dialogues, the activities bring a synergy effect to the class. Once the enjoyable activities occur, the motivation of the participants and the synergy increase.” (Pamer)*

#### 4.2.3. **The Repair of Trouble**

In the third fundamental question of the interview, the adult learners are asked how and why they prefer their troubles and pronunciation mistakes to be repaired. The question involves five options such as ‘the troubles should be repaired only by the teacher’, ‘the classmates should modify the troubles rather than the teacher’, ‘I should repair the troubles by myself’, ‘I do not prefer the troubles to be repaired’ and ‘the troubles should be repaired either by the teacher or the classmates’. Related to the answers of the participants, two options are preferred by the adult learners that are the repair only by the teacher and the repair either by the teacher or the classmates.

#### 4.2.3.1. *Repair only by the teacher*

In accordance with the replies of the participants in the interview, it is realized that two adult learners prefer the teacher to modify their mistakes rather than their classmates.

*“I believe that the teacher repairs the trouble professionally. The repair of the teacher would be more favourable for me.” (Deniz)*

*“Probably, one of my classmates has the same mistake. I mean, I do not trust him or her about how much she or he knows or to what extent he or she has an appropriate pronunciation. He or she knows them as much as I know. The word that they utter might be correct, yet you cannot guarantee this. That is why I prefer the trouble to be repaired by the teacher. Besides, the way you write the words with their phonetics are more fruitful.” (Arden)*

#### 4.2.3.2. *Repair either by the teacher or classmates*

Five adult learners state that either the teacher or classmates should repair the mistake once the trouble occurs

*“The mistake should not have a maintenance. We are in the class. We learn, I mean the troubles should be modified outside as well. Thus, we have the classes. We learn from our mistakes.” (Nihat)*

*“I mean; the aim is to learn the mistakes. There is no importance of who repairs the trouble. In other words, we would be appreciated with that if someone knows the correct version of the mistake.” (Murat)*

*“Once I rely on the sincerity of the teacher and my classmates, it does not matter by whom the trouble is modified. When I have the energy from the person talking to me, I do not feel uncomfortable about it. It is the fact that everyone can repair the trouble. Because here is the thing that you also may not know the word. There is always something that we can learn from the one.” (Uygar)*

*“I can fix the trouble, you can fix it as a teacher and the classmates fix it. It does not matter. I prefer the trouble to be repaired, namely it should be repaired. I should learn the correct one.” (Pamer)*

*“It does not matter from whom I get the feedback. It could be my classmate next to me, my student or the teacher as long as I develop my English.” (Osman)*

#### **4.2.4. Difficulties in English Speaking Class**

In the final question of the interview which is related to the study, the adult learners are asked what kind sort of difficulties they confront while speaking English in the class. The answers demonstrate that the learners have challenges in speaking English due to certain factors such as the speed of speech, grammar use, meaning of the utterance, having knowledge about the topic, locution types, accent.

##### *4.2.4.1. The speed of speech*

The adult learners define that one of the factors which affects the English speaking interaction is the speed of the speech.

*“I cannot understand what has been uttered in case the speech is too fast. Once I do not comprehend the speech, I panic. That is the reason why I cannot answer the questions.” (Deniz)*

*“The speed of the speech definitely affected my understanding. If I had comprehended it better, I would have given more answers probably. You give the structure of the sentence up and try to pick specific words as there is a problem with understanding and the person speaks fast.” (Arden)*

*“The speech of speech is efficient.” (Murat)*

*“I can understand which letter sounds corresponds with the appropriate letter sounds. Alex’s speech was fine as well. However, I sometimes encounter with the speeches that I feel the difficulty genuinely. In other words, it is a feeling like I comprehend the meaning of the speech, yet I am not sure about that as well.” (Osman)*

##### *4.2.4.2. The grammar use*

It is noticed by the adult learners that they have difficulty in answering the questions correctly when considering the use of grammar in an English spoken conversation.

*“You both consider the sentence and the grammatical structure. Also, there is somebody who waits for your answer. Namely, they stress you out. Actually, I am sure that the teacher comprehends me even if I have made mistakes. However, it causes the infelicity in me.” (Arden)*

*“For instance, replacing a word in a sentence may change the meaning of the sentence. It may change the context instantly. My concern relevant to the grammar use is to affect the cohesion of the sentence negatively.” (Uygar)*

*“I take attention to the use of grammar, yet I sometimes form the utterances without the grammatical structures and I complete them. I sometimes put the verb of the sentence in the end. In terms of grammar, I try to give a correct answer as much as possible, yet I cannot adapt it to the utterance at times.” (Pamer)*

*“I have difficulty in answering the question in terms of the grammar use. Yes, it appears that it is easy to infer the meaning from the utterance, yet it is bizarre to infer the meaning without the grammar. It happens that I sometimes make incorrect inferences due to misuse of grammar.” (Osman)*

#### 4.2.4.3. *Meaning of the utterance*

Another problem that is faced by the adult learners is to reply the questions in terms of the meaning of the utterances in English conversations.

*“There is a concern about whether I say what I have intended to say. For instance, shifting the place of a word might change the meaning of the sentence.” (Uygar)*

*“Yes, the problem is about not being able to know the question. In other words, I answer the question once as long as I have understood it. However, it might be problematic if there is a structure or a word that I do not know the meaning. Obviously, it is impossible to answer the question when you do not comprehend the question.” (Murat)*

#### 4.2.4.4. *Shared knowledge*

Certain adult learners remark that not being able to have shared knowledge about the determined topic may be challenging for the learners to answer the question in procedure of speaking English.



*“If I have no idea about the topic, I can not say anything. Talking about the social issues is easier, yet speaking with the topics that we do not know is difficult. Besides, you need to know the terminological words to speak for the topics of the specific fields.” (Pamer)*

*“Yes, people talk about what they have known. Once something is asked which people are not familiar with the topic, they have difficulty in understanding it or they have difficulty in the topic when people do not know about the word.” (Nihat)*

*“If I have not known the answer of the question and had enough information about the topic, it affects me to reply the question.” (Murat)*

#### 4.2.4.5. *The accent*

Two adult learners state that the accent of the present speakers affects the learners to answers the question correctly. In accordance with the replies of the participants, it is understood that the speech of speech and accent are interrelated with each other.

*“In terms of the accent, I do not comprehend certain words. Maybe, I do not understand them due to fact that they are pronounced swiftly.” (Nihat)*

*“The accent of the present speaker in relation to the comprehension is efficient. It might be problematic as we are not acquainted with the specified accent.” (Murat)*

#### 4.2.4.6. *The locution type*

Considering the wording that comprises formal and informal language of English, two adult learners indicate that they have difficulty in answering the question due to the fact that they are not able to determine in which wording they are required to generate their utterances.

*“I always take attention to the locution types as in real life. You talk to the teacher in a different locution type, and you talk to a person who is at the bus station in a different locution type that I pay attention to this. However, it is required to practise the locution types more.” (Nihat)*

*“I do not get educated about which wording is related to the colloquial language or official language, yet I have learned the locution types by talking to people. In other words, I learn the official language from the speaker who uses the official language and*

*the colloquial language from the speaker who speaks is the daily language. I mean, I have learned them disconcertedly. I am not the person segregating them from each other.”*  
(Osman)

#### **4.2.5. Summary**

In accordance with the answers of seven adult learners that are obtained from the semi-structured interviews, the learners have difficulties in certain main and sub-skills of English. In main skills, it has been comprehended that listening and speaking skills are the fundamental challenges to both understand and produce the language. Moreover, the learners have trouble in pronouncing the words incorrectly, having insufficient vocabulary, and utilising grammatical structures inappropriately when considering the sub-skills of English.

In relation to the speaking activities in the classroom, it has been found out that the pair-work and group activities are preferred predominantly by the majority of the participants although the option for individual activities has been offered to the learners. Also, the adult learners are asked who is allowed to repair or initiate the trouble in their speech. In response to this, the majority of the participants indicate that both teacher and the classmates initiate the trouble to be repaired whereas certain learners prefer the teacher solely to initiate their trouble. In the ultimate question, the difficulties that occur in speaking English are asked to the adult learners. In regard to this, the answers are analysed and categorised in groups. Hereunder, the adult learners remark that the accent and the speed of speech of the present speaker may affect their speech to be produced. Moreover, the misuse of grammar and not being able to comprehend the meaning of the utterances might cause the learners to have problems in speaking English. Finally, the adult learners utter that the locution types to help the learners use either formal or informal language and not having shared knowledge relevant to the topic might incline the learners not to be able to speak English as demanded.

## CHAPTER V

### DISCUSSION

#### 5.1. Introduction

In this chapter, the analyses attained from the findings chapter are discussed in accordance with the research questions. Moreover, the findings are compared with the related literature that are demonstrated in the chapter of literature review.

As is known, the research comprises three fundamental research questions. In the chapter of findings, one of the research questions that involves two distinctive categories is analysed by virtue of the method of CA: (1) The categories of trouble in OISR organisation that are mostly utilised by the support of the adult learners or the teacher. In relation to the other research questions, the content analysis is employed for the semi-structured interview in order to classify the answers of the participants: (2) Reasons and thoughts of the adult learners about the repair of the trouble in an English spoken interaction, (3) Answers relevant to the repair and challenges in English. The analyses of the three essential points signify that (1) certain categories such as grammatical correction, code-switching, providing negotiation of meaning, and readjustment of pronunciation are emerged by either the teacher or the adult learners due to the OISR organisation, (2) the adult learners commonly prefer either the teacher or their classmates to repair the trouble in order to develop their English level in relation to the semi-structured interview questions, and the adult learners confront problems with the main skills and sub-skill such as speaking, listening, pronunciation, vocabulary, and grammar as well as certain factors for instance the speed of speech, grammar use, meaning of the utterance, shared knowledge, locution types, and accent.

The findings of the study contribute to the comprehension of the English spoken interaction of the adult learners by the utilisation of OISR organisation. Besides, the findings provide the readers to ascertain in which circumstances the adult learners and

the teacher employ OISR in order to impede the breakdowns in the communication and the reasons why the trouble repair is required by the adult learners.

This chapter is indicated as follow: Initially, the categories of the troubles in OISR organisation that are utilised mostly by the support of the adult learners or the teacher are discussed. Subsequently, the reasons and thoughts of the adult learners about the repair of the trouble are discussed considering the findings. In the final phase, the answers of the adult learners related to the repair and the challenges of the adult learners in English are mentioned.

## **5.2. Categories of the Troubles in OISR Organisation (Research Question 1)**

The data analyses indicate that the adult learners who are in B1 English level tend to make certain mistakes due to several factors such as not being able to have knowledge about the topic, the accent of the present speaker, the speech of speech, misusing the grammar, not comprehending the meaning of the utterance, locution types as well as deficiency of main and subskills. However, it is noticed that the adult learners repair their own trouble once the trouble is initiated by the other participants in the classroom such as the classmates or the teacher. In relation to the troubles that occur due to deficiency of the specified fields of the learners, the findings demonstrate that the adult learners generally repair the troubles in the utterances when the trouble is relevant to the grammatical correction, code-switching into English, providing negotiation of meaning or the readjustment of pronunciation. Considering the categories and the initiators of the TS who are both the adult learners and the teacher, it is safe to discuss the categories of OISR into two segments.

### **5.2.1. The Use of OISR by the Support of the Adult Learners**

Considering the findings of the research, it is clear that the adult learners confront certain problems when generating the utterance in an English interaction. However, it should be noted that the adult learner modifies the mistakes that emerge once the trouble is discovered and initiated by the other adult learners. In the procedure of the trouble initiation of the present speaker's statement, the initiator adult learner utilises certain

strategies in order to allow the present speaker to notice the trouble and endeavour to modify it. In that case, it is safe to state that the learners apply the scaffolding for encouraging each other with certain determined strategies in order to be able to negotiate the meaning in English conversations. Moreover, the initiator adult learner employs the determined strategies in accordance with the categorisation types such as grammatical correction, code-switching, providing negotiation of meaning, and readjustment of pronunciation. Although the categories that are indicated above have sufficient instances obtained from the research, it is clear that the adult learners mainly utilise the OISR organisation on the category of negotiation of meaning (NfM) when compared to the other categories.

This study approves that the NfM is significant in the OISR organisation for the adult learners as it provides the learners to make comprehensible input with the other adult learners in an English spoken interaction. Besides, considering the other categories of the troubles occurred by the adult learners, it is safe to imply that the learners concentrate on the meaning to negotiate in an English conversation rather than the structures that correspond with the accuracy. In addition, it should be signified that the category of NfM in accordance with the findings of the study is utilised with certain strategies by the learners such as clarification requests, comprehension checks, confirmation checks, and scaffolding for vocabulary in order to facilitate the learners to have the intersubjectivity and maintain the conversation in a flow efficiently. Therefore, the adult learners eliminate the ambiguity of the meaning in interactions by the help of the strategies that evoke the speaker learner to modify the trouble in the conversation. In the study of Pica (1987, as cited in Hartono & Ihsan, 2016), it is indicated that the negotiation of meaning might provide the learners to accomplish the process of language learning by assisting the learners to make comprehensible input and repair their own output, and by enabling the learner to attain the L2 form and the meaning. Moreover, Thio (2005) agrees that the negotiation of meaning with the strategies contributes the learners to get involved in the communicative tasks actively and develop their English level under the favour of the initiations and repair of the learners.

As to the category of the code-switching, it is understood that the speaker adult learners utilise their mother tongue in order to endeavour to maintain speaking English in the conversation. The findings demonstrate that the use of code-switching from the first language to the target language is exploited by the speaker adult learners in order for the

functions of floor-holding which purports to fill the stopgap with the employment of the mother tongue, equivalence which provides the explanation of the lexis in the mother language, and conflict control which assists the learners to maintain their conversation once the deficiencies of the words emerge due to the cultural differences in the respect of the study of Eldridge (1996). By virtue of these functions of the code-switching employed by the speaker adult learner, the initiator adult learner offers the English version of the word by asking the lexis with rising intonation or suggesting two options to the speaker adult learner to notice and repair the trouble by oneself in the interaction.

In accordance with the findings, it has been understood that the adult learners tend to pronounce certain words incorrectly. Nonetheless, the mispronunciation of the words is repaired by the speaker adult learner in case another adult learner initiates the trouble by repeating mispronounced word with rising intonation. Besides, when all the transcripts are considered, it is safe to confirm that the adult learners generally repair the pronunciations mistakes in case the words are appropriate for the primary or intermediate level of English as indicated in the study of Liu and Wang (2018).

In relation to the category of the grammatical correction, the adult learner initiates the trouble by employing two strategies that are offering the speaker adult learner to choose the appropriate answer between two options or repeating the utterance of the speaker learner with the attachment of the correct grammatical structure in a rising intonation. Furthermore, it has been realized that the speaker adult learner does not tend to repair the grammatical mistake unless the other learners initiate the trouble of the speaker or the speaker learner has sufficient knowledge about the grammar of the target language which is supported by the answers of the adult learners in the semi-structured interviews.

### **5.2.2. The Use of OISR by the Support of the Teacher**

According to the extracts in the findings chapter, it is clear that the organisation of other-initiated self-repair that is supported by the teacher comprises varied categories such as grammatical correction, readjustment of pronunciation, code-switching, and negotiation of meaning with the subcategories of clarification request, comprehension checks, confirmation checks, and scaffolding for vocabulary. All the categories with the extracts demonstrate that the teacher repairs no mistakes of the adult learners. Instead, the teacher initiates the trouble once the learners cause the TS which are considered that the troubles

might cause the breakdowns in the conversation. In order to allow the learners to notice and repair their own mistakes, the teacher utilises certain strategies that are suggesting options to the learners to determine to use the correct one by themselves, asking questions in order to signify the trouble with a rising intonation, repeating the utterance of the learners, and exploiting certain interjections to encourage the learners to elaborate their talk to sustain the intersubjectivity in English spoken interaction. Considering the strategies in order to initiate trouble, it is clear that the teacher utilises the determined strategies in order to actualise the scaffolding to create the enjoyable learning by supporting the contingent upon the levels of the adult learners. Besides, it is aimed by the teacher to enable to create and generate the mutual understanding, contextual support, and the flow in the target language with the sufficient scaffolding (Van Lier, 2004). In relation to the strategies indicated in the study of Hoa and Hanh (2015) it is agreed that the application of the strategies by the teacher might have a great significance in teaching the spoken interaction to their B2 level English learners. Moreover, Atar (2016) signifies that certain strategies are employed to achieve the intersubjectivity in case of the failures of the students.

As to the categories, it is clear that the repairs of the learners that are initiated by the teacher are mostly used in the categories of negotiation of meaning and readjustment of pronunciation whereas the adult learners use the grammatical correction and negotiation of meaning mostly while initiating the trouble. In that case, it can be stated that the teacher initiates the troubles relevant to the category of NfM due to the fact that the teacher requires the adult learners to generate the target language by considering the meaning rather than the structural properties of the language, and provide the mutual understanding in English spoken interactions. Besides, it is signified in the study of Thio (2005) that Nfm enables an essential forum for the development of the language to promote the learners to have an active role in the target language. As for the pronunciation, the teacher focuses on the words that are mispronounced by the adult learners to prevent the ambiguity in the meaning of their utterances, and initiates the trouble of the learners. The strategies to emphasise the pronunciation mistakes are beneficial to encourage the learners to remember and modify their mistake in order to be able to maintain the conversation apprehensibly.

In accordance with the findings, it is obvious that the other categories such as grammatical correction and code-switching are also utilised in order to enable the learners to correct

their own mistakes by the support of the teacher. However, it is indicated that the teacher suggests the alternatives in the process of initiation of trouble while scaffolding the adult learners in grammatical mistakes. By virtue of this strategy, the teacher assists the learners to discover the structural rules of the language by using their own effort.

In relation to the code-switching, the teacher almost never switches the code into Turkish in the B1 level English speaking course due to the fact that the teacher demands the learners to be acquainted with the structures and the pronunciation of the lexis. However, the adult learners instantly switch the code from English to Turkish owing to lack of vocabulary or filling the stopgap. In these circumstances, the teacher initiates the trouble by exploiting the strategies that are offering relevant options to the learners to decide which one might be the right word to use, uttering the half of the collocation to be completed by the learners or implying that there is a problematic utterance in the sentence with the word 'sorry'. In return, the adult learners switch the code into English in order to repair the trouble by themselves. However, it should be notified that the level of the learners in the target language and their knowledge related to the context have an essential role by taking into consideration of the repair organisation.

To sum up, the teacher initiates the trouble with certain strategies in different categories in order to negotiate the meaning in an English conversation as well as preventing the breakdowns in the communication of the adult learners. By the help of self-repair of the learners, the message which is required to be delivered is conveyed to the other participants in a flow which does not cause the ambiguity in meaning.

### **5.3. Reasons and Thoughts about the Repair of Trouble (Research Question 2)**

As pointed out, the semi-structured interviews are actualised with seven adult learners who are the volunteers to detail the study by their own opinions. Considering the findings and the second research question which is relevant to the reasons and answers of the adult learners about the repair of trouble in an interaction in respect of the interview, it might be declared that the learners are willing to be supported with the repairs in their conversations. To clarify, the adult learners are asked how they prefer their mistakes to be repaired in the third interview question. However, it should be reminded that the repair in this study refers to the initiation of the trouble by either teacher or the classmates. In



response to this, certain learners prefer the teacher to repair which means to initiate the trouble due to the fact that the teacher is considered as professional in the field and the adult learners do not rely on the repair of their classmates for the fear that the classmates might make same mistakes. On the other hand, the rest of the interviewees indicate that their aim is to learn the correct versions by their mistakes. Besides, the words or the structure relevant to the target language might be acquainted by each participant in the classroom. Therefore, the adult learners believe that both the teacher and classmates may assist to reveal the repair by the help of their initiation of the trouble. In addition, the learners state that they require the initiation of the trouble as a feedback in order to develop their English level. In that case, the maintenance of the incorrect use of the target language might be prevented in accordance with the learners.

In relation to repair of the trouble, the adult learners are also asked in the second interview question which is about what kind of activity types the learners prefer to have in an English spoken interaction. Although one learner prefers individual activities due to the feature of characteristics, rest of the learners prefer either pair-work or group activities in during the interactions. Causatively, the learners indicate that they learn from each mistake made by oneself or the others that lead the learners to ascertain and modify the vocabulary by the mistakes. Besides, it is noted that certain lacks such as listening and speaking skills provide the learners to develop their skills and repair their mistakes by virtue of scaffolding with each other.

#### **5.4. Replies Relevant to the Repair and Challenges in English (Research Question 3)**

As is known that the TS, initiation of trouble, and repair of trouble are interrelated with each other. In this section, the findings attained from the semi-structured interviews and the third research question which is about the answers of the adult learners relevant to the repair and challenges that they have had in English are synthesised and discussed.

In accordance with the findings from the interviews, it is ascertained from the first interview question that the adult learners have difficulty in the main and sub-skills of English as a foreign language. Considering the initiation of trouble and TS, the adult learners state that forgetting the words that are not used frequently, not being able to practise the target language, and fear of not being encouraged to generate the language in

an utterance lead the learners to emerge the TS which might cause the breakdowns in conversations. Besides, the deficiency of vocabulary or endeavouring to adapt the grammatical structures of English by considering the mother tongue may incline the learners to reveal the TS in interactions as well. As for the initiation of the trouble, the adult learners state that not being able to comprehend what has been uttered or not being familiar with the context that is listened may lead the learners to initiate the trouble in order to ask the speaker learner to repair the trouble for negotiation of meaning.

Once the final interview question is asked to the adult learners that is relevant to the challenges in English speaking classes, it is demonstrated that the deficiency of the knowledge of grammatical structures, not being able to form the intended sentences, not knowing the meaning of the word, not being familiar with the topics, and not being sure which word is utilised in a formal or informal speech induce the learners to emerge the TS of their talk to be initiated by the other participants in the classroom throughout the speaking classes. Moreover, it is indicated that the accent used by the present speaker learner might lead the other adult learners to initiate the trouble to be repaired for the continuum of the conversation.

## CHAPTER VI

### CONCLUSION

#### 6.1. The Summary and Conclusion of the Study

The purpose of the study was to investigate the interactions of the adult learners in B1 level English speaking course by the utilisation of OISR patterns. The study was implemented in the spring term of 2019 at the school of foreign languages of Muğla Sıtkı Koçman University. Besides, twelve academicians working in different departments of the university were the adult learners. In this study, 16 hours of video-based data were transcribed with the method of CA in order to discover the OISR patterns of the learners. The patterns were analysed and classified into varied categories relevant to the purpose and properties. Moreover, the extracts were explained and demonstrated elaborately in terms of the interpretation of the researcher. Moreover, the semi-structured interviews with seven adult learners were accomplished in order to strengthen the validity of the study and detail the study with the notions of the learners relevant to the questions that were asked by the researcher. In relation to the interviews, the methodological framework of the content analysis was employed to analyse and categorise the data in certain groups that involved the similar answers of the adult learners. As a result, the study demonstrated that the adult learners were able to repair their own trouble when their classmates or the teacher attempted to initiate the trouble of the adult learners by using certain strategies. Moreover, it is realized that the trouble initiations by both adult learners and teacher were fundamentally based upon the category of negotiation of meaning which denoted that the intersubjectivity of the learners in an English spoken interaction had a significant role for the learners to maintain their conversation by considering the meaning rather than the structure.

Furthermore, the findings related to the interviews signified that the adult learners supported the trouble repairs which referred to the initiations of the trouble by the other participants due to the fact that the aim of the learners was to develop their speaking skill

in the target language. In that case, it was apparent to state that learners' scaffolding with the trouble initiations to each other both encouraged the speaker learners to repair the mistake in the utterance and provided the learners to form comprehensible sentences. On the other hand, it should be reminded that several factors affected the understanding of the adult learners which directed them to initiate the trouble as well as being understood by the other participants who caused the TS to be emerged.

To sum up, the OISR patterns of the adult learners in an English spoken interaction indicated that the learners were able to modify the trouble in order to prevent the communication breakdowns in the target language in case the TS was initiated by either the other adult learners or the teacher.

## **6.2. Implications and Recommendations**

### **6.2.1. Recommendation for the Limitations of the Study**

In this study, two different instruments were utilised in order to gather sufficient data about OISR patterns to provide the research to be generalizable. Although the video-based data and interviews with seven adult learners contributed the researcher to achieve the purpose of study, the triangulation to strengthen the data with more than two instruments might have been employed. Therefore, it might be considered for the following studies to employ the questionnaire not only for obtaining more relevant data to be analysed but also providing the triangulation of validity which refers to the combination of both quantitative and qualitative methods in order to reply the specific research questions (Heale & Forbes, 2013, p.98)

Besides, the study comprised a small-scale sample due to the number of the participants. Nonetheless, it should be reminded that the possibility of English spoken interactions of the adult learners may increase in case of boosting the number of the participants. Also, the perspectives and opinions of each learner in English conversation may enable the study to have several categories about the use of OISR. Therefore, more data relevant to the OISR and their uses with certain strategies might be discovered with the large-scale sample.

In addition, the researcher made the semi-structured interviews by visiting the participants in their offices in the last weeks of the speaking course. However, the adult learners were not able to remember the reason of their reaction once their repair to the trouble that is initiated by their classmates occurs. The reason was the fact that the video recordings related to the procedure of repair were not demonstrated to the adult learners during the interviews. Thus, it might be suggested for the researchers of the following studies to share the repair parts situated in the video before asking the determined questions for the beneficial interviews. Furthermore, the class assigned for the B1 level English speaking course did not have the echo minimizer that it caused the utterances not be comprehended. Therefore, it is suggested to have at least two video recording tools in the classroom in order to impede inaudibility problem that occurs particularly in the classes involving few students as a final recommendation to the researchers.

### **6.2.2. Implications for Researchers**

In regard to the study, it has been comprehended that the category of negotiation of meaning as a strategy is the mostly employed one between the conversations of the adult learners or teacher and adult learners whereas the least utilised categories are the grammatical correction in the conversations between the learners, and code-switching between teacher and learner. Starting from this point of view, it might be reminded that the adult learners focalise on the semantic functions of the language rather the linguistic structures of the language in order to be able to maintain the conversation by hindering the ambiguity of the speech. In general terms, the least used categories are relevant to the background knowledge or the English level of the present speaker when considering the modification of the trouble in order to provide a speech which causes no breakdowns in conversation.

As for the EFL teachers, it is recommended that the teachers might use the corrective feedback by using “other-initiations” in order to encourage the learners to notice their mistakes and repair their own trouble in conversations. Therefore, teachers may repeat the incorrect utterances of the learners with upward intonation, offer two options to allow the learners to choose the appropriate one by themselves or ask certain questions in order to let the learners clarify the meaning in their speech in order to repair their own trouble

in interaction rather than correcting the mistakes of the learners immediately. Thus, the strategies might be beneficial to provide the accurate, effective, and fluent conversations by preventing the possible damages that may occur in English speaking interactions of the learners and teacher. (Hoa & Hanh, 2015; Drew, 1996; Gerassimenko et al., 2004).

To sum up, it has been realized that the adult learners who are the academicians generate their speaking by repairing their mistakes once the TS is initiated by their classmates or the teacher with the implementation of scaffolding strategy. In that case, it should be taken into consideration that the learners have the ability to negotiate the meaning of their speech by modifying their utterances if the chance is given to the adult learners. Thus, the awareness of OISR should be created by all participants in the classroom.



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## APPENDICES

### Appendix 1: Transcription Notations

The transcription notations employed in this dissertation are commonly used in conversation analytic research. Besides, the conventions of transcription are slightly adapted from Jefferson (1984).

#### Transcription Notation

<b>T</b>	Teacher
<b>A</b>	Arden
<b>C</b>	Ceren
<b>D</b>	Deniz
<b>E</b>	Esin
<b>H</b>	Helin
<b>M</b>	Murat
<b>N</b>	Nihat
<b>O</b>	Osman
<b>P</b>	Pamer
<b>R</b>	Remzi
<b>U</b>	Uygar
<b>Y</b>	Yener
<b>Al</b>	Alex
<b>LL</b>	More than one learner
<b>// //</b>	Overlapping talk or simultaneous utterances of more than one learner
<b>=</b>	The end of the present speaker's utterance maintains with another

speaker's speech with no pause or gap

**hayır [tr: no]** Translation of Turkish utterances

→ Arrow in the left margin indicates self-repair of the participant

**(0.4)** The number demonstrated in parenthesis means the silence which is the tenth of a second. The silences can be indicated either in an utterance or between the talks.

**(.)** A dot in a parenthesis means a brief pause between 0.008 and 0.2 seconds.

**?** A question mark demonstrates the rising intonation.

**.** A dot without a parenthesis means the falling intonation.

**:** A colon indicates a stretched sound.

**-** A hyphen means a cut-off after a word or a syllable of a word.

**(( ))** Double parentheses involve the descriptions or comments of the analyst.

**°word°** The word between the degree signs refers that the word is uttered quietly.

**visit Ankara** The capital letter is utilised for the proper nouns, not for marking the beginning of a sentence.

**CAPITALS** The capital letters are used when the speaker utters the word in a loud sound.

**/do:tor/** Once the word is pronounced incorrectly, the approximation of the sound is presented by utilising the International Phonetics Alphabet between the slashes. In certain cases, the correct pronunciations of the words are offered in slashes as well.

**>word<** The arrows show the talk has gained speed.

**<word>** The arrows indicate the talk has slowed down.

**hhh.** Three letters with a dot means that the speaker takes longer or shorter breaths in.

**hhh** Three letters with no dot means that the speaker breathes out shorter or longer.

**the thing is** The underlined word or part of the word denotes a raise in emphasis.



## Appendix 2: Data Transcripts of the Video Recordings

26.02.2019

1 →N: ((unintelligible)) ingilizceden çok iyi anlıyorum  
 2 [tr: I understand the ((unintelligible)) English very well]  
 3 //((laughter))//  
 4 →U: //((laughter))// hocam ((unintelligible)) [tr: sir]  
 5 →U: ((laughter)) şimdi anlaşılıyor [tr: I have got it]  
 6 T: do you think the others will just come as well?  
 7 Osman hodja? err //Ceren// hodja?  
 8 H: //kısmet//  
 9 E: ((raises her hand to signal she is here))  
 10 U: kısmet? pardon= ((showing her with finger))  
 11 E: =//yes//=  
 12 T: =//yes (.) Esin kısmet (.) yeah miss kısmet (.)  
 13 okay (.)  
 14 →Y: Esin değil mi?=[tr: it is Esin isn't it]  
 15 E: Esin (.) huh(.) uh?  
 16 U: Esin ?  
 17 E: evet (.)  
 18 Y: //((laughter))//  
 19 T: // do you// think they will come?=  
 20 U: =//I don't know//  
 21 T: // to the class?//  
 22 any idea?  
 23 no?=  
 24 Y: = (( uses his hands)) no (.)  
 25 T: okay //so:??//  
 26 U: //will you?\* (.) will you? give us a homework?  
 27 T: err=  
 28 U: =for this lesson?=  
 29 T: =actually I will give you some le-  
 30 some homeworks (.) but it is related to  
 31 pronunciation (.)  
 32 U: ehm (.)=  
 33 T: = and next week?  
 34 we will just focus on pronunciation?  
 35 I will give you a poem?  
 36 N: form (.)  
 37 A: //poem//  
 38 U: //poem//=  
 39 T: =you know poem?  
 40 U: poem(.)  
 41 N: yes (.)  
 42 Y: huh(.) uh?  
 43 U: I know poem (.)=

44 N: poem?  
 45 T: huh(.) uh? poem(.)  
 46 N: poem poem(.)=  
 47 T: that's right (.) huh(.) uh?  
 48 so err you will just try to  
 49 pronounce it and you //will//  
 50 U: //English\* poem?=  
 51 T: English poem(.) yes that's right(.)  
 52 and you will record it? r-record it(.)  
 53 ((a participant comes into the class))  
 54 T: err please come in (.) hello?  
 55 and send it to my gmail address(.)  
 56 okay? I will all recordings  
 57 A: we will record it ours home?=  
 58 →T: =evet [tr:yes] (.) yes(.)  
 59 A: //yes.//  
 60 Y: //you\* will record your sounds while reading the poem?=  
 61 A: =//ehm//  
 62 T: //and// you will send it to me?=  
 63 A: =okay.=  
 64 T: =on gmail (.) and next week >>I will just check it out.<<  
 65 U: err (.) pli:z you will err can you select the poem?  
 66 T: that's okay really (.) I was in the same situation.=  
 67 U: I want to say to my wife? and record it  
 68 A: ((laughter))  
 69 U: err because poem err should be uzıfıl. [tr: useful]  
 70 T: usefu:l (.)  
 71 ((the whole class laughs))  
 72 T: definitely (.) it's useful.  
 73 U: ((laughter)) all of us ((laughter))  
 74 ((the whole class laughs))  
 75 A: but is your wife going to: err enderstand it [tr: understand]  
 76 U: err (.) I can use it. this //is my homework but//  
 77 A: // I can explain you//=  
 78 U: =I want to read a poem for ju: from my //teacher?//  
 79 T: //huh. uh?//=  
 80 U: =and I want to  
 81 read this poem for you? //record thi:s.//  
 82 T: //that's the thing(.) bravo.//  
 83 //((laughter))//  
 84 U: //err//  
 85 N: what.=  
 86 U: =pli:z listen to me.  
 87 N: what I want to err a thing about this subject.  
 88 U: yeah.  
 89 →N: ((unintelligible)) is a very difficult pronicin=



90 [tr: procedure]  
91 T: =procedure.  
92 N: beco:z [tr: because] these literature  
93 literature is there are err different err meanings.=  
94 T: =genres right?=  
95 N: =yes.=  
96 T: =genre? Different genres.  
97 N: ((unintelligible))  
98 (( another participant comes into the classroom))  
99 T: hello:? pli:z come //in?//  
100 U: //oka:y?//  
101 we can err can we record its.  
102 a sound background?  
103 T: yes (.) I mean some classical music  
104 something like that?  
105 U: //yeah.//  
106 T: //you mean\* classical music?=  
107 A: =yes.=  
108 U: =of course? classical music.=  
109 T: of course? you can(.) that's okay.  
110 in the background classical music? and  
111 you just read the poem.  
112 and then you will just send it to me?  
113 on my gmail address.=  
114 U: =okay.=  
115 T. =alright?  
116 N: alright.=  
117 T: =perfect(.) err >>excuse me<<  
118 I-I think you're new?=  
119 R: yes.  
120 T: so can I have your name?=  
121 R: my name is Remzi.=  
122 T: =Remzi.=  
123 R: =I am from economics deparment(.)I am a research assistant?=  
124 T: =okay.=  
125 R: =okay.  
126 T: it's really nice to meet you?  
127 R: //me too//  
128 T: //I am\* Yasemin Koyak?  
129 I am going to be your b1 level speaking teacher.=  
130 R: =okay?=  
131 T: =for\* this semester (.) //okay.//  
132 R: //okay.//  
133 T: so everybody (.) last week we just learned  
134 to introduce ourselves right?  
135 like hello what's your name and so on

136 it's great to meet you pleased to meet you?  
 137 and this week we will focus on something new  
 138 but before that (.) I want you to refresh your mind  
 139 and warm up a little bit to the class?  
 140 so: Err I'm going to make you two groups right now?  
 141 and we will play the game which is called ruzzle?  
 142 okay? there are two-some people  
 143 so what is ruzzle? (.) ruzzle is a game (0.2)  
 144 this game is just played like this  
 145 can you give me? a alphabet letter.  
 146 →U: //Nihat hocam buyrun// [tr: please welcome mr. Nihat]  
 147 →T: //Helin? Hocam (.) could you\* please? [tr: Ms. Helin]  
 148 give me a letter.  
 149 H: b  
 150 T: b? ok-just //something different?//  
 151 LL: //(laughs)//  
 152 T: different.  
 153 U: s.=  
 154 H: =s.  
 155 T: s (.) okay.  
 156 so tell? me. some about err s.  
 157 H: //sunny//  
 158 N: //hike//  
 159 T: sorry?=  
 160 N: =hike.  
 161 T: err a word  
 162 LL: //sunny//  
 163 LL: //summer//  
 164 T: sunny? okay? perfect.  
 165 ((Teacher writes sunny on the board))  
 166 T: so (.) sunny what is last one?  
 167 LL: y.=  
 168 T: =y (.) so I'm going to move on  
 169 with the last ((shows it on the board)) letter.  
 170 so?  
 171 LL: yield.  
 172 T: yield? oka:y?  
 173 N: ha (.) yield?  
 174 T: yield means (0.2)  
 175 →U: //ürün vermek// [tr: cropping]  
 176 T: //producing\* you know?  
 177 ((Participant Ü and Y look at each other))  
 178 →H: değilmiş ((laughter)) [tr: it's not the correct meaning]  
 179 T: what about d?  
 180 A: dream.=  
 181 T: =dream okay.

182           so this game continues like this.  
 183           and we will have two groups  
 184           okay four four perfect  
 185 T: I think this group until Uygur hodja  
 186           would be the first group and  
 187           this would be nice for the second group.  
 188           Everybody? will come here (0.2) oka:y?  
 189 →H: kocaman insanlar ((laughter)) [tr: adult people]  
 190 LL: ((laughter))  
 191           T: and oka:y.  
 192           →H: evet kırk beş yaşından sonra oyunla ingilizce olacak ((laughter)) [tr: English]  
 193           LL: ((laughter))  
 194 T: I mean first of all Nihat hodja and Yener hodja  
 195           will come here directly and  
 196           they will just write for example s sunny  
 197           and snow something like that and next participants  
 198           will come and write it down oka:y?  
 199 N: firstly?=  
 200 T: =in two minutes?=  
 201 N: =two minutes.=  
 202 T: =two minutes.  
 203 U: can we help?=  
 204 A: =//we have two minutes for all?//  
 205 T: //err\* it's better  
 206           to try to find them by themselves okay?  
 207 N: okay.  
 208 T: okay let me just check the time?  
 209           ((unintelligible)) to check it out.  
 210           (0.3) okay.  
 211 Y: we start to which alphabet?  
 212 T: I-I will tell you  
 213 Y: okay.  
 214 T: oka:y?  
 215 A: I think we must t-take the table in this side?  
 216 T: that would be nice.  
 217           (( table is pulled next to the window)  
 218 A: to be free.  
 219 T: yeah? definitely (.) thank you.  
 220 →A: zaman kaybetmeyelim diye [tr: in order not to lose time]  
 221 T: okay.  
 222 E: err can we help his?  
 223 T: err no (.) no ((laughter))  
 224 LL: ((laughter))  
 225 Y: strictly ((laughter))  
 226 T: let him do this by himself(.)okay?  
 227 →H: şimdiden çalışmalarımıza //hız verelim// ((laughter)) [tr: let's

228 speed our preparation up already now.]  
 229 T: //so\* your first letter will be  
 230 (0.2) I will tell you  
 231 A: z  
 232 T: t (.) let's start (.) t.=  
 233 N: =t.  
 234 LL: t-t ((laughter))  
 235 N: ((unintelligible))  
 236 T: okay-okay just give it to him (.) give it to him  
 237 no no no?  
 238 LL: ((laughter))  
 239 T: that's okay. ups?(.) okay.  
 240 N: u ((the next letter))  
 241 Y: terrific (.) right?  
 242 T: (0.4) huh. uh? that's right.  
 243 (( the participants play the game excitedly))  
 244 T: huh. uh? ((confirmation))  
 245 T: very good.  
 246 okay we have some problems (0.2) that's okay.  
 247 okay just go on (.) that's okay.  
 248 LL: ((laughter))  
 249 T: that's really cool  
 250 tea? huh. uh?  
 251 →H: ay hocam çok özür dilerim. [tr: so sorry sir]  
 252 →A: yok yok. hangisiydi? [tr: no no. which one was that?]  
 253 T: err I think label was just written? label.  
 254 H: yeah.  
 255 T: It was just written (.) can you just come back again?  
 256 err Arden hodja (.) there was err I think  
 257 label and label are the same?  
 258 H: I don't know.  
 259 A: I think you need to write something.  
 260 T: oka:y? good? //((laughter))//  
 261 H: //((laughter))//  
 262 →A: iyi yaptın //((laughter))// [tr: you did a good job.]  
 263 H: //((laughter))//  
 264 T: oka:y? last thirty seconds (.) last thirty seconds.  
 265 →A: bizi geçmişler biraz hızlanın arkadaşlar [tr: they have got ahead  
 266 (.) speed up friends.]  
 267 T: alright (.) stop.  
 268 H: national.=  
 269 T: =stop okay stop.  
 270 LL: ((laughter))  
 271 U: Nihat hodja stop.  
 272 T: oka:y? thank you so much (.) well done.  
 273 so I will check out something right now.

274 if your words written right  
 275 A: okay?  
 276 T: then I will just give the point  
 277 T: terrible? that's right (.) do you know terrible?  
 278 LL: yes.  
 279 → N: öfke [tr: anger]  
 280 → H: korkunç.= [tr: scary]  
 281 T: huh. uh?  
 282 education (.) national (.) what? is this.  
 283 M: label.  
 284 T: err label means?  
 285 →M: etiket [tr: label]  
 286 T: huh. uh? (.) but it is written like?  
 287 ((Teacher writes label with the correct spelling))  
 288 T: label (.)so I need to just dismiss it.  
 289 limitation (.) nephew (.) you know nephew?  
 290 →LL: yeğen [tr:nephew]  
 291 T: huh. uh? (.) but boy(.)oka:y?  
 292 A: only boy.  
 293 T: huh. uh? err for the girls we call it  
 294 R: //niece//  
 295 T: //niece// oka:y? okay good.  
 296 err woman (.) near (.) rice(.) //elitical?//  
 297 H: //elitical.//  
 298 T: level (.) learning (.) groups (.) slowly  
 299 year (.) runner (.) okay.  
 300 so one two three four five six seven eight nine  
 301 ten eleven twelve thirteen fourteen fifteen  
 302 that's good. Okay let's have a look at this one.=  
 303 Y: =(laughter)  
 304 T: tea? huh. uh?(.) alone (.) easy (.) year  
 305 err what is this exactly?  
 306 N: ((unintelligible))=  
 307 T: =okay (.) so it should be with t oka:y?  
 308 so I need to dismiss it (.) dream.  
 309 okay(.)this one (.) do you think how can we  
 310 spell it.  
 311 →N: mu:nt [eng: month]  
 312 T: so we just dismiss it (.) this is month  
 313 LL: month.  
 314 T: month.=  
 315 LL: =month.=  
 316 T: =oka:y (.) very good. okay so I need to dismiss the one.  
 317 house (.) every?  
 318 E: everything.  
 319 T: oh sorry (.) everything yeah sorry sorry sorry.

320 great (.)team (.) main course huh. uh?  
321 eleven (.) noun (.) near (.) rainy (.) yellow.  
322 this is err.=  
323 R: =window.  
324 T: is that w right?  
325 A: yes.=  
326 T: =okay. okay.  
327 LL: ((laughter))  
328 T: wanted (.) dream and model so:?  
329 I think this one is ((unintelligible))  
330 one two three four five six seven eight nine ten eleven  
331 twelve thirteen fourteen fifteen sixteen seventeen  
332 eighteen nineti:n.=  
333 A: =there is //two words the same.//  
334 T: //oh sorry I did not notice\* that one.  
335 so eighteen.  
336 LL: eighteen  
337 T: okay.  
338 →A: yes(.) on sekiz [tr: eighteen]  
339 N: we win?  
340 T: so the winner is this group (.) congratulations.  
341 ((the whole class applauds))  
342 →H: hocam burası edebiyat alanı o yüzden oldu [tr: ms this group includes  
the literature department (.) that's why they have won.]  
343 LL: ((laughter))  
344 →H: burası matematik bölümü [tr: our group is the maths department.]  
345 →H: bizden bu kadar iş çıkar [tr: that's all we could do.]  
346 T: but it was a nice game (.) I mean I have understood that  
347 you are- you know different words actually.  
348 about the classroom language about the adjectives  
349 you know everything actually (.) so you just need to  
350 practise it that's good (.) so no:w?=  
351 R: what does the name of the game?  
352 T: this is called ruzzle.=  
353 R: =ha ruzzle.  
354 ((another participant comes in to the class))  
355 T: hello:? Osman hodja just please come in?  
356 (0.9) okay. let me just (.) is there any word  
357 that you want to write? (0.2) >>for example<<  
358 do you know niece? (0.2) maybe you can write it?  
359 niece for the girls ((draws on the board))  
360 sorry for that? And this is for the (0.2) nephew.  
361 so niece is? err you know? can you tell me in Turkish?  
362 →LL: yeğen.= [tr: niece]  
363 →T: =yeğen. [tr: niece]  
364 oka:y this for the girls (.) niece.=  
365 U: =niece.

366 T: and nephew is called for boys.  
 367 N: ehm.  
 368 T: nephew (.) niece (0.2) oka:y.  
 369 Is there any word? that you don't know?  
 370 (0.3) you know everything?  
 371 →U: maincourse? asıl neden? [tr: main reason]  
 372 T: main course you know (.) for example  
 373 this course? is a main //course\*(.) speaking.\*

374  
 375 T: writing (.) subcourses are like pronunciation  
 376 vocabulary.  
 377 N: mana-mana road [eng: main road]  
 378 T: yes? I mean err yes I mean main  
 379 N: ehm.  
 380 T: real one I mean (.) the exact one (.) yes.  
 381 okay (0.3) while you just writing some of them?  
 382 I want to show you a video of today's class.  
 383 so if you're ready //I will\* just play okay.

384  
 385 T: let's just watch it?  
 386 (( the class watches a video related to IELTS exam))  
 387 T: o:kay. so:? The woman who is Turkish actually  
 388 Is just speaking in an exam (.) maybe you noticed it.  
 389 there is an interviewer or let's say interlocutor?  
 390 and the interlocutor asks some questions to you.  
 391 so:? do you know the name of this examination (0.2)  
 392 speaking examination.  
 393 O: TOEFL IELTS  
 394 T: huh. uh? that's right. this is totally IELTS but we  
 395 generally use this information in IELTS. so toda:y?  
 396 we're going to be talking about a little bit IELTS.  
 397 ((teacher prepares the slide))  
 398 T: okay. so IELTS (0.5) do you know?  
 399 LL: yes.  
 400 T: so I have-I am going to be be introducing IELTS just a bit.  
 401 In a tiny way? to ju:? (0.5)  
 402 okay. so IELTS examination (.) what is IELTS examination?  
 403 let's just see. IELTS examination is an international  
 404 English language testing system. and this is just one of  
 405 Most popular testing system in the world. In TOEFL it is  
 406 just used in the United States? and IELTS is used in the  
 407 United Kingdom in Australia New Zealand I mean where English  
 408 is used. so let's see (.) what kind of parts do we have? in

409 IELTS. so we have first of all we start with listening in IELTS?  
410 it takes forty minutes(.) and then? we move on with the reading part (.)  
411 err you have three different reading passages.  
412 it takes one hour? and you need to read the academic readings  
413 in a fast way and answer the questions (.) and the other one is  
414 about writing. there are err two different writings.  
415 err so for the first one? You get a paper and there is a graphic?  
416 you need to interpret I mean you need to write what you see  
417 in the graphic(.) and you need to write it(.) in the second one?  
418 you have a discussion topic. for example err.  
419 do you think technology is beneficial? or? does it have some  
420 disadvantages in your life(.) discuss it write your answers  
421 something like that? and the last part-last part that we  
422 are looking at is speaking. so speaking is a little bit  
423 different actually in academic also in general training part?  
424 today we're going to be looking at the academic part in English speaking (.) so:?  
425 err how to say? Speaking parts.  
426 in the first part they ask you some questions like  
427 what is your name (.) where do you come from.  
428 T: err what kind of hobbies do you have (.) do you work?  
429 are you student something? like that. and in the second part  
430 they give you some cue questions (.) what is it I will talk  
431 about it later? and discussion questions? err it is related to:?  
432 the second part? err they give you some topics and you need to  
433 discuss it firstly you need to give some pros and cons I mean  
434 positive and negative sides of the topic (.) so we will just  
435 look at this one right now (.) so for example for the pros part  
436 this is the topic (.) travel. they give you some questions like  
437 do you enjoy travelling? and they ask you why they always ask  
438 you the reason why. why? do you like it. why do you want to go  
439 there. In cues card one for example part two first of all err  
440 they give you some questions(.) like this describe a sport  
441 you'd like to do to keep fit and healthy. and you need to describe  
442 it like this. what you do (.) when you start doing this?  
443 how much time you spent doing it? and explain this err sport  
444 which keeps you fit and healthy (.) but you need to first of all  
445 err think about it for one minute for example? I am the  
446 interlocutor (.) I give you? the second part. a cue card.  
447 you read it ehm describe a museum there are some questions.  
448 err how often do you visit museum. ehm okay? I take some notes?  
449 and then after one minute finishes? I have to speak for two  
450 minutes (.) about it. and then err the part two completes okay?  
451 and the last part as I have told you? this is about discussion  
452 part. err for example? this section last for three or four  
453 minutes. and you have to discuss about the topic with the  
454 examiner. and you need to give some opinions about yourself  
from your personal life maybe? you can give some numerical



455 information to the person? It is really important for them.  
456 so in that way? you can complete the speaking part. I mean  
457 you have part one (.) part two and part three in the IELTS  
458 T: examination. so this is the end. (0.4) so:? as I have told you  
459 in the first part? there are some questions about introducing  
460 yourself and I just brought some of the (0.2) questions to you.  
461 right now? you will choose some of the questions? like for  
462 example you can take four different-four different err  
463 paper? but you will ask the question to the people that you  
464 choose. You choose for example the first one ehm I choose  
465 Helin hodja. the second one I choose for example Murat hodja.  
466 and so on (.) oka:y? so: just choose four cards pli:z?  
467 ((everyone in the class chooses four cards))  
468 T: remember you choose the cards and ask the other people. oka:y?  
469 (( all of them pick their cards))  
470 T: alriht? thank you so much. so:? I'm going to take my chair  
471 so:? mr. Remzi whom would you like to ask your question.  
472 first question. whom do you want to choose.  
473 R: okay? i looked at Helin hodja.=  
474 T: Helin hodja. oka:y?  
475 LL: ((laughter))  
476 T: perfect ((laugter))  
477 R: oka:y? do most people in your country follow fashion.  
478 T: ehm. //yes.//  
479 R: fash-//fashion.//  
480 T: do most of the people // in your country follow fashion.//  
481 R: // in your country follow fashion.//  
482 T: so:? do they like fashion? do they wear like fashionable?  
483 T: o:r? what do you think.  
484 →H: °çok ilgi çekici° ((laughter)) [tr: very interesting]  
485 T: that's okay.  
486 H: repeat.  
487 R: //do//  
488 T: //I can\* give the paper if you want?=  
489 R: okay?  
490 T: oka:y? here we go:? yes.  
491 here is your question.  
492 H: (0.4) err Cemil İpekçi is the most f-f-fashionable  
493 T: //fashionable//  
494 A: //mous// [eng:famous]  
495 H: fashionable people in my country.  
496 T: ehm okay. so the question is? Err in your country  
497 I mean in Turkey? how do the people wear.  
498 do they look like fashionable? or do they look not marginal?  
499 (0.3) do you think.  
500 H: I don't understand. ((laughter))

501 T: oka:y? do you want to answer (.) do you want to help?  
502 E: basic maybe- basic clothes.  
503 T: oh. we wear basic clothes.  
504 A: I think you must err talk about err kind of wi:r [eng: wear  
505 T: wear. //wearing?//  
506 A: //in our\* country.  
507 (( unintelligible)) that it is general [eng: general]  
508 //In err\* between citizenships.  
509 T: //yes.//  
510 H: In my country?=  
511 T: =huh. uh?  
512 H: people don't follow fashion.=  
513 T: =really? Oh oka:y. so: what do you think about it everybody.  
514 I mean do we follow or don't we follow the fashion.  
515 U: err I have a view (.) not most people but university students?=  
516 T: =huh. uh?  
517 U: ac- err university students girls womens.=  
518 T: =women.=  
519 U: follow the fashion err but err excited fashion.=  
520 T: =ehm.  
521 U: excited fashion because we cannot follow- we can't buy  
522 what we want (.) we can buy err (0.2) ((untelligible)) fashion.  
523 T: I see. so this is related to the budget. do you know budget?=  
524 U: =not budget. this isn't (.) this very few related because  
525 we err err I don't buy err economical clothes(.) what I want.  
526 T: //ehm ehm.//  
527 U: // I can\* buy the clothes err brands give us. Brand sells.  
528 T: o//ka:y.//  
529 U: //beco:z\* company has a fashion(.) we have follow this company's  
530 fashion.  
531 T: I see (.) so:? actually err actually-actually I do not think that  
532 we are following appropriately.we f-I think we follow some  
533 fashion news issues (.) but sometimes? the fashion clothes?  
534 are not appropriate for us. are not how to say are not  
535 suitable on us (.) so that's the reason why we don't follow it.  
536 U: yes.  
537 Y: we don't feel nice  
538 T: huh. uh? we don't feel nice (.) yes.  
539 U: but we see clothes on our friends or our another people  
540 and we like this err we want to have err one.  
541 T: huh. uh?=  
542 U: =buy one.  
543 T: yes (.) we see it because  
544 U: it's fashion [eng: fashion]  
545 T: it's fashion.=  
546 U: =it's fashion.=

547 T: =definitely.  
 548 →H: sadece bir deneyeceğim ((laughter))  
 549 [tr: I will just try]  
 550 LL: ((laughter))  
 551 T: oka:y? that's okay (.) yeah.  
 552  
 553 H: //err//  
 554 T: //just\* try.  
 555 H: nowadays economy is.=  
 556 T: =huh. uh?  
 557 H: very bad.  
 558 T: you're right.  
 559 H: that most people is not follow fashion.  
 560 T: definitely right (.) because there is an economic issue  
 561 right now.  
 562 and we are not allowed to err pay too much monay? on  
 563 the clothes.  
 564 I got your point. that's right very well.  
 565 N: can I say.  
 566 T: of course? yes.  
 567 N: err traditions womens  
 568 T: ehm.=  
 569 →N: =they who they? Err (0.2) izlemek? [tr: watching]  
 570 LL: watch (.) follow  
 571 N: watch  
 572 T: follow let's say?  
 573 N: don't follow-follow fashions.  
 574 T: ehm.  
 575 N: for instance? in village peoples=  
 576 T: =huh. uh?  
 577 N: wear clothes on? there was classical err classical  
 578 clothes?  
 579 T: clothes? Traditional you mean?  
 580 N: tradition. (0.2) °clothes°.  
 581 T: yes. //((laughter))//  
 582 N: //((laughter))//  
 583 U: but err I want to say this (.) we don't err buy cheap  
 584 clothes.  
 585 we can buy cheap clothes but  
 586 T: huh. //uh?//

587

588 T: o:h? okay.  
 589 →U: you know ispanyol yaka? [tr: Spanish neck]  
 590 →U: Spanish tarz shirt. [tr: Spanish style shirt]  
 591 but err=  
 592 T: =so can you find Spanish style.=  
 593 U: =I can't find //Spanish style t-shirt.//  
 594 T: //oh I got your point.//  
 595 U: the point I want to tell err company?=  
 596 T: =I see.  
 597 U: sell us same t-shirt? same clothes? they want.  
 598 T: alri:ght. so //maybe?//

599  
 600 T: I see //right now.//  
 601 H: // yes.// ((laughter))  
 602 U: cheap? or expensive.  
 603 T: it depends.  
 604 U: err cheap or expensive (.) is the same.  
 605 cheap one if you want to buy cheap t-shirt you choose  
 606 err company's choice.  
 607 T: that's right (.) huh. uh?=  
 608 A: I don't think fashion is depend to err bud-someone's  
 609 budget.  
 610 It's depend to two factors.  
 611  
 612 T: ehm (.) what kind of factors? - factors //do you think.//

613  
 614 factor\* is the gender.  
 615 T: ehm. huh. uh?  
 616 A: there is difference between err boys and girls.  
 617 ((phone vibrates and it causes silence for a few  
 618 seconds.))  
 619 A: womens and girls are err more thinking about fashions  
 620 o:r?  
 621 or they want to follow fashions (.) then err niece.  
 622 -0.2  
 623 A: the second factor err I think (0.2) it is the age  
 624 groups.  
 625 T: age? groups. ehm.=  
 626 A: =yes. biko:z err err young people wants to follow  
 627 //fashin.//

628 [eng: fashion]  
629 T: //fashion.//  
630 so:? you say that the young generation? follow the (.)  
631 trend? I mean follow the fashion. what about-how about  
632 the adult generation?  
633 do you think they follow the fashion  
634 like what we did? -what we do?=  
635 U: adult generation I think adult generation want to be  
636 fashion?  
637 T: huh. uh?=  
638 U: but they said it's not for me it's not for my age.  
639 T: oh.  
640 LL: ((laughter))  
641 U: another people say something err but I think adult people  
642 want to be fashion.=  
643 T: of course? I mean. yeah I see a num-so many people who  
644 are adults?  
645 who are at the ages but they're very fashionable.  
646 →U: I don't know how can I say elalem ne der in English?  
647 [tr: what do people say about it]  
648 LL: ((laughter))  
649 →U: all of us thinking elalem ne der? [tr: what do people  
650 say about it]  
651 T: I see. I think this is a problematic situation in Turkey.  
652 →T: to think in that way elalem ne der.  
653 [tr: what do people say about it]  
654 yeah (.) okay.  
655 A: but we are getting bigger? our vizyon [eng: vision] of  
656 the life is getting changing.  
657 T: huh. uh?  
658 A: we cannot err see the life? err the same way.  
659 A: err when we are err young err the same way when we are  
660 young.  
661 because err for this reason we prefer something maybe?  
662 it is not suitable for us?  
663 T: huh. uh?  
664 A: err when you are young? but when you are bigger?  
665 →A: you must think about elalem ne der.  
666 [tr: what do people say about it]  
667 T: ehm.=  
668 U: =and kamfirtıblı.=  
669 T: =/kɑmfɪrtəbl/.  
670 LL: ((laughter))  
671 U: and we choose fashion in young? when we were young?  
672 getting older we choose.=  
673 T: we change our mind maybe.=

674 U: comfortable shoes comfortable shirts  
675 T: definitely you know okay. I see.  
676 so? err thank you so much by the way?  
677 for your answers? let's move on with Osman hodja.  
678 can you just pick a question to someone.  
679 O: (0.5) do you think? it is important to have a daily  
680 routine.  
681 (( Participant Nihat asks him silently with his finger  
682 if participant Osman chooses him for the question))  
683 →O: çok güzel baktınız hocam.  
684 [tr: the way you looked at me was perfect sir]  
685 LL: ((laughter))  
686 T: oka:y? maybe I can give the question?  
687 N: can you please err repeat?  
688 T: oka:y? do you think it is important to have a daily  
689 routine.  
690 N: err I have err life err as rout-routine?  
691 T: huh. uh?  
692 N: by working err I am working err err in my article  
693 N: err and in some papers. espesieli [eng: especially]  
694 T: especially.  
695 N: especially? in week-weekend?  
696 T: at the weekend.  
697 N: err I have b-buy-bought some books and read (.) my days  
698 err go on (.) working.=  
699 T: =working.  
700 N: sure sure (.) I write err very very much err up now (.)  
701 I understand  
702 →N: that I must err toplamak? [tr: toplamak]  
703 T: collect (.) collect.  
704 N: collect?  
705 (( teacher writes is on the white board))  
706 →N: ha collect mi? [tr: oh is it to collect]  
707 T: that's right. collect.=  
708 N: collect err a book.  
709 T: ehm? like a collection (.) book collection  
710 N: so-some papers? err I want to: collected some paper? for  
711 a book.  
712 T: ehm. ehm.  
713 N: err I-I-I in the afternoon? I read a-some book works?  
714 in the my house (.) for instance? err err  
715 →N: green bahçe green bahçe? [tr: garden]  
716 T: garden  
717 N: I am work-I must working in garden.=  
718 T: =in the garden. perfect.=  
719 N: =err like a garden man ((laughter))

720 LL: ((laughter))  
 721 A: so? where is your garden.  
 722 N: err  
 723 A: in Muğla?=  
 724 N: =in Muğla. in Muğla?=  
 725 A: =yes.  
 726 N: err last we- //last we\*- last week.  
 727 Y: //((unintelligible))//  
 728 N: I bought err err two tree ((shows with his fingers))  
 729 N: of th-olive  
 730 T: olive oi-olive? trees. oh oka:y?  
 731 N: err  
 732 A: is your garden in front of your house?  
 733 N: yes? //in front of house.\* in front of house  
 734 A: //or in other way?//  
 735 N: ((unintelligible)) I must tell ju: err I want to tell ju:  
 736 about err this tree. olive tree? is about fourty years age.  
 737 T: oh oka:y? so it is about fourteen years old.=  
 738 N: =fourty years old?  
 739 T: oh that's.=  
 740 N: =err.=  
 741 T: is it young? or is it an old one.  
 742 N: err normal.=  
 743 T: =oh it's a normal age.  
 744 N: normal years?=  
 745 T: =okay.  
 746 N: err they buy err this trees Yatağan town come from Yatağan?  
 747 T: I see? //it is\* originated from Yatağan//  
 748 →N: //evet. these trees is\* very hardly them [tr: yes]  
 749 T: huh. uh?  
 750 N: they err yara almak? err they kazımak?  
 751 T: ((unintelligible))  
 752 N: these trees ill-illness now.  
 753 T: illness.  
 754 N: because there was err some?=  
 755 R: =scar.=  
 756 N: =yara.  
 757 T: I mean okay scar huh. uh?  
 758 LL: scar  
 759 (( teacher writes the word on the board))  
 760 T: //scar//  
 761 N: //scar//  
 762 T: I mean scars on the body? //on the tree?//  
 763 N: // yes yes.//  
 764 I want to treatment? them.  
 765 T: oka:y? you want to treat them? //you// want to heal them?

766 N: //yeah.//  
767 I am researching today's err them for ill. for-for? ill?  
768 T: err for illness.=  
769 N: =for illness.=  
770 T: =for illness //perfect.//  
771 N:  
772 T: err so err this is your daily routine?  
773 N: err err I went to: the lesson?=  
774 T: =yes?  
775 N: and? house?  
776 T: huh. uh?  
777 H: //houseworking?//  
778 N: //and err go\* to books.=  
779 T: so do you have your wife during that time?  
780 N: yes? I have got a- I have got a ((laughter))  
781 LL: ((laughter))  
782 N: I have got a two children?  
783 T: huh. uh?  
784 N: my children was err big err one children a boy  
785 T: huh. uh?=  
786 N: and a //girl?//  
787 T: //girl//  
788 N: my girl is f-fourty years?  
789 T: huh. uh?  
790 N: he err finished university err of err international  
791 International traditions?  
792 T: international tradi-?=  
793 N: traditional traditions.  
794 Y: international relations?  
795 T: international relations maybe?  
796 →N: ticaret ticaret coin. [tr: trade]  
797 T: oh international trade? oka:y?  
798 N: after then he-she was (0.2) she went to Istanbul  
799 →N: istanbul'da soluğu aldı. [tr: she got Istanbul in no time  
800 flat]  
801 LL: ((laughter))  
802 →N: he-he-she err (0.2) bulmak? [tr: to find]  
803 T: found?  
804 N: she find she find  
805 T: found.=  
806 N: =a job err by yourself.  
807 T: I see. oka:y?  
808 →N: now he now-she now must work-working in French firma [tr:  
809 company]  
810 N: err err



811 T: French?=  
812 →N: =yeah. err my-my born my born olmaz ((laughter))  
813 [tr: it can't be my born]  
814 LL: my son?  
815 N: my son.=  
816 T: huh. uh?  
817 N: my son? Err break two err faculty.  
818 T: finished two faculties?  
819 N: no no.  
820 T: left. //left.//  
821 N: //left.// my b ((laughter)) my boy left  
822 T: oka:y?  
823 N: my boy left two faculty.=  
824 T: =faculties.  
825 N: err he went to err thirty faculty? this faculty is in  
826 Bulgaria?  
827 T: huh. uh? //in which city?//  
828 N: // now in Ankara.//  
829 err (0.2) city of Varna.  
830 T: Varna.  
831 N: Varna.  
832 T: oh Varna. oka:y?  
833 N: Varna he is err reading novel.  
834 T: oka:y? thank you? so much.  
835 okay so this is your daily routine.  
836 N: daily.=  
837 T: =okay. okay I want to ask someone else.  
838 maybe you can ask your question? to someone.  
839 okay? choose your question?  
840 LL: ((laughter))  
841 T: someone different.  
842 N: err err ((shows Mr. Yener for another question))  
843 T: okay. Yener hodja.  
844 Y: yes.  
845  
846 N: err bu zor bu zor ((laughter))  
847 [tr: this is difficult this is also difficult]  
848 →LL: ((laughter))  
849 N: do you think? It is important to learn how to use a  
850 computer.  
851 T: ehm.  
852 Y: a computer?=  
853 N: =a computer.  
854 T: okay. I give the question if you want?  
855 okay. do you think? it is important.=  
856 Y: =I got this I got this.

857 T: o:kay. good.  
858 Y: (0.5) I think err this is very important the-this time.  
859 T: //why?//  
860 Y: //this\* age. err it's err threat in communication?  
861 of course? now time is very very pricey.=  
862 T: =precious right?  
863 Y: precious (. oka:y?  
864 (( teacher writes the word on the board))  
865 T: it is precious. it is like valuable.  
866 Y: ((read the word)) priceless oka:y.  
867 T: huh. uh?  
868 Y: and it is very velibil [eng: valuable]  
869 T: huh. uh? valuable?  
870 Y: valuable this time.  
871 (0.4)  
872 T: huh. //uh?//  
873 Y: //and?// we don't err (0.6) we don't err sorry  
874 T: so my question is.=  
875 Y: I want to- I want to (.) I want to do jobs and swiftly?  
876 T: huh. uh? swiftly do you know swiftly? swift.  
877 ((class tries to guess))  
878 Y: fast.  
879 T: fast. huh. uh? swift fast.  
880 Y: fast ((American accent)) I remember it ((laughter))  
881 T: you can use swiftly? that's okay.  
882 Y: okay. and we send some fold and folders and any time  
883 we want to do err anywhere.  
884 T: huh. uh?=  
885 Y: =any country any ((unintelligible)) and this computer and  
886 internet  
887 give us a chance.=  
888 T: =for what?  
889 Y: (0.2) we send any folder any err (0.2) any  
890 A: file.=  
891 Y: =file of course. thank you?  
892 T: ((laughter)) that's //good.//  
893  
894 Y: all the world.  
895 T: oka:y? because it is just so much fast and err we can just  
896 complete our work maybe in two seconds.  
897 Y: huh. uh? and another advantage in computer use  
898 T: huh. uh?  
899 Y: computer use we have some hobbies. we communication with  
900 the other friendship and we learn about our hobbies?  
901 err some new knowledge and we improve my-ourself  
902 in our use or other use (0.2) maybe (0.2)

903 of course we research any-any issue.  
904 T: definitely. we have an open information actually  
905 all around the world?  
906 Y: err I use to youtube for learn English  
907 T: huh. uh? was it helpful?  
908 Y: yes yes yes yes. it's very useful for me.  
909 T: huh. uh?=  
910 Y: =I follow the English daily err kurs [tr: course]  
911 I don't remember it?  
912 T: maybe news? daily news?  
913 Y: daily news daily news.  
914 A: which kind of course is it. about speaking? or.=  
915 Y: =speaking and grammatic //and simultaneously\*give us.  
916 T: //grammar//  
917 U: ehm not only English you can find statistic in youtube.  
918 T: everything on youtube. that's right.  
919 Y: english daily course (.) name of the course I remember  
920 T: yeah.=  
921 Y: youtube has very many more course.  
922  
923  
924 T: actually have enourmous huh. uh?  
925 enormous topics inside of it err you know enormous  
926 It's like large you know?  
927 →R: extensive gibi mi. [tr: is it like extensive]  
928 T: yeah we can say extensive. giant  
929 U: giant? gigantic?  
930 T: gigantic ((laughter))so all the things are similar  
931 we have the whole information on youtube as well  
932 also on the internet. we are so much lucky? we have also  
933 have some disadvantages? but err we are trying to get the  
934 useful information from this side. oka:y? thank you so  
935 much.  
936 last question then I'll take a break. err alright Mr.  
937 Arden (.) could you please give us a question?  
938 A: yes.=  
939 T: =who want to- who do you want to ask?  
940 A: I want to ask to-to Ms. Esin.  
941 T: oka:y?  
942 A: err what do you? err what do you use dictionary for.  
943 T: ehm okay. good question.  
944 E: I use for some words learning some word.  
945 T: huh. uh?  
946 E: err I use for learning forensic.  
947 T: forensic? forensic.=  
948 E: =dictionary.

949 T: oh oka:y? it's your department dictionary.  
 950 E: yes ((laughter))  
 951 T: so my question is which? dictionary type do you use the  
 952 most.  
 953 I mean do you use internet dictionary? or let's say the  
 954 book one?  
 955 or electronic. which //one?//

956  
 957 T: why? do you use internet //dictionary.//

958  
 959 T: it is easy? huh. uh?  
 960 E: err there a lot of thing ((laughter))  
 961 T: you can find in seconds?=  
 962 E: =yes.  
 963 T: oka:y? I see. so do you think-what do you think about  
 964 dictionaries  
 965 book interne or electronic dictionaries. is it beneficial?  
 966 I mean is it useful-more useful than the book dictionaries.  
 967 A: yes it is more useful than the hardcopy dictionaries because  
 968 you can find it in phonetic //also//  
 969 T: //huh. uh?//  
 970 A: also make a click on the err (0.3)  
 971 H: °sound°.=  
 972 A: =sound  
 973 T: button you can say button.  
 974 A: button? and you can hear the phonetic of the word.  
 975 T: oka:y?  
 976 A: not only the meaning? not only the spelling.  
 977 T: but also?=  
 978 A: =but the when you looking up for the word? in book  
 979 dictionary?  
 980 T: huh. uh?  
 981 A: you cannot learn in phonetic. it is writing phonetic it is  
 982 T: actually? that's right. there is a pronunciation part.  
 983 A: not read the pronunciation for the word.  
 984 T: actually? I have so- maybe I think- I think you noticed  
 985 it? In the book dictionaries? there are some slashes.  
 986 LL: yes yes.  
 987 T: okay for example it says? it says  
 988 (( teacher writes on the board))

989 T: it is /ka:/ it means car  
 990 A: yes. but you must know what is the meaning of a and two  
 991 pointing.  
 992 T: it means you just need to make it long. like ka: not ka  
 993 LL: ka:  
 994 T: huh. uh?  
 995 U: we? don't like Brits. we like listen and watch.  
 996 LL: ((laughter))  
 997 U: because we don't like learning? by reading.  
 998 we like? learning watching and listening.  
 999 T: oka:y? that's a good one? okay thank you so much?  
 1000 Let us give a break for ten minutes?  
 1001 and? see you after then. alright?  
 1002 N: thank ju:.  
 1003 →U: hadi bakalım. [tr: let's go]  
 1004 ((after the break time))  
 1005 T: so:? did you learn some German words?  
 1006 O: only err A1 err.=  
 1007 T: =level?=  
 1008 O: =level. but err my lessons is old lesson err  
 1009 speak the English level.  
 1010 T: oh I see I see.  
 1011 O: err actually when I was Erasmus program?  
 1012 T: huh. uh?  
 1013 O: my English level was little fine?  
 1014 but now it's little bit bad ((laughter))  
 1015 T: because you know what I mean?=  
 1016 →O: =someone err yani err not in the ((unintelligible)) [tr:  
 1017 I mean]  
 1018 →O: I speak and I err şey err aklıma gelmedi şimdi.  
 1019 [tr: well I couldn't remember ]  
 1020 T: you understood?=  
 1021 O: =I understand.=  
 1022 T: huh. uh?  
 1023 O: but now is not good.  
 1024 T: ehm. but actually it's not that much bad  
 1025 I mean you say it's too bad it' no:t.=  
 1026 O: =//not too bad.//  
 1027 T: //you're talking\* actually.=  
 1028 →O: I want err ya ne denir? ((laughter)) [tr: how to say]  
 1029 T: you want to //improve//  
  
 1030  
 1031 T: huh. uh? do you know fluent?

1032 LL: yes.  
 1033 →M: akıcı [tr: fluent]  
 1034 T: huh. uh? speak fluently for example.  
 1035 →N: fluent ehm akıcı [tr: fluent]  
 1036 O: my English level not so good not so bad ((laughter))=  
 1037 T: =it's in the middle? //maybe?//  
  
 1038  
 1039 LL: ((laughter))  
 1040 O: little little into the middle  
 1041 LL: ((laughter))  
 1042 N: middle middle in the middle  
 1043 LL: ((laughter))  
 1044 →U: ilk o geliyo dimi? akla. [tr: it comes to the mind first  
 1045 right]  
 1046 LL: ((laughter))  
 1047 T: but I believe that? if you're in-on abroad let's say?  
 1048 you have to speak English.  
 1049 O: //yeah.//  
 1050 T: //that's// the reason why? you are always practising  
 1051 and you speak fluently (.) when you come back to Turkey?  
 1052 it happened to me as well? I speak just a little bit  
 1053 slowly? in English. and I was like what's wrong with me?  
 1054 T: and I started to talk to my foreing peo-foreign friends  
 1055 on whatsapp with voice record. we were just sent the voice  
 1056 records  
 1057 to each other. It is really helpful (.) if you have foreign  
 1058 friends?  
 1059 I suggest you to send some voice records (.) to your  
 1060 friends.  
 1061 It is really helpful actually to speak more fluently.  
 1062 U: ((unintelligible)) we can err I think not thinking  
 1063 speaking.  
 1064 T: not thinking spe-oh (.) I mean?=  
 1065 U: =not thinking speaking  
 1066 T: err I think? it depends on people. some of the people speak  
 1067 fluently but they are aware of what they say.  
 1068 Y: not prepare of it  
 1069 T: sorry?  
 1070 Y: we don't prepare this fluently in English-speak fluently  
 1071 English.  
 1072 T: I think?=  
 1073 U: I like my Turkish style English.  
 1074 T: huh. uh?  
 1075 U: I don't want to speak like a English man? I want to speak

1076 Turkish man //in English.//

1077

1078 N: Tarzan language

1079 →U: ((laughter)) Tarzanca [tr: Tarzan language]

1080 Y: when we go to other countries?

1081 T: huh. uh?

1082 Y: we need any Turkish people.

1083 T: //any what//

1084 Y: we don't need we don't need <<any>> Turkish people.

1085 T: you don't //need?//

1086

1087 T: =that's good.

1088 Y: also we have to speak English.=

1089 T: =definitely.

1090 Y: good ((unintelligible))

1091 T: if you see some Turkish people (.) run away. okay?

1092 LL: ((laughter))

1093 T: oka:y?

1094 Y: no worries.

1095 T: no Turkish at all no no.

1096 so:? err let's move on some more questions

1097 and then I will just make some activities oka:y?

1098 LL: okay.

1099 T: so:? sir ((shows Mr. Murat))

1100 would you like to ask a question.

1101 M: °okay?°=

1102 T: ok:ay? ((looks at the question))

1103 (0.10) someone? who is different. okay?

1104 M: (0.4) what kind of art do you like.

1105 T: ehm.

1106 M: what kind of art ((shows Mr. Remzi))

1107 T: if you want? //I can give it to.//

1108

1109 R: =Remzi. ((smiles))

1110 M: Remzi (( nods his head))

1111 R: °what kind of art°  
1112 T: what art (.) theatre? classical music? err.=  
1113 R: =I like err pictures? //I can say//

1114  
1115 R: =yeah.  
1116 T: so? what? kind of pictures do you like as an art.  
1117 R: like err (0.3) err (0.3) pictures of err nature.  
1118 T: oh nature? It's good huh. uh?  
1119 R: pictures err for err describing err the history? or  
1120 ((unintelligible)) history.  
1121 T: so maybe some wars? //some pictures\* of wars?

1122  
1123 T: huh. uh?  
1124 R: telling about err us?  
1125 T: huh. uh?  
1126 R: I like it.  
1127 T: so you like picture arts?=  
1128 R: =yes.  
1129 T: picture art about nature? and also some historical ones.  
1130 R: yes.=  
1131 T: oka:y? very good? thank you.  
1132 err who wants to ask? a question.  
1133 N: yes.  
1134 T: yes? oh oka:y? go on.  
1135 N: err I like to err opera?  
1136 T: ehm? very good.  
1137 N: and aria.  
1138 T: I love it //as well.//

1139  
1140 T: huh. uh?  
1141 N: because err for us err for arts for Turkey. for Turkey  
1142 peoples.  
1143 but I'm err (0.2) very very (.) curiosity very much?  
1144 T: oh? curious. ((writes on the board))  
1145 LL: curious.  
1146 T: okay? do you know curious?  
1147 →N: (0.2) merak? [tr: curiosity]



1148 →T: huh. uh? meraklı [tr: curious]  
 1149 I'm very curious about? opera for example.  
 1150 N: I'm a very curiosity man?  
 1151 T: curious.  
 1152 N: yeah. I went to err o-opera in the Romania.  
 1153 T: in Romania? ehm.=  
 1154 N: yes(.) that's ma-my err girls.  
 1155 she is-she was /ti:/ years-/ti:/ years approximately. [eng:  
 1156 two years]  
 1157 T: she is in tears?  
 1158 N: no she is /ti:/ (.) years.= ((shows two with his fingers))  
 1159 T: two years? you say?  
 1160 N: /ti:/-two years (.) two years old  
 1161 T: oh two years old (.) okay.=  
 1162 N: =two years old.  
 1163 O: ago?=  
 1164 T: =ago?  
 1165 N: my err my err si-my kızım? [tr: daughter]  
 1166 LL: daughter?  
 1167 N: /do:tor/ my daughter [eng: daughter]  
 1168 N: /fortntli:/ err fortnt ((tries to say frightened))  
 1169 R: fortunately?=  
 1170 N: =no fortunately. fort-korktu [tr: got scared]  
 1171 R: frightened?=  
 1172 T: =oh frightened?  
 1173 N: /frotnd diks/ opera. [eng: frightened this]  
 1174 T: opera. oka:y?  
 1175 N: opera:? Err after dens years? [eng: ten]  
 1176 T: huh. //uh?//  
 1177 N: //I went\* a-another operas err in the  
 1178 ((unintelligible))  
 1179 : Kazakhstan.  
 1180 T: oh Kazakhstan.  
 1181 N: there are some doctorate students there?  
 1182 T: o-//oka:y?//  
 1183 N: //I told\* them? err (0.2) you: go-you will? go to opera.  
 1184 any opera. then? tell. err they go home to me? an opera?  
 1185 T: huh. uh?  
 1186 N: vonderful opera he asked vonderful opera. [eng: wonderful]  
 1187 T: wonderful.=  
 1188 →N: =I am err beğenmek ne demek? [tr: what is to like]  
 1189 T: pleased.  
 1190 N: ehm very fi:zd? [eng: pleased]  
 1191 T: satisfied.  
 1192 →N: satisfied (.) suc-successful başarılı [tr: successful]  
 1193 T: oh? you mean successful?

1194 N: yeah (.) it is very successful opera.  
1195 T: oh oka:y?  
1196 N: because? for us cultural structure for there was cultural  
1197 structure.  
1198 this opera because err in this-in this there was? Err  
1199 traditionals  
1200 costumes.  
1201 T: ehm. traditional //costumes.//

1202  
1203 err there was a woman. she was-she was Cemile.  
1204 T: oh Turkish?=  
1205 →N: =Cemile Turkish (.) there was very muhteşem? [tr:  
1206 wonderful]  
1207 T: wonderful.=  
1208  
1209  
1210 N: =wonderful wars. she was? wonderful-she //had\* wonderful  
1211 wars.

1212  
1213 okay. she? had a wonderful wars (.) that's good.  
1214 N: I greet a poem- a poet.  
1215 T: huh. uh?  
1216 N: this err this aria ((unintelligible))  
1217 T: yes //you wrote it//  
1218 N: // I write\* a poem this aria.  
1219 T: I see.=  
1220 →N: =evet. [tr: yes] it was very wonderful voice in Almanda?  
1221 Kazakhstan.  
1222 T: oka:y?=  
1223 N: =yes.  
1224 T: thank you so much (.) I understood that you are interested  
1225 in arts.  
1226 which is about opera and aria? you wrote the arias?=  
1227 N: =yes.  
1228 T: and one of the most important ones was in Almanda and you  
1229 really liked them. oka:y?  
1230 N: yes. oh there was another in Kiev.  
1231 T: Kiev?  
1232 N: another opera? this opera was Carmen?

1233 Carmen is very important for Mustafa Kemal Atatürk.  
1234 T: huh. uh?  
1235 N: because Atatürk err was err visited err the same opera?  
1236 T: oh? I see.=  
1237 N: it was Carmen. vunderful.= [eng: wonderful]  
1238 T: =wonderful.  
1239 N: yes.  
1240 T: oh I'm pleased to learn it.  
1241 N: in Kiev.=  
1242 T: in Kiev. oka:y? okay. I will just remind it to myself.  
1243 →N: everything in Kiev Ukrayna. [tr: Ukraine]  
1244 T: Ukraine.  
1245 N: yes yes.  
1246 T: thank you so much?  
1247 →N: ben de thanks. [tr: me too]  
1248 T: oka:y? let's? just. take the last question maybe?  
1249 but this time I want you to ask someone who did not speak.  
1250 oka:y?  
1251 who wants to ask the question.  
1252 Mr. Uygur? can you ask somebody (.) somebody?  
1253 →U: err (0.4) °kim yapmadı?° [tr: who didn't speak]  
1254 ((looks around and chooses Mr. Murat))  
1255 sir? do you think children be allowed a supervised access  
1256 to internet.  
1257 LL: ((laughter))  
1258 M: can you repeat the question?  
1259 U: do you think? children should be allowed a supervised  
1260 access to internet.  
1261 T: ehm. if it's too much hard? I can change it if you want.  
1262 I mean it is up to you.  
1263 U: I think he can //answer\* this question.

1264  
1265 allowed? do you know allowed?  
1266 →U: izin vermek.= [tr: to allow]  
1267 M: =of course not? because err (0.2) internet is a err need.  
1268 there are so many good things (.) so many useful things  
1269 but?=  
1270 T: huh. uh?  
1271 M: at the same time? there are so many harmful thing.  
1272 It's just like real life? whatever you've found in rea  
1273 life?  
1274 there are everything in internet (.) that's why? when you  
1275 protect your children? in your real life? you have to  
1276 protect your children in the internet. that's why? we

1277 should supervise and err we should  
1278 face some err (0.2) in fact I don't remember the word  
1279 ((laughter))  
1280 T: which one is it?  
1281 M: err  
1282 →A: önlem? [tr: precaution]  
1283 Y: protection?  
1284 T: protection maybe?  
1285 R: filtering?  
1286 T: caution?  
1287 M: caution maybe? we have to protect some err.=  
1288 R: =precautions.  
1289 T: ((writes on the board)) and? what else protection.  
1290 yes please ((unintelligible))  
1291 M: just like err antivirus err anti security programs.  
1292 T: ehm.  
1293 M: we have to use them and it's impossible to protect and  
1294 supervise  
1295 all the time?=  
1296 T: =yes especially in the cl-in the school.  
1297 M: ((unintelligible)) we can't wait write them. that's why we  
1298 need some programs? to protect their surf? that's why we  
1299 have to supervise but it's err not possible all the time  
1300 ((laughter))  
1301 T: so until which age? can you supervise  
1302 your children //from the internet//

1303  
1304 T: =sixteen years?  
1305 M: sixteen.  
1306 T: and after then I think everybody is just finding accep  
1307 access.=  
1308 M: =yeah.=  
1309 T: =to go on internet find everything yeah  
1310 M: yes in fact even if you protect them from computer  
1311 you can't protect from phones (.) you know they are  
1312 everywhere?  
1313 T: huh. uh?  
1314 M: every phone and it's really difficult  
1315 T: or the cell phones //as\* well?

1316  
 1317 in their hands?  
 1318 T: I think? in a very early age? children started to use  
 1319 phones.  
 1320 I see one of my students who are at-who is at fifth grade?  
 1321 he was using iphone? and he was going on internet. but  
 1322 maybe he is  
 1323 at the age of twelve? or something like that (.) it's a  
 1324 very early age actually.  
 1325 M: yes.  
 1326 Y: nearly two years (.) //nearly two years.//

1327  
 1328 Y: maybe one= ((laughter))  
 1329 T: =yes they have actually the tablet and so on.  
 1330 T: yes that's right.  
 1331 U: because cell phone is useful for us (.) err  
 1332 we give the children cell phone? and they can use it?  
 1333 and we are in comfort and we can make out jobs?=  
 1334 T: =you can get relaxed maybe? ((laughter))  
 1335 U: yes.=  
 1336 A: but I wonder is it possible if we take precautions in our  
 1337 home and make the harmful of the internet err to be err  
 1338 zero person err in front of our children? is it possible  
 1339 err to take err precaution in this topic?  
 1340 U: //precaution?//  
 1341 T: //ehm.//  
 1342 A: and? make harm of the internet?  
 1343 U: there are some software protective err to prevent. if you:  
 1344 err desire err if you ask to do err (0.2) ttnet or whatever  
 1345 you want take internet service? err they can use e-software  
 1346 to protect and make zero (.) you can do it  
 1347 //but you need to ask.//  
 1348 T: //and I know something.//  
 1349 N: can I ask something? = (( shows Mr. Murat))  
 1350 T: =yes of course?  
 1351 N: err can you err the your childrens? from f-films or  
 1352 → err çizgi film. [tr: cartoon]  
 1353 →T: err çizgi? roman. [tr: comics]  
 1354 →N: err çizgifilm [tr: cartoon]

1355 U: //animation?//  
1356 T: //oh cartoon?//  
1357 LL: cartoon.=  
1358 N: oh cartoon cartoon (.) yes cartoon.  
1359 M: I don't think there is a special for cartoon films -there  
1360 is a special software for cartoon films? but err you can  
1361 ask err a strategic ((unintelligible)) for cartoon err  
1362 software? I don't know the exact software but there is some  
1363 topic err to choose. and you can limit err some of the  
1364 subjects.  
1365 U: may I say one point?  
1366 U: oh sorry (( says sorry to interrupt Mr. Murat))  
1367 when I will err show a-animation film to my sons? I first  
1368 watch and then I will show them because some of them is  
1369 err (.) unsuitable - unsuitable for this age.  
1370 N: yes.=  
1371 Y: =cartoons have some protection and have some shapes (.)  
1372 plus sixteen plus nine.=  
1373 T: =ehm (.) huh. uh?  
1374 Y: for family not useful for ((unintelligible))  
1375 N: yes.  
1376 →Y: including err şiddet? [tr: violence]  
1377 LL: violence.=  
1378 T: =err we can just say violence.  
1379 Y: that's includes violence or not (.) we have some shapes.  
1380 governments use it err.=  
1381 T: for warning right?=  
1382 Y: for warning yes.  
1383 U: smart?  
1384 Y: //smart.//  
1385 T: //that's\* right in the cinemas you can see actually.  
1386 N: asso-associate of government? in Ankara?=  
1387 Y: =huh. uh?  
1388 →N: they will make a proje? a projects for children? [tr:  
1389 project]  
1390 I know that some project? because I have err-I had in this  
1391 project. for children for err cartoon films (.) and books.  
1392 N: because some books-there are some books for children?  
1393 err (0.3) all standing-all standing follow books.  
1394 →N: baştan başa [tr: throughout]  
1395 T: oh from the beginning till the end.  
1396 U: ((unintelligible))  
1397 →N: yanlış mi söyledim. [tr: did I say something wrong]  
1398 word standing.=  
1399 T: =word standing?  
1400 →N: baştan başa. [tr: throughout]

1401 T: throughout maybe?  
1402 LL: throughout. ((try to pronounce the word correctly))  
1403 N: throughout all the books for children? is har-har-harmful.  
1404 T: throughout the years ((writes on the board))  
1405 N: for times (.) throughout.=  
1406 T: okay.=  
1407 Y: =of course? protection of the (.) internet  
1408 ((unintelligible))  
1409 →Y: some protection err (0.2) main internet sağlayıcılar  
1410 içerisinde  
1411 veriyor aslında. [tr: the internet presents you with the  
1412 providers.]  
1413 T: ((laughter)) provide- I mean providers.  
1414 U: ttnet had it about this. err.=  
1415 T: =some pack?  
1416 U: packs (.) err it is saved- save err maps line.  
1417 Maps internet line.=  
1418 Y: =huh. uh?=  
1419 U: =in the same which ((unintelligible))packet in this band.  
1420 but no one buy this.  
1421 T: definitely unfortunately (.) actually this is really  
1422 Important for our children? and for their psychological  
1423 situation. so I think we need to buy the packs maybe to  
1424 utilise and limit their access to the internet.=  
1425 U: =but I have a opinion err this situation.  
1426 T: okay.  
1427 U: we ((unintelligible)) somethings if we-we don't control  
1428 anything?  
1429 we banned it we forget it (.) but we ban all of  
1430 ((unintelligible))  
1431 things.=  
1432 T: =what do you mean by?=  
1433 U: =ban ban  
1434 T: oh ban.  
1435 U: that's forbidden.  
1436 T: okay that's right.  
1437 U: we ban all the time all computers or tablets (.) we thin  
1438 err all.  
1439 U: the internet all technological device all technological  
1440 tools very? harmful. err enemy in house we can that.  
1441 N: do you know?=  
1442 →U: =but (0.4) our err my nasıl söylesem birader ((laughter))  
1443 [tr: how to say brother-in-law]  
1444 Y: brother?=  
1445 U: =brother-in-law err make agriculture err he earn thirteen  
1446 thousand liras? in one year.

1447 LL: thirteen thousand liras  
1448 U: yeah he earn (.) he earn.  
1449 A: he use internet?  
1450 U: not. in agriculture  
1451 A: ye:s.  
1452 U: but two iphone is thirteen thousand liras. we have to  
1453 develop us? in technology (.) and this children will make  
1454 this.  
1455 T: they'll create maybe.  
1456 U: yes.  
1457 A: you mean if you forbidden this technology access from  
1458 children? they can-they wont improve themselves in this  
1459 area.=  
1460 U: =for example? we can't solve a situation in our phone or  
1461 tablet but what we do? hey boy girl make this please. we  
1462 want solve this  
1463 thing our children our students young people. because they  
1464 born in a electroni age.=  
1465 T: =technological era.=  
1466 U: =technological age?  
1467 T: huh. uh?  
1468 M: they know better than us.  
1469  
1470 U: yes? they know better than us we don't confuse it harmful  
1471 side ban?  
1472 forbidden. this children in technology is our future.  
1473 T: huh. uh? but I think at some age as some people say? we  
1474 need to impede some of the websites I guess. because this  
1475 could be kind of problematic after ages.  
1476 //but this\* is my opinion.  
1477 U: //but// we confuse this err harm-harmful  
1478 websites equal cell phones equal tablets equal PC okay? we  
1479 think  
1480 it's safe. if we protect our children from harmful side of  
1481 technology? we have to ban or forbidden everything about  
1482 technology.  
1483 we think t his.  
1484 T: okay.=  
1485 U: =because we don't control our children. we don't borders  
1486 we don't have borders.  
1487 T: //of course yeah? we don't have borders.//  
1488 A: //you mean this is our mistakes.//  
1489 U: ha? ((asks Mr. Arden))  
1490 A: you mean? this is our mistakes.=  
1491 U: =our mistakes.  
1492 A: we cannot err the harmful side of the internet and the



1493 technology? from the useful side from the technology and  
1494 the internet.=

1495 U: =for example?=  
1496 A: =we must recognize this very well.=  
1497 U: =nuclear energy -is nuclear energy harmful?  
1498 M: yeah.=  
1499 U: =yeah. oka:y?=  
1500 A: =but you can't say it is useful.  
1501 →O: patlarsın hocam ne demek? ((laughter))  
1502 [tr: sir how do we say you explode]  
1503 LL: blow or explode  
1504 U: but err we have not nuclear medicine department in err  
1505 medicine faculty.  
1506 T: huh. uh?  
1507 U: =we can use nuclear energy with getting well people (.)  
1508 healthy for people (.) it's the same. internet not harmful.  
1509 M: °yes.°  
1510 T: okay.=  
1511 →U: =if internet is harmful? e-devlet e-government is harmful.  
1512 [tr: electronic state]  
1513 T: ((laughter)) okay.  
1514 N. internet err control for children? is not er=  
1515 U: =we don't know how we control children.=  
1516 T: =I accept all the ideas because we have cons and pros as  
1517 usual?  
1518 so this could be-to you it could be harmful to you-for you  
1519 it might  
1520 be beneficial? it depends on the people. I respect  
1521 everything? thank you so much?  
1522 N: err  
1523 T: but no:w I have another activity for you? this is again  
1524 about describing something? to your friends? so:? where is  
1525 it? ehm okay.  
1526 T: I have some words right here? I'm going to stick it in your  
1527 back(.)  
1528 oka:y? and you ask some questions? to learn what is it.  
1529 for example?  
1530 in my back? there's written let's say car oka:y? I ask my  
1531 friends what am I. am I a human? am I an object? am I a  
1532 an animal? and I get some information and I find my word.  
1533 oka:y? (0.2) so I'll stick it to your backs right now? and  
1534 you need to just get up again? to ask some questions to  
1535 your friends. you can just use the  
1536 area. (( shows the mobility))  
1537 →U: şimdi senin arkana bir şey yapıştıracamız sonra soru  
1538 soracaksın öğrenmek için. [tr: now we stick something on

1539 your back then you will ask some questions to learn it]  
 1540 M: can we stand up?  
 1541 T: yes? please. and could you please turn back? ((asks Ms  
 1542 Esin)) Mr. Uygur just a second? And Mr. Arden? oka:y?  
 1543 alright? I think everybody has the ones. so you may ask  
 1544 some questions to each other.  
 1545 ((learners look at each other's papers))  
 1546 LL: ((laughter))  
 1547 U: what am I?  
 1548 A: a country.  
 1549 U: oh a country?  
 1550 A: yes.  
 1551 T: by the way it's a language.  
 1552 A: brother country  
 1553 U: Spanish?  
 1554 A: err no.=  
 1555 U: Greece?  
 1556 A: yes.  
 1557 (( rest of the learners also ask questions to each other  
 1558 to learn))  
 1559 E: there are many Turkish people in this country (( tells Mr.  
 1560 Nihat))  
 1561 N: I am sorry ((laughter))  
 1562 T: okay? ask him oka:y? help him. can you just turn?  
 1563 R: country of Hitler.  
 1564 A: I couldn't see it. can I see it?  
 1565 LL: Hitler Hitler.  
 1566 →N: ha Almanya? [tr: oh Germany]  
 1567 E: Hitler.  
 1568 N: oh Germany.  
 1569 T: yes. it was easy ((laughter))  
 1570 LL: ((laughter))  
 1571 U: Volkswagen  
 1572 T: can I take the one?oka:y? thank you.  
 1573  
 1574 →N: err rude language (.) rude language. kaba dil [tr: tough  
 1575 language]  
 1576 →E: huh. uh? kaba dil. rude. [tr: rude language]  
 1577 LL: ((laughter))  
 1578 U: complicated (.) complicate language  
 1579 →E: birasıyla ünlü dedim de. [tr: I have said it's known for  
 1580 its beer]  
 1581 LL: ((laughter))  
 1582 (( learners talk to each other about how to explain  
 1583 Germany))  
 1584 T: okay? so today we're going to be closing-finishing the

1585 lesson? with  
1586 T: a video. oka:y? it's a new verb (0.3) do you know have a  
1587 pop?  
1588 U: pop?  
1589 T: to have a pop. huh. uh?  
1590 LL: pop?  
1591 U: which pop? music pop?  
1592 T: have a pop (.) it's different not like music (.) it's  
1593 different. are you ready to learn have a pop? let's?  
1594 write. it? here. today? you will learn a new verb. Which  
1595 is? ((0.2)) have a pop. ((writes on the board))  
1596 what is it? let's see. are you ready?  
1597 LL: yes.  
1598 T: o:kay.  
1599 ((the class watches the video and takes notes))  
1600 T: alright? so the pop is not about the music (.) actually  
1601 have a pop is trying something- trying to fix something  
1602 for example. so my question is just? create something some  
1603 sentence about your life? for example (.) can you make a  
1604 sentence about have a pop?  
1605 M: sorry (.) do we use it especially when somebody seems to  
1606 not to can't to do something?  
1607 T: yes (.) I try try try and try? and I use this one. for  
1608 example? okay. I-I have a pop at finding a topic for my  
1609 research.you understand? I'm trying to find a topic for  
1610 my research. so I use? have a pop. for example.=  
1611 M: =for example negative always.  
1612 T: err not negative actually? you know I'm trying to find  
1613 something  
1614 T: it could be positive as well.=  
1615 N: =so it can be positive.=  
1616 T: yes.  
1617 A: so we are attending course to have a pop at speaking Eng  
1618 English?  
1619 T: definitely (.) yeah. can you? just tell me again then I  
1620 can write  
1621 your sentence?  
1622 A: we are attending this course?  
1623 T: huh. uh?  
1624 A: to have a pop.  
1625 T: attending this course to have a pop at  
1626 A: speaking in English.=  
1627 M: =but you can't.  
1628 LL: ((laughter))  
1629 T: no:?=  
1630 U: =no:? you can.

1631 LL: ((laughter))  
 1632 U: be? yourself teacher.  
 1633 LL: ((laughter))  
 1634 T: seriously you are. you're speaking very well (.) I did  
 1635 not? speak during the class toda:y? you were speaking.  
 1636 because I'm just observing all of you? I just speak mayb  
 1637 only about twenty minutes  
 1638 but rest of the hours? you were talking. so you should  
 1639 congratulate yourself (.) really.  
 1640 A: this is because of you are or-organising the class (.)  
 1641 very well. //by the-giving// ((unintelligible))  
 1642 T: //thank you:?\* I'm appreciated (.) //but you//  
 1643 are as well.  
 1644 U: //U design\* ((laughter))  
 1645 T: you are motivated and willing.=  
 1646 A: =yes.  
 1647 T: to have a pop at speaking English (.) o:kay. is there  
 1648 anybody?  
 1649 →N: yes err I can meet err- I have a pop for a çiment [tr:  
 1650 cement]  
 1651 T: fo:r?  
 1652 →N: for çiment-çimento.= [tr: cement]  
 1653 U: =cemento.=  
 1654 A: =concerete.=  
 1655 Y: =cement.  
 1656 T: ehm.  
 1657 →U: çimen cement [tr: cement]  
 1658 T: err let me check it out because I don't know how to write.  
 1659 sorry. I don't know how to write it? sorry.  
 1660 A: you mean concrete for?=  
 1661 T: =cement?  
 1662 M: yes cement.  
 1663 T: thank you sir (.) yeah for cement. oka:y? I have a pop  
 1664 //maybe we should say?//  
 1665 N: //in my garden.//  
 1666 T: ((writes on the board)) in my garden okay. maybe it's much  
 1667 better.  
 1668 N: pop at cement for my car  
 1669 T: okay what did we say? I have a pop at cement for my car.  
 1670 actually is it cement?  
 1671 →N: no no? not my car. err bahçe için [tr: for garden]  
 1672 T: garden?  
 1673 N: garden.  
 1674 T: oh okay. I was like car? what is it ((laughter))  
 1675 so it's about garden.  
 1676 N: garden.

1677 A: and how can you use the cement? in your garden.  
1678 N: err there was err some err  
1679 O: can you choose the blue pencil?=  
1680 T: oh yes of course.  
1681 →N: err direk diyecektim. [tr: I was about to say pole]  
1682 LL: ((laughter))  
1683 A: pole  
1684 N: pole? some poles ((unintelligible))  
1685 A: colone. ((laughter))  
1686 T: yes (( says yes when Mr. Murat raises his finger))  
1687 let's hear the- sir?  
1688 M: when we are using have a pop at? do we need something?  
1689 T: oh yes.  
1690 M: pop at cement so what's the verb.  
1691 T: generally actually? you know.=  
1692 M: =that's a noun I think.=  
1693 T: =yes that's right but I think generally because they are  
1694 using in the same way?  
1695 they are using at preposition for noun? verb? everything.  
1696 so they don't use for they don't use in they do not use  
1697 on (.) they only use at.  
1698 M: but the verb? now what are we doing.  
1699 T: cement  
1700 M: cement is also a verb?  
1701 T: no? just only noun. but they are using how to say  
1702 integrate-integrate the nouns to have a pop and cement  
1703 (.) how can we do this? they are thinking I think at  
1704 T: is much possible. oka:y? okay everybody (.) this is the  
1705 end? do you want to add any sentence for this? I would  
1706 love to hear.=  
1707 R: I think I am ((unintelligible)) so I-I am planning to have  
1708 a pop at writing a novel.  
1709 T: oh? that's really cool. oh oka:y? so do you have err any  
1710 err how to say any interest  
1711 in the type of books?  
1712 R: historical.=  
1713 T: =historical oka:y. so you are having a pop at writing  
1714 book. oka:y? very good. anybody else?  
1715 U: we are yes Mr. Arden we have a pop at walking night.  
1716 T: walking?  
1717 U: walking (.) walking?  
1718 A: walking? at the evening.=  
1719 T: =oh walking at night (.) or in the evening.  
1720 LL: yeah.  
1721 T: oka:y wow is it real?  
1722 U: yes real.

1723 T: oh oka:y.=  
1724 A: =we are walking together?=  
1725 U: =we are walking Tekzen last week? did you? so you started  
1726 err pop-having a pop at  
1727 walking?=  
1728 LL: =yes.=  
1729 T: =last week.  
1730 U: not last week ((looks at Mr. Arden))  
1731 A: every evening we try to do it.  
1732 T: I see? it's really heathy (.) to be fit  
1733 LL: ((laughter))  
1734 U: healthy yes.  
1735 T: do you want to add something? (.) ladies?  
1736 E: err I have a pop at learning yoga.  
1737 T: oh that's really lovely.  
1738 →E: üç gün katıldım ((laughter)) [tr: I attended yoga for  
1739 three days]  
1740 LL: ((laughter))  
1741 T: it's really cool. do you want to add anything Ms. Helin?  
1742 U: err similarly I have a pop at doing pilates.  
1743 T: yes? is it sportive and mediating for your body? to your  
1744 soul.  
1745 U: yes.  
1746 T: okay? cool. so thank you so much everybody? this is the  
1747 end of the class. err I would like to get your numbers  
1748 phone numbers to create the whatsapp group? and I will sen  
1749 the poem?  
1750 U: ehm.=  
1751 T: on-to the whatsapp group? and I want you to record your  
1752 voice and send me to my gmail address. Oka:y?  
1753 N: okay.  
1754 T: so:?  
1755 U: we can record a video also.  
1756 LL: ((laughter))  
1757 T: if you want to? why not? you can just do it.  
1758 ((Mr. Yener gives the pencil to teacher to write the date  
1759 on the signed paper)) thank you very much? sir can you just  
1760 write your phone number please? and (.) that way. thank  
1761 you so much? everyone. it was really lovely to have you.  
1762 M: are you going to use these questions again?=  
1763 T: oh yes. I'd love to take that one? oka:y? thank you? you  
1764 can just throw them.  
1765 ((teacher collects all the question papers))  
1766 R: just phone numbers or e-mail address?  
1767  
1768 T: just phone numbers. phone numbers are fine? (0.5) maybe

1769 next week or after two weeks?  
1770 I plan? err to bring some Erasmus students to the  
1771 classroom.  
1772 LL: wow?  
1773 T: so:? you can talk? you can share? their culture (.) it will  
1774 be nice actually for you as well?  
1775 A: where are they from?  
1776 T: err they are from Czech Republic? Italy err Poland err  
1777 there was one more country  
1778 I don't remember right now? but if you wish? I can just  
1779 accept in my class as well.  
1780 LL: of course of course.  
1781 T: okay. so you can communicate with them. oka:y. very good.  
1782 A: ((unintelligible)) you ehm is? there. err some website I  
1783 can play  
1784 it (.) for err  
1785 listening English? for example ((unintelligible))  
1786 T: okay okay? I think you wrote your phone numbers? I will  
1787 create the whatsapp group you know?=  
1788 A: =yes.  
1789 T: I will send the specific websites that I like so much? I  
1790 will send you the website on err the group.  
1791 A: okay (.) thank you.  
1792 T: you are welcome.  
1793 →N: bir de can you? phone e-mail for new group. [tr: one more  
1794 thing]  
1795 T: I will create a new group.  
1796 N: yes.=  
1797 T: =b1 speaking level (.) oka:y.  
1798 N: b1?  
1799 T: yes.  
1800 U: can you do this lesson for our children?  
1801 T: if they want me to? yeah why not?  
1802 U: because they need this lesson? they learn English in primary  
1803 School but have no chance err for speaking (.) they know  
1804 what is this colour? they know what is that? they can say  
1805 they can say but?  
1806 T: in the summer actually the last summer? I gave some English  
1807 classes to the children. all together in a group way? it  
1808 T: was really helpful because each  
1809 week? we went to?  
1810 somewhere different. we went to shopping? we went to? err  
1811 how to say touristic area? and we use specific words? in  
1812 the area. so it was really comfortable.=  
1813 U: you can-you can speak with administration your teacher?=  
1814 T: =totally. yeah?=

1815 U: err you can do this for us? you can do it for like this?  
1816 err for a err  
1817 → nasıl dicem bunu? [tr: how can I say this]  
1818 → ücreti mukabilinde? ((laughter)) [tr: for a fee]  
1819 T: no no that's okay. I don't care? about it really.  
1820 U: you don't care about this? but school care about this?  
1821 T: yeah I guess (.) I got this.  
1822 →U: döner sermaye care about this. [tr: circulating system]  
1823 LL: ((laughter))  
1824 T: for sure? ((laughter)) you're right.  
1825 →U: döner sermaye speaking ((laughter)) [tr: circulating  
1826 system]  
1827 T: thank you so much Mr. Murat. this is mine ((shows the pen))  
1828 thank you so much for  
1829 attending my class? see you next week.  
1830 LL: see you. ((some participants waves their hands to the  
1831 camera))  
1832 T: ((shows the camera)) you can say hi-bye ((laughter))  
1833 see you later? see you later.  
1834 M: have a nice day?  
1835 T: have a nice day.  
1836 ((Mr. Remzi collects some papers that are thrown))  
1837 T: thank you so much sir? thank you so much. yeah? you can  
1838 throw them out.  
1839 okay (.) thank you? have a nice day? bye.



05.03.2019

1 T: okay? so Esin (.) what do you see for example. (0.4) they are  
 2 doing fine?  
 3 E: no.=  
 4 T: no:? oka:y?  
 5 LL: ((putting the words correctly into the sentence by talking to  
 6 each other))  
 7 T: what do you think observers? are they good? //are\* they doing  
 8 fine?  
 9 A:  
 10 they are working good.  
 11 U: bin?go:. I finished.  
 12 LL: finished (.) we finished.  
 13 T: you finished? oka:y (.) observer what do you think. is it true?  
 14 observers? look at them. (0.10) so what do you think (.) they  
 15 are correcting in the right way? did they do good?  
 16 U: OH OH OH OH OH ((warns)) don't corrects- don't correct.  
 17 N: this is the correct sentence ((laughter))  
 18 U: ((laughter)) well Nihat teacher? please don't correct  
 19 the sentence. okay?  
 20 T: so:? it should be? here for my ((unintelligible)) so who is the  
 21 winner? who is the winner observers?  
 22 E: ((shows the other group with her finger))  
 23 T: what? do you think. which? is the winner- which group is the  
 24 winner.  
 25 A: the same sentence in different way.=  
 26 T: =different way? yeah I noticed it?  
 27 A: are they correct?  
 28 T: you know what? actually both of them are correct (.) you can  
 29 use like this as well? speaking course with you?:  
 30 A: is amazing.=  
 31 T: actually this one is true? but this one is okay as well.  
 32 N: all of them err.=  
 33 T: =true as well.  
 34 →U: yok onlar şeyi bulmuşlar (.) şunu şunu.  
 35 [tr: no they have found err this one this one]  
 36 T: the word of this sentence could be either here? or? here.  
 37 It would be fine.  
 38 A: oka:y?  
 39 T: so? //what\* do you think.  
 40 A: //so// they are two in achievement.=  
 41 U: NOT EQUAL WE WIN. they confuse to err ((unintelligible))  
 42 A: ((explains)) this is correct.=  
 43 U: =PLEASE? MY FRIEND. ((laughter))

44 A: I ask you? why you correct it.  
45 U: I don't? correct it. what you think? change the words please. ((laughter))  
46 T: so? which word did he say. this one? mine.  
47 LL: mine.=  
48 U: we change it.=  
49 T: =you changed it? you accept it? so:? I should say the winner i:s?  
50 ((teacher turns to Mr. Arden))  
51 A: yes err th-this group.=  
52 T: this? the first group then congratulations  
53 LL: ((applauds))  
54 T: oka:y? thank you so much?  
55 U: I think err ((unintelligible)) colour one.  
56 T: I don't know I mean I can't say it? I've no idea  
57 →U: bunlar değiştirdiler ben gördüm [tr: they have changed it I have seen it]  
58 (( U-shape of the class is turned back after the game))  
59 T: thank you so much? (0.3) so in today's class? we're going to be learning  
60 something? new (.) but? first of all? I would like to show a video? a short  
61 video. just try to focus and try to understand what is it-what it is about.  
62 alright?  
63 ((the fun video about pronunciation mistakes is watched by the participants))  
64 T: ((laughter)) o:kay. so. first of all I would like to ask you  
65 what did you understand haystory? izlend? and so on. [eng: history island]  
66 so? today what are we going to be talking about?- what do you think about it.  
67 M: pronunciation  
68 T: huh. uh?  
69 U: ((raises hand)) it-it's learn-learning language  
70 T: yeah learn language in the right pitch? right sound? right intonation? And  
71 right pronunciation right? this is important. so today we're goin talking  
72 about? and learning about? the phonetic alphabet. do you? have any idea about  
73 what phonetics? alphabet is.  
74 U: °phonetics alphabet.°=  
75 T: =huh. uh? (0.3) so this is like Turkish alphabet? but this is-belongs to the  
76 language(.) English language. ((writes on the board)) phonetics alphabet.  
77 A: there are writing between slashes.=  
78 T: =huh. uh? //that's right.//  
79 A:  
80 ((teacher writes IPA))  
81 R: International Phonetics Alphabet.=  
82 T: huh. uh? that's right and you can search google like this? IPA (.) it is  
83 International Phonetics Alphabet. so: err when I say something like err  
84 for example? door? or can you please tell me a word? give me a word.=  
85 R: =another word?=  
86 T: =okay another word.  
87 R: err close close  
88 T: okay so this is how it's written right? we write it in that way but actually  
89 In phonetics alphabet? we like-write it like this. °/klauz/° but it shows us

90 how we can pronounce the words in a correct way. so: I have? (0.4)

91 U: what (.) for we?

92 T: yes. I have little tiny cards for you? ((hands out the cards))

93 (0.6) okay? (0.2) and I will open it from here as well? so will see.

94 A: I was decided to ask you err something like this? because I see err there is

95 the corridor. err=

96 T: oh yes.

97 A: and take it photo for this.=

98 T: =you took? it.=

99 A: =yes.

100 T: ((unintelligible)) (0.6) just check it //out we will talk about\* this

101 A:

102 T: ((looks at the photo)) yes that's right this is //the phonetics//

103

104 T: huh. uh? these are the symbols?=  
 105 A: =yes.  
 106 U: this phonetics alphabet standard? //standard?//  
 107  
 108 T: English? British English? American English? all of them (.) so? let's just ha  
 109 a look at the first one? this is about i right? this one (.) but if you just  
 110 put two dots? It means that you need to make it longer. You give the voice?  
 111 longer. for example sheep for example let's say? feel so can you give me some  
 112 examples in your mind?  
 113 Y: tea.  
 114 T: tea? oka:y? so we say tea? but actually it is? /ti:/ okay? do you have an ide  
 115 E: ch-cheap.  
 116 T: cheap that's right. we say? (0.2) /tʃi:p/ so as you can see /i:/ and so on.  
 117 and? on the right side? you see the short /ɪ/ let's say busy we don't say  
 118 /bi:zi:/ we say /bɪzi/ alright? (0.2) good very good. and on the right side  
 119 as you can see this one? is /ʊ/ sound (.) the same with ((unintelligible))  
 120 ((0.3)) for example? put. I can write it like? /pʊt/ alright for example  
 121 you see? it's good? we don't say it's /gu:d/ but we say /gʊd/ (0.2) it's  
 122 written like this? but it is /gʊd/ (.) do you have any idea about it (.)  
 123 any words?  
 124 N: foot.=  
 125 T: foot?  
 126 R: cook.  
 127 T: cook let's say? ((writes on the board)) /kʊk/ that's right (.) so let' move o  
 128 with? another one. I don't write the long ones? but you can see /u:/ right?  
 129 with the-two dots. again? What jus-did we do? we just make it //longer.//  
 130  
 131 T: that's right so? for example /ʃu:t/ you know shoot?  
 132 Y: shoes. ((not sure about himself))  
 133 T: shoot or let's say? /ʃu:z/  
 134 U: goose  
 135 T: huh. uh? /gu:z/=

136 U: =in the poem? did you remember that?= ((turns to Mr. Arden to ask))  
 137 T: =that's right in your poem? we have /gu:z/ huh. uh?  
 138 Y: choose.=  
 139 N: put  
 140 U: °choose° ((unintelligible)) and choose ((remembers a line from the poem))  
 141 ((unintelligible))  
 142 T: that's right ((laughter)) so we have as well choose okay. choose. (0.2)  
 143 N: soup?=  
 144 T: =soup? huh. uh? it's again here? so:? what about this one. (.) this is normal  
 145 /e/ sound /e/ bet pat this is different? but we? have. this one. schwa sound.  
 146 we call it like schwa.  
 147 U: °schwa° °schwa°  
 148 T: huh. uh? (0.4) in Turkish we call it like /ɪ/ sound /ɪ/. for example?  
 149 for instance /'ɪnstəns/ I don't say /'ɪnstens/ I say /'ɪnstəns/. (0.6) o:kay?  
 150 so? do you have any idea to give examples to me about the /ə/ sound? (0.6)  
 151 U: exciting?  
 152 T: excited maybe excited. for example ((writes on the board)) oka:y? ɪk-'sai-teɪd  
 153 R: honour.  
 154 T: honour? huh. uh? /'ɒnə/ so until that part do you have any question? (0.4)  
 155 well alright. so can I erase it? if you wrote it?  
 156 LL: ((nods their heads))  
 157 T: or >>//I'll just\* wait for a second.=<<  
 158  
 159 =are we going to repeat all things time by time?  
 160 T: err maybe it would be nice? because otherwise you will forget about it? so  
 161 It would be really nice if you can repeat it with the err activities?  
 162 examples?  
 163 A: °yes°  
 164 T: that would be right. (0.3) okay so:? what was that. what was the sound.  
 165 LL: /u/  
 166 T: /u/ sound and what about-if I say shoes? is it this one ((shows the short u))  
 167 LL: no the other one.  
 168 T: the other one okay (.) err for example pillow pillow you know pillow?  
 169 LL: yes yes  
 170 →U: yastık= [tr: pillow]  
 171 T: =so which one is it (.) pillow. short /i/ or long /i:/ let's say  
 172 LL: short.=  
 173 T: =short one. pillow okay. //err//  
 174 N: //pillow//  
 175 T: let's say? desk (.) desk  
 176 LL: desk  
 177 Y: /e/.  
 178 T: yes /e/ sound huh. uh? but when I say? cat it is /æ/ sound. >>for example<<  
 179 bet okay? this is normal /e/ sound but if I say bat /æ/ sound.  
 180 R: America  
 181 T: America? ehm yeah? that's right. huh. uh? we use this one.

182 so bed (.) bat cat education  
183 R: °education°  
184 T: huh. uh?  
185 A: ego?  
186 T: err we call it like /igo/  
187 U: /ego/ /igo/ which one?  
188 T: probab-generally we use ego ju-like /igo/ (.) in Turkish  
189 we say /ego/ but in English we say? /igo/ it ego egoism.  
190 U: superior?  
191 T: //superior?// superior huh. uh? superior ego huh. uh?  
192 A: //I mean//  
193 I mean ago two years ago three years ago.=  
194 T: oh you mean ago. huh. uh? that's right.  
195 U: ego super ego not this.  
196 T: yes it is in the-this one. huh. uh? it is /ægo/.  
197 huh.uh? no sorry sorry this is here.  
198 A: so it is normal /e/.=  
199 T: =huh. uh?  
200 A: /ego/=  
201 T: /ego/ /e/. not /ægo/ something like that? it is /ego/  
202 A: /e/  
203 T: huh. uh? okay. (0.3) maybe I can just erase  
204 //the top part?//  
205 A: //it is very\* difficult. (0.3)  
206 T: it's a bit yes difficult ((laughter))  
207 →A: ((turns to Mr. Uygur)) dimi? [tr: isn't it]  
208 U: ((turns to Mr. Arden)) I love what she say ((laughter))  
209 A: we must pronounce all more for this.=  
210 T: definitely definitely that's why I brought some of them  
211 as well if you err I will just give them to you? but? not  
212 right now? let's move on with another thing. so we have? this  
213 one. this is /ɜ/ sound /ɜ:/ you see the dots here? it means  
214 that you need to make it longer? so? /ɜ:/ like birds  
215 LL: birds  
216 R: flirt?=  
217 T: =flirt huh. uh?  
218 N: hurt.  
219 T: hurt. >>for example<< curtains you know curtains?  
220 U: curly?  
221 T: curly? huh. uh? as you can see? this is /kɜ:li:/  
222 U: submarine?=  
223 T: hu? summary?  
224 U: submarine  
225 T: err submarine? (( writes on the right category))  
226 U: oh okay summary.  
227 A: these are long /ɜ:/

228 T: yeah these are long /ɜ:/ //because// yes the long one.  
 229 A: //long.//  
 230 T: because we have two dots here? so it's /ɜ:/  
 231 A: I don't see is the=  
 232 T: =err it's a bit here ((writes on a seeable area))  
 233 A: oh okay.  
 234 T: oka:y? (0.3) hopefully it's okay. (0.5) okay we will look at this one  
 235 right now? (0.3) let's put it here? (0.4) let's start with the short one  
 236 and then we will look at the long one. ((unintelligible)) okay so this? is.  
 237 short /ɒ/ sound. for example shot the door please or let's say ehm pot (0.3)  
 238 A: too hot  
 239 T: not for example you say  
 240 U: dot  
 241 T: not dot in British English we say /dɒt/ but Americans say  
 242 /dat/  
 243 LL: /dat/  
 244 T: huh. uh? so this one for example? err  
 245 U: °door°  
 246 T: sorry?  
 247 U: it's just door.  
 248 T: huh. uh?door in American English we use /dɔ:r/ but if you are British?  
 249 you don't need it?  
 250 U: /dɔ:/  
 251 T: huh. uh? /dɔ:/  
 252 A: silent. ((shows the r letter))  
 253 T: yes this is the silent one that's right ((laughter)) okay ehm.=  
 254 U: source source?  
 255 T: /sɔ:s/  
 256 U: source. not? souce  
 257 T: yes I mean source right? this one ((writes on the board))  
 258 LL: source /sɔ:s/  
 259 T: /sɔ:s/ huh. uh? is it too much difficult?  
 260 A: yes.=  
 261 U: =it's very much difficult.  
 262 T: oka:y? so let's? just only? use them and try to write some of the words okay?  
 263 let's just try to write some of the words? which include /ɜ/ /a/ /i/ okay?  
 264 let's? try to write it and then we'll just discuss about it oka:y? (0.4)  
 265 because today I don't want to finish them to you? because this is a little  
 266 bit hard? we have so many letter? I think we should learn just a few of them  
 267 this week next week and the other week. oka:y?  
 268 A: which one only the first line?  
 269 T: ehm let's see? /i:/ /i/ /u/ /u:/ /e/ /ɜ/ schwa sound /ɜ:/ and /ɔ:/  
 270 A: okay.  
 271 T: okay? I mean this part? where is it. (0.3)  
 272 A: you can make it bigger  
 273 T: oka:y? ehm

274 A: yes.

275 T: (0.4) okay the first part? ((shows the letters)) oka:y? this part? and lastly

276 that one. oka:y?

277 U: I feel like starting primary school.

278 LL: ((laughter))

279 T: this is kind of hard really (.) in our first year in our department? we were

280 supposed to learn this one. otherwise you can't pronounce the words correctly

281 so that's the reason why we just learn it in the first week in our depart-in

282 our first year. so it is just a pa:rt but when you learn it?

283 it's a mathematical question it's going to be easy for you trust me. but we

284 need to practise right now.

285 Y: we trust you //((laughter))//

286 T: //((laughter))// so let's just try to write some of the words

287 Which include /i/ /u/ and so on in a normal way.

288 A: I think you give us err homework for err to make us?

289 pronounce //((unintelligible))//

290 T: //actually\* you know what I mean? I just brought your feedbacks

291 and it includes your mistakes and you need to find the right phonetics into

292 these boxes I will just describe it to you? but not right now.

293 →C: °hocam biz napıcaz şimdi? ° ((asks Mr. Arden)) [tr: sir what are we doing now

294 →A: ((turns to Ms. Ceren)) °buradaki harfleri içeren bazı kelimeler yazacaksınız.

295 [tr: you will write some words including those letters]

296 ((the participants write words for ten minutes))

297 T: do you have any idea or do you want to give some examples for /i/?

298 A: yes /ki:p/=

299 N: =/ki:p/

300 T: /ki:p/

301 A: yes.=

302 T: =huh. uh?

303 U: shield?

304 T: shiled huh. uh? err it is different. I'll talk about it later.

305 U: okay.

306 T: it's shi-eld.

307 Y: skilled?

308 T: huh. uh? ((writes on the board))

309 Y: I say ski //err sport//

310 T: //oh ski\* yeah oka:y?

311 M: sleep.=

312 T: huh. uh?

313 E: piece.

314 T: sleep (0.4) and let's write here? piece.

315 R: sheep (0.2) oh it's //written//

316 T:

317 keep skilled ski sleep sheep and piece as you can see? we made it longer /i:/

318 sound.=

319 U: sheep

320 T: okay? so do you have any example for /i/ sound short /i/  
 321 U: shield ((laughter))  
 322 T: ((laughter)) shield okay. (0.3) you're talking about this one right? shield.=  
 323 U: =yes.=  
 324 T: =okay. so? it is? shield.  
 325 N: heal.  
 326 T: heal let's say heel huh. uh?  
 327 O: tea  
 328 T: thin huh. uh? (0.2) err tea for here but  
 329 O: thin?=  
 330 T: =think for here.  
 331 N: pink (.)  
 332 T: pink huh. uh? very good?  
 333 U: silk?  
 334 T: sorry just a second? Pink  
 335 N: silk ((shows Mr. Uygur))  
 336 T: huh. uh? very good very good (.) good question sorry good example actually.  
 337 U: ((talks to himself)) think var? mı burada.  
 338 T: o:f course so as you can see short /i/ sounds silk pink not pi:nk pink.=  
 339 U: =pink  
 340 T: thing okay this is /ŋ/ sound /θɪŋg/  
 341 →U: sorsana sor ((tells to Osman [tr: just ask her]  
 342 T: yes please? yeah yeah  
 343 O: why /tin/ is not for err this segment. [eng: thin]  
 344 T: did I say so.=  
 345 O: /tin/ /tin/ [eng: thin]  
 346 T: //think?//  
 347 O: //thin.=//  
 348 T: =oh thin oka:y? no? it's true it's true (.) I thought that you were saying te  
 349 O: no no no no no ((laughter))  
 350 T: this is thin huh. uh?  
 351 U: ((discusses with Mr. Osman)) think  
 352 →O: ben tea anladım ((laughter)) [tr: I understood it was tea]  
 353 LL: ((laughter))  
 354 N: sit?  
 355 T: huh. uh? sit. sit sit /i/ sound huh. uh? very good (.) so what about  
 356 the short /u/  
 357 N: cool  
 358 U: afternoon  
 359 T: /aftənu:n/  
 360 U: /nu:n/  
 361 T: /nu:n/ /nu:n/  
 362 U: who  
 363 T: who huh. uh?  
 364 U: could.=  
 365 N: =cold.



366 T: sorry ((has a rush to write all the examples on the board))  
 367 (0.2)who  
 368 O: call?  
 369 T: err but it is /o/ sound  
 370 D: cut.  
 371 T: cut? huh. uh? (0.2) oh oh sorry this is=  
 372 R: =a.=  
 373 T: =no no no (.) I mean it is just like this just ((unintelligible))  
 374 cut /a/ sound not /u/ sound?  
 375 U: cool?=  
 376 N: =cat.  
 377 T: err no? it should be /u/  
 378 Y: ((unintelligible))  
 379 T: sorry?  
 380 Y: ((unintelligible))  
 381 T: err it's again /u:/  
 382 Y: which one true I don't know.=  
 383 T: you say nose?  
 384 Y: /nu:s/ ((shows his nose)) [eng: nose]  
 385 T: nose it is about /o/ sound nose.  
 386 R: google  
 387 A: book.=  
 388 O: =monster.  
 389 T: book monster /o/ sound you say?  
 390 Y: book.=  
 391 T: =huh. uh?  
 392 Ü: look?  
 393 T: huh. uh?  
 394 E: cook.  
 395 T: cook huh. uh? (0.4)  
 396 →Y: bende two kaldı [tr: I have got two as a word]  
 397 LL: ((laughter))  
 398 T: yes huh. uh? that's right took huh. uh? (.) I took it  
 399 from my mother (.) took /u/ sound. I think this is enough for  
 400 /u/-/u/ sound (.) what about? /u:/  
 401 Ü: //brought//  
 402 Y: //soup//  
 403 T: sorry?  
 404 Ü: brought.  
 405 T: brought? huh. uh? (0.2) err brought err I think no?  
 406 U: afternoon.=  
 407 N: =nu:z ((shows his nose)) [eng: nose]  
 408 U: nose  
 409 LL: ((speak all together))  
 410 T: okay.  
 411 N: uz uz [eng: whose]

412 T: whose? huh. uh? whose is this.  
 413 N: bought buy-bought.=  
 414 T: =whose.  
 415 LL: choose.  
 416 N: bought (.) buy-bought  
 417 T: bought? //err\* it's a /o/ sound.  
 418 U: //choose//  
 419 N: bought second  
 420 T: buy bought bought right?  
 421 N: yes.=  
 422 T: but it's /o/ sound (.) bought. huh. uh?  
 423 U: lose?  
 424 T: lose?=  
 425 U: lose.  
 426 T: huh. uh?  
 427 N: route?  
 428 T: route?  
 429 U: root.  
 430 T: route. huh. uh?  
 431 U: root.  
 432 T: oh root? this one.  
 433 →U: kök [tr: root]  
 434 T: root okay.  
 435 →U: rule? yaratıcı ((laughter))[tr: creative]  
 436 T: oka:y? what else? do you //have// any idea?  
 437  
 438 U: tool?=  
 439 T: true that's good? huh. uh? true?  
 440 U: tool.=  
 441 →Ü: şimdi tool true oldu da tool niye olmadı?  
 442 [tr: why is tool appropriate and tool not]  
 443 T: tru:e huh. uh?  
 444 A: could? could?  
 445 T: I could (.) we don't say I /kuld/ we say I /kud/  
 446 O: could could  
 447 T: huh. uh?  
 448 O: would  
 449 T: for example I could climb a mountain huh. uh? (0.2) any any?=  
 450 Y: =zoo?  
 451 E: //choose// ((looks at what teacher writes and smiles))  
 452 T: //zoo?\* that's right that's good you have super (.) many many  
 453 words.  
 454 LL: ((unintelligible))  
 455 →U: ((turns to Mr. Osman)) bir sürü yazdırdım  
 456 [tr: I told a number of words to write]  
 457 T: okay?=

458 U: =tool?  
 459 →O: ((turns to Mr. Uygur)) aa tool olur aslında.= [tr: oh tool is okay actually]  
 460 T: =tool. huh. uh? so:? (.) /e/ sound. not /æ/ but /e/  
 461 R: men?  
 462 T: men (.) but? oka:y? plural? or? singular.  
 463 M: m-m-//men//  
 464 T: //so\* it is different. //so:? we\* have  
 465 Y:  
 466 O: men.=  
 467 T: two?=  
 468 Ü: =plural.=  
 469 T: =men? but both of them actually each of them is pronounced differently.=  
 470 R: =yes.  
 471 A: //yes.//  
 472 T: //so:??// //if I\* say? men? but for plural?=  
 473 R: //plural//  
 474 A: =singular (.) //ehm//  
 475 T: //it is\* /men/ but if I say /mæn/  
 476 U: /mæn/=  
 477 T: it is /æ/ sound /mæn/ what a man.  
 478 Y: single man.=  
 479 T: a man was looking at me //but two men//  
 480  
 481 T: men?  
 482 A: this one? plural one?  
 483 T: this one? plural (.) two men.=  
 484 A: =two men or more than.=  
 485 T: =yes. but the other one /mæn/ /e/-/æ/ sound.  
 486 /men/ /mæn/  
 487 R: what about woman?  
 488 T: woman err (.) err  
 489 U: /wımın/?=  
 490 T: =no it's not. /wımən/ /wımın/  
 491 LL: /wımın/  
 492 T: yes /wımən/ is singular one-one woman two? Women /wı/ /ı/ sound schwa  
 493 two women //huh. uh? oka:y?//  
 494 U: //I can say\* it's difficult.  
 495 Y: /wımın/  
 496 LL: ((pronounce both words))  
 497 →U: /wımın/ iyiydi ya [tr: /wımın/ was better]  
 498 T: let's look from here  
 499 Ü: meat.=  
 500 M: set.  
 501 U: ten.=  
 502 T: =ten okay. err ten  
 503 →O: şey key [tr: well]

504 T: set.  
 505 T: set good?  
 506 M: get?  
 507 T: get.  
 508 LL: ((laugh for something between each other))  
 509 →O: tecrübe ((laughter)) [tr: experience]  
 510 T: //pet// huh. uh?  
 511 N: //pet//  
 512 T: err okay? we just wrote it  
 513 Y: err sorry tell?  
 514 T: tell?=  
 515 Y: =tell.  
 516 T: huh. uh? I tell? you. I tell you (.) okay. huh. uh? (0.3)  
 517 H: //meat?//  
 518 U: //cat?//  
 519 T: meat // /i:/ //  
 520 H: // /i:/ // ((raises finger to indicate she gets it  
 521 nonverbally))  
 522 T: huh. uh? /mi:t/  
 523 U: /cat?/=  
 524 C: =sell-sell-sell  
 525 T: sell? yeah I mean this one right?  
 526 C: huh. uh?  
 527 R: send?  
 528 T: send huh. uh? very good?  
 529 Y: maybe square?  
 530 T: your message was sent. err=  
 531 U: cat-cat.  
 532 T: cat?=  
 533 U: cat.  
 534 T: not /ket/ /kæt/  
 535 U: /kæt/=  
 536 T: huh. uh? so which one?  
 537 LL: /æ/  
 538 T: huh. uh? /kæt/ sound //not /ket/ //  
 539 A:  
 540 between than by /vibreifən/  
 541 [eng: vibration]  
 542 four our ((unintelligible))  
 543 T: /e/ yeah there's a vibration in /e/ and /æ/ there is also  
 544 vibration.  
 545 U: //ten tent neck?//  
 546 T: //because these are\* the vocal sounds.=  
 547 U: =ten?  
 548 T: you know vocal? /a/ /e/ /ɪ/ /i/ /o/ /ö/ /u/ /ü/ (.) /b/ /p/  
 549 /z/

550           these are the consonant (.) ones.

551       U:   tent?

552       T:   tent? huh. uh?

553       Y:   (0.4) shell?

554       T:   shell? huh. uh?=  
555       N:   =this one's for you:. ((turns to Mrs. Helin))  
556       U:   spend?

557       T:   sorry? ((writes on the board)) shell okay?

558       N:   okay.=

559       O:   tend? tend (0.2)

560       T:   //can you\* just spell it?

561       U:   //can't?//

562       →O:  şey tend.

563       →N:  meyilli eğilim ((shows with his hands)) [tr: tend]

564       T:   oh tend? that's right huh. uh? tend.

565       O:   yes yes.

566       →U:  eğilim. [tr: tend]

567       T:   okay okay good. (0.3) oka:y? so we have the /æ/ sound.=

568       N:   new (.) new.

569       T:   meal?=  
570       N:   no mean anlam.= [tr: meaning]

571       T:   =oh mean? //err// mean? includes here actually?

572       N:                //yes.//

573       T:   because ((shows something)) okay? it is /mi:n/ you see?  
574       /mi:n/ oka:y?

575       Y:   //meal?//

576       T:   //so here?//

577       Y:   meal?

578       T:   man (.) we just want=  
579       Y:   meal.

580       T:   meal? no again?

581       Y:   ohhh ((laughter))

582       T:   meal meal no sorry here (( writes on the right category))  
583       meal /miəl/ you know? (0.3) do you know? pat? for example  
584       if you pat the cat? pat the dog?

585       U:   yeah?=  
586       T:   pat.

587       U:   pat.=

588       →T:  huh. uh? köpek sevmek [tr: pat the dog] pat the dog huh. uh?

589       R:   /domed/ /domed/ /nomed/

590       T:   err how? can you write it.

591       R:   /domed/ göçme /domed/

592       T:   immigrate?

593       R:   (0.2) err no no who is immigrating /nomed/

594       T:   I think we don't know /nomed/

595       N:   hat?=

596 A: by ((unintelligible)) patting you mean as a verb.  
597 T: no? err patting the cat patting the dog you know I:=  
598 A: how can you ((unintelligible)) as a noun.  
599 U: this word is verb okay?  
600 →T: in Turkish we say sevmek [tr: love]  
601 A: sevmek fiil olarak  
602 T: yes huh. uh? //I am patting\* the cat.=  
603 A: //isim olarak?  
604 → isim olarak nasıl //telaffuz ederiz?// [tr: how can we  
605 pronounce it as a noun]  
606 U: //only animals?//  
607 T: err I think the same (.)pat pat some of the things are just  
608 the same.  
609 U: can we use only animals?  
610 T: yes ((unintelligible)) pat  
611 R: how about mad (.) mad-mad man.  
612 T: mad (.) I get mad you know? crazy. huh. uh? I get mad. let me  
613 write it again.  
614 U: sad.  
615 →O: sad? sad yeah. said? said olur mu [tr: is said appropriate]  
616 T: sad? huh. uh? (0.8)  
617 →U: benimki olmaz dimi? [tr: mine is not appropriate isn't it]  
618 A: that.  
619 T: that? huh. uh? (0.5) that?  
620 R: what about cake? cake?=  
621 T: =err it includes everything (.) err let's say cake /keik/  
622 R: oh okay.  
623 T: huh. uh?  
624 N: what dad-what does it mean dad?  
625 T: dad? father.  
626 N: father.=  
627 T: huh. uh? oh daddy how are you okay //this is I think\* much  
628 N:  
629 T: easier one for you I guess schwa? sound. I mean? in Turkish?  
630 we have /ɪ/ sound oka:y?  
631 LL: okay.  
632 Y: (0.3) excited  
633 T: excited? I think we have-oka:y?  
634 U: °excited about° ((reads what is written on the board))  
635 T: excited about let's write it again?  
636 U: angry? (.) exciting?  
637 T: about  
638 LL: ex-ci-ted  
639 T: excited? huh. uh?  
640 R: enormous.  
641 T: enormous huh. uh? (0.5)

642 Y: examination.=  
 643 T: examination huh. uh?  
 644 N: /inonımıs/=  
 645 T: enormous  
 646 N: enormous ((pronounces correctly))  
 647 T: huh. uh?  
 648 U: extrao==  
 649 T: =example examination?  
 650 Y: (0.5) exaggerate  
 651 T: exaggerate? ehm exaggerate? huh. uh? (0.4) for example?=  
 652 C: =/ekstreme/ [eng: extreme]  
 653 T: extreme?  
 654 →C: ilginç anlamında ben mi yanlış hatırlıyorum.  
 655 [tr: it means interesting do I remember wrong]  
 656 T: err //interesting.//  
 657 D: //interesting.//  
 658 T: ehm no-not interesting=  
 659 C: =/ekstreme/=  
 660 Y: =/ɪkstri:m/=  
 661 T: =I don't think that we have /ə/ sound in it.=  
 662 C: =ehm.  
 663 T: (0.2) somebody said something?  
 664 N: exactly?  
 665 T: exactly? exactly. yeah huh. uh?  
 666 R: exactly?  
 667 T: huh. uh? ex-act-ly //for example?\* education  
 668 U: //°special°//  
 669 A: °education°  
 670 T: so how do we write it? like this. /ɛdʒu(:)'keɪʃən/ /ə/ sound  
 671 education.  
 672 LL: education.  
 673 P: discrimination.  
 674 T: discrimination huh. uh? //pronunciation//  
 675 O: //aynı şey// ((laughter))  
 676 R: information.  
 677 T: huh. uh?  
 678 N: /ʃən/ /ʃən/=  
 679 T: =from /ʃən/ that's right //do you have any idea about it?//  
 680 LL: // ((laughter))//  
 681 T: sorry?  
 682 M: err (0.3)  
 683 T: do you have any example?=  
 684 M: no.=  
 685 T: =no? okay. so:? for the last two of them? (.) let's see? /3:/  
 686 Y: dirty.=  
 687 T: =dirty? very good. /dʒ:ti/ (0.3) huh. uh?

688 H: //thirty//  
689 O: //curly//  
690 T: curly?  
691 U: silly?  
692 T: err but silly /i/  
693 E: thirsty?  
694 R: early?  
695 T: thirsty?  
696 N: firstly?  
697 U: /k3rənt/ [eng: current]  
698 R: early in the morning.=  
699 T: early in the morning (.) early.  
700 LL: early.  
701 T: huh. uh?  
702 Y: curly?  
703 →U: curly var. [tr: curly is written there]  
704 T: curly? we have curly.  
705 U: worried.  
706 →Y: curling dedim ama? [tr: but I have said curning]  
707 O: curling err.=  
708 U: =winter sport.=  
709 O: =winter sport.  
710 T: oh I didn't know this? can you spell?  
711 LL: ((laughter))  
712 U: curling  
713 O: c.=  
714 T: so c?  
715 U: c-u-r-//l//  
716 H: //l//  
717 T: l?  
718 R: i-n-g  
719 LL: i-n-g  
720 T: i-n-g curling? oka:y? thank you.  
721 →H: seyrediyoruz merak etme [tr: we watch it no  
722 worries]  
723 T: okay?  
724 Y: ice sport.=  
725 T: is it an ice sport? okay. I didn't know that  
726 U: ((turns to Mr. Yener)) ice sport? or winter  
727 sport.  
728 Y: ice-winter.=  
729 T: =maybe winter sport?  
730 Y: on the ((unintelligible))  
731 U: ((unintelligible))  
732 H: winter sport.  
733 T: okay? so for the last one (.) this /o/ sound



734 H: although  
 735 T: although huh. uh? (0.3) I will write right  
 736 here? /ɔ:|ðəʊ/  
 737 A: show.=  
 738 T: although.  
 739 U: although short.  
 740 T: huh. uh? /ʃɔ:t/  
 741 H: /mɔ:t/ [eng: mouth]  
 742 T: which one mouth? ((shows mouth))  
 743 H: mouth  
 744 N: count=  
 745 T: =err mouth is /a/ /maʊθ /  
 746 LL: mouth.  
 747 T: huh. uh?  
 748 U: emotion.  
 749 T: emotion emotion ((writes on the board)) emotion  
 750 O: as though as though  
 751 H: mount?=  
 752 N: =throw. ((shows with gestures))  
 753 T: throw? huh. uh? throw? very good.  
 754 →N: through var bir de hocam through içinden zamanla  
 755 [tr: there is a word like through Ms, through the  
 756 time]  
 757 T: oh throughout? that's right? that's /u/ sound /u/.  
 758 N: /u/.  
 759 R: (0.2) board board b-black board.  
 760 T: board? huh. uh? black board  
 761 //white board something like that//  
 762 P: //I bought some//  
 763 T: I was born in //Istanbul\* for example born?  
 764 O: //snowboard//  
 765 P: bought? bought?  
 766 T: bought huh. uh?=  
 767 P: =buy-bought?  
 768 T: ((writes on the board)) I bought a new bicycle  
 769 for example.=  
 770 U: /bo:t/ [eng: both]  
 771 T: vote yeah please? vote.  
 772 U: (0.3) not vote /bo:t/  
 773 O: /bo:t/=  
 774 U: =two of them.=  
 775 T: //oh boat\* this? one.  
 776 O: //both of them//  
 777 no b-o-h-t=  
 778 H: b-o-t-h.  
 779 T: okay to be clear it is /bəʊθ/

780 LL: /bəʊθ/  
781 U: /bəʊθ/=  
782 T: =yes that's right ((laughter))  
783 U: both  
784 T: o:kay. okay? yes it's the break time? //so see you  
785 after? ten minutes.//  
786 →H: şimdi biz bundan önce kaçsa mıydık ((laughter))  
787 [tr: should we have got out of the class before  
788 that]  
789 T: oka:y.  
790 U: ((tries to pronounce both)) /bot/ /bəʊθ/  
791 N: if you want the ((unintelligible)) paper?  
792 T: oh yes I'd love to (.) thank you so much?  
793 N: you're welcome.  
794 →H: arkasını doldurmadım [tr: I have not filled out the  
795 back side of the paper]  
796 T: oh alright. did you finish it?  
797 O: ((gives the paper))  
798 T: thank you so much?  
799 U: my paper is there.  
800 T: alright I can take it (.) thank you?  
801 E: ((gives the paper))  
802 T: thank you so much?  
803  
804 **((ten minutes break))**  
805 T: okay. just easy one (0.4) so it's a phonetic form  
806 of a sentence (.) so? when you just read it do you  
807 understand what I wrote? (0.2) //can you\*tell me  
808 U: //I saw.//  
809 LL: I sold my house.  
810 T: huh. uh?=  
811 N: =house.  
812 T: ((writes on the board)) I sold my house  
813 N: my big house  
814 O: big house?=  
815 N: =my beautiful house.=  
816 T: =okay. it is actually like this I mean? the  
817 phonetic is going to be easier for you when you  
818 just practise about it (.) I will give more  
819 examples? to you?  
820 M: err how can we find err phonetic alphabet written  
821 ((unintelligible))=  
822 T: =I wrote it for you guys? ((laughter))  
823 M: you mean practise in real life?  
824 T: yes err maybe? in real life you can put a book  
825 yourself just take an English book?

826 →M: what-what's for it yani what's use of it  
827 //to understand writing// [tr: I mean]  
828 T: //err it's really\* helpful for your pronunciation  
829 when you just learn this one? it's going to be  
830 helpful when you read the err meaning of the word?  
831 in the err dictionary let's say.  
832 M: yeah just only in dictionary.=  
833 T: =dictionary but on the right pronunciation is good  
834 as well I mean err if you say? for example how  
835 do you read it ((writes great))  
836 LL: /gri:t/=  
837 T: /gri:t/ (.) actually /gri:t/ is wrong /greit/ is  
838 right.  
839 Y: oh? ((laughter))  
840 LL: ((laughter))  
841 T: or for example?=  
842 N: =old ((unintelligible)) no ((laughter))  
843 T: ((writes hiccup))  
844 E: /hɪkaf/  
845 U&N: /hɪkək/  
846 N: /hɪkək/  
847 T: actually it is /hɪkək/  
848 LL: /hɪkək/  
849 T: huh. uh? so it is important (.) if I know how it-it  
850 is written for example?  
851 →LL: hıçkırık. [tr: hiccup]  
852 →T: huh. uh? hıçkırık. [tr: hiccup] if I know how it is  
853 written and if I'm able to read it? so it is much  
854 more beneficial for me. I know how to pronounce?  
855 it. so? that's why I sometimes-will bring you-give  
856 you some information about pronunciation alright?  
857 N: okay.  
858 T: so? just every week just bring this with you?  
859 (( show the phonetics alphabet chart))  
860 and we will make practice.  
861 U: is there any program or website do you know?  
862 //long\* sentences transform to=  
863 T: //err//  
864 =huh. uh?=  
865 U: =to phonetic alphabet.=  
866 T: =yes.=  
867 U: =sentences?  
868 T: so? when you write (.) IPA I mean international  
869 phonetics alphabet on google? you will find it  
870 for example if you write the English form err like  
871 this?=

872 U: I sold my house?=  
873 T: =huh. uh?  
874 U: //is transformed//  
875 T: //it can be transferred// to the err phonetic form  
876 alright? (0.5) ((prepares the worksheet)) so let's  
877 have a look at (0.3) let's have a look at the poem  
878 that you read actually.  
879 N: or /pronofən/ /profən/ [eng: pronunciation]  
880 T: yes right pronunciation.  
881 N: all? ((show all the participants with his hands))  
882 T: yeah let's try it ((laughter))  
883 N: alright ((laughter))  
884 T: (0.4) okay. by the way this-these are different?  
885 try to right the normal forms. the English forms of  
886 sentences  
887 Y: yes.  
888 T: oka:? this is a practice (0.2) and you can get help  
889 from your alphabet here? ((distributes the paper))  
890 next week I will just collect the answers of yours  
891 okay?  
892 M: if you-  
893 O: this ((shows that the paper is torn))  
894 T: oh (.) oh.  
895 O: okay okay if you don't have  
896 T: err I can just send you the word as well  
897 O: okay.  
898 →U: ters tutuyorsun ondan  
899 [tr: you're holding it reversely]  
900 LL: ((laughter))  
901 T: let me see yours ((looks at the paper)) yeah this  
902 is the right one.  
903 Y: can I ask a question ((laughter))  
904 T: yes.=  
905 Y: I would like to ask this side or here ((shows the paper))  
906 T: err let me see ((laughter)) this is the right side  
907 ((unintelligible)) sound you know?  
908 →Y: err çok thanks [tr: very]  
909 →H: hocam first diye mi başlıyor ((ask Mr. Remzi))  
910 [tr: sir does it start with first]  
911 N: frustration  
912 →H: sizinki? ((ask Mr. Remzi)) [tr: yours]  
913 →R: benimki de aynısı [tr: mine is the same as well]  
914 U: this poem.  
915 T: Is there any volunteer (.) is there any volunteer? to read it.  
916 Is there any volunteer to read it.  
917 →P: hocam okuyamıyoruz çok şey. [tr: Ms. we can't read it. it is]

918 A: I //think err//  
919 P: //gözlerde\* problem var da  
920 [tr: I have a problem with my eyes]  
921 R: I can read it.  
922 H: gönüllü araniyor hocam ((tells Mr. Nihat))  
923 LL: ((laughter))  
924 M: I have the copy here  
925 T: sorry? you want to read it?  
926 M: yes sure.  
927 T: okay let's? just listen to Mr. Murat first of all? and then  
928 I will just read it as well (.) oka:y? (0.2) yes you can start.  
929 M: I can take you already know of tough and bough and cough and  
930 dough (.) others may stumble but not you on hiccough thorough  
931 laugh and through and cork and work and card and ward and font  
932 and front and word and sword well done and now if you wish  
933 perhaps? to learn of less familiar traps. beware of dreadful  
934 word that looks like beard and sounds like bird and that is sad  
935 but not beed for goodness sake don't call it deed (.) watch out  
936 for meat and great and threat they rhyme with suite and debt  
937 a moth is not a mouth in mother nor both in bother both in  
938 brother here is not a match for there and here bear for fear  
939 pear and then there's dose and rose and goose? just look them  
940 up and goose and choose and do and go and thwart and card come  
941 come I've hardly made a start (.) a dreadful language man alive  
942 I've mastered it when I was five.  
943 T: okay? thank you very much? of course we have some mistakes err  
944 when I just get your voice records? I found some mistakes? and?  
945 I just wrote them? with the phonetic ones. okay? now I will  
946 just distribute them to you? and at home? you will  
947 ((unintelligible))the right pronunciation and write the  
948 Phonetic alphabet part of the words (.) so this is? Mr. Yener  
949 Mr. Uygur Mr. Nihat Ms. Helin Mr. Arden and that's all (.) I  
950 just gave the others? oka:y? let me read it again.  
951 →O: yanlış mu şura. [tr: is it wrong]  
952 →U: eşleştirme [tr: matching]  
953 T: the first one err is only for guide-for your guide (.) how you  
954 just do this.  
955 O: ((shows something))  
956 T: this one? (0.5) err this is right actually one two three four  
957 nine no no no this is right (.) I just found many mistakes so  
958 put them here.  
959 O: oh.  
960 T: okay? so?  
961 ((teacher reads the poem once again by taking attention to  
962 pronunciation))  
963 T: so I notice that most of you make a mistake about bear and pear

964           okay okay? if you say? bear you know teddy bear?  
 965 LL: huh. uh?  
 966 T: this is about bear.  
 967 N: animal.=  
 968 T: =but if you say /bi:r/ you know beer the drink alcohol  
 969 LL: yes.=  
 970 T: =yes this is beer (.) so pronunciation is different. bear this  
 971 one but if you say beer it's actually this one  
 972 ((draws each word)) oka:y? and? we have pear this is pear you  
 973 know? I don't know how to draw this but  
 974 LL: pear.=  
 975 T: huh. uh? this is pair but some people said peer. It's actually  
 976 a peer work. this is a group work? this is peer work. huh. uh?  
 977 U: peer.  
 978 →N: akran [tr: peer]  
 979 T: that's right huh. uh? it is written like this peer and this is  
 980 pear (.)  
 981 alright? I will list it just to inform you about it.  
 982 N: err pear-disappear  
 983 T: disappear yeah? that's right.  
 984 ((end of the poem))  
 985 T: so generally we say? I would /wud/ /wud/ something like this  
 986 ((laughter))  
 987 LL: ((laughter))  
 988 T: actually it is /aid/ I'd mastered it  
 989 →N: I had yok I'd= [tr: there is no I had]  
 990 T: =huh. uh? yes. I say I had? but when I just make it shorter?  
 991 It turns to /aid/ okay?=  
 992 N: =/aid/  
 993 T: </aid/ mastered it> >when I was five< /aid/ mastered it when  
 994 I was five  
 995 R: (0.5) is it-is it a poem?  
 996 T: it's a poem huh. uh? that's right. this is err  
 997 ((unintelligible)) to the pronunciation poem. it includes many  
 998 pronunciatational rules inside of it. that's why.=  
 999 →O: =peki? I would? [tr: well]  
 1000 T: I would? err again the same? /aid/=  
 1001 O: =the same?=  
 1002 T: =huh. uh?  
 1003 R: I'd like to ((unintelligible))  
 1004 T: I would? I say (0.3) I say for example  
 1005 I'd like to do something.  
 1006 R: I'd like to make a toast ((laughter))  
 1007 T: yes? that's right? oka:y. so?  
 1008 U: ((talks to Mr. Pamer)) peer communication peer-peer  
 1009 R: peer review

1010 U: peer review  
1011 R: //yes.//  
1012 T: //yes\* peer review. huh. uh? not /pea/ just /pɪə/ review (.)  
1013 okay.  
1014 →U: peer we use in err communication? akran. [tr: peer]  
1015 T: huh. uh? that's //right?//  
1016 U: //peer ((unintelligible))\* peer guiding=  
1017 T: huh. uh? we say peer work (.) let's? do a peer work but  
1018 that's right that you're talking about is true.  
1019 R: peer connection -peer protection=  
1020 T: peer connection huh. uh? that's true. I think? there are many  
1021 meanings of peer (.) okay so today? we're going to be talking  
1022 about more? err I want you to choose one card? keep it  
1023 with you? choose one card pli:z ((asks Mr. Nihat)) oka:y?  
1024 perfect?  
1025 ((rest of the class chooses the cards))  
1026 →U: bismillah [tr: in the name of the God]  
1027 P: ((laughter))  
1028 T: okay? perfect. so now? what you're going to do is? you will  
1029 think about your sentences your question (.) for one minute  
1030 and you will talk about your topic (.) in two minutes. alright?  
1031 so you have one minute to think and then you will talk about  
1032 it for two minutes alright? we just call it like hot seat game  
1033 in English hot seat game. (0.3) for example my question talk  
1034 about the most memorable event in your life? there are some  
1035 q-questions so what can I talk about? it gives me some tips?  
1036 then I think about it for one minute and then I will start  
1037 speaking for two minutes. (0.4) you can take some notes? if  
1038 you want to? (1.2)  
1039 ((Mr Nihat looks at Teacher and Teacher comes  
1040 next to Mr Nihat))  
1041 N: I understand.  
1042 T: you understand? okay.  
1043 ((Ms. Ceren waves her hand for help))  
1044 →C: bunu değiştirebilir miyim. [tr: can I change the card]  
1045 T: huh. uh? if you want to change your card? I can give you?  
1046 another one.  
1047 ((Ms. Helin nods her head to change))  
1048 →C: ben değiştireyim [tr: I will change it]  
1049 T: oka:y?  
1050 →H: ben Yener ile değiştirdim.  
1051 [tr: I have changes my card with Mr. Yener]  
1052 T: okay. is it? you don't use. oka:y? is there anyone? who wants  
1053 to change?  
1054 (( Mr. Murat and Ms. Esin raise their hands to change))  
1055 T: of course? oka:y? I can take it? thank you? okay let's see.

1056 ((laughter)) okay last chance if you want to.  
1057 ((looks at Mr. Murat))  
1058 M: ((laughter)) okay.=  
1059 T: =okay. last chance choose something.  
1060 M: last chance.  
1061 T: alright good luck ((laughter)) (0.5) is that okay?  
1062 M: yeah not that bad ((laughter))  
1063 T: ((laughter)) okay (.) let's see. (1.2) so if you are ready?  
1064 some people? look ready.=  
1065 O: =I'd love to try yeah I'd love to try.  
1066 T: okay? so? would you like to try?=  
1067 O: =yeah.  
1068 T: okay so can you please err tell us what is your question.=  
1069 O: err favourite country you'd like to visit.=  
1070 T: =okay.  
1071 O: okay? I visited the Czech Republic?=  
1072 T: =huh. uh?=  
1073 O: =err ehm two years ago? and I went to go there alone?  
1074 T: huh. uh?=  
1075 O: only alone. and? err my purpose of visit in Czech Republic only  
1076 travel. err trip.=  
1077 T: =huh. uh?  
1078 O: err and? err there are so beautiful city err so  
1079 → beautiful err şey old /bulding/= [tr: well]  
1080 T: =/bildiņz/you mean?  
1081 →O: err aynen [tr: yes] err best building for ma-mine for mine?  
1082 is Charles Bridge. err I-I got to go there? err I increased  
1083 the-myself of confidence?=  
1084 T: =huh. uh?  
1085 O: err and? that's all.  
1086 T: that's all okay. this trip ehm when exactly did you go there.  
1087 O: err=  
1088 T: =when exactly did you go Prague //Charles\* Bridge when?  
1089 O:  
1090 err two years ago.=  
1091 T: =two years ago? just two years ago.  
1092 O: huh. uh?=  
1093 T: =okay. so plan to go back again?  
1094 O: err yeah.  
1095 T: okay.=  
1096 O: =I hope.=  
1097 T: you hope so (.) hopefully you will just go? there.  
1098 O: err thank you.  
1099 T: err okay? thank you so much? for informing us about the trip?  
1100 and let's move on with? Err Mr. Yener? would you like to start?  
1101 okay? can you read err the question?



1102 Y: okay? err hh. this question describe school.=  
 1103 T: huh. uh? describe the school?  
 1104 Y: err my school is primary school-I will describe my primary  
 1105 school?=  
 1106 T: =oka:y? huh. uh?=  
 1107 Y: my school is on the Antalya err but it's not on the city centre  
 1108 It's county- on the country.  
 1109 T: on the county?  
 1110 Y: ((agrees with that)) county.  
 1111 T: county I mean like?=  
 1112 Y: =small village.  
 1113 T: okay ehm okay village.  
 1114 Y: err (0.2) and? its look likes a small  
 1115 buildings? err our school err there are so-err there are two  
 1116 mans err our school? and err this man's teachers.  
 1117 T: huh. uh?  
 1118 Y: err we get five class? first err second three four five.  
 1119 T: okay.=  
 1120 Y: =first five class.  
 1121 T: first five class //in the same building?//  
 1122 A: //in the same building.\* small class?  
 1123 Y: err in the room? we study first three school class?  
 1124 T: ehm.=  
 1125 Y: =one two three? and others? any class- others' class.  
 1126 T: I see.=  
 1127 Y: we have two room? one room including three-first three class?  
 1128 T: oka:y?=  
 1129 Y: and second room including err four and? five classes.  
 1130 T: okay fourth? And fifth grades.  
 1131 Y: four and fifth //yes.//  
 1132 T: //okay.//  
 1133 O: as you ((unintelligible)) you have err your err  
 1134 →Y: adı birleştirilmiş sınıf da nasıl söylücem?=  
 1135 [tr: it's integrated class but how will I say it]  
 1136 T: =it's integrated.  
 1137 LL: integrated.  
 1138 T: integrated class.  
 1139 →Y: üç sınıf var [tr: there are three classes]  
 1140 →U: eğitimde joint class da yazıyor  
 1141 [tr: it is joint-class in education]  
 1142 →O: there is err only err three şey [tr: well]  
 1143 →U: integrated err biraz şey için kullanılıyor err kaynaştırma  
 1144 eğitimi için.  
 1145 [tr: well integrated is used for inclusive education]  
 1146 T: maybe joined as well?  
 1147 →U: integrated özel eğitimdeki kaynaştırma için kullanılıyor

1148 err benim okuduğum sözlüklerde eğitimde joint class.=  
1149 [tr: integrated is utilised for inclusion special education err  
1150 in education that I read from dictionaries it is joint class]  
1151 T: =ehm joined class okay I didn't know that? so? can we just say  
1152 like this? joined class?  
1153 U: joint\_ joint\_  
1154 T: oh joint\_ okay.  
1155 →U: °aslında kontrol ettim de integrated da kaynaştırma°  
1156 [tr: actually I checked it out that integrated is inclusive  
1157 education as well]  
1158 T: okay it is joint class.=  
1159 U: =joint class.=  
1160 T: =okay (.) okay. we just learned a new word so thank you. (0.3)  
1161 Okay ((looks at Mr. Yener))  
1162 Y: err we were maybe on the small village? but our teacher is very  
1163 good.  
1164 T: ehm.=  
1165 Y: =because we have any experiment for physics and sci-science err  
1166 lessons.=  
1167 T: science lesson science class huh. uh? ((writes on the board))  
1168 (0.3) okay.  
1169 Y: and? nowadays err I meet my school.=  
1170 T: =classmates?  
1171 Y: no teachers.=  
1172 T: =oh teachers? from your pri-primary school //teachers//  
1173 Y: //yes.//  
1174 T: oh that's amazing.  
1175 Y: sometimes I visited-visit her. ((laughter))  
1176 T: o:kay you visit her. err how old is she right now.  
1177 Y: err maybe? seventy.=  
1178 T: =seventy.=  
1179 Y: = he's - is old-years old sorry.  
1180 T: he? or she. ((laughter))  
1181 Y: she she.  
1182 T: okay she.=  
1183 Y: =he is old.=  
1184 T: =he is old?=  
1185 Y: he is old. he man-he's a man.  
1186 T: okay I got it right now thank you. okay so:?  
1187 let's move on with? Ms. Esin. would you like to continue?  
1188 so? what is your question first of.  
1189 E: err describe a city or town that you know.=  
1190 T: =okay.  
1191 E: err I describe Izmir?  
1192 T: huh. uh? oka:y? move on?  
1193 E: err it is the third most populous city err in country?

1194 T: okay? err maybe most crowded population?  
 1195 E: (0.2) third-third most  
 1196 T: okay ((writes on the board)) third most crowded population.=  
 1197 E: =//yes.//  
 1198 T: //let's\* say population directly? huh. uh?  
 1199 E: it is most know with ehm seaside?  
 1200 T: huh. uh?  
 1201 E: err  
 1202 T: why do you like this city.  
 1203 E: I like travel  
 1204 T: huh. uh?  
 1205 E: in Alaçatı Çeşme Urla there are many err travel in there?  
 1206 T: yeah that's right? err.=  
 1207 A: =is there anywhere that you can go to swim?=  
 1208 E: =yes? yes. in Urla (.) in Çeşme.  
 1209 T: oka:y?=  
 1210 A: =but not in Izmir.=  
 1211 E: =Izmir-in Izmir  
 1212 A: in the same Izmir-in the centre.  
 1213 E: err.=  
 1214 A: =is there anywhere?  
 1215 E: it's the one hour-one hour err city centre  
 1216 A: you mean? it is ((unintelligible))  
 1217 E: yes.  
 1218 T: yeah one hour away from the city centre.  
 1219 err //do you\* know facilities?  
 1220 →E: //budur.// [tr: that's it]  
 1221 T: what kind of facilities does Izmir have. ehm do you know  
 1222 facility.  
 1223 →A: özellik. [tr: feature]  
 1224 T: özellik and also:?  
 1225 →O: =şey mi büyüleyici özellik.[tr: is it fascinating feature]  
 1226 T: huh. uh? is there-are there any //facilities\* specific  
 1227 facilities in Izmir.  
 1228 U: //kolaylık//  
 1229 → kolaylık. [tr: easiness]  
 1230 T: facility.  
 1231 Y: //you can\* you can find err.=  
 1232 U: //boyoz// [tr: traditional flavour of Izmir]  
 1233 H: =boyoz ((laughter))  
 1234 LL: ((laughter))  
 1235 →Y: you can find cheap err kıyafet diyecektim ama  
 1236 [tr: I was about to say that you may find cheap clothes]  
 1237 T: sorry?  
 1238 Y: you can find cheap clothes.=  
 1239 T: clothes.

1240 Y: of course?  
 1241 P: shorts.  
 1242 Y: of-of course shorts.=  
 1243 P: =boyoz ((laughter))  
 1244 T: of course boyoz?  
 1245 →U: juice of turşu [tr: pickle juice]  
 1246 LL: ((laughter))  
 1247 H: turşu suyu. [tr: pickle juice]  
 1248 T: turşu suyu? [tr: pickle juice]  
 1249 M: shopping centre?  
 1250 T: yes? it has a number of err different shopping centres  
 1251 that's right.  
 1252 M: cheap.  
 1253 T: yeah very cheap?=  
 1254 M: =clothes.  
 1255 T: clothes.=  
 1256 M: =everything.  
 1257 T: coffee shops maybe?  
 1258 M: yes.=  
 1259 T: a lot of them? and? sports centers?  
 1260 M: yes right.=  
 1261 T: =yeah?  
 1262 →U: midye dolma? [tr: stuffed mussels]  
 1263 →T: yes? the center of midye dolma? [tr: stuffed mussels]  
 1264 definitely ((laughter)) okay (.) thank you so much.  
 1265 //thank you so much//  
 1266 Y: //you go on ships\* err ships you go on ships err from  
 1267 Konak to:?=  
 1268 M: =Karşıyaka=  
 1269 T: oh you mean ferry.=  
 1270 Y: =ferry ferry.=  
 1271 T: =huh. uh? yeah you go by ferry?=  
 1272 Y: =//yes.//  
 1273 T: //or you\* can use? err what was that? err tram. do you  
 1274 know tram? tram?  
 1275 →H: tramvay? [tr:tram]  
 1276 T: huh. uh? ((writes on the board)) tram? we have tram?  
 1277 It goes from Fahrettin Altay to Karşıyaka? so yeah. very  
 1278 lucky (.) alright let's move on wi:th err Ms. Helin.  
 1279 →H: okuyayım. [tr: I shall read] I talk about my hh.last week.  
 1280 Y: //((laughter))//  
 1281 T: //oka:y?//  
 1282 LL: ((laughter))  
 1283 Y: last week ((laughter))  
 1284 T: what did you do last week ((laughter))  
 1285 H: as every time in saturday morning? I did housework?

1286 ((laughter))  
1287 T: huh.uh? as usual= ((laughter))  
1288 H: =as usual ((laughter)) then I play game in the park with  
1289 my son?  
1290 T: huh. uh? what kind of game was that?  
1291 →H: err kaydıraktan kaydık [tr: slide down the slide]  
1292 LL: ((laughter))  
1293 T: you were just sliding ha? ((laughter)) (.) okay.  
1294 H: then cook the meat? for dinner?  
1295 T: huh. uh?  
1296 H: then? err go to sleep.=  
1297 T: =you just go? or went.  
1298 H: went to sleep ((laughter)) then monday morning was  
1299 breakfast with my friends?=  
1300 T: =so what time do you generally have your breakfast.  
1301 what time.  
1302 →Y: °saat° [tr: time]  
1303 H: oh nine o'clock.  
1304 T: ehm. it's general?=  
1305 H: =general. //monday.//  
1306 T: //huh. uh?\* it's a general situation okay.  
1307 →H: then I went to lunapark [tr:amusement park]  
1308 T: oh this time oka:y?  
1309 H: then err (0.6)  
1310 T: that's all?  
1311 →H: unuttum (.) I remember ütü yaptık  
1312 [tr: I forgot (.) I remember we did ironing  
1313 T: /aɪən/  
1314 LL: /aɪən/  
1315 T: we always make mistake it is not /aɪrən/? it is /aɪən/.  
1316 LL: /aɪən/  
1317 T: iron the clothes  
1318 LL: /aɪən/  
1319 T: ironing the clothes oka:y?  
1320 ((participants talk about the pronunciation with each  
1321 other))  
1322 U: /aɪən/  
1323 T: /aɪən/ (.) /ə/ sound. /aɪən/ there is no /r/ sound  
1324 they say /aɪrən/ /aɪrən/ /aɪrən/ but? no. it is /aɪən/  
1325 okay.  
1326 Y: the film iron man? say /aɪrən/ man.=  
1327 T: =actually it is /aɪən/ man maybe you should listen it is  
1328 /aɪən/ man.  
1329 Y: /aɪən/ man.  
1330 T: huh. uh? ((laughter)) alright so:?? Mr. Nihat would you  
1331 like to continue?

1332 N: can I ((unintelligible))=  
 1333 T: =alright what? is your question.  
 1334 N: my question? about /spar/ time [eng: spare]  
 1335 T: spare time.  
 1336 LL: spare time.  
 1337 T: spare time.  
 1338 N: spare time.  
 1339 T: huh. uh? (0.3) oka:y? what do you do in your spare time.  
 1340 N: err I err read I have spare time?  
 1341 T: huh. uh?=  
 1342 N: =then? I walking.  
 1343 T: oh you walk.=  
 1344 N: I walk (.) //I walk//  
 1345 T: //oka:y?//  
 1346 N: and? if I if had spare time? I want to go to cinema.  
 1347 T: ehm. oka:y?  
 1348 N: sometimes err for instance. I had gone to err (0.2)  
 1349 one-one moment.  
 1350 T: alright? ((laughter))  
 1351 N: ((laughter)) a travel-for a travel ((looks at the paper))  
 1352 T: oka:y?  
 1353 N: foreign country.  
 1354 T: foreign countries //okay?//  
 1355 N: //foreign\* country.=  
 1356 T: =okay? we say abroad-on abroad (.) you go on abroad.=  
 1357 N: =on abroad.  
 1358 →U: °yurtdışına çıkmak° [tr: go on abroad]  
 1359 N: go on abroad for? travel.  
 1360 T: for travel?  
 1361 N: and and and for travel. my plane put in err Istanbul?  
 1362 T: huh. uh?  
 1363 N: I have- I had spare time? /spar/ time?  
 1364 T: spare time.  
 1365 N: approximately ten hour-ten o'clock? I telephone my  
 1366 Daughter in Istanbul?  
 1367 T: huh. uh?=  
 1368 N: in come to score of the err score (0.3) err he come to  
 1369 point please. we err we greeting in Karya? we can go t  
 1370 → cinema? err beraber (.) beraber. [tr: together]  
 1371 T: okay //together.//  
 1372 LL: //together.//=  
 1373 N: oh together.  
 1374 T: huh. uh?  
 1375 →N: together. there was in cinema? err baba Müslüm baba  
 1376 filmimiz= [tr: father father Müslüm our film]  
 1377 U: =Müslüm father ((laughter))

1378 LL: ((laughter))  
 1379 Y: Müslüm father ((laughter))  
 1380 T: Müslüm daddy ((laughter))  
 1381 N: if he- if he has spare time?  
 1382 T: huh. uh?  
 1383 N: I want to China?  
 1384 T: you go to China?=  
 1385 N: China to go to Silk- road of Silk  
 1386 T: oh alright the road of Silk huh. uh? so you just go road  
 1387 of Silk but if you have //spare time.//  
 1388 N: //I want to\* see the road of the  
 1389 Silk.  
 1390 T: oka:y? you //haven't gon\* but you want to go  
 1391 N: //I havent't//  
 1392 I want see I want see.  
 1393 T: okay?  
 1394 N: this road of Silk. (0.2) thanks.  
 1395 T: thank you so much by the way? err let's just take one last  
 1396 participant? then? the rest of them will talk about it  
 1397 next week. oka:y? so the last one (.) who? is the  
 1398 volunteer.  
 1399 R: I can do it.  
 1400 T: oka:y?  
 1401 R: ((laughter))  
 1402 T: okay let's just do it ((laughter))  
 1403 LL: ((laughter))  
 1404 R: the question is the classmate that you admire in some way?  
 1405 T: huh. uh?  
 1406 Y: sorry /partikjular/ or /pətɪkjulə/  
 1407 T: /pətɪkjulə/  
 1408 Y: /pətɪkjulə/  
 1409 T: you say /partikjular/ or something like that but I know  
 1410 /pətɪkjulə/  
 1411 Y: it means specific things?  
 1412 T: err specifically especially  
 1413 LL: ((talk about the word))  
 1414 T: /pətɪkjuləlɪ/  
 1415 R: okay?  
 1416 T: huh. uh?  
 1417 R: classmate that I want to talk about  
 1418 is Mr. Nihat ((laughter))  
 1419 T: alright?  
 1420 LL: ((laughter))  
 1421 T: let's get to know him.  
 1422 R: okay? I didn't- I don't know him personally but I-I saw  
 1423 him in some occasions?

1424 T: huh. uh?=  
 1425 R: walking or in some conferences in AKM.  
 1426 T: alright? huh. uh?  
 1427 R: he is from the faculty of literature? and? the-the  
 1428 department is Turkish language and literature?  
 1429 T: very well?=  
 1430 →R: =his field of studies Turkish folklore literature? Türk  
 1431 halk edebiyatı? [tr: Turkish folklore literature]  
 1432 he has lots of studies that area (.) lots of articles  
 1433 books ((laughter))  
 1434 T: he has books?  
 1435 R: yes?  
 1436 T: oh? that's right then?  
 1437 R: yes?  
 1438 T: oh //that's amazing.//  
 1439 R: //I looked at the\* curriculum website and lots of  
 1440 things ((laughter))  
 1441 T: ehm yeah ((laughter))  
 1442 LL: ((laughter))  
 1443 T: thank you (.) we've got informed a lot actually.  
 1444 R: he is from because he is from err another faculty? I don't  
 1445 know him well?  
 1446 T: yeah of course.=  
 1447 R: =but he looks like a gentle nice guy.  
 1448 T: huh. uh?  
 1449 R: (0.2) he looks like a friendly person? ((laughter))  
 1450 T: yeah? he is.  
 1451 R: and as I know? he is from Muğla.  
 1452 N: yes.=  
 1453 R: =yes.=  
 1454 T: =so you- were you born in Muğla?  
 1455 N: err no. I was born in the Erzurum.  
 1456 R: //Erzurum.//  
 1457 T: //Erzurum.\* okay but you=  
 1458 →R: =he graduated from Atatürk Üniversitesi [tr: university]  
 1459 T: in Erzurum.  
 1460 R: his PhD from Budepest?  
 1461 N: yeah Budapest.  
 1462 T: oh I see (.) in which university?=  
 1463 N: ((turns to Mr. Remzi)) Bucharest.  
 1464 R: oh Bucharest? Bucharest university?  
 1465 he studied err he studied Ottoman studies in Bucharest  
 1466 university?  
 1467 R: Ottoman research.  
 1468 N: yeah.  
 1469 T: Ottoman research (.) that's a lot actually you know?



1470 I mean we don't know each other that much in a detailed  
1471 way. so next week I am going to bring a game about it?  
1472 to get to know each other? in a detailed way? elaborately?  
1473 but thank you so much I think this is the end of the class  
1474 for today? next week? we will start with a game but then?  
1475 we will continue with the cards? that you- I mean if you  
1476 did not make a speech then we start with you all oka:y?  
1477 M: okay.  
1478 T: err thank you so much? for attending the class? hope to  
1479 see you in the next week.  
1480 LL: thank you:.  
1481 T: if you have the questions please feel free alright? if you  
1482 have any questions?  
1483 LL: ((talk to each other))



12.03.2019

1 T: very nice? let's just see (.) what it is exactly. (0.4)  
 2 and how about you Mr. Pamer how is everything going. I  
 3 I mean what did you do:? how was your-how was your  
 4 weekend? was it sunny? //or\* like this.  
 5 P: //no.//  
 6 yesterday ((laughter)) it is sunny but today it's not  
 7 sunny.=  
 8 T: =yeah yeah? I see the point (.) I was in Izmir? at the  
 9 weekend?=  
 10 P: =yeah?  
 11 T: I was not here? but Izmir was about twenty three  
 12 degrees.=  
 13 P: =yeah?  
 14 T: it was so: much warm and yeah it was really  
 15 //cool to me.//  
 16 P: //you-you wear=//  
 17 T: =I wore the t-shirt you know? I wore t-shirt and was it  
 18 the same? I mean did you wear the t-shirt?  
 19 P: no no ((says by looking at Ms. Helin))  
 20 →H: biz giydik tişört. ((laughter))[tr: we wore t-shirt]  
 21 T: you just wore the t-shirt?  
 22 P: in Muğla in Muğla?  
 23 H: in Dalyan ((laughter))  
 24 P: ((laughter)) Dalyan //yes.//  
 25 T: //oh I\* see. ((laughter))  
 26 P: s-same as the Izmir.  
 27 T: yes. I think they have the same temperatures.  
 28 P: yes yes.=  
 29 T: = I think so. we are in the Aegean part so that's normal  
 30 I guess.  
 31 T: (0.5) is there any answer?=  
 32 →P: dislocation çıkık yazdı ama  
 33 [tr: it is dislocation in dictionary]  
 34 T: dislocation?  
 35 →P: ehm I don't know. err I wrote the err kolu çıkık  
 36 ((laughter)) [tr: dislocated arm]  
 37 I don't ((unintelligible)) I don't ((unintelligible))  
 38 T: err  
 39 →P: kırık çıkık [tr: dislocation]  
 40 →T: kırık çıkık? yes? it would be reasonable.[tr:dislocation]  
 41 from tureng right?=  
 42 P: =tureng.  
 43 T: huh. uh? okay.

44 P: pro-/prominent/ prominent.  
45 T: technical prominent. okay your son had technical  
46 prominent. oka:y? it is written like this?  
47 ((writes on the board)) my son had (.) was it technical?  
48 P: technical prominent-technical no no no technical it's  
49 technical means. it's //the//  
50 T:  
51 P: =yeah.  
52 T: it's techn-oh I think it's not //I think\* we should  
53 search for the health.  
54 P:  
55 health yeah yeah health.  
56 T: health (.) is it written in the health category?  
57 //or technical//  
58 P: //no no\* technics.  
59 T: oh sorry not this one. not prominent at all. (0.4)  
60 →H: kimse yok [tr: there is nobody]  
61 T: err I think Mr. Nihat just wrote something  
62 (( reads in a low voice))  
63 oh okay. he has a guest so he is not going to be  
64 coming.  
65 O: hello.=  
66 T: =hello: welcome.  
67 P: arm output ((unintelligible)) (0.2) arm output.  
68 ((teacher comes next to Mr. Pamer to check out the word))  
69 T: arm? out.=  
70 P: =put.  
71 T: arm err do you know input //and output?//  
72 P:  
73 T: yeah? this is related to technical or let's say?  
74 language. we use input output but it's not related to  
75 the arm. (1.2) today again we are starting the lesson  
76 with a game? you know err probably?=  
77 O: I can't totally.=  
78 T: =sorry?  
79 O: I can't totally enter the quiz.  
80 T: because ehm the quiz has just finished? It has a  
81 deadline?  
82 O: o:h.=  
83 T: =and the deadline was yesterday afternoon.  
84 O: oh //sorry.//  
85 T: //that's\* the reason why you missed it.  
86 >>okay some of the people<< just missed it? but.=  
87 →O: for example is not enough err şey [tr: well]  
88 storage mı= [tr: is it storage]  
89 T: =storage. huh. uh? I got the point. (0.3) but I will send

90 It again because Mr. Remzi ((confused about the names))  
 91 could not enter err the quiz game? because the deadline  
 92 has passed. so:? I can send it again  
 93 T: and you could do it as well. //okay.//  
 94 M:  
 95 T: =of course just come in please hello. (0.4) okay.  
 96 do you know? taboo.  
 97 O: yeah.=  
 98 T: =taboo. okay? //so//  
 99 O: //but//  
 100 T: in a few minutes we will have two groups again? we will  
 101 play taboo but this time you will choose one volunteer.  
 102 do you know volunteer?  
 103 →O: gönüllü mü. [tr: is it volunteer]  
 104 T: huh. uh? you need to choose one volunteer in your group?  
 105 he will come or she will come here? and in two minutes  
 106 he will try to explain everything to you. oka:y? (0.2)  
 107 so we will choose the groups actually.  
 108 →M: merhabalar ((smiles)) kimse yok?  
 109 [tr: hello there is nobody]  
 110 →H: çeşmeye gittiler [tr: they have gone to bathroom]  
 111 M: ehm.  
 112 →H: writingten çıktı bazıları (.) writing dersinden çıkınca  
 113 ihtiyaçları oluyor. [tr: they have just finished the  
 114 writing class (.) they need some time after completing  
 115 the writing class.]  
 116 T: yeah.  
 117 ((Mr. Murat Mr. Onur and Ms. Helin talk about it in  
 118 Turkish in a low voice))  
 119 U: hello my friends?  
 120 →C: merhaba. [tr: hello]  
 121 T: hello. (1.2) ((turns to Mr. Pamer))dislocation err I will  
 122 → just check it out I have no idea about kol çıkığı  
 123 [tr: dislocation]  
 124 T: okay? what a nice class (.) what a nice energy.  
 125 hello everyone. it's good to see you again? I think  
 126 we have some absenties? err Mr. Nihat is not coming here  
 127 today? he has a guest? so he is not joining us. err do  
 128 you have any idea about Ms. Deniz? Ms. Deniz last week  
 129 she attended the class?  
 130 U: no idea.=  
 131 T: =I think  
 132 H: ((show the door)) here.  
 133 ((the door is knocked))  
 134 T: okay. we were just looking for you ((laughter)) hello.  
 135 D: hello sorry.=

136 T: =no that's alright. ((fixes the table)) yeah it's fine.  
 137 how is everyone.  
 138 U: sleepy.  
 139 T: sleepy? because of the previous class maybe?  
 140 Y: yes.  
 141 T: maybe it's because of the weather you know? people look  
 142 moody.=  
 143 U: =absolutely right.  
 144 T: so yeah? maybe that's the reason but yes. right now  
 145 we are going to get the energy again? we need to store  
 146 it right now? but before that? before the course  
 147 >>I have a game again<< for you? this game? you know  
 148 actually? this game called taboo.  
 149 P: taboo.=  
 150 T: =you've already known this? this time you don't have the  
 151 game in Turkish? but you will have it in English.  
 152 ((shows the taboo cards)) as you can see these as  
 153 the real word that you're going to mention? try to  
 154 T: explain? and there are some keywords? but <<you can't use  
 155 these keywords.>>  
 156 U: ehm.  
 157 T: you try to explain it without these words (.) alright?  
 158 and I will have two groups again? and err the two groups  
 159 will be created and you will choose one volunteer in your  
 160 group (.) for example for example? from this? to this?  
 161 this may be group a? and you will choose your leader for  
 162 example? err let's say? Mr. Murat (.) Mr. Murat will  
 163 come here? try to explain you and you will guess the  
 164 meaning (.) if you will guess? you will get the plus.  
 165 alright?  
 166 Y: yes.  
 167 T: so? okay. err let's just start the game? with grouping  
 168 you. this time I will just go like? one two //one//  
 169 U:  
 170 T: one two one two one two? one two. oka:y? so pli:z if you  
 171 are two? just come here? if you are one? just come here  
 172 pli:z. just change the location? yeah if you are two?  
 173 come here (.) if you are one? just come here.  
 174 U: one here?  
 175 T: two-twos are here. //ones are here.//  
 176 O: //we are two.//  
 177 T: //and?//  
 178 →O: //bir\* bir mi? [tr: one is it one]  
 179 →E: birler o tarafa geçiyor.= [tr: ones go the other side]  
 180 T: =yes. twos? are here. ones are here and you need to  
 181 choose your leader. alright? you need to choose your

182 volunteer?  
 183 →C: two burada mıydı. [tr: are twos here]  
 184 U: two here.  
 185 T: sir tell me one or two  
 186 R: two.=  
 187 T: two. okay just go here pli:z? we will play a game?  
 188 H: one two one two one two  
 189 →P: herkes two oluyor. [tr: everyone becomes two]  
 190 T: who are one.=  
 191 →C: hocam sen de twosun. [tr: sir you are two as well]  
 192 →U: ben one? one. [tr: I am one one]  
 193 →H: bir şey söyleyebilir miyim? one two one two one two?  
 194 onelar hep bu tarafta twolar bu tarafta  
 195 [tr: can I say something? one two one two one two? all  
 196 the ones are here and twos are in the other side]  
 197 T: //o:h?//  
 198 →O: //o zaman\* ben two isem one nerede.  
 199 [tr: if I am two then where is one]  
 200 LL: ((laughter))  
 201 T: let's just start from here then.  
 202 R: one  
 203 D: one.=  
 204 T: =two. let's say //two?//  
 205 D:  
 206 U: one.  
 207 Y: one?=  
 208 T: =two let's say? again?=  
 209 Y: =again?  
 210 H: one.  
 211 O: //two?//  
 212 C: one.=  
 213 T: =one.  
 214 M: one.  
 215 R: two.  
 216 A: one.  
 217 E: //two.//  
 218 T: //two.// okay? right now. if you are one? come here  
 219 please. if you are two just go there please.  
 220 O: ((unintelligible))  
 221 H: ((laughter)) ne dedin ((laughter))  
 222 T: yeah I was just confused sorry. ((laughter))  
 223 O: you say two?  
 224 →H: ben one dedim valla [tr: I have said one indeed]  
 225 LL: ((laughter))  
 226 T: o:kay? so? ((unintelligible)) if you want? you can sit  
 227 down you can use the area? first of all? choose your

228 group name? choose your group name? and after then? (.)  
 229 choose your volunteer. okay? someone will come here and  
 230 explain to your group. alright? so. first of all? can I  
 231 get your group name?=  
 232 U: =I prefer sleepers.  
 233 →Y: muhteşemmiş ((laughter)) [tr: it's perfect]  
 234 LL: ((laughter))  
 235 T: so:? you are?=  
 236 E: =sleepers.=  
 237 T: =slippers.  
 238 LL: ((laughter))  
 239 U: it's a movie name.  
 240 T: ((writes slippers))  
 241 LL: sleepers. sli:pers  
 242 T: okay.  
 243 U: ((laughter))  
 244 T: sleepers?  
 245 P: sleepers please.  
 246 T: okay sleepers.  
 247 U: //Robert// ((unintelligible))  
 248 T: //what\* about your group name?  
 249 A: awakes.  
 250 LL: ((laughter))  
 251 T: oh let's say awakeners.  
 252 LL: ((laughter))  
 253 T: okay. perfect (.) so you need to choose one person in  
 254 your group. just decide (.) decide your volunteer.  
 255 →P: kimi yapalım. [tr: who shall we choose]  
 256 ((participants show Ms. Esin))  
 257 E: no. ((laughter))  
 258 →P: ben deneyebilirim [tr: I can try]  
 259 →P: dur ben geçeyim oraya [tr: let me go there]  
 260 T: oka:y? fro:m sleepers.=  
 261 P: =yes. ((raises his hand))  
 262 T: who is? (.) okay. Mr. Pamer.  
 263 P: yes Pamer.  
 264 T: and? from awakeners? who is the volunteer?  
 265 A: who is.  
 266 ((group members indicate Mr. Murat))  
 267 T: Mr. Murat.  
 268 LL: ((applause))  
 269 T: just one person okay (.) okay. just come here pli:z?  
 270 →P: ohh süre de varmış ((laughter))  
 271 [tr: oh there is a time limit]  
 272 LL: ((laughter))  
 273 T: alright (.) perfect. okay? gentlemen? just please right

274 or left.  
275 P: left  
276 T: my left.=  
277 P: =yeah your left.  
278 T: alright so these are your words?  
279 P: //thank you?//  
280 T: //and these are\* your words.  
281 M: of course.  
282 T: so first of all? let's start with sleepers? you will  
283 have? two minutes.  
284 U: //two is not enough.//  
285 P: //two minutes I\* have two minutes?  
286 T: err you have two min.=  
287 O: each person.  
288 T: err e-explain.=  
289 Y: all?  
290 P: which one is the first?  
291 T: you are going to be the first.  
292 P: yeah sleepers first.  
293 T: sleepers are the first.=  
294 P: I think ((unintelligible)) ((laughter))  
295 T: I don't know? you will choose. okay.=  
296 P: =okay.  
297 T: whenever you're ready? but you-you can come here?  
298 //then// I can see what you're talking about.  
299 P: //err//  
300 O: two minute total minute? or? //each//  
301 T:  
302 O: oh.  
303 T: two min=  
304 U: =we can ask questions (.) about this word.  
305 T: err he is going to //explain\* you try to give your  
306 answers.  
307 Y: //for all?//  
308 U: ehm.  
309 A: yes. we try to guess.  
310 T: yes //try to guess the meaning.//  
311 Y: //two minutes for all=//  
312 T: =sorry?  
313 Y: two minutes for all words?  
314 T: two minutes? yeah I //mean err//  
315 →H:  
316 U: for each word.=  
317 T: =for example he just tries to explain he couldn't (.)  
318 //let's skip it\* (.) try to explain this one okay.  
319 O: //which person//



320 H: iki dakikada ((unintelligible)) [tr: in two minutes]  
 321 T: you ((unintelligible)) it okay next and something like  
 322 that. you have two minutes (.) are? you ready.  
 323 →O: biz de bilelim sorularını ((laughter))  
 324 [tr: let us know the questions]  
 325 T: err (0.2) okay? (0.2)  
 326 P: yes.=  
 327 T: =okay then?=  
 328 P: =wait a minute.  
 329 T: I will start (0.2) and Mr. Murat is okay? everything is  
 330 oka:y?  
 331 M: okay okay.  
 332 T: if you have anything to ask (.) just feel free.=  
 333 M: am I going to explain to my group? or?=  
 334 T: =your group.  
 335 M: okay.  
 336 T: okay.  
 337 P: ((shows a card))  
 338 T: ehm this is the female? this is the male. this is the  
 339 same. they can say both.  
 340 M: ((asks something to Teacher silently))  
 341 T: huh? err no err what was it? ((laughter))  
 342 LL: ((laughter))  
 343 T: okay I will start the time.  
 344 P: yes.  
 345 T: three two one.  
 346 P: err Julia Roberts wha-what do you?  
 347 H: actress.  
 348 P: yes.=  
 349 T: =okay perfect (.) give it to me  
 350 P: err you-you usually go to the hotel? at first meet? Err  
 351 LL: reception.  
 352 P: err some err some-somebody err will be go to the market  
 353 markets? we give the some money who?  
 354 →H: °kasiyer kasiyer.° [tr: cashier cashier]  
 355 →U: cashier (.) kasiyer? [tr: cashier]  
 356 P: err another?  
 357 U: cashier.  
 358 P: another?  
 359 T: okay you may say pass?  
 360 P: pass.  
 361 P: /ğustamız/ system  
 362 LL: ((look they do not understand))  
 363 P: /ğustamız/ system.=  
 364 T: justice system.  
 365 P: someone err err defends you. (.) someone defen==

366 U: =lawyer.  
 367 T: //yes.\* you got it.  
 368 P: //yes.//  
 369 Someone comes and gives us the cargo.  
 370 R: cargo?  
 371 H: cargo.  
 372 U: err.  
 373 P: who is?  
 374 R: cargo carrier?=  
 375 U: not carrier err.  
 376 P: special err in-in our our build ((laughter))  
 377 T: okay? you may pass?  
 378 →R: post officer m1. [tr: is it post officer]  
 379 P: post?  
 380 U: postman?  
 381 P: yes.=  
 382 T: =bravo?  
 383 P: err err eight march err wo-woman day a-and we-we give  
 384 T: //huh. uh?//  
 385 U: //flower?//=  
 386 P: =yes. flower? ((tries to explain with his hands))  
 387 U: flowers.  
 388 P: yes.  
 389 T: err no no no flowers?  
 390 U: roses.=  
 391 R: =roses.  
 392 T: no-not roses.  
 393 P: flooor?  
 394 U: ish?  
 395 P: st ((laughter))  
 396 LL: ((laughter))  
 397 P: florish? ((laughter)) ehm ma-my surname is in English?  
 398 H: hunter?  
 399 P: yes.((laughter))  
 400 LL: ((laughter))  
 401 T: //last ten seconds?//  
 402 P: //we go to restaurant\* err we give the order (.) who is  
 403 err take order.  
 404 U: waiter? waitress.  
 405 P: yes.  
 406 T: oh bravo?  
 407 P: //and we//  
 408 T: //okay st\*op stop well done well done (.) really good.  
 409 LL: ((applause))  
 410 T: I ask you did you know florist I think no right?  
 411 U: florist? =

412 T: =he said flowers (.) florist means? I mean the person  
413 who? err sells the flo-flowers.  
414 U: haa.  
415 T: in Turkish you know?  
416 →A: çiçekçi [tr: florist]  
417 U: whose? ((unintelligible))  
418 P: constantines?  
419 LL: ((laughter))  
420 P: flower constantines?  
421 →U: who sell this day deseydin ya. [tr: I wish you say]  
422 T: okay one two three five six very good. well done to  
423 sleeper?  
424 A: six ooh.  
425 U: six.  
426 T: six points.=  
427 U: =this is our first experience. you can show me=  
428 →O: hocam türkçesi olsa yine bulamayız ((laughter))  
429 [tr: sir if it had been Turkish we would have found it  
430 yet]  
431 T: so please I welcome you to the stage ((tells Mr. Murat))  
432 alright so? if you're ready awakens?  
433 LL: ((laughter))  
434 T: Mr. Murat will start (.) are you ready sir.  
435 M: yes.=  
436 T: =okay. three two? one.  
437 M: a person err at the upper sta-err scientific level.  
438 A: professor.  
439 T: huh. uh? bravo.  
440 M: a person who err who went from one city to another  
441 quickly? by //vehicle//  
442 O: //plane?//  
443 Y: train?  
444 M: use it.  
445 O: err.=  
446 D: =/pilot/  
447 M: drive of it err  
448 T: what do you say?  
449 D: /pilot/=  
450 T: in English?  
451 D: pilot?=  
452 T: huh. uh?  
453 D: pilot  
454 M: //yes.//  
455 T: //oka:y?//  
456 M: err a place where all the ladies go before their wedding  
457 ceremony.

458 U: err.  
 459 LL: ((laughter))  
 460 A: place?  
 461 M: a place where go-where all ladies go before their wedding  
 462 ceremony.  
 463 →A: haa. kuaför. [tr: hairdresser]  
 464 T: English? I need the English version.  
 465 LL: ((laughter))  
 466 H: hair dresser ((from another group))  
 467 T: if you don't=  
 468 A: =(unintelligible))  
 469 T: ((tells Mr. Murat)) pass if you want?  
 470 O: hocam sözlükten bakalım ((laughter))  
 471 [tr: Ms. let'u us look at the dictionary]  
 472 T: last one minute?  
 473 M: err a person makes overhear? well. by err voice.(0.2)  
 474 okay never //mind.//  
 475 →O: //hair\* dresser miş ya  
 476 [tr: well it was hair dresser]  
 477 LL: ((laughter))  
 478 M: a person err for example? ((unintelligible) something  
 479 (0.2) you think err a big car? a big err lorry? it's  
 480 red.  
 481 A: darker.  
 482 O: (0.3) truck?  
 483 M: can drive a big car- red big lorry.  
 484 Y: captain.=  
 485 M: =and they go with err very big men they call them. and  
 486 they have distinguish.=  
 487 A: =//fireman?//  
 488 T: //time is up.//  
 489 M: yes.  
 490 T: okay let's? just count (.) accept it. okay but well done?  
 491 it was good actually. this is about? (.) okay? awakeners  
 492 only three but I congratulate the sleepers again? thank  
 493 you so much?  
 494 LL: ((applaud))  
 495 →T: so:? what? are the- so  
 496 this is about kuaför [tr: hairdresser]  
 497 LL: ((laughter))  
 498 U: kuaför ((laughter)) [tr: hairdresser]  
 499 A: hairdres-=  
 500 T: =yes we just call it like? //hairdresser\* oka:y?  
 501 LL: //hairdresser//  
 502 U: ((laughter))  
 503 T: a:nd? yes the man who? put out just think about the

504 summer time? alright? and in the mountains a natural  
505 situation happens. and some smokes cause it (.) there is  
506 a huge?  
507 A: fire.=  
508 T: =huh. uh? and?  
509 H: fireman=  
510 P: =fisher man?  
511 T: fireman //or firefighter.//  
512 P: //ha fireman.//  
513 T: we say? fireman or firefighter.  
514 A: firefighter.=  
515 T: =huh. uh? oka:y? the last one? it was about musician.  
516 about voice and so on.  
517 LL: ehm.  
518 T: yes. but it was really good actually thank you so much?  
519 a:nd? if you would like? I can just bring the rest of it  
520 next week. we can play a little bit harder about the  
521 taboo game. if you want.  
522 A: okay?  
523 T: okay. so //this week//  
524 →U: //emin misin\* (0.2) yenilen pehlivan güreşe  
525 doymaz [tr: are you sure (0.2) the beated wrestler is  
526 never satisfied with wrestling]  
527 LL: ((laughter))  
528 U: I will not say in English (.) but you know I won I say  
529 ((unintelligible))  
530 A: but we'll be ready err to fight. you.  
531 U: fight? //with me?//  
532 A: //yes.\* fight with you and we will win.  
533 U: I will fight you with my age (.) my age  
534 LL: //((laughter))//  
535 A: //your age that's\* the reason ((laughter))  
536 T: okay (.) so let's? just watch this short video? if the  
537 vo-sound is too low? Please let me know? I can just turn  
538 it up turn it up? ((stops the video)) oh I can just add  
539 the subtitles if we have? (.) yes. (0.2) okay.  
540 ((participants watch the short video about job  
541 application))  
542 T: (2.4) okay. so ehm I'd like to ask something. so as you  
543 understand? it about interview jobs- job interview. so  
544 ehm maybe you understand and you pick some of the words.  
545 err what kind of questions? does-do people ask while  
546 inter-interviewing with the people (.) what kind of questions.  
547 for example? in my mind first of all? why do you want to  
548 choose this job.  
549 LL: huh. uh?

550 T: or what do you err=  
551 Y: why do you err /l1:st/ err last err work?  
552 U: leave.=  
553 T: yeah leave the last work (.) huh. uh? (.) okay? err  
554 let me just write? (.) to leave the last work.  
555 T: yeah why do you leave? the last work that you have  
556 worked.  
557 R: err we haven't experienced about this job.=  
558 T: =huh. uh? do you have any experience ((writes on the  
559 board))  
560 P: °experience°  
561 Y: what do you kind of learning.  
562 T: you know experience?  
563 LL: yes.  
564 →U: err tecrübe. [tr: experience]  
565 T: yes. the-err in life? we have so many experiences and  
566 ((unintelligible))  
567 M: where do you see yourself err ten years later.  
568 T: ehm yes yes  
569 LL: ((laughter))  
570 T: this is I think typical and general question (.) okay.  
571 LL: ((laughter))  
572 T: ((writes)) where //do you see yourself?//  
573 U: //it's a key question//  
574 T: in ten years maybe? or after ten years?  
575 U: what is salary?  
576 T: (0.2) err the salary?  
577 U: salary.  
578 T: what do you expect (.) from your salary.  
579 LL: yes.  
580 T: okay. ((writes on the board)) from the salary.  
581 nobody asked like what is your greatest weakness (.) what  
582 are your greatest err strengths.  
583 P: strengths.=  
584 T: =I think they ask some questions. like strengths? that  
585 you do-did in best.  
586 P: yes.  
587 U: //yes.//  
588 T: //and\* the weaknesses that you can't do.  
589 O: yes.  
590 T: maybe?  
591 U: (0.2) I didn't understand.  
592 T: so for example err s-err I <do not use the excel> very  
593 much. okay? I do not use it very well. so this is my  
594 weakness.  
595 U: haa okay. okay I understand.

596 T: okay?  
597 U: weakness. I mean witness.  
598 T: oh? //okay.//  
599 P: //no.//  
600 A: weakness //we cannot//  
601 U: //not weakness\* we stretch  
602 T: weaknesses or? let's say?  
603 U: strength or stretch I mean? ((uses his gestures))  
604 T: strengths abilities (.) the best thing  
605 that you //can do.//  
606 Y: //achieve any\*thing.  
607 T: sorry?  
608 Y: achieve anything.  
609 T: yeah achieve (.) yeah achieving and doing it actually we  
610 settle the things that you do. (.) alright so? these are  
611 the questions that we ask during the interviews to the  
612 applicants. do you know applicant?  
613 →U: iş başvurusu [tr: application]  
614 →T: that's right (.) başvuran kişi [tr: applicant]  
615 U: applicant?  
616 T: huh. uh? applicant.  
617 U: ((pronounces the word)) applicant.  
618 T: if you apply for a job? you use the verb? apply? for a  
619 job. alright? so (.) after this quick briefing? for you?  
620 I want you right now to take your phones? take your  
621 phones. if you have the ability to connect the internet?  
622 I want you make a quiz right now.  
623 O: ((laughter))  
624 P: yes.=  
625 T: =okay it includes err seven of the interview phrases and  
626 words.  
627 →U: ((stands up)) şunu şuradan alayım  
628 [tr: I take this from here]  
629 T: so? the first thing that you need to do? is just (.) go  
630 on Google? okay? like this. and then? you need to write  
631 kahoot.  
632 U: ha kahoot?  
633 P: kahoot.  
634 T: huh. uh? you will see kahoot.it I mean the first one  
635 kahoot.it (.) I just click this one? (0.5) and you will  
636 have this page on your screen (.) do you have the same  
637 screen like this?  
638 P: yes.=  
639 T: =yes perfect? do you have:?  
640 →U: şu application is enough? [tr: this] or website  
641 //website?//

642 T: //err\* only website would be nice? can I? see something?  
643 →P: ben indirdim indirdim [tr: I downloaded downloaded]  
644 →U: bunu indirdin? [tr: did you download it]  
645 →P: aynen. [tr: yes.]  
646 T: okay if you have the application just click enter  
647 pin (.) okay? enter pin?  
648 U: bottom of the application?=  
649 T: =yes. if you have the application there is a button in  
650 the middle. you can click it as well? so.  
651 M: (0.8) we need the pin.=  
652 T: =yes you need pin (.) I'll just adjust it right now. so?  
653 you can use your nickname if you want to?  
654 M: yes.  
655 T: so this is going to be yo:r pin.  
656 M: I can't reach this page.  
657 T: what is this? err okay?  
658 →M: nereye giriyoruz hocam. [tr: where do we click Ms.]  
659 T: err yes with this one. okay.  
660 ((participants get active with nicknames on Kahoot))  
661 O: crazy tiger ((laughter))  
662 LL: ((big laughter))  
663 T: okay ((laughter))  
664 U: I want this.  
665 →O: ((laughter)) hocam olmuyor ya [tr: Ms. I couldn't do it]  
666 T: sorry?  
667 →U: bas bas spin e bas [tr: click click click the spin]  
668 →O: bastım bastım. [tr: I pressed it]  
669 T: err this is? these are just the nicknames.  
670 M: ehm.  
671 T: nicknames (.) did you choose your nicknames?  
672 U: ye:s.  
673 T: okay.  
674 M: ((unintelligible)) under this pin?  
675 T: yes you have to enter this pin.  
676 →O: hocam üç kere değiştirme hakkımız var.=  
677 [tr: sir we have three chances to choose the nickname]  
678 →U: =üç hakkın var sonra //değişmiyor// [tr: yes you have  
679 three options and then it does not change.]  
680 T: //yes you have only\* three options.  
681 →O: social zebra oldum ya [tr: my name is social zebra]  
682 T: ((reads the nicknames on television)) social zebra genius  
683 guana ehm oka:y? so has everyone completed? Mr. Murat did  
684 you do this?  
685 M: no.  
686 T: okay? choose the one (.) you just choose this okay?  
687 great. okay when you finish nickname? Who chose nickname



688 ((participants raise their hands))  
689 D: no.  
690 T: okay let's just okay ((click the screen)) okay here.  
691 perfect.  
692 U: I can't see my name?  
693 T: we need one more person I guess (.) who? is this. (0.5)  
694 okay if you're ready? I will start it. oka:y? wait right  
695 now? three  
696 O: //two.//  
697 T: //two.\* one. (0.5) what does to improve mean (.) you see  
698 the options and you click the right thing.  
699 →O: hocam soru çıkmadı  
700 [tr: Ms. there is no question on the phone screen]  
701 T: oka:y? you will see the answers and choose it. okay the  
702 first one //((laughter))\* you will see the answers and  
703 →U: //O BENİM// [tr: this is me]  
704 T: you will choose the right one.  
705 Y: okay.  
706 T: it's you?  
707 U: it's me.  
708 T: let's see? who just knew it? okay? genius guano  
709 R: that's me ((laughter))  
710 T: that's you okay?  
711 →O: hocam sen değilmişsin bizi yiyormuşsun ((laughter))  
712 [tr: sir that was not you you were kidding us]  
713 T: oka:y? in the game? you have- you see different colours  
714 okay? you need to write- you need to read the answers?  
715 and then you need to choose the colour.  
716 Y: //okay.//  
717 M: //but\* what colour we didn't see the answers  
718 T: you're not going to see (.) you will see the answers  
719 here.  
720 →O: ((turns to Ms. Helin)) hocam soru ekranda cevap  
721 ((laughter)) burada. [tr: Ms. the questions are on  
722 television screen and answers are here, on phone screen]  
723 M: but we didn't have choice.  
724 T: err.=  
725 M: =just now.  
726 T: you didn't have it right now ehm maybe  
727 M: before it's very late.=  
728 T: =maybe it's related to the internet connection sometime?  
729 maybe? okay that's really okay. (.) are you ready? for  
730 the second question.  
731 LL: //yes.//  
732 U: //yes\* we are waiting.  
733 T: what is the definition of experience (.) let's see the

734 answers. dedication? dealing with problems? involvement  
735 in life? and telling truth. (.) you have ten seconds. I'm  
736 so excited for your answers. ((time is up)) let's see?  
737 ehm okay? four four. okay the right answer experience is  
738 the involvement in life. (.) okay? let's see who knew it?  
739 social zebra is still the first one.=

740 P: =yeah it's me.  
741 T: okay?  
742 LL: ((laughter))  
743 T: and who is snowy roaster.  
744 U: it's me.  
745 T: and smart parrot?  
746 H: ((raises her hand))  
747 T: okay? ((laughter)) let's move on. what does ambition  
748 refer (.) ambition. aspiration? to determine? Interview?  
749 or tuition. (1.0) o:kay? let's see? aspiration means  
750 actually? (.) you know ambition an ambitious person?  
751 →Y: hırslı [tr: ambitious]  
752 T: huh. uh? it means the same with aspiration actually.  
753 →O: ambition ne? [tr: what is ambition]  
754 →Y: hırs hırs. [tr: aspiration aspiration]  
755 →O: doğru yaptım ama yanlış biliyorum ((laughter))  
756 [tr: I have the correct answer but I know the meaning  
757 wrong.]  
758 T: okay can you j-just translate it into Turkish? what is  
759 does aspiration mean?  
760 M: err  
761 →H: aspire etmek [tr: to aspire]  
762 T: in Turkish?  
763 →LL: aspire etmek.= [tr: to aspire]  
764 T: =no? aspiration actually means err the same meaning with  
765 ambition.=  
766 P: =ambition.=  
767 T: =it means? in Turkish?  
768 →Y: hırs.= [tr: ambition]  
769 →O: //hırs// [tr: ambition]  
770 T: //huh. uh?//  
771 M: desire.  
772 T: huh. uh? that's right.  
773 U: it was ((unintelligible))  
774 T: it was it was.  
775 →U: I was salladım. [tr: I chose it unconsciously]  
776 T: zalidingo who is zalidingo  
777 M: I  
778 T: o:kay? ((laughter)) sir. and genius guano we still move  
779 on? and social zebra the third one. (.) let's move on.

780           what? does process mean.  
781           (( teacher does not read the options out loud this time))  
782       P:    ((looks at the gif of the question and laughs))  
783       T:    (1.0) o:kay. seven people just knew? yes process means  
784            procedure you know?  
785       H:    ((turns to Ms. Ceren)) ((unintelligible))  
786       T:    zalidingo again? okay genius guano oh zalidingo is on  
787            fire right now (.) because she or he know everything so  
788            far (.) well done (.) let's move on. what does ability  
789            mean. read questions? I mean answers carefully.  
790            capability of doing? affording to do something? talent or  
791            skill? experience. (.) be careful about this question you  
792            have two: distractive answers. okay? talent ((laughter))  
793            I knew it ((laughter))  
794       →U:   tuzaklı soruydu bu. [tr: it was a tricky question]  
795       T:    yes.((laughter))  
796       LL:   ((laughter))  
797       T:    it was just a tricky question. err you err ability  
798            //I have\* an ability for err playing instrument.  
799       P:    //yes.//  
800       T:    for playing flute and so on.=  
801       P:    =yes.=  
802       T:    =so this means that I'm talented (.) I have a skill.  
803            so this is about ability (.) okay. zalidingo again? okay  
804       T:    let's move on. what is the definition of to maintain  
805  
806                                   (1.0)    it is a bit again tricky question.  
807  
808                                   ((time is up))  
809       T:    okay. so this is a phrase actually? err to maintain is  
810            about like go on-going on.=  
811       →C:   =sürdürmek [tr: continue]  
812       LL:   go on.=  
813       T:    =continue (.) I knew that if I just write continue?  
814            everybody is-will be knowing it? but I think carry on (.)  
815            do you know?  
816       Y:    keep it.=  
817       T:    keep going.=  
818       LL:   =keep going.  
819       T:    continue keep going yes carry on (.) let's say continue?  
820            maintain? and keep going? all of them are in the same  
821            meaning. o:kay. let's see the winner again? zalidingo  
822            who? was is again? was it you?  
823       M:    ((raises his hand))  
824       T:    okay (.) let's see.  
825       →C:   yalnız hocam parlıyor hepsini okuyamıyoruz ya

826 [tr: but the screen is shining we can't read all of it]  
827 T: ((laughter)) //okay I will try again.//  
828 →C: //yani bilmiyorum sinir oldum.// [tr: I mean  
829 I don't know I got frustrated]  
830 T: what is=  
831 →C: ben göremiyorum yani= [tr: I can't see]  
832 T: =the definition? of to supervise. ((takes the curtains))  
833 okay let's just turn it off.  
834 LL: manage manage?  
835 →U: herkes bildi.= [tr: everyone has answered correctly]  
836 T: so:? <<manage supervise>> do you know err advise.=  
837 P: =advise (.) //adviser?//  
838 T: //huh. uh?\* all of them are in the same meaning.  
839 do you know in Turkish advice?  
840 →LL: tavsiye?= [tr: advice]  
841 T: okay supervise is the same meaning actually. huh. uh? ((writes  
842 on the board)) supervise manage  
843 U: manager  
844 T: manager supervisor manager and also we have advice (.) all of  
845 them are in the same meaning. I'm so excited to see the  
846 results? okay err genius gua- ooh genius guano  
847 R: me (.) that's me.  
848 LL: ((laughter))  
849 T: okay? this time you are the first. zalidingo the second zebra?  
850 O: ((raises his hand))  
851 T: oka:y? you're on fire. you knew the last questions (.) good?  
852 and smart rabbit?  
853 H: ((raises her hand))  
854 T: okay very good. (.) okay let's see. oh? //we just learned it//  
855 U:  
856 →O: neydi o ya. [tr: what was that]  
857 →T: okay listen? ay answer the questions carefully. [tr:oh]  
858 you need to read it carefully as well. (0.4) last five  
859 seconds?  
860 →O: hangisiydi ya: //ikisi arasında kaldım.// [tr: which one  
861 was it I am in a dilemma]  
862 T: //you knew it guys? you\* knew it. (0.2)  
863 okay? so:? yes there are some people who said speaking at  
864 length about important things but actually no:? waffling  
865 on it means? speaking a lot in unimportant things (.)  
866 alright.  
867 R: ((unintelligible))  
868 T: huh. uh? just talkative for err unimportant you know?  
869  
870 T: unreasonable situations. err genius guano huh. uh?  
871 zalidingo and fearless zebra are the third-first three

872 people. okay maybe? you don't know this one? maybe you  
873 can guess the meaning (.) what is the definition? of an  
874 old hand (.) a p-person who is old? a person with a lot  
875 of experience? a person who is unexperienced? a person  
876 who ignores people. (.) just try to guess it what? is it.  
877 oka:y //well do:ne.// ((laughter)) well done ((laughter))  
878 LL: //((laughter))//  
879 T: that's really good though? yes this means the person who  
880 is experienced. We call it like ooh you are a-an old hand  
881 can you? just please give me err about your experience  
882 about something. for example? what are you doing the  
883 best. or what do you feel like  
884 //you had experienced about\* something. can you? give me  
885 an example?  
886 →U: //hand mi old hand mi// ((turns to Ms. Helin))  
887 [tr: is it hand or old hand]  
888 C: an old hand.  
889 A: for example I can err //repair// something=  
890 T:  
891 =oh //okay//  
892 A: //house?\* anything is broken.=  
893 T: =ehm.=  
894 A: =I can repair it.=  
895 T: okay (.) so I can say that? wait a second  
896 ((unintelligible)) an old hand (.) okay you are? an old  
897 hand in repairing the //house\*-household stuffs.  
898 A: //yes.//  
899 T: okay?=  
900 A: =yes.  
901 T: do you-can you? just give me some examples about  
902 <<an old hand>>  
903 U: cooking?  
904 T: cooking yeah? //you are// an old hand in? cooking.=  
905 U: //yes.//  
906 =yes.  
907 T: okay? I am a-an old hand i:n? speaking in Greek language  
908 (.) but in a basic way.  
909 A: greek language.=  
910 T: =huh. uh?  
911 →U: is there any greek? language. I watched err neydi hocam  
912 Ya ((turns to Ms. Helin)) [tr: what was it Ms.]  
913 LL: survivor.=  
914 U: =survivor.  
915 T: there are //so many similar words.//  
916 U: //I watched\* greek team? I think they say all  
917 same word.

918 T: that's right //maybe//  
919 →U: //same// word. //aynı kelimeyi\* konuşuyorlar  
920 sanki Rumca.  
921 [tr: it is like they speak the same word in Greek]  
922 T:  
923 →U: yani hep aynı şeyi söylemiş gibi nasıl konuşuyorlar  
924 [tr: well how do they speak like they always say the same  
925 thing]  
926 M: does it mean err.  
927 T: do you know? I mean it is j-just called like /ala/  
928 →LL: /ala/  
929 T: but actually it means? ama in Turkish [tr: but] they say  
930 I'm really competetitive /ala?/ I can't do it for  
931 example. (.) something like that. so there are so: many  
932 similar words. (.) okay.=  
933 M: and old hand means experienced? or ability to do.=  
934 T: =experienced about something.=  
935 M: =experienced. (0.2) Ms. Helin Ms. Helin can you just give  
936 me an example about an old hand?  
937 H: solve mathematic problem.  
938 LL: ((big laughter))  
939 T: you are <<an old hand>> in solving the mathematic  
940 problems. o:kay. what about (.) you? ((shows Ms. Ceren))  
941 →C: ehm °ben yapamam° [tr: I can't do it]  
942 T: what do you think you have experienced a lot. (0.2)  
943 A: making test.  
944 C: ((nods her head))  
945 →H: nasıl yaparsan yap. [tr: however you do.]  
946 A: for example.  
947 T: ((unintelligible)) in mind? okay? err what about you?=  
948 ((asks Ms. Esin))  
949 O: =cut the people ((big laughter))  
950 LL: ((big laughter))  
951 T: yes that's right ((laughter))  
952 U: cut the  
953 E: ((unintelligible))  
954 T: so you can say? I am an old hand in? cutting the people  
955 you know?  
956 LL: ((laughter))  
957 T: okay err the last example err Mr. Yener.  
958 Y: my girl and I share err very very err useful time with my  
959 girl.=  
960 T: =huh. uh?  
961 Y: because we go: to the migros market we take ice cream?  
962 and we walk the err main road? and we talk about  
963 anything.

964 T: so:? I mean you are an old hand in talking to your I  
965 mean? //daughter.//  
966 Y: //wife//=  
967 LL: =daughter.  
968 Y: daughter=  
969 T: =huh. uh?  
970 M: ((unintelligible)) daughter.  
971 Y: and we ride the bike ((laughter))  
972 T: o:kay. so maybe you are err really an old hand i:n?  
973 riding the bicycle //as well.//  
974 Y: //yes.//  
975 T: oka:y? thank you so much? let's see we di-okay. (.) this  
976 is a little bit hard (.) what? does vacancy mean.  
977 Interview? accepting? appointment? o:r? placement. (0.7)  
978 choose something. (0.2) let's see. placement err in  
979 Turkish? first of all I would like to ask you the  
980 question the words what is interview (.) job interview  
981 you know job interview?  
982 P: yes.=  
983 T: =okay. accepting? you are accepted to the job  
984 congratulations.  
985 →H: kabul edilmek. [tr: to be accepted]  
986 T: okay (.) appointment?  
987 →M: randevu. [tr: appointment]  
988 →T: yes I have an appointment? to my professor tomorrow.  
989 placement? is about? err in Turkish we say? iş baş-ış  
990 ilanı iş açığı [tr: announcement vacancy]  
991 LL: iş açığı [tr: vacancy]  
992 →T: oka:y? (.) let's say iş ilanı [tr: vacancy]  
993 job vacancy ((writes on the board)) o:kay. so let's see  
994 the podium well? genius guano can you raise your hand?  
995 genius guano  
996 R: ((raises his hand))  
997 LL: ((laughter))  
998 T: well done?  
999 LL: ((applaud))  
1000 T: okay? eight out of ten oh? you have only two falses (.)  
1001 well that's good? a:nd the second one is about za  
1002 zalidingo (.) congratulations Mr. Murat  
1003 LL: ((applaud))  
1004 T: you have err seven right answers? out of ten.=  
1005 A: =only three mistakes.=  
1006 T: =huh. uh? and? fearless zebra:?  
1007 O: ((raises his hand))  
1008 T: yes well done again? six out of ten thank you so much?  
1009 o:kay? (0.2) so:? right now? so you can just write the

1010 words if you want to:? (.) we have five minutes err  
1011 before the break so? I would like to show you? the video  
1012 about an old hand (.) alright? so let's see it (.) it is  
1013 just right here? (0.3) ehm okay. (0.3) if I put the  
1014 subtitle (.) okay.  
1015 (( the participants watch the video of an old hand))  
1016 T: so:? I want ((drops the eraser)) you?- I want to think  
1017 about this phrase an old hand and? give me a long  
1018 sentence and if you just want to err let's say? read  
1019 about it? you have enough time (.) after break? you can  
1020 just tell me what you write? what you think about the and  
1021 old hand (.) I want to hear your answers I want to hear  
1022 your sentences. okay?  
1023 LL: okay.  
1024 T: //we can just//  
1025 A: //we talk about\* ourself?  
1026 T: yes //please//  
1027 A: //and\* what we are and old hand.=  
1028 T: =yes (.) I mean you should give a reason? first of all  
1029 because of this this this reason? I am an old hand. so  
1030 first give the cause or reason then write or let's say?  
1031 use the an old hand. alright? so after break time? we  
1032 will just talk about it (.) I will get your answers.  
1033 okay? see you after ten minutes.  
1034 ((break time finishes))  
1035 T: okay in the break time? we just talked about a youtube  
1036 channel (.) this is etpr twenty one day listening so if  
1037 you want to practice your listening? If you feel like you  
1038 have lack of listening skill? you can err use err this  
1039 youtuber (.) this is really amazing. It includes so many  
1040 words in the video. in that way you can practice the  
1041 listening? and you can learn the new words? and you will  
1042 do it in (.) twenty (.) one (.) day-twenty one days  
1043 alright? and then you will just completely get this skill  
1044 of listening. so I suggest you to follow this youtuber?  
1045 etpr twenty one days listening. okay? just for  
1046 information we just talked about it. how can we just  
1047 improve our listening skill? and so on? it would be  
1048 really beneficial for you. (0.5) okay?  
1049 ((phone rings))  
1050 U: which one.=  
1051 T: I thought what's going on (.) okay do you have  
1052 //any question?//  
1053 U: //epr?\* which epr channel? which one is?  
1054 T: err can you write as well this one? twenty one days? and  
1055 you will see what I'm just talking about. (0.5) yes



1056 that's right. //this is\* the one. huh. uh? it's called  
1057 like /1/  
1058 U: //this one//  
1059 →P: bu muymuş. [tr: is it the one]  
1060 T: that's right the first one. can you? just show the people  
1061 as well?  
1062 P: ((shows the screen to the participants))  
1063 U: etpr learn three thousand ((unintelligible))  
1064 →O: evet arkadaşlar ((laughter)) [tr: yes friends]  
1065 LL: ((laughter))  
1066 →A: elden ele gezzin [tr: let it pass from hand to hand]  
1067 →P: öyle daha mantıklı [tr: it is more reasonable]  
1068 T: okay? thank you very much?  
1069 P: you are welcome.  
1070 T: okay right now I want you to take a look at this one?  
1071 this is related to the job interview and so on? but first  
1072 of all I want you to read? and try to guess the meaning.  
1073 is there any words? that you don't know. the first one  
1074 for example? company name (.) the company name? is in or  
1075 out to lunch catering services. it's a long name but it's  
1076 a name (.) company name. and the job they are looking  
1077 for? is catering assistant (.) <<so do you know any  
1078 unknown words.>> (0.6) so for example do you know  
1079 //catering?//  
1080 U: //catering.//  
1081 LL: yes.  
1082 →O: catering err yemek [tr: food]  
1083 T: can you explain in English?  
1084 M: food and beverage service.  
1085 O: and err=  
1086 T: =okay err=  
1087 M: =food and beverage services.  
1088 T: huh. uh? that's right. the same? ((asks Mr. Osman))  
1089 →O: (turns to Mr Murat)) bak ((laughter)) hocam [tr: look sir]  
1090 Y: catering supply err meal.=  
1091 T: that's right not only? meal but also beverage. do you  
1092 know beverage?  
1093 LL: ((shake their head as a no answer))  
1094 T: beverage err the drinks actually especially the cola  
1095 fanta you know? which has let's say? sparkles inside.  
1096 Y: yes.  
1097 T: so we call them like this. ((writes on the board))  
1098 beverage (.) oka:y? so err the company provides food? and  
1099 drinks beverages and so on and they are looking for the  
1100 catering assistant. so:? my question is right now you are  
1101 going to talk to your pairs? I don't want you to sit up

1102 oh sorry stand up? so you can just talk to your pairs err  
1103 what kind of questions does err the interviewer ask to  
1104 the person who is going to be the ap-applicant. so just  
1105 think about it? with your pairs (.) what kind of  
1106 questions can I ask to the applicant. I am applying for  
1107 the catering assistant <<I am>> applying for the catering  
1108 assistant and you are the interviewers (.) you ask some  
1109 questions to me. what wou-what would it be the questions.  
1110 M: how long time=  
1111 T: =err.=  
1112 M: have you experienced the catering service.=  
1113 T: o:kay? you now discuss with your pairs alright? discuss  
1114 with your pairs. write your answers together?  
1115 →D: hocam bir yardım eder misiniz?  
1116 [tr: Ms could you please help]  
1117 T: okay? do you have any=  
1118 D: what? ((shows the sentences))  
1119 T: ((fixes the sentence)) okay when do you need.  
1120 D: ((unintelligible))  
1121 T: yes discuss these questions. why did you choose this job.  
1122 why do you want to work in catering service and so on?  
1123 O: we decide the subject to write?  
1124 T: err it's about catering assistant you know? it's catering  
1125 assistant application? And you are the interviewers (.)  
1126 you ask some questions to get the person into the job.  
1127 D: okay.  
1128 T: just ask some questions.  
1129 ((participants create some questions related to catering  
1130 assistant))  
1131 U: do you like-love love-love preparing food for err  
1132 someone.  
1133 E: I'm in a company of coffee  
1134 U: huh. uh? err  
1135 E: coffee latte we can talk.  
1136 U: ((unintelligible))  
1137 E: yes yes.  
1138 T: and you write the questions as well? okay try to write  
1139 some questions that you ask each other.  
1140 U: ((unintelligible))  
1141 E: drink?  
1142 U: alcohol.  
1143 E: ha alcohol.  
1144 U: to make sell prepare.  
1145 E: especially I prepare vodka (.) vodka? ((looks at  
1146 teacher))  
1147 T: ((laughter))

1148 U: okay your turn (.) ask question.  
1149 ((3.0))  
1150 T: OKAY? time is up.  
1151 LL: ((laughter))  
1152 T: okay I want you to ask you what kind of questions? did  
1153 you ask to each other. if you offering or if you're just  
1154 talking to someone? who is trying to apply for your  
1155 company (.) so err what kind of questions would you ask  
1156 this person.  
1157 U: about company.  
1158 T: err I mean about the applicant. he's- he or she applying  
1159 for your company (.) as a catering assistant.  
1160 U: ((unintelligible))  
1161 M: have you experienced on catering services.  
1162 T: that's right? just a second ((turns to U)) what did you  
1163 say?  
1164 U: err catering assistant err=  
1165 T: is a job.=  
1166 U: will work in beverage? or food. //which one?//  
1167 T: //oh okay this\* is the  
1168 question (.) err catering assistant is including not  
1169 only the food? but also the drinks  
1170 let's say beverages (.)  
1171 U: but? in our countries err you can work beverages or foods  
1172 only.  
1173 T: err but catering assistant a:nd there is a company about  
1174 it. so the person needs to deliver the <<food and  
1175 beverages>> together.  
1176 U: ehm (.) deliver  
1177 T: huh. uh? deliver. //do you know deliver?//  
1178 U: //not preparing.\* they were-are not  
1179 make (.) only deliver?  
1180 T: err providing and delivering huh. uh?=  
1181 M: =they cook the meal and deliver it to the university for  
1182 example?=  
1183 T: that's right.  
1184 M: all the people here.=  
1185 T: =and transportation and so on yeah this is.=  
1186 A: we can ask if you are err having a driving license?=  
1187 U: =driving license?  
1188 T: err I get the err question (.) first of all what was your  
1189 question (.) can you just tell me again? I will write it  
1190 ((ask Mr. Murat))  
1191 M: how long time? err (.) sorry (.) //how long\* time have  
1192 T:  
1193 M: experienced the catering service.

1194 T: o:kay (.) so how long have you experienced  
 1195 ((writes on the board)) experienced on catering service.=  
 1196 M: =yes.  
 1197 T: (0.5) okay this is a nice question actually? we can  
 1198 understand <<how many years>> the person has just worked  
 1199 (.) in a job or something like that. yes? your question?  
 1200 ((turns to Mr. Arden))  
 1201 A: do you have err driving license?  
 1202 T: okay so:? we can ask <<do you have>>  
 1203 A: a driving /lisans/  
 1204 T: a driving /lɑɪsəns/ ((starts to write on the board)) do  
 1205 you have a?  
 1206 A: driving license.=  
 1207 T: license?  
 1208 A: because he must go to the fabric and to deliver err what  
 1209 he cooked.  
 1210 T: definitely I mean you just need it (.) or otherwise you  
 1211 ((unintelligible)) or is going to deliver the other  
 1212 things.  
 1213 M: yeah.  
 1214 P: and what kind of driving license.=  
 1215 T: =ehm.  
 1216 A: a or b or c=  
 1217 T: this is another question?  
 1218 LL: ((laughter))  
 1219 T: what kind of what kind of.  
 1220 →U: ((turns to Mr. Arden)) bak gördün mü ((unintelligible))  
 1221 dedim sana  
 1222 [tr: you see I have told you]  
 1223 M: what class.  
 1224 T: yeah what class a or b? I think a? one of us err.  
 1225 M: a license for motorbike  
 1226 T: a for motorbikes=  
 1227 A: =motorbike.  
 1228 M: b long cars  
 1229 T: o:kay? what about c? for the-do we have c?  
 1230 M: they have changed  
 1231 T: oh okay I have no idea I haven't taken the driving  
 1232 license so yeah.  
 1233 Y: I'll give a card err look it.  
 1234 T: okay this is?  
 1235 LL: ((laughter))  
 1236 A: there is behind=  
 1237 Y: =okay.  
 1238 A: =the card.  
 1239 T: this is a? or b.

1240 Y: all of the ((unintelligible))  
 1241 T: okay let's see.  
 1242 U: do you?=  
 1243 T: =oh I see. there are a number of things actually there  
 1244 are different driving license oh thanks?  
 1245 U: do you have any disability to /krajın/ something.  
 1246 T: that's right very good very good. (goes to board to  
 1247 write)) do you?  
 1248 U: have a disability  
 1249 T: do you know disability?  
 1250 A: yes.  
 1251 →O: weakness m1. [tr: is it weakness]  
 1252 T: for example? I have a hearing impairment (.) I can't  
 1253 hear or I-I have the visual impairment I can't see  
 1254 anything. this is about disability  
 1255 U: about /krajın/ something or? talking someone  
 1256 T: err about carrying?  
 1257 U: carrying something.  
 1258 T: okay (.) okay.  
 1259 →A: maybe that's fitik [tr: hernia]  
 1260 LL: ((laughter))  
 1261 P: do you have err health problem.  
 1262 T: any health problem.  
 1263 P: do you have any health problem.  
 1264 T: huh. uh? ((writes on the board)) do you have?=  
 1265 P: =for-for this position.  
 1266 →U: pozisyon. [tr: position]  
 1267 T: yes any health problem.=  
 1268 A: =yes of course?  
 1269 T: what //kind of health problem//  
 1270 A: //you must be err healths report.//  
 1271 T: yes.=  
 1272 A: how you are going to working in a err=  
 1273 T: health insurance maybe?  
 1274 A: kitchen.  
 1275 T: health certificate maybe (.) there are important.=  
 1276 LL: =yes.  
 1277 T: huh. uh? for applying (.) maybe we can ask how many  
 1278 languages do you know.  
 1279 M: °yes.°  
 1280 T: let's write it how many languages- because I think they  
 1281 are asking the question in the companies.  
 1282 LL: yes.  
 1283 T: do you know English? how-in which level do you speak  
 1284 English which level do you speak German. and so on.  
 1285 ((completes the sentence on the board)) foreign languages

1286 do you speak. (0.4) any question?  
1287 Y: err  
1288 T: what's more?=  
1289 Y: do you have any certification for what kind of err  
1290 err do you graduated from university or special  
1291 ((unintelligible)) for fishing for meals or vegetables  
1292 for prepare drinks?  
1293 //so.//  
1294 T: //ehm\* okay so we should say <<do you have any  
1295 certificate>> for specific skills.=  
1296 LL: =skills.  
1297 T: huh. uh? or advanced skills. huh. uh? ((writes and reads on  
1298 T: the board)) do you have a certificate or certification (0.4)  
1299 advanced skills such as? fishing and blab bla bla. okay.  
1300 any others?  
1301 U: err do you? do you if you have a err handicap for travelling.  
1302 T: ehm okay? do you have a handicap=  
1303 →U: =az önce öğrendiğimiz şey [tr: the one that we have learned  
1304 recently] do you-do you if=  
1305 T: =err.=  
1306 U: =you have a handicap.=  
1307 T: =but //after\* do you-you put a verb.  
1308 U: //you//  
1309 ehm. do you if or whether.  
1310 T: okay.=  
1311 U: =do you if there is a bank near here.  
1312 T: err do you <<know>> if there is a bank near here.  
1313 O: do you bla bla if  
1314 →U: ya da can you tell me //you have a hand\*icap.  
1315 [tr:or]  
1316 T: //oh that's right//  
1317 U: for travelling.  
1318 T: okay.  
1319 →U: yanlış mı yazdım acaba. [tr: did I write something wrong]  
1320 T: no? that's right. I will write here. can you please tell  
1321 me again? do you=  
1322 U: do you (0.2) can you tell me=  
1323 O: =can you tell me.  
1324 T: okay let's just write can you tell me?  
1325 U: can you tell me (0.2)  
1326 T: huh. uh?  
1327 U: if or whether  
1328 T: yes err which one do you want to use?=  
1329 U: =if.  
1330 T: okay that's it if?  
1331 A: ((unintelligible))

1332 U: short one (.) if you have a handicap.  
 1333 T: ((writes)) if you have? a? //handicap//  
 1334 U: //handicap//  
 1335 T: for?  
 1336 U: travel.  
 1337 A: for travel.=  
 1338 T: for travelling.  
 1339 U: for travelling.  
 1340 A: yes (.) for example maybe? she is married and she can't  
 1341 move between-from a //city// to another city.=  
 1342 T: //ehm.//  
 1343 =yeah I think working hours and days are just prolonged  
 1344 sometimes.  
 1345 A: someone if someone has little child.=  
 1346 T: =that's right.  
 1347 A: they cannot be outside about it.  
 1348 T: that's right that's really good because err some of the  
 1349 children kindergarten students? all children let's say?  
 1350 are not able to travel with their parents as you can  
 1351 say.=  
 1352 A: yes.  
 1353 T: and this is a handicap that's right. (.) err handicap for  
 1354 oka:y? if you use for? and if you use a verb after then  
 1355 (.) you need to put ing. huh. uh? handicap for swimming.  
 1356 handicap for talking handicap for cleaning oka:y?  
 1357 Y: gerund?  
 1358 T: err it's a gerund situation (.) sorry ((laughter))  
 1359 Y: no no.  
 1360 T: okay.  
 1361 Y: err I have a friend who err work the yatch? //for//  
 1362 cooking.  
 1363 T: //yeah.//  
 1364 Y: and he goes to abroad two month-for two months.=  
 1365 T: =oh that's a long period of time.  
 1366 Y: do you prefer to work yatch.=  
 1367 T: =ehm.  
 1368 A: on yatch.  
 1369 Y: on yatch at yatch which one.  
 1370 T: ((writes on the board)) do you prefer?  
 1371 A: working.=  
 1372 T: =huh. uh?=  
 1373 A: on yatch. (0.3)  
 1374 →O: terim olarak neydi. [tr: what was it as a term]  
 1375 Y: cruise (.) cruise.  
 1376 T: or let's say cruise (.) that's much more reasonable.  
 1377 LL: cruise.

1378 T: huh. uh?  
 1379 →U: ama cruise biraz daha büyük seyahatlerde değil mi.  
 1380 [tr: but isn't cruise for bigger journeys]  
 1381 →A: evet. [tr: yes.]  
 1382 U: prepare (.) preparing yatch preparing bot?  
 1383 ((ask Mr. Yener))  
 1384 Y: yeah.  
 1385 U: ((unintelligible)) bot.  
 1386 P: private bot.  
 1387 →U: private bot? özel bot. [tr: private bot]  
 1388 P: huh. uh?  
 1389 →U: cruise böyle daha bir yüksek oluyor ya.  
 1390 [tr: the cruise is much higher.]  
 1391 T: okay. ((laughter)) I want you to listen the err  
 1392 recording. (0.2) let's see? where the recording is.  
 1393 yes. yes. right now we're going to be having the listenin  
 1394 activity (.) and the person? the interviewer is going to  
 1395 ask some questions? to the applicant. I want you listen?  
 1396 and write the questions.  
 1397 U: yes.=  
 1398 T: =what kind of question did he write (.) are they the  
 1399 same? are they the similar? oka:y? just try to take some  
 1400 notes about the questions that he asked. okay if you're  
 1401 ready? I'm just going to start (0.2) ready?  
 1402 LL: yes.  
 1403 T: o:kay.  
 1404 ((listening activity related to interview takes 3  
 1405 minutes))  
 1406 T: okay.  
 1407 U: I think they are from England //nobody understands.//  
 1408 T: //they are speaking\* super  
 1409 fast and they are just swallowing the words.=  
 1410 U: =yes //yes//  
 1411 T: //and\* it is really hard for me? at the first time  
 1412 (.) but then I listen to it err there are some specific  
 1413 questions.  
 1414 U: yes.=  
 1415 T: =err as an interviewer? so:? what kind of questions did  
 1416 the interviewer ask the applicant (.) to the woman.  
 1417 U: first? one.  
 1418 T: okay? you can just tell me a mixed way that's okay.  
 1419 U: okay?=  
 1420 T: =but the first one if you want? I can just get the=  
 1421 U: =could you tell me something about yourself.  
 1422 T: yeah that was the first question.  
 1423 A: //I couldn't understand this.//



1424 T: //could you tell me something?//  
 1425 U: ((turns to Mr. Arden)) ha?  
 1426 A: I couldn't understand this.  
 1427 T: yes (.) this was just a bit fast.  
 1428 A: very fast.=  
 1429 U: =very fast= ((laughter))  
 1430 T: =huh. uh?  
 1431 U: the first (0.2)  
 1432 A: but the second one I=  
 1433 U: =I write order  
 1434 T: ((writes on the board)) could you please tell me?  
 1435 U: the first one could you please tell me something (.) the  
 1436 second ones?  
 1437 H: how do you get this job.  
 1438 A: how did you get this job.  
 1439 H: how do you get this job.  
 1440 U: what do you know about the company.  
 1441 T: so? if we are just talking in an official way?  
 1442 we say? could you? please. we don't say can you please.  
 1443 or.=  
 1444 Y: /polit/ polite  
 1445 T: huh. uh? in a polite and official way. could you please  
 1446 do this to me? could you please explain? could you please  
 1447 introduce yourself? <<could you please>>  
 1448 LL: could you please.  
 1449 T: yes. the? second question.=  
 1450 A: the second question err how you getting on with people.=  
 1451 T: =that's right. huh. uh? //he says how?//  
 1452 U: //I didn't understand\* this.  
 1453 LL: ((laughter))  
 1454 T: how do you get on (.) with people ((writes on the board))  
 1455 →U: ne demek? [tr: what does it mean]  
 1456 T: get on you know err peop-how //to say.//  
 1457 →C: //geçinmek//  
 1458 [tr: get on well]  
 1459 T: huh?  
 1460 →C: geçinmek insanlarla geçinmek  
 1461 [tr: get on well with people]  
 1462 →T: geçinmek //anlaşmak// [tr: get on well]  
 1463 Y: //relationship//  
 1464 T: ehm sorry?  
 1465 Y: relationship.  
 1466 T: relationship (.) having a nice relationship.  
 1467 →C: //iyi anlaşmak mı//  
 1468 [tr: does it mean to get on well with]  
 1469 T: //getting on\* is like waffle on it's a phrase let's say

1470 an idiom.

1471 →C: iyi anlamak demek değil mi hocam

1472 [tr: it means to get on well with doesn't it Ms.]

1473 T: //yes.//

1474 A: //yes.//

1475 T: have a good relationship with the people.

1476 A: the boss want to know if she is

1477 ((unintelligible)) or not.

1478 T: oh that's right. she is positive=

1479 A: //positive.//

1480 T: //about the\* job and the people.=

1481 A: =yes.

1482 T: yes that's right (.) what's next?

1483 H: why do you want this job.

1484 T: huh. uh? (.) why do you want this job. ((writes on the

1485 board)) (0.3) that's an obvious question. every time they

1486 ask <<why? do you want this job.>> so? could you please

1487 tell me this jo-this question in a polite way.

1488 H: could you err

1489 T: huh. uh?

1490 H: why I-you (.) why you want this job.=

1491 T: =that's right (.) why? //you// want this job.

1492 H: //you?//

1493 T: huh. uh? okay. (.) okay? anything you heard about it?

1494 Y: what do you know about the company.=

1495 T: huh. uh?

1496 H: what do you know about this company.=

1497 U: =this company.

1498 T: ((writes on the board)) what do you know? (.)

1499 about this company. (0.3) so err do the workers or do the

1500 interviewers ask this question all the time? (0.2) do you

1501 think I mean do they want you to search on the internet

1502 about the company.

1503 M: yes.

1504 T: is? it.

1505 A: yes.

1506 T: o:kay maybe err they just want you to know err let's say

1507 the master president let's say and so on. the workers

1508 maybe? oka:y? let's get the other question.

1509 M: what quality can you bring the job.=

1510 T: =ehm.

1511 U: can you or do you? ((asks Mr. Murat))

1512 T: what quality did I write?

1513 LL: can you do ((answer to Mr. Uygur))

1514 T: ehm what quality can you err let me just come here.

1515 U: do you (.) do you?

1516 T: ((replays the track and track says what qualities would  
1517 you bring to the job))

1518 LL: haa ((laughter))

1519 T: yes. ((laughter))

1520 →M: değilmiş. [tr: it is not can]

1521 T: okay ((writes on the board)) what qualities?

1522 U: would you bring to this job. (0.5)

1523 T: would you bring to this job. (.) so again? would you is  
1524 just a polite way. he doesn't say what qualities do you  
1525 bring? but <<instead>> he says what qualities would you  
1526 bring to this job (0.2) okay I think we have the last  
1527 question.

1528 U: last or? //two question.//

1529 T: //huh. uh?\* oka:y?=  
1530 U: =not last.=

1531 T: =I didn't take the-okay (.) can I hear it?  
1532 U: why? should I employ you.  
1533 T: why? should I?  
1534 A: I think it is in the same sentences with the last one.=  
1535 T: =ye:s. huh. uh? I think the same=  
1536 U: =err the other is why do you-  
1537 T: ((teacher replays the track to find out the question))  
1538 T: (0.5) ehm why should we employ you (.) okay.  
1539 U: and the other is why do you think you can this job.  
1540 T: why? do you think you can do? this job that's right.  
1541 U: another one is right too?  
1542 T: huh sorry?  
1543 U: the other one is right too? ((laughter))  
1544 T: can you please tell me again why?  
1545 U: why do you think? you can this job.  
1546 A: you can do this job.  
1547 LL: you can do this job.  
1548 T: alright (.) perfect (.) so? these are the questions that  
1549 interviewers ask to the applicant all the time. and these  
1550 are the questions (.) right now? I'm just going to be?=  
1551 U: =((unintelligible)) for application.  
1552 T: ((laughter)) don't worry=  
1553 U: =because we are preparing for wrong questions.  
1554 T: are you sure? ((laughter))  
1555 U: ((laughter)) ye:s.  
1556 T: I think err if you use those kind of phrases? in you-in  
1557 yours I think that would be really nice and applicable  
1558 for me to me. okay? so I will explain what you're going  
1559 to do right now? ((distributes the papers))  
1560 M: thank you.  
1561 T: you're welcome (.) so? err because of the shortage of our

1562 time? I want you to group in four three four okay. so? I  
1563 want you? to group in this way? from Mr. Remzi to Ms.  
1564 Esin. then from Mr. Arden to Ms. Helin will be the group  
1565 and Mr. Osman to Mr. Pamer will be the group (.) so what  
1566 you're going to do err there three advertisement as you  
1567 can see.

1568 LL: yes.=

1569 T: =vacancy (.) job vacancy.

1570 P: job //vacancy.//

1571 T: //oka:y?\* err you will pick someone in your group and  
1572 the person is going to be the applicant (.) and the  
1573 others are going to be the interviewers (.) interviewers  
1574 ask those questions? and the applicant answers the  
1575 questions.

1576 U: o//ka:y//

1577 T: //accor\*ding to the advertisements. and? the people will  
1578 come here? and they will just act like a dialogue oka:y?

1579 A: okay.

1580 T: okay you have some minutes (.) to talk //to share.//

1581 A: //we must\* choose=

1582 T: =yes.=

1583 A: =different peoples.

1584 T: you need to choose err your applicant. (0.2) okay you are  
1585 the group.

1586 U: two or two? not two?

1587 T: err no (.) these are four? You are the group including  
1588 four people.

1589 →U: dört dört? [tr: four four]

1590 T: and there is going to be one applicant.

1591 U: one applicant?=  
1592 T: =one applicant. //the others\* will ask

1593 →C: //gelsene buraya.// ((tells Ms. Helin))  
1594 [tr: come here]

1595 T: why? do you want this job. could you please tell me and  
1596 so on (0.2) for example Ms. Ceren is going to be the  
1597 applicant she is looking for? the play makers or drama  
1598 class something like that (.) yes she is working here-she  
1599 wants to work here (.) so? she come-comes to the office?  
1600 and you are interviewers?

1601 U: haa.=

1602 T: =you ask questions and she is going to answer them.

1603 →U: tamam. [tr: okay]

1604 T: so? first of all you need to find one person for the  
1605 applicant (.) you need to choose your applicant.

1606 U: I think err Mr. Remzi can be applicant?

1607 R: okay.=

1608 T: =okay.  
1609 U: we ask questions.  
1610 T: so which one do you work ((shows the advertisements))  
1611 this one this one? or this one. which one do you want to  
1612 work.=  
1613 U: =which one? (0.4)  
1614 T: ((turns to the other group)) okay which one do you want  
1615 to work on?  
1616 A: we are choosing test err technician.=  
1617 T: =test technician oka:y? you are test technician (.) what  
1618 about you? ((turns to the last group))  
1619 →U: hayalindeki mesleği söyle hocam.  
1620 [tr: tell me the job which is in your dreams sir]  
1621 M: ((unintelligible))  
1622 T: okay perfect oka:y? and who is going to be the applicant.  
1623 M: who is going to be the applicant err (0.2)  
1624 T: okay just? decide app-for applicant. ((turns to the first  
1625 group)) did you choose your applicant.  
1626 U: yes we choose the applicant.  
1627 T: who? is the applicant.  
1628 U: err Mr. Remzi.  
1629 T: okay Mr. //Remzi//  
1630 U: //applicant\* and he want to work as a test  
1631 /teknikan/  
1632 T: okay he wants to work as an test technician.  
1633 U: ha test technician.  
1634 T: okay we have two test technicians I guess.  
1635 A: is it okay?  
1636 T: yes it's okay.  
1637 A: we can change it.  
1638 T: no if you want that's okay (.) okay ((looks at the  
1639 watch)) I will give five minutes.  
1640 ((end of five minutes))  
1641 U: so you can ready? we can start.  
1642 T: if you are ready? yes //you can start\* it.  
1643 U: //we can start//  
1644 T: oka:y? so I think we can get your chairs here? and the  
1645 applicant should sit here.  
1646 U: ehm.  
1647 T: okay (.) what should we do? Ms. Esin could you please  
1648 come here and Mr. Remzi will sit here (.) okay? I'll  
1649 bring your chair. (0.2) oka:y. here we go.  
1650 P: committee.  
1651 LL: ((laughter))  
1652 T: yeah this is the committee ((laughter)) okay so which err  
1653 could you please tell me (.)

1654           which advertisement did you choose.  
1655       R:   err test technician.  
1656       T:   oka:y? he chose test technician (.) he is the applicant  
1657           and they are going to ask some questions. okay if you're  
1658           ready let's=  
1659       U:   =we have to use the questions?=  
1660       T:   =yes you //can.//  
1661       U:                //or?//=  
1662       T:   =you can (.) all of them.=  
1663       U:   =all of //them.//  
1664       T:                //it's\* okay. it should be related to the test  
1665           technician.  
1666       U:   (0.2) welcome here.  
1667   LL:   ((big laughter))  
1668       R:   thank you ((laughter))  
1669       U:   we can start in beginning  
1670           if you are we can start interview.  
1671       R:   of course.  
1672       U:   what's your name sir?  
1673       R:   it's Remzi.  
1674       U:   Mr. Remzi err you are applying for test technician?  
1675       R:   yes.  
1676       U:   do you have any graduate from test technician?  
1677       R:   I am just err graduated last year- I graduated last year  
1678           ((laughter))  
1679   LL:   ((huge laughter))  
1680       R:   I have no experience=  
1681       U:   =no experience.  
1682       R:   ((unintelligible))  
1683       U:   okay (.) your turn ladies?  
1684       E:   (0.8) err what kind of thing repair.  
1685       R:   err my school was about err technic faculty I can  
1686           repair anything especially television.  
1687           ((laughter))  
1688   LL:   ((laughter))  
1689       R:   I am good at repairing  
1690       T:   an old hand?  
1691       R:   I am an-an old hand repairing things any kind of things  
1692           (.) any kind of machine ((laughter))  
1693       U:   so:? you have no experience about this but you:? have err  
1694           ambition? (.) right?  
1695       R:   yes I am (.) I can do any job ((laughter)) all-all day?  
1696           all week days ((laughter))  
1697       U:   ((laughter))  
1698   →A:   her işi yaparım abi [tr: I can do anything sir]  
1699   LL:   ((laughter))

1700 U: how do you get on with err people or err something?  
1701 T: it's a good //question.//  
1702 U: //about your\* job.=  
1703 R: =I am going friendly ((laughter))  
1704 U: not people (.) device or tools.  
1705 R: I am friendly with machines too ((laughter))  
1706 LL: ((laughter))  
1707 R: we can get on well with the machines ((unintelligible))  
1708 yes.  
1709 →C: ((raises her hand to Mr. Uygur to indicate she is about  
1710 to ask a question)) hocam. [tr: sir]  
1711 →U: lütfen. [tr: please]  
1712 C: ((laughter)) why do you want this job?  
1713 R: first of all? I am graduate and this is going to be my  
1714 first job (.) and I want to show myself that I can do  
1715 this job ((laughter))  
1716 C: °yes.°  
1717 U: (0.2) do //you have ((unintelligible))//  
1718 R: // this job it's it's\* very related by the  
1719 degree.  
1720 U: degree.  
1721 R: ye:s? and it's going to be very good for  
1722 ((unintelligible)) for me? (0.2) °yes.°  
1723 T: and the last questions.=  
1724 C: do you married?  
1725 T: ehm are you married.  
1726 →R: ben isterdim [tr: I would love to] ((laughter)) if I get  
1727 the job I get married.  
1728 LL: ((huge laughter))  
1729 U: after military service //I think//  
1730 R: //yes.//  
1731 U: first job? and //military//  
1732 →C: //farklı soru\* sorulsun dedim ben de  
1733 [tr: I thought to ask a different question]  
1734 T: Ms. Esin you want to ask the last question.  
1735 E: do you have any health problems?  
1736 R: no health problems (.) I'm very fit ((laughter))  
1737 E: okay.  
1738 T: //okay.//  
1739 U: //okay\* you can start tomorrow?  
1740 R: okay ((laughter)) thank you.=  
1741 U: =please bring your tools here okay?  
1742 R: okay.  
1743 T: oka:y? thank you so much.  
1744 LL: ((applaud))  
1745 T: alright so next (.) one? if you are ready I mean we can

1746 just start- err go on with you.  
1747 A: yes.  
1748 H: ((unintelligible))  
1749 →Y: bence siz yaparsınız hocam.  
1750 [tr: I think you can do it sir]  
1751 T: oka:y.  
1752 A: I will be the candidate.  
1753 T: okay.  
1754 →O: ((turns to Mr. Murat)) hocam bizde kim çıkacak.  
1755 [tr: sir who will be the candidate in our group]  
1756 A: thank you.  
1757 T: you're welcome? (.) so:? here's the applicant. which?  
1758 topic ((too much noise)) okay which topic did you choose?  
1759 A: err.=  
1760 LL: =test technician.  
1761 T: okay the same (.) test technician //with the\* previous  
1762 group.  
1763 A:  
1764 T: okay so let's just <<listen?>> to the second group  
1765 please.  
1766  
1767 →U: ayakkabısını bağlamamış ((unintelligible)) mı var acaba.  
1768 [tr: he has not tied his shoes up is there any  
1769 ((unintelligible))]  
1770 LL: ((laughter))  
1771 T: alright.  
1772 →H: welcome to our class b hocam [tr: sir] ((laughter))  
1773 T: ((warns the last group)) okay they have started.  
1774 A: thank you?=  
1775 H: =err first of all err how old are you.  
1776 A: I am ((laughter)) fifty years old.  
1777 LL: ((laughter))  
1778 Y: do you have err more experience?  
1779 A: yes err I have more experience about err computers and  
1780 sound system //and electronics.//  
1781 T: //automatics//  
1782 Y: how long do you work err this topics?  
1783 A: I (.) I haven't worked this topics but I-it is err my err  
1784 for ((unintelligible)) for ((unintelligible)) hobbies (.)  
1785 to make something.  
1786 Y: do you have any problem to work at night?  
1787 A: no:? I //don't have//  
1788 Y: //we-we\* call anytime today. ((laughter))  
1789 A: I don't have problem if my wife accept  
1790 ((unintelligible))=  
1791 Y: =do you have children?



1792 A: yes I have.  
1793 Y: ((unintelligible))  
1794 H: what? do you know about this job.  
1795 A: I think I'm going to: test something electronic err  
1796 device (.) and err repair this devices and control power  
1797 in this devices.  
1798 Y: huh. uh?  
1799 A: before ((unintelligible))  
1800 Y: (0.2) sorry err where is your home?  
1801 A: err Muğla.=  
1802 Y: =do you close //you close err\* in my err job.  
1803 A: //yes yes.//  
1804 →H: işyeri.= [tr: work place]  
1805 Y: =factory.  
1806 A: err I am sitting in the campus?  
1807 Y: huh. uh? ((laughter)) very close ((laughter))  
1808 A: I can err be in the company err whatever you want?  
1809 Y: do you research our company?  
1810 A: I searched it err before this err before I come here (.)  
1811 but I find-but I found err no anything.  
1812 Y: ((laughter)) sorry (.) last question what? do you think  
1813 your price.  
1814 A: err yes it's very important (.) I think it must be more  
1815 than (.) ten million.  
1816 Y: ten million?=  
1817 A: =yes.  
1818 P: pass.  
1819 Y: I wish I work my company ((laughter))  
1820 LL: ((laughter))  
1821 A: thank you.  
1822 T: okay thank you so much?  
1823 H: thank you very much.  
1824 T: it's really amazing actually I mean err when you're just  
1825 communicating with people? this occurs randomly so for  
1826 group? I'd like to congratulate all of you because I  
1827 think you're not depended on these questions (.) you try  
1828 to mix and err you try to: how to say? alternate the  
1829 question types so:? I think it's really good that you are  
1830 improving yourself in that way (.) okay let's move on?  
1831 oka:y? who is the applicant?  
1832 P: I think //I//  
1833 T: //ok\*ay Mr. Pamer (.) we should  
1834 take you to //sit here?//  
1835 P: //hello:\* my name is Pamer  
1836 O: nice to //meet you//  
1837 P: //what your\* name.

1838 O: Osman.=  
1839 P: =Osman.  
1840 D: Deniz.=  
1841 P: =Deniz.  
1842 M: Murat.=  
1843 P: =Murat err nice to meet you?  
1844 LL: nice to meet you too.  
1845 P: well err I think it's the first time first err=  
1846 O: =(unintelligible))  
1847 P: first time err job applying this company? yes (.) my name  
1848 is Pamer err I come from to Muğla? if you have any  
1849 questions (.) you can ask me? ((unintelligible))  
1850 →D: çok istekli [tr: he is very willing]  
1851 LL: ((laughter))  
1852 →C: aynen [tr: I agree]  
1853 →U: şirketi üstüne yapın [tr: make the company over to him]  
1854 LL: ((laughter))  
1855 →U: yapın yapın [tr: do it do it]  
1856 P: I am excited and a bit nervous? ((looks at teacher))  
1857 T: tell them ((warns to tell them to his group))  
1858 O: first of all maybe err you can look easy- take it easy.=  
1859 P: =yeah. ((laughter))  
1860 LL: ((laughter))  
1861 T: take it easy (.) good.  
1862 O: err why? do you want to >>this job.<<  
1863 P: because err this job? is very important for me? first err  
1864 I-I must earn some money- I have to earn some money. and  
1865 err I need err I like the err sales-sales assistant.=  
1866 T: oh sales assistant.  
1867 P: yeah sales assistant.  
1868 O: you know? what is job is.  
1869 P: yes I know err err I'm a bit excited and forget it  
1870 //suddenly.//  
1871 O: //ha://  
1872 M: (0.3) have you got any experience as assistant?  
1873 P: ((laughter)) you want to true or? ((laughter)) or?  
1874 another one? I don't- I don't have any experience about  
1875 sales assistant err but err I err follow the err fashion?  
1876 and err and teenage clothes? but err I don't have any  
1877 experience.  
1878 T: you are not an old hand.  
1879 P: ((does not understand))  
1880 T: you are not an old hand.  
1881 P: old hand? oh old hand yeah yeah.  
1882 T: o:kay (.) you are not an old hand okay.  
1883 P: ((looks at the jury)) I am not an old hand.

1884 D: we ((unintelligible)) for teenage (.) do you like err  
1885 teenage or? do you get on with teenage?  
1886 P: err yes? err t-teenage //sometimes\* a bit difficult  
1887 T: //teenagers.//  
1888 →P: because err they have err err neydi [tr: what was that]  
1889 (0.2) emin. [tr: sure] err duygu. [tr: emotion]  
1890 U: emotional.=  
1891 LL: =emotional.  
1892 P: err their emotions very change (.) change err sometimes  
1893 it's difficult but I some err read book and sometimes  
1894 they do some activities with teenage peoples (.) yeah.  
1895 T: //teenage people.//  
1896 M: //we are looking for?\* we are looking for a saling  
1897 assistant to work free time (.) how long? time do you go  
1898 in as necessary.  
1899 P: my err my work time is very flexible and? you-if you need  
1900 err extra time more times? I can work too. (0.2) wha-what  
1901 you want err=  
1902 M: we are looking for a saling assistants who work in free  
1903 time //that's why.//  
1904 P: //full time?//  
1905 M: yeah full time (.) eight hours in a day? from eight to  
1906 five.  
1907 P: it work yes.  
1908 M: could you work? //in these\* conditions?  
1909 P: //ye:s//  
1910 O: and? we will call you when decided to this interview.  
1911 P: yeah thank you.=  
1912 T: =oka:y? thank you so much well done.  
1913 LL: ((applaud))  
1914 T: it was really well done (.) he was well organised and yo  
1915 ask good questions and there are some specific tricky  
1916 T: questions? to try why? do you want it I mean what about  
1917 the working time hours (.) is it flexible? or not. so it  
1918 was really good and I liked a:ll of the groups (.)  
1919 conversations? thank you so much?  
1920 P: yes.  
1921 T: err I think this is the end of this week.  
1922 U: yes.  
1923 T: but I would like to get some feedback from you (.) is  
1924 there anything that you want me to do or? do you have any  
1925 problems about err just tell me because we are family  
1926 right now? and I want you to feel free I want you to know  
1927 what kind of weaknesses or strengths I have? so I can  
1928 improve it? and I can be better for you.  
1929 Y: I am tell you? you don't have any weakness (.) I think.=

1930 T: =thank you? but everybody has it as well (.) but if you  
1931 have just let me know okay? because it is really  
1932 important to develop myself  
1933 P: yes.  
1934 Y: weakness is our- weakness is me. ((laughter))  
1935 T: //no:. you all\*// I see I see I see sir  
1936 U: //weakness//  
1937 T: you know weaknesses  
1938 Y: no weakness is  
1939 T: oh okay (.) for example? weaknesses or?=  
1940 Y: weakness (.) is  
1941 T: ehm (.) so like this ((writes on the board)) err  
1942 LL: weakness weakness.  
1943 T: let me explain it? err let me:? tell you? what my  
1944 weakness is ((writes on the board))  
1945 Y: /s/  
1946 T: okay so he just tell-told the sentence in that way. he  
1947 didn't say let me tell you what is my weakness >>he  
1948 didn't tell in that way<< because it is incorrect? as a  
1949 grammatical way? but let me tell you  
1950 <<what my weakness is>>  
1951 U: weakness  
1952 →C: zayıflık. [tr: weakness]  
1953 U: weakness why? is me.  
1954 T: yeah weakness.=  
1955 →C: zayıflık olmak zayıf olduğum eksik olduğum konular.  
1956 [tr: weakness is to be deficient about something right]  
1957 U: err he is not fat. Mr. Yener I think weakness one is me  
1958 not you (.) you mean this? you want to say this?  
1959 Y: ye:s I say it.  
1960 U: //weak-weak\*ness one is <<me (.) not you.>>  
1961 Y: //to teacher.//  
1962 T: ye:s I was err focusing on the sentence actually (.)  
1963 okay.=  
1964 Y: I say you don't have err.=  
1965 U: =weakness.=  
1966 Y: =weakness?  
1967 T: huh. uh?  
1968 Y: weakness is me ((laughter))  
1969 T: no no no no actually (.) I-I'll tell you something (.)  
1970 for three weeks? we are recording the classes with camera  
1971 you know. I realise that you are speaking much actively  
1972 (.) this is important.=  
1973 P: =yeah.  
1974 T: and you are? in a progress right now in a procedure (.)  
1975 this is amazing (.) and? maybe at the end of the

1976 semester? I want you to see yourself with short cuts of  
1977 the video? on the television (.) <<you'll see my point>>  
1978 because <<you are>> improving speaking. you are talking a  
1979 little bit much faster and also you have the confidence  
1980 (.) this is important.  
1981 LL: yes.  
1982 T: and I congratulate to all of you  
1983 LL: //thank you.//  
1984 T: //I mean?\* you put your effort? into the class (.)  
1985 thank you.



19.03.2019

1 T: so last week we talked about the jobs interviews? err the  
 2 questions? and there were two different three different  
 3 groups? and there was one applicant for the job (.) they  
 4 were applying it and the other people were asking (.)  
 5 why? do you want this job err is it possible to work in  
 6 flexible hours? they asked some questions and the  
 7 applicant answered. and it was really fun? and today? we  
 8 have another topic (.) so we'll see what's gonna happen.  
 9 N: ((unintelligible)) professor from err Germany  
 10 ((unintelligible)) some question in today's or? not.  
 11 T: err okay he is not a professor (.) he? is a lecturer.=  
 12 N: =lecturer.=  
 13 T: =but that's //okay?//  
 14 N: //err\* sorry err in the Europe err the=  
 15 H: =everyone is professor. ((laughter))  
 16 LL: ((laughter))  
 17 N: everyone professor.  
 18 T: yeah right (.) he is not a professor yet (.) but he is  
 19 lecturer.  
 20 N: (unintelligible) all professor.  
 21 T: okay? so we can call him professor? I don't know.  
 22 LL: ((laughter))  
 23 T: (0.2) hello:. ((Ms. Ceren comes into the class)) so he's  
 24 going to be with us today? in the second class (.)  
 25 hello:? please welcome ((Mr. Murat comes into the class))  
 26 so you will ask some questions? I have already err opened  
 27 as you can see skype? so you're going to ask some  
 28 questions? and the laptop is going to be on your side?  
 29 and he will answer the questions? err on the screen.  
 30 huh. uh? (0.2) so it's gonna be fun I guess. and you ask  
 31 some questions and he will ask some questions (.) it is  
 32 going to be like interaction (.) alright?  
 33 N: alright alright.  
 34 T: o:kay hello. ((Mr. Uygur comes into the class))  
 35 N: welcome.  
 36 U: may I sit here? ((asks Mr. Nihat))  
 37 N: yes.  
 38 →U: /master/ Nihat [eng: Mr.]  
 39 N: yes.=  
 40 T: =I just want to have a few minutes more to (.) okay to  
 41 wait for the other people. hello: ((Mr. Arden comes into  
 42 the class)) I think we're missing Mr. Remzi. Mr. Pamer  
 43 Ms. Deniz (.) okay.

44 A: (0.9) merhaba arkadaşlar?  
45 LL: merhaba.  
46 U: hello my friend.  
47 →A: dünya küçük.= [tr: it's a small world]  
48 →H: dünya küçük çok çabuk karşılaştık [tr: It's a small world  
49 we have come across quickly]  
50 →U: //soru hazırladınız mı?// [tr: did you prepare question]  
51 →H: //bir önceki derste de beraberiz\* de  
52 [tr: we have been together in the previous class as well]  
53 →U: ben soru hazırladım kendim (0.2) şurada? üç tane soru  
54 var.= [tr: I prepared questions by myself there are there  
55 questions here]  
56 →H: =o da bize soracakmış hocam.= [tr: the lecturer will ask  
57 us as well sir]  
58 →A: bi tanesini bana ver. [tr: give me one of them]  
59 →O: hocam soru sormazsan hoca da bize soru sormayacakmış  
60 dedi de (.) biz hani [tr: teacher told that if we do not  
61 ask questions he will not ask us as well]  
62 →U: acaba buradaki ben resmine baktım papaz kıyafetindeydi  
63 [tr: is he a priest I looked at him he was in the dress  
64 of priest]  
65 →O: ((laughter))  
66 →U: acaba o mu çıkacak karşımıza (.) merak ediyorum.= [tr: do  
67 you think he will be a priest (.) I am curious about it]  
68 →N: ciddi? misin. [tr: seriously]  
69 →U: valla hocam ya (.) papaz kıyafetli [tr: I swear sir (.)  
70 he was with the priest clothes]  
71 →N: belki hayır yapmak istemiştir kilise adına. [tr: maybe he  
72 wants to do a charity work]  
73 →U: hayırına dimi [tr: for a charity for ha]  
74 →N: hayırına. [tr: for a charity work]  
75 →A: ingilizce öğretmeni değil? mi. [tr: isn't he an English  
76 teacher]  
77 →U: ha?  
78 →A: ingilizce öğretmeni dimi? [tr: he is an English teacher  
79 right]  
80 →U: bilmiyorum valla papaz kıyafetleri vardı. [tr: I don't know  
81 he was wearing priest clothes]  
82 →H: lecturer dedi. [tr: our teacher said he was a lecturer]  
83 →N: ha literature.  
84 →U: yalnız galiba din işleriyle devlet işlerini birbirinden  
85 ayırmamış. [tr: but probably he couldn't separate the  
86 state from religion]  
87 →A: belki de fotoğrafın çekildiği anda kilise ile ilgili bir  
88 terminoloji üzerine çalışıyormuş ((unintelligible)) [tr:  
89 maybe he was working on a terminology related to the

90 church when the photo was taken]

91 →LL: ((laughter))

92 →U: çok iyi niyetlisin. [tr: you are too do-gooder]

93 →A: ((unintelligible))

94 T: so shall we wait just a bit more minutes? do you think?=  
 95 U: =I saw err his picture err.=

96 T: =Mr. Alex.

97 U: <<I don't know>> how can I spell his name?=  
 98 T: =err ((unintelligible)) okay?

99 →U: its wear err (.) nasıl diyebilirim err  
 100 [tr: how can I say]

101 N: priest priest.

102 U: ha?

103 N: priest.

104 U: /pist/ (.) /pist/ dress

105 T: no? actually is he?=  
 106 U: =yes yes. you can see website.

107 T: o:kay (.) let me see? alright?

108 N: first customers can ((unintelligible))

109 U: ((laughter))

110 T: ((searches on Google)) Mr. Alex.

111 U: aha.

112 T: ((writes the university name)) oh no not this one  
 113 ((laughter))

114 LL: ((laughter))

115 T: maybe you can just see? I don't know.

116 →N: don't err endişe neydi anxiety? [tr: what is worry]

117 U: don't worry.

118 N: ((looks at Mr. Uygur))

119 U: ((repeats the word)) worry (.) worry

120 T: okay=  
 121 N: =worry.

122 T: he is right now? the err I think it's just an old one (.)  
 123 because <<he is>> doing his lecturer stuff. for about  
 124 five years something like that? he is a teacher of  
 125 phonetics and phonology (.) so you can ask some questions  
 126 about /th/ sounds or? the other questions like? what-how  
 127 can I pronounce the words? and other questions (.) I mean  
 128 you can ask many question to him about Germany about  
 129 education system health literature. (.) so? so many  
 130 things oka:y? (.) he is really willing to hear some  
 131 questions err from you. so as usual? you know I always  
 132 start with the game to warm you up to the class? today I  
 133 have another game for you.

134 U: //we want to play game.//

135 T: //it's not a commercial//



136 LL: ((laughter))  
137 T: okay so I'm going to take this one? (0.4) okay ((pulls  
138 the desk)) so: how many are we right now? two four six  
139 eight? //nine.//  
140 A: //nine.//  
141 T: just one group should be more than the others.  
142 LL: ((laughter))  
143 T: okay? I will just count err in a mixed way (.) can you  
144 say you are one? two. one two one two did I call you?  
145 Y: two.  
146 T: no one. (.) two (.) is there anyone?  
147 U: me.  
148 T: one (.) so if you are one can you just please come here? and choose somebo  
149 →H: ((turns to Mr. Murat)) size söylüyor  
150 [tr: she tell your group]  
151 T: okay can you just?  
152 →H: one ları istediniz değil? mi. [tr: you have asked for  
153 ones right]  
154 T: yes (.) if you are one? here (.) two? here.  
155 U: one here? ((shows right side))  
156 T: two here ((show the right side)) one here ((left side))  
157 H: Mr. Murat (.) Mr. Murat.  
158 →U: bir şey seçmeyecek miyiz. [tr: won't we choose anything]  
159 T: no? not right now.  
160 H: Mr. Murat (( calls him to her group))  
161 T: o:kay perfect. (0.2) so do you know this game? called  
162 ((writes on the board))  
163 →A: yenecez. [tr: we will win]  
164 T: in American English it's called /kreids/ and in British  
165 English /fra:dz/.  
166 LL: /fra:dz/.  
167 T: okay so this is err just very easy and we know this game  
168 in Turkish we know silent cinema.  
169 LL: haa.  
170 T: okay so:? there are a number of err (0.2) okay just don't  
171 see it actually (.) okay there are a number of words?  
172 >>for example<< joke.  
173 U: joke=  
174 T: =you need to try to explain it? without giving any voice  
175 oka:y? in a silent way. you can use your hands? gestures?  
176 so on?=  
177 D: ((comes into the class)) =sorry.  
178 T: hello:? Ms. Deniz can you just go here?  
179 ((shows the group two))  
180 D: okay.  
181 T: so. you will have one minute and? the person who? is the

182 volunteer of your group is trying to understand and act  
 183 for you. and you have to guess the meaning then you will?  
 184 get the point (.) for your (.) group oka:y.  
 185 A: okay ((laughter))  
 186 T: it's easy but you need to- you need to find someone who  
 187 is err doing these kind of drama oka:y?  
 188 Y: for me it's not too easy ((laughter))  
 189 T: ((laughter)) so? I will just give you? a few seconds? to  
 190 err select your volunteer to come here.  
 191 →C: hocam siz yaparsınız bence ((tells to Mr. Uygur))  
 192 [tr: Mr. Uygur I guess you can do it]  
 193 →U: valla hiç bilmiyorum ya. [tr: I don't know really]  
 194 Ceren Ceren sen çıksana [tr: Ceren Ceren you do it]  
 195 drama biliyorsundur. [tr: you know drama]  
 196 E: ((laughters))  
 197 C: ((nods her head as a no answer))  
 198 →E: anlatabilmek yetenek gerektirir.  
 199 [tr: being able to explain requires the talent]  
 200 U: ha?  
 201 →E: anlatabilmek yetenek gerektirir ben yapamam.  
 202 [tr: being able to explain requires the talent I can't do  
 203 this.]  
 204 U: body language.  
 205 LL: ((talk to each other in a noise))  
 206 T: (0.9) so have you chosen?=  
 207 A: =yes.  
 208 T: err can you tell me your group name as well?  
 209 A: err.=  
 210 T: =again sleepers? ((laughter))  
 211 LL: ((laughter))  
 212 →N: err şey ((unintelligible)) olsun  
 213 [tr: well be the name ((unintelligible))]  
 214 LL: ((huge laughter))  
 215 T: and? you group name as well.  
 216 A: oka:y?  
 217 N: no flowers.  
 218 A: flowers(.) we are flowers.=  
 219 T: =flowers (.) oka:y.  
 220 →H: ((laughter)) dikenli çiçekler [tr: spiny flowers]  
 221 →N: dikenler [tr: thorns]  
 222 →U: ((nod his head as no)) hayır. [tr:no] I think we can be  
 223 (0.2) bees.  
 224 T: bee ooh okay.  
 225 LL: ((laughter))  
 226 T: bees (.) great so who? are the volunteers from each  
 227 group.

228 U: ((raises his hand)) I  
 229 O: ((raises his hand))  
 230 T: okay (.) <<I>> just welcome you here gentlemen? first of  
 231 all Mr. Uygur=  
 232 U: =yes.  
 233 T: Mr. Uygur.  
 234 U: he.  
 235 T: you can come here if you want? err oka:y?  
 236 U: I pick one?  
 237 T: err=  
 238 U: only one?=  
 239 T: =you will pick err lots of them during one minute.  
 240 U: I didn't understand.  
 241 →H: ne kadar anlatabilirsin [tr: as many words as you can act  
 242 to explain]  
 243 U: haa.  
 244 T: in one minute //you n-need to\* explain more sticks oka:y?  
 245 U: //haa oka:y://  
 246 T: if you want you can practise.=  
 247 U: err if I- if I can told err can I switch this?  
 248 T: sorry?  
 249 U: I ha-pass  
 250 T: yes you have a pass choice.  
 251 U: pass choice.  
 252 T: okay (.) so whenever you're ready just tell me? then? I  
 253 will just start the time err and? please hold it like  
 254 this then you group is not going to see it (.) okay?  
 255 U: okay.  
 256 T: alright perfect. ((a new participant comes into the  
 257 class)) Mr. Pamer please come here or here or? whichever  
 258 you want. okay (0.2) three two one let's go.  
 259 (( Mr. Uygur tries to act to let his groups guess the  
 260 word))  
 261 T: in a silent way.  
 262 U: which one.=  
 263 T: =err silent.  
 264 U: haa silent.  
 265 T: okay do the drama.  
 266 →U: tamam. [tr: okay]  
 267 T: I will start again? one two three  
 268 U: ((starts acting the words))  
 269 P: football.  
 270 E: shoes.  
 271 →C: file file [tr: net net]  
 272 Y: sport?  
 273 M: play football.

274 U: ((signifies Mr. Murat to add an affix))  
 275 M: football (.) playing football.  
 276 T: huh. uh? very good (.) okay.  
 277 U: ((acts for a new word))  
 278 Y: face  
 279 M: angry?  
 280 T: huh. uh? very good.  
 281 A: bravo.  
 282 U: ((acts for a new word))  
 283 M: box.=  
 284 Y: =box.  
 285 M: fight (.) kick box  
 286 →C: dövüşmek [tr: fighting]  
 287 Y: aikido  
 288 →C: dövüşmek savaşmak [tr: fighting]  
 289 T: English.  
 290 LL: ((laughter))  
 291 M: a game?  
 292 U: ((signifies what Mr. Murat say))  
 293 M: kick fight  
 294 T: err (0.2) actually I can accept it (.) that's right okay  
 295 (.) fighting.  
 296 U: ((acts for a new word))  
 297 M: watching (.) tv=  
 298 C: =watching tv.  
 299 T: huh. uh?  
 300 U: ((acts for a new word))  
 301 T: <<last for seconds?>>  
 302 A: ((laughter))  
 303 T: and? done.  
 304 M: reading book reading book.  
 305 T: okay let's? accept it okay.  
 306 M: ((tries to continue to act))  
 307 T: it's done it's done.  
 308 LL: ((laughter))  
 309 T: did you know this? do you know this?  
 310 U: reading reading.  
 311 T: o:kay well done okay so I think you? (.) clap hands  
 312 clapping hands? applause? what about this one.  
 313 U: ((claps his hands to show))  
 314 T: do you? know miffed?  
 315 U: I don't <<know.>>  
 316 T: miffed me-is the same meaning with <<angry.>>  
 317 LL: angry.=  
 318 T: huh. uh? (.) let me write it? let's write here (0.3)  
 319 miffed? angry (.) he was so ((unintelligible)) so I got

320 miffed about him.

321 Y: //yes.//

322 T: //huh. u?//

323 Y: ((unintelligible)) five.=

324 T: =huh. uh? five sticks very good? okay. ((unintelligible))

325 just five (.) okay. (0.3) I'd love to welcome Mr. Osman.

326 ((turns to Mr. Uygur)) oka:y? thank you so much. (0.4)

327 a:lright. so:? are you ready flowers.

328 A: ye:s we are ready.

329 T: okay (.) are you ready sir.

330 O: I am ready.

331 T: okay so I give a start right now? (.) whenever you're

332 ready (.) ready?

333 O: huh. uh?

334 T: three two one?

335 O: ((acts for a new word))

336 A: dancing

337 O: ((gives a thumb up))

338 T: bravo yes. (0.4) if you want? you can pass. (0.5) err

339 it's the same just pass it (.) they may know it.

340 LL: ((laughter))

341 O: ((acts for a new word))

342 N: cry.

343 A: crying.

344 D: sleeping

345 A: crying?

346 T: bravo?

347 O: ((acts for a new word))

348 A: sleeping.=

349 N: =sleeping.

350 T: huh. uh? (0.4) you can pass.

351 O: ((acts for a new word))

352 LL: drinking ((laughter))

353 →P: hareket yetiyor ya. [tr: acting is enough to understand]

354 O: ((acts for a new word))

355 H: empty page.

356 N: try.

357 H: notebook?=  
358 T: =last ten seconds.

359 A: notebook?

360 N: book.

361 O: ((accepts the answer with his thumb))

362 T: err no just book (.) okay pass it probably.

363 →O: book demişti de. [tr: he has said book]

364 T: okay (.) did you? say book?

365 LL: book.

366 T: >>okay I can accept it<< oka:y time is up.  
 367 N: pass it.  
 368 →A: angry mi. [tr: is it angry]  
 369 D: fight.  
 370 A: you are fighting.  
 371 T: oka:y? but time is up? so:? you know one two >>three  
 372 four<< <<five?>> I need to welcome you once again? to  
 373 ((unintelligible)) for the last time. ((laughter))  
 374 LL: ((laughter))  
 375 U: your words (.) was very easy.  
 376 LL: ((laughter))  
 377 T: oka:y.  
 378 U: where is crying? where is playing football.  
 379 LL: ((laughter))  
 380 T: okay (.) so (0.2) whenever you're ready sir.  
 381 U: I'm always ready.=  
 382 T: =okay so I just start the time (.) three two? one  
 383 let's go.  
 384 U: ((acts for a new word))  
 385 Y: fishing?  
 386 LL: ((laughter))  
 387 U: ((acts for a new word))  
 388 Y: dance?  
 389 →E: bale.= [tr: ballet]  
 390 →P: =bale. [tr: ballet]  
 391 →M: playing bale? [tr: ballet]  
 392 U: ((nods his head as a no answer))  
 393 →M: dancing bale. [tr: ballet]  
 394 U: ((shows himself))  
 395 E: ballet.  
 396 U: ((flicks his finger as a yes answer))  
 397 T: well done (.) that's right. (0.3) ballet.  
 398 U: ((passes three sticks)) (0.4)  
 399 T: what? was. that? ((Mr. Uygur shows the stick)) ehm.  
 400 U: ((acts for a new word))  
 401 Y: get a car?  
 402 E: car.  
 403 Y: driver.  
 404 LL: driving a car?  
 405 T: bravo? driving a car.  
 406 U: ((acts for a new word))  
 407 LL: play tennis.  
 408 M: playing tennis.  
 409 U: ((accepts the answer with his head))  
 410 T: huh. uh?  
 411 U: ((acts for a new word))

412 T: it's a bit hard  
 413 U: ((changes and acts for a new word))  
 414 LL: smile.  
 415 U: ((changes the word))  
 416 T: okay last five seconds.  
 417 U: (0.2) ((acts for a new word))  
 418 C: (.) driver?  
 419 Y: policeman.=  
 420 T: =oka:y? time's up okay thank you:? so you have this time  
 421 (.) again five.  
 422 U: ((laughter)) what's that?  
 423 T: you know hopscotch?  
 424 U: hopscotch? I don't know.  
 425 T: err you know hopscotch? ((acts))  
 426 →LL: sek sek [tr: hopscotch]  
 427 T: huh. uh? okay it is written like this  
 428 ((writes on the board))  
 429 U: /kit/ (.) //kite//  
 430 E: //kite//  
 431 T: hopscotch  
 432 M: hopscotch.=  
 433 T: =oka:y?=  
 434 U: =this one is last one this  
 435 →O: Murat hocam sonuncusu ne?  
 436 [tr: Mr. Murat what was the last one]  
 437 U: ha?  
 438 →O: sonuncusu. [tr: the last one]  
 439 →U: araba (.) arabayı sevdim ya  
 440 [tr: car (.) I just loved the car]  
 441 O: ((laughter))  
 442 T: okay for the last time? if you?-if you just explain six  
 443 ones (.) then you are going to be the winner. alright?  
 444 D: yes.  
 445 T: are you? ready.  
 446 A: I am ready (.) //yes.//  
 447 T: //three\* two? one.  
 448 O: ((acts for a new word))  
 449 LL: playing piano.  
 450 N: piano.  
 451 O: ((acts for a new word))  
 452 A: playing golf.=  
 453 N: =playing tennis.  
 454 O: ((signifies the previous one is correct))  
 455 A: playing golf.  
 456 T: huh. uh? bravo.  
 457 O: ((acts for a new word))

458 H: open the door?  
 459 N: open the door.  
 460 H: shut the door.  
 461 A: coming?  
 462 N: opening.  
 463 H: shu-close close close (.) close the door.  
 464 N: close the door.  
 465 T: bravo? okay.  
 466 O: ((acts for a new word))  
 467 N: boxing.  
 468 O: ((acts for a new word))  
 469 A: laughing.  
 470 O: ((acts for a new word))  
 471 A: (0.5) cheers.  
 472 H: cheers.  
 473 O: (( looks at the teacher for the acceptance of  
 474 pronunciation))  
 475 T: cheers okay.  
 476 →N: cheers ne? ((turns to Ms. Helin)) [tr: what is cheers]  
 477 →H: şerefe. [tr: cheers]  
 478 O: ((acts for a new word))  
 479 T: okay //time is up.//  
 480 H: //dishes?//  
 481 A: eating?  
 482 T: time is up (.) it was pizza (.)  
 483 U: //now we are six.//  
 484 T: //I think\* where? is alright cheers right there (.)  
 485 alright? cheers right there I guess?  
 486 LL: ((laughter))  
 487 T: okay one two three four five? six well done ((applauds))  
 488 congratulations.  
 489 LL: ((applaud))  
 490 T: oka:y? it was so much fun actually (.) you just made  
 491 drama. It make much more fun in the class.  
 492 U: but your words? is <<really>> easy.  
 493 N: ((unintelligible))  
 494 T: it's about luck you know?  
 495 U: yes.  
 496 T: but? they are really good.  
 497 N: ((unintelligible)) I want to (unintelligible) number on  
 498 the table (.) all number  
 499 H: six six  
 500 U: score.  
 501 N: score?  
 502 A: score score.=  
 503 T: =o:kay (.) so score is six ((writes wrong))



504 A: six

505 T: the score I'm sorry (.) eleven points? And ten points.

506 A: we should take //and share it.//

507 T: //so we should\* congratulate the flowers

508 group (.) well done. Applause a very big applause

509 ((laughter)) oka:y so today? first of all I'm going to

510 make you watch a small tiny video (.) about our topic so

511 you can guess? and I just want you to focus on the

512 questions(.) what kind of questions people ask each other

513 (.) oka:y? just try to guess it or? try to understand it.

514 alright? let's start.

515 LL: ((watch the video related to restaurant talk))

516 T: ((at the end of the video)) so? is there any word that

517 you don't know? or? the word that you are curious about

518 the meaning (0.2) in the video (.) you have a word?

519 P: lamb?

520 N: yeah lamb?

521 →T: oh do you know? kuzu eti?= [tr:lamb]

522 LL: =yes.

523 T: so this is lamb.

524 N: lamb.

525 T: huh. uh? (0.3) oka:y? so today we're going to talk just a

526 bit of restaurant talks (.) resta-restaurant phrases that

527 we generally use? err so let's start with some of the

528 words. and you said lamb right? so? if you want to pay

529 the money? err at the end of the (.) session? at the end

530 of your meal (.) so what? do you ask.

531 U: pill

532 M: check

533 Y: check

534 T: //yes?//

535 U: //I know\* bill.

536 T: sorry?

537 U: I know this bill (.) not check.

538 T: err bill? Actually the receipt (.) but if you say may I

539 get the check? I mean they just bring it with a box err

540 or something like that. so we can say <<may>> for

541 kindness? or you can say can? in nonofficial way (.) can

542 I or may I have or get (.) the check (0.5) oka:y. so? how

543 can you order? something. you know order?

544 →LL: sipariş. [tr:order]

545 T: huh. uh?

546 P: (0.4) //can I give it//

547 M: //can I get your.//

548 P: can you take it ((unintelligible))

549 T: can I?

550 M: can I take away.  
551 P: can I take your.=  
552 O: can I take it? can I take your order?  
553 T: ehm.  
554 Y: could I take it.  
555 T: could I? ehm we generally use like this. ((writes on the  
556 board)) could I or? may I (.) order (0.2) blah blah blah.  
557 so ((unintelligible)) you can say? can I get something  
558 can I get that one can I get err a-a loaf of bread? (.)  
559 something like this. so today we are going to be talking  
560 about this? but before that I would like to ask you  
561 <<something.>> (.) is- yes.=  
562 U: =is it possible my orders are? err french fries.  
563 T: ehm yeah? you can? say that (.) but I think this would be  
564 much more better.  
565 A: //it's more polite.//  
566 T: //but if you say?\* my orders are (0.4) lemon and  
567 vegetable for example? this is //okay as well.//  
568 A: //my orders are\* ehm but  
569 you making.=  
570 T: =a little bit punishment //err// pushing something.=  
571 A: //yes.//  
572 =the first one is more polite and //other formal.//  
573 U: //a little rude\*  
574 I think.=  
575 T: =yeah I think (.) if we? just say like this. can I?  
576 could I? could you? please help me. can I have water  
577 pli:z //I think// this is much more sincere? and kind.  
578 A: //yes.//  
579 T: to the waitress or waiter. okay? so? my question is maybe  
580 there are some people around here (.) is there anyone  
581 who? is vegetarian (.) in the class.  
582 LL: ((laughter))  
583 T: no:?  
584 Y: ((unintelligible))  
585 T: no neither do I. but err so? what kind of food?  
586 <<don't they eat.>>  
587 U: salmon.  
588 N: pork pork.  
589 T: okay vegetarian people=  
590 P: pork yeah.  
591 T: okay I'm just talking about the vegetarian people. so  
592 yeah. ((let's Mr. Yener talk))  
593 Y: she can't err she can't err eat food  
594 which not including fat.  
595 T: o:kay (.) they don't include fat.

596 M: a-animal fats.  
 597 T: so what about milk?  
 598 A: vegetables.  
 599 N: vegetarians (.) fresh.  
 600 T: so vegetarian people <<only?>> eat vegetables.  
 601 LL: yes.  
 602 T: so what about the milk (0.2) in in inside of the ice  
 603 cream there is milk you know? but they eat it in  
 604 someway?  
 605 M: yes.  
 606 T: so do they-are they vegetarian?  
 607 A: no:. vegans (.) err vegans is different from vegetarians.  
 608 T: okay explain it to me please.  
 609 A: err vegans err don't eat anything  
 610 coming from err animals.=  
 611 T: =animals oka:y?=  
 612 A: =eggs milks-milk or anything.=  
 613 T: =ehm.  
 614 A: not only the meat.  
 615 T: not only the milk.=  
 616 A: =//yes.//  
 617 D: //they\* drink err almond err milk.  
 618 T: yea:h the vegan ones right?  
 619 D: yes.=  
 620 T: =and also? the vegan ones drink soya milk as well.  
 621 LL: yes.  
 622 T: o:kay this is so weird (.) I just heard something from my  
 623 friends that instead of meat? they get the mushrooms  
 624 special mushrooms. they cook it add some spices inside of  
 625 it and they have the err they have the mushroom meat  
 626 actually (.) it is just weird but they do it as well.=  
 627 Y: proteain source.  
 628 T: sorry?  
 629 Y: the protein source.  
 630 T: protein source? that's right yeah.=  
 631 U: vegetables vegans what about us?  
 632 A: yes (.) they also eat.=  
 633 U: =what's our name?  
 634 A: meat made vege-//vegetables.//  
 635 U: //meat?//  
 636 T: I didn't know that one.  
 637 A: they are making meat=  
 638 T: =you are err the only one eat meat or?  
 639 vegetables as well.  
 640 U: everything.  
 641 →T: everything (.) so we can say hepçil right?

642 [tr: omnivorous]

643 LL: ((laughter))

644 U: animal I think ((laughter))

645 T: (0.3) so we are? omnivorous.

646 I'll let you know about it now?

647 A: omnivorous.

648 →U: ne? [tr: what]

649 T: omnivorous (.) it's my first time as well? (0.2)

650 omnivorous (.) you are eating not only meat? but also

651 vegetables.

652 Y: I-I remember there is another group? they ate their

653 vegetables.=

654 T: =okay?=  
655 Y: and they are ate fruits? put the trees (.) they don't

656 take err (.) from (.) there.

657 T: so they don't eat anything from trees as well. and?=  
658 Y: another world.=

659 T: yeah it's another world actually.

660 Y: no meats.

661 T: it's different?(.) //so different.//

662 Y: //yeah different.//

663 T: so first of all let me define it.

664 →U: valla allah akıl fikir versin ingilizcesini de bilmiyorum

665 [tr: may the God cause them to think straight I don't know the

666 english]

667 →Y: evet. [tr: yes]

668 LL: ((laughter))

669 →U: mangal varken. [tr: while having barbeque]

670 T: that's right ((laughter))

671 LL: ((laughter))

672 →Y: ağaçtan koparmayıp bekleyenler var (.)

673 düşmesini bekleyenler [tr: there are people who do not

674 pluck the fruit but wait for it]

675 →U: allah akıl fikir versin. [tr: may the God cause them to

676 think straight]

677 T: ((unintelligible))do you have any allergies to the meals

678 Is there any vegetable or fruit?

679 U: ((unintelligible))

680 T: sorry?

681 U: I am no: allergy.

682 T: you have no allergy (.) okay you are not allergic. okay?

683 what about you everyone (.)

684 do you have any allergy //to something?//

685 A: //yes I have all\*ergic but err (.)

686 against to meat.

687 T: ehm.

688 A: against to meat but against to cold-colder.  
689 T: o:h okay (.) so when you get too much cold? //from\*  
690 A: //yes.//  
691 T: outside maybe? because of the weather?=  
692 A: =yes.  
693 T: you? feel allergic.  
694 A: yes.  
695 T: ehm (.) does it make you sneeze?  
696 A: my eyes is-are ((shows with his hands))  
697 T: oh we say (.) for example for the noise? we say runny nose? and it's runny  
698 A: =no my eyes //runny\* eyes.  
699 T: //so?//  
700 you maybe are not crying //but err some\* tears.  
701 A: //no crying//  
702 T: that is coming down.=  
703 A: =yes. runny //eyes.//  
704 T: //oka:y.//  
705 Y: gen-general allergic is pollen.  
706 T: yes that's right pollen (.) huh. uh?  
707 Y: ne diyorlar kaşınıyorlar ((laughter))=  
708 T: =oh itchy.  
709 Y: itchy.  
710 T: itchy okay.  
711 N: okay (.) I want to err itchy err there are some- there  
712 are some picnic in the Turkey?  
713 T: oka:y?  
714 N: this err according to this belief?=  
715 T: =huh. uh?=  
716 N: =don't /emnivırıs/  
717 T: oh omnivo-omnivorous (.) in Turkish? belief.  
718 N: yes in Turkish belief in Alevis' beliefs?=  
719 T: =huh. uh?  
720 N: they don't eat anything omnivorous.  
721 T: ehm.=  
722 N: =err in the evening.  
723 T: in the evening?  
724 N: yes (.) in the evening all-all day not egg? not meat err  
725 err vegetables no (.) no.=  
726 A: =I think this is kind of fast.=  
727 N: =yes (.) yes.=  
728 T: =oh okay (.) it's like fasting.  
729 LL: fasting.  
730 T: okay.  
731 N: after then? err come to fest.  
732 T: oka:y? so you know fasting?  
733 U: şey yes (.) in the Ramadan.

734 T: in the Ramadan? we are fasting (.)  
735 not eating until a time okay (.) that's right okay. maybe  
736 if you want to know? ((writes on the board)) fasting (.)  
737 for Ramadan.  
738 U: err I heard something about fasting (.) err  
739 T: huh. uh?=  
740 U: =if you? err don't want to say I won't drink alcohol? you  
741 just err you can say I'm fasting.  
742 T: ehm I don't know that one to be honest. Is if for fasting  
743 ((unintelligible))=  
744 U: =a friend- a friend of mine err told me?=  
745 T: =ehm.=  
746 U: =the story when he: he was in US? err  
747 T: US oka:y?=  
748 U: =yes. someone told him if you: don't want to drink? they  
749 know muslim don't drink alcohol.=  
750 T: =yes that's right?  
751 U: err you just say err I am fasting.  
752 T: oka:y? I think this is a new term for me (.) I didn't  
753 know this (.) thank you so much? so if you do not drink  
754 alcohol as well (.) you-you may say I am fasting.=  
755 U: =I am fasting.=  
756 T: =o:kay thank you. okay right now? I'm just going to be  
757 giving you? (0.2) first of all this one (0.2) okay? (0.3)  
758 okay (.) thank you. err we have four?  
759 A: we are five.  
760 T: okay (.) I didn't see Ms. Helin ((laughter))okay (0.2) so  
761 I just want you to talk your peers what are they (.) do  
762 you know anything (.) do you have any words that you  
763 don't know? can you? please talk with your peers (.)  
764 //oka:y?//  
765 U: ((turns to Ms. Esin)) //my lady?//  
766 T: //so maybe you\* can just ask them.  
767 U: //can we be peers?//  
768 T: do you? do you know this (.) can you explain it to me?  
769 something like this. okay?  
770 Y: okay.  
771 E: err what does it mean prawn (.) prawn meal.=  
772 T: =which one.  
773 E: the second one.  
774 →T: oh prawn actually it means? err the big karides  
775 [tr: prawn] in Turkish oka:y? the big ones (.) prawn.  
776 Y: ((unintelligible))  
777 T: yes? you can ask your peers.  
778 →U: ben anlamadım. [tr: I didn't understand]  
779 →E: ben de anlamadım. [tr: I didn't understand either]

780 T: okay? in the first part? or in the first section (.) you  
781 need to ask some questions to your friend I mean? just  
782 check it out if you don't have- if you do not know the  
783 word? ask your friend (.) do you know what it means? and  
784 she or he will ask-answer the question.

785 U: do you know the cocktail?  
786 →E: err err karides. [tr: prawn]  
787 →U: //karides// [tr: prawn]  
788 T: //in Turkish\* yes.

789 LL: ((ask some questions to their peers simultaneously))  
790 -1.4

791 U: spicy?  
792 →E: spicy baharatlı. [tr: spicy]  
793 U: err do you? know spitzel (.) chicken?  
794 E: spitzel.  
795 T: spitzel. oh?  
796 U: you know? spitzel ((unintelligible))  
797 T: is it German?  
798 U: yes? generally Germans buy that.  
799 T: spitzel err.=  
800 U: =mixed-it's mixed with cola and fanta.  
801 T: oh okay (.) that's the one that's the one ((laughter))  
802 →O: banana schmidt vardı [tr: there was banana schmidt]  
803 U: ha?  
804 O: banana Schmidt  
805 T: it's like- it's the same? or=  
806 U: =ge-german //drink?//  
807 O: //yeah\* yeah.  
808 U: okay mixed drinks.  
809 T: is it a German beverage?  
810 U: beverage yes.=  
811 T: =beverage.  
812 U: cola fanta if you mix cola and fanta it's err spitzel.  
813 E: ((unintelligible))  
814 U: it's really nice(.) if beer and cola mix beer and cola (.)  
815 dizel.  
816 O: err banana schmidt is a drink.  
817 U: beer and err ((flicks his fingers))  
818 Y: mineral water?=  
819 T: =sparkling water?  
820 →U: not mineral water ((unintelligible)) is şey [tr: well]  
821 (.) fanta and beer.  
822 T: ehm.  
823 U: err spitz- ((unintelligible)) beer? and sprite.  
824 A: what are you talking man? ((unintelligible))  
825 U: every night << I ((unintelligible)) pc computer>> ((laughter))

826 Y: ((unintelligible))  
827 →U: bira kola dizel? bira fanta ((unintelligible))  
828 [tr: beer cola dizel beer fanta]  
829 Y: I remember beer plus mineral water.  
830 U: I: don't (.) see I don't know beer and mineral water.  
831  
832 Y: //sprite//  
833 T: //okay\* so.  
834 U: sprite sprite.=  
835 T: if everyone is ready? if you got the meanings? can you? tell me  
836 which word you didn't know the meaning (.) which words.  
837 O: ((raises his hand))  
838 T: let's start from Mr. Osman and Mr. Arden. what? did you find.  
839 A: prawn cocktail.  
840 T: ehm prawn cocktail (.) what? does it mean? did you understand?  
841 (.) is there anyone ((let the other participants define the  
842 meaning in Turkish))  
843 →M: karides. [tr:prawn]  
844 →T: yeah (.) it's just actually a fish? or you know karides?  
845 [tr:prawn]  
846 A: yes.  
847 T: but this-it's the biggest (.) the big ones.  
848 →A: big karides.= [tr:prawn]  
849 T: =yeah it's just called like.=  
850 →O: prawn cocktail drink? hani cocktail. [tr: like]  
851 T: err it's just a starter right? yeah that's just a starter  
852 but cocktail is mixture of something? do you- I don't  
853 know? let's see if you want?  
854 →U: ne? hangisi? [tr: what? which one?]  
855 T: prawn cocktail you know? I mean it's just karides in  
856 Turkish (.) but? let me se-let me show you? what it is  
857 (.) I don't know as well. (0.4)  
858 M: cocktail use in err (.) different vegetables different  
859 foods or mixture.  
860 O: oh.  
861 M: mixture (.) not only drinks also err  
862 foods err can be called like cocktail.  
863 O: I see. (0.2)  
864 T: okay let's see it which I don't know (.) praw-is it prawn  
865 cocktail right?  
866 A: yes (.) prawn cocktail.  
867 T: let's see oh yes (.) this is the? prawn cocktail  
868 everybody.  
869 LL: yes (.) yes.  
870 T: ((smiles)) okay (.) alright so:? what about? Mr. Nihat  
871 did you find anything?



872 N: err I err I find I prefer ((unintelligible)) special  
873 menu?  
874 T: oka:y? is there any word? that you don't know?  
875 N: err.=  
876 T: =any word? <<that you don't know the meaning.>>  
877 N: err tomato sauce.  
878 T: so? anyone?  
879 A: you know tomato sauce.  
880 LL: ((laughter))  
881 T: yeah tomato sauce (.) you know? we just make it.  
882 N: yeah.=  
883 T: =especially in summer.  
884 A: I think you can ask this one ((shows his partner that they both  
885 have decided to ask))  
886 N: okay I don't know others because I'm a new ((unintelligible))  
887 T: okay so how di- oh you just did this part (.) okay we're  
888 talking about this part (.) that's okay that's alright.  
889 N: I talk him err.  
890 T: ((laughter)) that's okay so actually? I asked you all? if you  
891 have any words ((shows in the worksheet)) that you don't know  
892 the meaning. this-just take a look at this? and I ask the  
893 others as well?  
894 Y: beef special (.) beef?  
895 T: beef special (.) beef you know? what it means everyone?  
896 LL: beef yes.  
897 →O: beef şey dana eti. [tr: well it is beef]  
898 T: steak.  
899 O: steak?  
900 T: huh. uh? let's see? beef special right? I'm sorry I'm going to  
901 make you appetize right now?  
902 LL: ((laughter))  
903 A: a bit expensive steak house in Bodrum Marmaris.  
904 T: ((shows the photos of beef)) this one or? this one.  
905 U: do you know? beef ((unintelligible))  
906 T: no: I don't know actually.  
907 U: Russian beef.  
908 T: so? anyone? (.) sir? ((looks at Mr. Uygur)) do you have  
909 anything? that you don't know the meaning?  
910 U: ham pate.=  
911 E: =ham pate(.) is the same pork?  
912 T: ham is generally used for porks.  
913 U: ((turns to Ms. Esin)) I told? you:?  
914 T: I'm going to be showing you.  
915 U: ham pate is mean pork but? pate?=  
916 T: =I have no idea (.) ham pate? ((searches on google)) with toast  
917 (.) this is actually ham huh. uh? this is generally made by

918           pork you know? and toast? there are so many just like this (.)  
919           maybe like this? yeah? okay.  
920 →M: jambon bizdeki tam karşılığı [tr: the exact meaning in our  
921           language is jambon]  
922       T: yeah we can just say that.  
923 →E: sürmeli on the bread? sürmeli. [tr: applied]  
924       T: you can just have it (.) I don't know actually let me just  
925           check it out.  
926       O: this name is hamming or ham.  
927       T: ham.  
928 LL: ham.  
929       O: pate?  
930       T: I think err this could be?  
931       U: I think it's French.  
932       T: yes this could be French.  
933       U: ((unintelligible)) French (.) because it look- it doesn't look  
934           like ((unintelligible)) words.  
935       T: you know the word? extend (.) yeah they can just use it for  
936           your bread. you can extend your chocolate souce on your bread  
937           (.) you can say it (.) extend. okay now? we're going to be  
938           having the listening activity in this part? err there are some  
939           people? you are ordering some food and? you can see in the  
940           bottom part? err some words that they order (.) so:? you need  
941           to match them with the people (.) so for example the first one  
942           is going to be speaking and you need to find in the bottom  
943           part? for example atıyorum for example the first one is c (.)  
944           the second one is f so on (.) oka:y? so let's? just listen try  
945           to understand? I will play it twice (.) so just feel free  
946           alright? (0.2) did you understand?  
947 LL: yes yes of course.  
948       T: alright (.) so:? I'm just playing right now? (0.2) oh sorry  
949           not this one. alright this one.  
950           ((the first play of the track finished))  
951       M: can we play?  
952       U: can we play?  
953       T: oka:y?  
954       U: I didn't understand.  
955           ((the track is replayed))  
956       T: ((in the end of the track)) so:?  
957       U: the man is re-religious.  
958       T: err that's right? ((laughter))  
959       U: and I think the woman has the allergic to  
960           ((unintelligible))  
961       T: huh. uh? that's right (.) so err I think? in this one?  
962           first of  
963           all I am going to play again-once again.=

964 M: =yes.=  
 965 T: =just err listen to the first sentence of the man (.)  
 966 then? try  
 967 to guess what is it- is he saying according to this one  
 968 oka:y?  
 969 Y: huh. uh?  
 970 T: ((lets the participants listen to the beginning part))  
 971 -4.1  
 972 U: ortada bir cümle var hiç anlamadım.=  
 973 T: = I can- oka:y? let me tell you:? it was just a little  
 974 bit  
 975 tricky for me as well? but the first one is about the d  
 976 (.)  
 977 because you know the man is? as you've said religious. =  
 978 U: =religious.  
 979 T: so: err he can't eat pork or? any part of the pig (.)  
 980 right?  
 981 U: huh. uh?  
 982 T: what about the second (.) what do you think about the woman.  
 983 H: err pepper sauce allergy.  
 984 T: allergic that's right huh. uh? so? I guess it is in the b?=  
 985 H: =b.  
 986 T: allergic to sea food?.=  
 987 H: =sea food huh. uh?  
 988 T: it makes the person? ill (.) okay? err what about the? other one.  
 989 (0.2) what a man- w-what can you say (0.2)  
 990 M: a?  
 991 T: actually the sentence that you didn't understand was about the  
 992 money  
 993 issues (.) it was just a little bit expensive? and they said  
 994 that oh it's expensive not that much money? and  
 995 he doesn't want to spend a lot.  
 996 H: and? err the woman don't eat the pepper sauce.  
 997 T: let me see? (0.2)  
 998 H: err c health- //health// problem.=  
 999 T: //health//  
 1000 =huh. uh? huh. uh? huh. uh? that's right. oka:y? I think we  
 1001 have one more thing.  
 1002 U: if she had a health problem? he didn't ordered? garlic bread.  
 1003 T: //yeah//  
 1004 H: //yes\* but it was also with pork.  
 1005 U: just pork? they ((unintelligible))=  
 1006 H: =err pork with curry souce.  
 1007 U: oka:y? it's okay for (.)her.  
 1008 H: //I didn't understand ((laughter))//  
 1009 T: so: //who's? trying to lose\* weight. You know lose weight? I

1010 mean? (.) if you are?=  
1011 O: =adult.  
1012 T: if you just have fat in your body? if you're just on a diet?  
1013 you're actually trying to lose weight right?  
1014 H: yes.  
1015 T: so who? is trying to lose weight in this one (.) man? or woman.  
1016 U: (0.2) I think woman.  
1017 O: ((unintelligible))  
1018 T: err actually? in the one-in this one? the man was just talking?  
1019 and he was just saying that he was trying to get to lose- lose  
1020 weight and ((unintelligible)) fattening food- fat food which  
1021 has the oil inside of it.  
1022 C: woman?  
1023 T: no: the man actually ((laughter))  
1024 LL: ((laughter))  
1025 T: ye:s it was just a bit fast and the voice was maybe a little  
1026 bit (.) cracky? I can understand //but\* that's alright?  
1027 R: //yes.//  
1028 T: thank you so much and right now? I want you. to think about err  
1029 the restaurant talks and questions and right now? I think we  
1030 are five six (.) five people (.) that's alright that's okay. I  
1031 want you? to come together? and fi-how to say err select one  
1032 person in your group (.) and the person is going to be the  
1033 waitress? or? waiter and I will just give you? the menu? you  
1034 will order some food (.) to the waiter or the waitress. oka:y?  
1035 P: yes.  
1036 T: (0.3) these are your menus. (0.3) oka:y? (0.4) I think I just  
1037 gave you two (.) alright. (0.5) alright so? in you group err  
1038 you need to choose a waiter or waitress and you will just order  
1039 the things? and the waitress write the things alright? and for  
1040 your group as well? you need to one waiter? or waitress.  
1041 okay? (.)  
1042 U: //I'd like to: ((unintelligible))//  
1043 T: //and we can ((unintelligible))//  
1044 Y: who is our waitress.  
1045 P: you choose?  
1046 U: in the first game? I was volunteer and? it is not my turn (.)  
1047 it's your turn oka:y?  
1048 Y: yes.  
1049 U: I need to eat something (.) green not ((unintelligible)) only  
1050 ((unintelligible))  
1051 M: would you like to eat err some.=  
1052 U: no no no. no (.) no first?=  
1053 T: =just one waiter.=  
1054 U: you come to? //one waiter.//  
1055 T: //yeah person\* is going to come here like hello:?



1102 U: I'm re-I am ready.  
1103 T: okay let's listen.  
1104 M: err would you like to err=  
1105 U: =oh ladies first please?  
1106 Y: ((laughter))  
1107 U: you first order please.  
1108 M: ((turns to Ms. Esin)) may I have your oder?  
1109 E: err can I order to pas-pasta salad.  
1110 M: yes.  
1111 T: huh. uh?  
1112 M: just one pasta salad and? //anything else?//  
1113 U: //are you on a\* diet?  
1114 E: ((laughter)) no. err (.) and? apple pie (.) I'd like to eat  
1115 apple pie.  
1116 M: one apple pie (.) okay? may I have your order? what would you  
1117 like to try?  
1118 C: err can I order /sti:k/ and err ice cream.  
1119 T: okay /steik/.  
1120 M: okay.  
1121 Y: err I have no idea err can you give me some suggestions? for  
1122 starters.  
1123 M: err yeah of course (.) I recommend you bread chicken? err and  
1124 err meal?  
1125 Y: meal?  
1126 M: yeah as a meal? I err.=  
1127 Y: =I'm err vegetarian ((laughter)) please.  
1128 M: oh bad choice.  
1129 Y: ((laughter))  
1130 M: err I recommend you vegetable soup and?  
1131 Y: okay okay ((unintelligible)) thank you.  
1132 M: okay. ((turns to Mr. Uygur)) what would you like to order?  
1133 U: I want to start with chicken meat? and then? steak err chips  
1134 and after then? I want to eat pumpkin pie? With (0.2)  
1135 H: tea.  
1136 Y: (0.2) tea.=  
1137 U: not tea (.) water big water.  
1138 T: ehm.  
1139 LL: ((laughter))  
1140 T: okay.  
1141 P: I want to order for the starter grilled mushroom (.) for the  
1142 started with grilled mushroom. and?  
1143 T: do you? know grilled mushroom?  
1144 LL: grilled yes.  
1145 →H: ızgara. [tr: grilled]  
1146 T: huh. uh? okay.  
1147 P: I make a nice choice ((laughter))

1148 M: for the main course?  
 1149 P: for the main courses I think I want to eat the /sti:k/ err how  
 1150 how can you cook the steak?  
 1151 M: it's err it's (.) we wash the beef and cook it with fire.  
 1152 P: I want to the /sti:k/ err well-well /kukıd/  
 1153 T: well /kukt/  
 1154 P: well /kukt/ yes.  
 1155 T: huh. uh?  
 1156 P: yes yes it's true ((laughter))  
 1157 T: that's true well cooked (.) medium well and?=  
 1158 P: =and I want to drink the: mineral water //please\* please.  
 1159 T: //okay.//  
 1160 P: thank you.=  
 1161 M: //thank you.//  
 1162 T: //oka:y?\* and I guess you just eat it? your err meals (.) and?  
 1163 right now you need to pay the money.  
 1164 P: yeah.  
 1165 U: we don't eat anything.  
 1166 LL: ((laughter))  
 1167 T: just pay the money ((laughter))  
 1168 →P: (0.4) hesap istiyoruz. [tr: wa demand to have the bill]  
 1169 →O: cüzdanı görelim hocam [tr: let's the wallet sir]  
 1170 LL: ((laughter))  
 1171 P: err may I (.) take the (.) err bill or?  
 1172 T: or let's say //that//  
 1173 P: //yes?//  
 1174 U: check.  
 1175 P: check.  
 1176 T: huh. uh?  
 1177 Y: check (.) double check.  
 1178 LL: ((everyone speaks at the same time))  
 1179 Y: we are confused now. ((laughter))  
 1180 →U: dur dur öyle değil [tr: wait wait it is not like that]  
 1181 (.) we want to pay German style.  
 1182 M: (0.2) German style?  
 1183 LL: ((big laughter))  
 1184 M: I can give you all the bill.  
 1185 →O: where is the gentleman hocam [tr: sir] ((laughter))  
 1186 T: actually I know the word meaning.  
 1187 U: ((laughter)) ha?  
 1188 M: German style.  
 1189 O: German style.  
 1190 T: not German style but?  
 1191 LL: ((laughter))  
 1192 →O: German mı [tr: is it German]  
 1193 U: German style.

1194 T: actually? it has another name (.) it is? Dutch treat.  
1195 LL: Dutch treat.  
1196 T: I mean German style in Turkish.  
1197 LL: ((laughter))  
1198 O: Dutch treat.  
1199 T: we should do this like Dutch treat.  
1200 P: I know the other (.) Holland Dutch?  
1201 T: Dutch yeah (.) the language is Dutch.  
1202 U: Dutch.  
1203 T: so Holland? is the country? Dutch? is the language.  
1204 P: yes yes. ((thumbs up))  
1205 T: o:kay. thank you so much? ladies and gentlemen okay let's? take  
1206 a break and then I will just listen to you.  
1207 LL: okay.  
1208 T: oka:y? (0.2) and? in the second lesson in-for twenty minutes  
1209 maximum? we will have a conversation with our teacher oka:y?  
1210 LL: okay yes.  
1211 T: okay so:? you have ten minutes.  
1212 T: do you know where Mr. Arden is.  
1213 A: I am here.  
1214 T: oh okay he is here.  
1215 P: Osman Osman.  
1216 H: Mr. Osman is absent.  
1217 T: oh Mr. Osman okay (.) okay is he coming?  
1218 LL: yes yes.  
1219 T: so? last of all we are going to listen to you? and I will  
1220 connect with the German teacher oka:y? (0.3) so: err I think  
1221 should we wait for Mr. Osman? do you think?  
1222 H: no?  
1223 A: //no.//  
1224 N: //no.//  
1225 T: okay.  
1226 →H: hocam başlayın siz isterseniz.  
1227 [tr: sir if you want you can start]  
1228 T: so who is the waiter.  
1229 A: oh okay (.) //I will be the waiter.//  
1230 T: //so let's just get started.//  
1231 LL: ((laughter))  
1232 →H: çok kötü yıkıldın özür dilerim. ((laughter))  
1233 [tr: you got destroyed terrible I am sorry]  
1234 LL: ((laughter))  
1235 A: I will take your order by order.  
1236 N: yes.  
1237 H: err I cannot err decided err to err what I eat- err what I  
1238 will eat err then what do you err recommend for start.  
1239 A: okay? welcome to our restaurant? err.=



1240 H: =thank you:?  
 1241 A: I can recommend you to eat sea-seaside dishes (.) for example  
 1242 ((unintelligible)) or chips err.  
 1243 H: err thank you? I prefer seasi-sea food.  
 1244 T: sea food.=  
 1245 H: =and err fruit salad  
 1246 A: fruit salad (.) err it is very expensive I think.  
 1247 LL: ((huge laughter))  
 1248 →A: and I-I see you are devlet memuru. [tr: office holder]  
 1249 LL: ((huge laughter))  
 1250 H: but err but you recommended this for me. ((laughter))  
 1251 A: I have to ((laughter))  
 1252 U: she can buy your restaurant (.)  
 1253 she is very? rich you don't know.  
 1254 Y: from Datça.  
 1255 LL: ((laughter))  
 1256 H: from Datça ((laughter))  
 1257 A: (0.2) are you ready to order?  
 1258 D: err yes (.) yes please? err could I have err as dessert err  
 1259 chocolate cake?  
 1260 A: oka:y?  
 1261 D: and? as drinks err tea?  
 1262 A: oka:y?  
 1263 T: okay.  
 1264 D: //okay.//  
 1265 A: //tea\* okay any drink for main course?  
 1266 D: no no.  
 1267 A: oka:y? thank you. ((turns to Mr. Nihat)) hello? //welcome.//  
 1268 N: //hello.//  
 1269 A: err are you ready to make your order please?  
 1270 N: err I think? that err what do you /rekormend/ (.) /rekormend/  
 1271 A: err I think you like to eat meat oka:y? is it?  
 1272 N: but err I want to take err (.) just a moment? (0.3) I don't  
 1273 want to spend err.=  
 1274 A: =a lot.  
 1275 N: yes a lot.  
 1276 A: oka:y. (.) okay you can take ((unintelligible))  
 1277 N: ((unintelligible))?  
 1278 A: yes (.) err I think it is err the err very cheap.  
 1279 N: ha?  
 1280 A: yes.  
 1281 N: very cheap is very good (.) err I prefer there /garliğ/ bread.  
 1282 A: // /garliğ/\* bread? //  
 1283 T: // you mean?=  
 1284 N: =/ga:lik/ (.) garlic.  
 1285 T: huh. uh?

1286 N: after then? for main course err beef /spesiyel/.  
 1287 T: /spefəl/  
 1288 N: but ((unintelligible)).=  
 1289 A: =but you want something very //cheap I think.//  
 1290 N: //very expensive\* twent euro  
 1291 twenty euros?  
 1292 A: yes.  
 1293 LL: ((laughter))  
 1294 N: err (.) on a thought.  
 1295 T: (0.2) o:kay you're on a second thought.  
 1296 →N: err şey [tr: well] tomato /soğ/  
 1297 T: tomato sauce?  
 1298 N: yes.  
 1299 A: I think you are choosing your menu from the fast menu.  
 1300 N: fast menu?  
 1301 A: yes (.) our restaurant using this menu.  
 1302 N: err (.) ((unintelligible))  
 1303 A: ((unintelligible)) oka:y?  
 1304 N: dessert err fruit.  
 1305 A: oka:y? and anything for drink?  
 1306 N: drink? err tea.  
 1307 A: only tea.  
 1308 N: ((unintelligible))  
 1309 A: okay (.) thank you very much. ((t urns to Mr. Osman)) hello?  
 1310 welcome err are you ready to order please?  
 1311 O: can I take the right menu? err which one is=  
 1312 A: our restaurant use this menu.  
 1313 O: what's your advice.=  
 1314 T: =okay what's? your advice.  
 1315 A: err I think if you can ((unintelligible)) you can take  
 1316 lamb course.  
 1317 O: lamb course?  
 1318 A: yes (.) it is very nice for?=  
 1319 O: =ahh I need to say something (.) by the way? I want to trying  
 1320 to do weight lose-lose weight.  
 1321 A: oka:y?=  
 1322 O: =and money is not important.  
 1323 A: huh. uh?  
 1324 O: I am son of the rich.  
 1325 A: err I can recommend the /lazagna/ // /lazagna/ I think//  
 1326 T: //okay let's just listen\*  
 1327 /lazania/  
 1328 A: lasagne.  
 1329 T: huh. uh?  
 1330 A: lasagne actually is err.=  
 1331 →H: =makarna. [tr: pasta]

1332 T: do you know lasagne everyone? what is lasagne.  
 1333 →U: a kind of err a kind of makarna. [tr: pasta]  
 1334 →T: makarna is pasta. [tr: pasta]  
 1335 O: spaghetti  
 1336 →U: not spaghetti err üstü thin meat [tr: on it] is like paper (.)  
 1337 pasta cream and  
 1338 D: cheese (.) cheese.  
 1339 U: not cheese? on cheese on meat (.) cheese on it. meat mixed  
 1340 lasagne? a lot of you can eat err lasagne? a lasagne meat  
 1341 lasagne meat lasagne meat cheese bake it?=  
 1342 O: ince dilimler.=  
 1343 T: =slice (.) slices.  
 1344  
 1345 →O: slices (.) o ne bilmiyorum ((laughter))  
 1346 [tr: I do not know what it is.]  
 1347 T: slice means?  
 1348 →A: dilim. [tr: slice]  
 1349 →LL: dilim [tr: slice]  
 1350 T: huh. uh?  
 1351 O: slice pasta not err=  
 1352 A: slice pasta?  
 1353 O: I want to lose weight.  
 1354 LL: ((laughter))  
 1355 A: you cannot lose weight with.=  
 1356 O: pasta.  
 1357 T: pasta (.) do you? know pasta?  
 1358 O: yeah.  
 1359 T: of course yes.  
 1360 A: err he cannot lose weight.  
 1361 T: so? what can you suggest him.  
 1362 O: you now I want lose weight.  
 1363 A: yes. //so I recommend you.??/  
 1364 O: //so I can eat the pasta\* I can't lose weight.  
 1365 T: oh that's right.  
 1366 O: I can't lose weight (.) it's calorie.  
 1367 T: definitely.  
 1368 A: I can recommend you: a pasta salad.  
 1369 T: you should be err on your ((unintelligible))  
 1370 U: fruit salad fruit salad you- I recommend it.  
 1371 O: pasta salad?  
 1372 A: yeah.  
 1373 →O: öyle bir şey var mı.= [tr: is there such a thing]  
 1374 U: =fruit salad (.) fruit salad.=  
 1375 A: =or fruit salad and we have green salad (.) this is very  
 1376 beautiful I think.  
 1377 O: thank you.

1378 A: and anything for drink?  
 1379 O: err I //can take a sprite\* without err sugar.  
 1380 U: //green tea.//  
 1381 A: sprite? without sugar.  
 1382 O: yes zero sugar.  
 1383 A: haa zero sugar.=  
 1384 U: =green tea ((everyone looks at Mr. Uygur)) green tea.  
 1385 LL: ((laughter))  
 1386 O: but-but I don't want to green tea. I want to err sprite without  
 1387 err zero.=  
 1388 A: =we don't have sprite (.) there is no sprite.  
 1389 T: you mean no sugar?  
 1390 O: yes.  
 1391 T: sugar free let's say.  
 1392 A: sugar free sprite.  
 1393 T: sugar free ((writes on the board)) sugar free (.) cola with  
 1394 sugar free please.  
 1395 O: ha sugar free.  
 1396 A: yes oka:y?  
 1397 N: /zero/ /zero/  
 1398 T: /zɪərʊ/  
 1399 N: /zɪərʊ/ yes.  
 1400 A: thank you? very much.  
 1401 U: sir.  
 1402 T: so:? >>who wants to pay the money.<< for this group.  
 1403 ((laughter))  
 1404 A: err yes.=  
 1405 O: =if you want.  
 1406 P: you are boss.  
 1407 LL: ((laughter))  
 1408 →U: sok onu sok onu cebine nasıl deniyor?  
 1409 [tr: how can we say to pocket it]  
 1410 A: your hands? on the pocket.  
 1411 LL: ((laughter))  
 1412 →U: sok onu cebine. [tr: pocket it]  
 1413 A: yes.  
 1414 O: burda senin sözün geçmez [tr: this is not the way it works  
 1415 here] ((laughter))  
 1416 LL: ((laughter))  
 1417 P: keep on it.  
 1418 T: err it is.=  
 1419 →U: =snowy hands? yok [tr: no] snowy hands? ((turns to teacher)) snowy hand  
 1420 (.) is snowy hand?  
 1421 T: small hand?  
 1422 U: <<snowy hand>>  
 1423 T: oh snowy hand.

1424 →U: pamuk eller. [tr: cotton hands]  
 1425 LL: ((laughter))  
 1426 T: okay cotton cotton.  
 1427 U: cotton cotton.  
 1428 T: huh. uh? but it is chicken translate you know?  
 1429 U: snow I think? err snow princess and seven ((flicks his finger))  
 1430 → cüce neydi cüce. [tr: what is dwarf]  
 1431 T: dwarfs.  
 1432 U: (0.2) snowy prince (0.4)  
 1433 M: dwarfs.=  
 1434 →U: cüce? [tr: dwarf]  
 1435 T: huh. uh?  
 1436 U: snowy princess?  
 1437 T: ohh snowy princess err I have no idea I think it is snow  
 1438 princess.  
 1439 U: her name is snowy?  
 1440 T: I have no idea.  
 1441 U: yes snowy.  
 1442 T: ((shows with her gestures that she is not clear with that))  
 1443 A: you must pay err fifteen.  
 1444 N: fifty.  
 1445 T: is it fifty? or fifteen.  
 1446 A: ha fifteen.  
 1447 (( the other group still talk))  
 1448 T: okay let's just listen (.) they have not finished yet.  
 1449 A: you pay ((tells to Ms. Deniz))  
 1450 D: how much?  
 1451 A: err sixteen euro  
 1452 T: oh sixteen euro.  
 1453 N: oki doki (.) keep the change.  
 1454 A: ((comes closer to Mr. Osman))  
 1455 O: ((laughter)) why-why you looking me.  
 1456 A: you must pay.  
 1457 O: okay. what's my err bill.=  
 1458 A: =bill (0.2) err I think you must pay? twenty one euro.  
 1459 O: twenty one euro.  
 1460 A: yes.  
 1461 →O: twenty one euro ne ya [tr: what is twenty one euro]  
 1462 what's they eat ((laughter))  
 1463 U: ((checks on the internet)) snow white (.) snow white.  
 1464 A: I think you.=  
 1465 O: =what's inside the bill.  
 1466 A: it's very specific menu.  
 1467 O: only green salad and err sprite?  
 1468 A: err green salad and sprite.  
 1469 O: yeah?

1470 A: how much? green salad.  
1471 O: only five euros.  
1472 A: err green salad and sprite? four euros (.) four euro (.) only  
1473 salad and sprite (.) oka:y?  
1474 O: ((gives the money inside of the box)) keep the change.  
1475 LL: ((laughter))  
1476 T: alright thank you so much.  
1477 LL: ((applaud))  
1478 T: thank you so much?  
1479 →P: hocam bahşiş verdi mi [tr: sir did he leave the tip]  
1480 →A: //vermedi.// [tr: no he didn't]  
1481 T: //alright\* so:? I will just (0.4) okay  
1482 ((calls Alex teacher on skype))  
1483 Al: ((starts with whistling))  
1484 T: okay? hello Alex?  
1485 Al: hello..  
1486 T: can you just hear us?  
1487 Al: hello: (.) err a little bit.  
1488 T: oka:y just a second? err what should we do (.) can I just take  
1489 this one like this?  
1490 →P: orayı görmüyor gerek de yok ((laughter))  
1491 [tr: he does not see here there is no need though]  
1492 T: okay? wait a second Alex (.) okay.  
1493 Al: alright?  
1494 T: alright ((pulls the table in the middle of the class))  
1495 thank you so: much? (.) can you? see the whole class (.) I  
1496 guess no right?  
1497 Al: err not I guess (.) I see just a few of the people.  
1498 LL: ((changes their sits to be seen.))  
1499 T: they are going to come together? and you will see all of them.  
1500 Al: yeah okay.  
1501 T: ((tries to fix some little problems))  
1502 →U: ((tells ladies)) siz böyle gelin ben oraya geçeyim.  
1503 [tr: here you come I will go there]  
1504 T: so:? maybe you want to introduce yourself (.) and they will get  
1505 to know you.  
1506 Al: okay? alright so hello everybody?  
1507 LL: hello.  
1508 Al: I'm Alex and I'm twenty-four years old (.) I was student very  
1509 Al: close friend with your teacher when she was err Germany? in her  
1510 erasmus semester (.) and? we've always been in contact as now  
1511 (.) I'm sitting here in the room? in Germany? and speak to  
1512 you:? that's me.  
1513 T: okay? it's really great to meet you? and (.) would you like to  
1514 introduce yourself everybody?  
1515 A: err thank you Mr. Alex? for joining us (.) in this class.

1516 Al: huh. //uh?//  
1517 A: //glad\* to meet you.  
1518 Al: yeah (.) that was=  
1519 A: =my name is Arden (.) I'm edu=  
1520 T: ((demand Mr. Arden to raise his hand to be seenable by Alex))  
1521 →D: görmüyor. [tr: he can't see you]  
1522 A: faculty of education.  
1523 Al: oka:y?  
1524 A: yes. here I am.  
1525 Al: hello:? so? err education (.) basically you're teaching  
1526 education to trainers (.) isn't? it.  
1527 A: yes.  
1528 Al: that's good? (.) cuz I know that Yasemin is a teacher and I am  
1529 a teacher too (.) at some point.  
1530 LL: ((mini laughter))  
1531 A: yes but I think you're teaching phonetics or? pronunciation.  
1532 Al: huh. uh? exactly err.=  
1533 A: that //means?//  
1534 Al: //at the\* university.  
1535 A: it is hard to make us very very sentences with you?  
1536 Al: err could you just repeat that? could you just repeat that?  
1537 because err I couldn't hear it //because\* of the hall.=  
1538 A: //yes.//  
1539 =I think << I think it is hard for me? to express myself err to  
1540 you.>> err because my pronunciation is not err.=  
1541 Al: okay?=  
1542 A: =as well as you.  
1543 Al: yeah but your pronunciation is still fine (.) I mean it's not  
1544 it's not native like but still you2re doing good  
1545 from what I hear.  
1546 A: thank you.  
1547 Al: I can completely understand you I mean I can ((unintelligible))  
1548 I can clearly understand you cuz there is no problem there.  
1549 A: yeah.  
1550 T: ((turns down the sound a bit and asks)) this is better?  
1551 P: yes.  
1552 A: I can-can I ask something about your err lessons err about  
1553 English language? I think the culture and language is make each  
1554 other.  
1555 Al: huh. uh?  
1556 A: so? if you want to learn a language? as a foreign language? I  
1557 think you must learn <<the culture of the language.>> it is  
1558 ((unintelligible)) //you\*-if you want to learn variable.  
1559 Al: //yeah.//  
1560 A: so? which one is the better for learning language as a foreign  
1561 language (.) err learning by grammar? or? learning by speaking.

1562 Al: well? that must be definitely speaking(.) because err I  
1563 ((unintelligible)) that you can't? learn the language just its  
1564 own. so you can learn vocabulary and grammar. you could do  
1565 this. however? this is like a bomb ((unintelligible)) for me  
1566 err cuz to me? culture? is the soul that has the language (.)  
1567 and therefore? (0.3) It doesn't really extend the language with  
1568 that respect of culture - that about the culture (.) the  
1569 ((unintelligible)) language (.) so it is the integral part (.)  
1570 so.  
1571 A: so? you mean? all them is necessary? to: learn it very well?  
1572 learn the language very well?  
1573 Al: could you repeat the last one?=  
1574 A: =you mean err one-if someone err trying to learn language (.)  
1575 A: he must know the grammar very well? besides this (.) he must  
1576 conversation (.) //to learn very well//  
1577 Al: //yes absolutely.//  
1578 A: I think.=  
1579 Al: =absolutely (.) I was ((unintelligible)) that the best way to  
1580 learn a language is practising with people in this language cuz  
1581 that's just ((unintelligible)) that some of you learn English  
1582 (.) speaking err to someone else? who's learning English too.  
1583 so that ((unintelligible)) foreign language fast.  
1584 ((unintelligible)) some specific ones in English? grab the  
1585 other person better than b-better than in other other aspects  
1586 err in language. so they are learning from each other and? the  
1587 better is? of course ((unintelligible))one of your friends is  
1588 really good to correct you.  
1589 T: okay so:?=  
1590 A: =thank you very much  
1591 T: thank you(.) maybe to make it much clear? I can  
1592 welcome you all ((shows the chair which is in front of the  
1593 laptop)) if you want to ask some questions (.) you can come  
1594 here? and you can sit the chair.  
1595 M: err I want to ask one question.=  
1596 T: =oka:y? it is much understandable if you want to come here?  
1597 M: no no problem if-if he can hear  
1598 T: err okay.  
1599 O: do you hear.  
1600 M: do you hear me?  
1601 Al: err yea:h I ca:n  
1602 LL: ((big laughter))  
1603 Al: err it is understandable a bit because of technical microphone  
1604 is put on the ((unintelligible)) laptop.  
1605 T: yeah it's on the laptop.  
1606 Al: can you put it far away?  
1607 T: maybe it's much better ((invites Mr. Murat to the chair))



1608 Al: it's not that understandable but?=  
1609 T: =okay we'll make it easier for you?  
1610 Al: huh. uh?  
1611 T: so we'll just put the chair right here? so? the person is going  
1612 to ask some questions? and the others //will be seeing\* as  
1613 well.  
1614 Al: //yes I see//  
1615 good idea (.) that's a good idea.  
1616 T: o:kay.  
1617 Al: hello?  
1618 M: my name is Murat.  
1619 Al: huh .uh?  
1620 M: I'm a teacher on computer science?  
1621 Al: oka:y?  
1622 M: and? I want to ask you:? err as long as you w-work on  
1623 phonetics? we have difficulty on err pronunciation of the words  
1624 and?=  
1625 Al: huh. uh?  
1626 M: to understanding people from different accent (.) have you got  
1627 any techniques fo:r err solving this problem.  
1628 Al: err well so (.) this is not a handy solution (.) that's a hard  
1629 work but? you should understand some ((unintelligible)) I  
1630 suggest you to listen very perfectly to English sources in  
1631 order to improve your English. watch tv in English  
1632 ((unintelligible)) watch them in English listen carefully? to  
1633 <<how people speak English>> and pronounce the word. try to  
1634 copy that (.) the more? you try the more experience you? gain.  
1635 that's how good pronunciation will(.) be.  
1636 M: thank you very much.=  
1637 T: =thank you? actually that was a great suggestion to? the  
1638 participants (.) so:? is there anyone who wants to come or?  
1639 →P: hocam? [tr: sir] ((looks at Mr. Nihat))  
1640 →U: ben? mi. [tr: me?]  
1641 T: o:kay? so the next one is Mr. Uygur. oka:y? his name is Mr.  
1642 Uygur.  
1643 U: I studied my lesson (.) five questions is ready  
1644 LL: ((laughter))  
1645 U: you can see ((laughter))  
1646 Al: ((laughter))  
1647 U: hi I am Uygur (.) I am lecturer in psychological counsel in  
1648 education faculty? with ((shows)) Pamer teacher?  
1649 P: ((raises his hand))  
1650 U: we work together? and? I want to (.) ask you err we think this  
1651 way err if he's German? absolutely sh-he know a lot of Turks  
1652 (.) and? you know Turks.  
1653 LL: ((laughter))

1654 U: and I know Turk tradition and you know Turk peoples very well?  
1655 Al: well yeah?  
1656 LL: ((laughter))  
1657 Al: there are many Turkish people for studying with me together?  
1658 at the university (.) and err ((unintelligible)) there are  
1659 many Turkish people living here.  
1660 U: //yes.//  
1661 Al: //so?\* I know a bit of culture? and I know bit about the food?  
1662 → they eat (.) they like? drinking çay [tr: tea] frequently? and  
1663 err yeah there is (0.3) there is a ((unintelligible)) were not  
1664 foreign to each other let's say.  
1665 U: I want to ask err one question err about err your nation err in  
1666 last century- from the last century err we-err your nation was  
1667 our role model. //at the end\* of Ottoman empire.  
1668 Al: //oka:y?//  
1669 U: Ottoman empire? we take err yours nation role model and? we say  
1670 in Turkish we have do this like Germans.  
1671 Al: //huh. uh?//  
1672 U: //err// German is leader in Europe (.) you know.  
1673 Al: huh. uh?  
1674 LL: ((laughter))  
1675 U: it's true (.) err your car product-your car company err  
1676 Volkswagen err budget err occur err nation budget.  
1677 LL: ((laughter))  
1678 U: Germans economic? power in Europe.  
1679 Al: huh. uh?=  
1680 U: =err (0.4) what German can-can do very well something but? we  
1681 can't (.) what's that (.) German can and we can't.  
1682 T: ehm they improve themselves?=  
1683 U: =yeah.=  
1684 T: =and we can't.  
1685 Al: ((makes a funny face))  
1686 LL: ((huge laughter))  
1687 U: is it about nation? Is it about education? Is it about err  
1688 (0.3) we will ((unintelligible)) we err (0.2) working style?  
1689 what it's- what is it about.  
1690 Al: I don't- to be honest? <<I don't really know.>> ((laughter))  
1691 LL: ((huge laughter))  
1692 Al: this is not easy to answer (.) it is not easy to answer and I  
1693 can only give my view? from what I understand? and? may-maybe  
1694 maybe maybe your teacher haven't told you but I was born? in  
1695 Germany? and I consider myself German (.) <<however?>> my  
1696 parents aren't German (.) they're from Poland. so? technically  
1697 I have Poland too I am Polish too (.) err so? that made me go  
1698 in two identity.  
1699 U: yes.

1700 Al: ((unintelligible)) I was in Germany and I wasn't German but  
1701 behaving like German you know?=  
1702 U: =yes.  
1703 Al: always being on time always being productive.  
1704 or something like that (.) ((unintelligible)) is true but I  
1705 ((unintelligible)) advice that and err ehm well?  
1706 Al: ((unintelligible)) you take German as a role model err if you  
1707 Al: have asked a German that Germany is a role model to somebody  
1708 else? they claim? they say no. it-it isn't a role model. that's  
1709 what Germans view (.) because well (0.2) I found out that  
1710 Germans are very critical //about themselves.//  
1711 U: ((turns to teacher)) //critical?//  
1712 Al: //extremely critical.//  
1713 →T: //yani eleştirel.// [tr: I mean critical]  
1714 U: ha critical about himself.  
1715 T: huh. uh? that's right.  
1716 Al: criticism (.) Germans are quite critic about (.) especially? that  
1717 education (.) schools? that are not well equipped. trainers  
1718 that are not trained p-perfectly and there are many? folks that  
1719 see in the German system. maybe that's a bit about  
1720 ((unintelligible)) that's err maybe ((unintelligible)) German  
1721 about their culture is to see perfection.  
1722 U: perfection.  
1723 Al: they are perfectionist and err they tend to overdo it (.) in  
1724 my-in my own view.  
1725 U: oka:y? thank you (.) we (0.3) I watch documentary always and?  
1726 someone lead a something or tools? they talk this they said we  
1727 did-we bought it from Germany.  
1728 T: ehm.  
1729 U: it's real oka:y? German companies asked ((unintelligible)) but  
1730 we don't (.) we cant.=  
1731 T: =we can't generate it.  
1732 U: we can't generate it.=  
1733 T: =huh. uh?  
1734 U: thank you Alex.  
1735 Al: done? thank you.  
1736 T: oka:y who?=  
1737 U: =whose turn?  
1738 T: oka:y so? Mr. Yener (.) he is Mr. Yener.  
1739 Y: hello: sir Alex?  
1740 Al: hello:?  
1741 Y: I am Yener I am mathematician.=  
1742 Al: ay yey yey yey.  
1743 LL: ((laughter))  
1744 Y: I know so: hard so hard (.) okay. but I have some hobbies such  
1745 as? fishing? cooking and trekking and? ride a bike and others I

1746 can (.) say.

1747 Al: that's actually many hobbies that we could get together quite

1748 well (.) I like riding bikes too? I like talking very much

1749 Y: oh I err never-I have never heard before this course the garlic

1750 ((looks at the teacher))

1751 T: huh. uh? garlic bread.=

1752 Y: =garlic bread (.) do you know it?

1753 Al: huh. uh? oh (.) yes?

1754 LL: ((laughter))

1755 Y: can you give me

1756 Al: but as a rule of- rule of it when you eat the garlic bread?

1757 <<don't tend to kiss a woman.>>

1758 LL: ((laughter))

1759 Al: don't do it.

1760 Y: this is not problem (.) we can take beside it.

1761 LL: ((laughter))

1762 Y: and? can you give me some suggestion to prepare garlic bread.

1763 LL: ((laughter))

1764 Y: I need to prepare the garlic bread.

1765 LL: (laughter))

1766 Al: I should mention this polite that I'm not experienced into

1767 garlic bread actually to prepare it. (0.3) err well?

1768 Y: how? can prepare it.

1769 Al: err well err there is a recipe? err that my father made (.)

1770 it's a very special land place(.) it's err it's actually date

1771 back to: err it's from Poland. the only thing that he take err

1772 ham? With the butter in there (.) melt it then? it gets lots of

1773 Al: bread (.) put them in and? err cool them a bit?

1774 ((unintelligible)) then take a pan (.) take-some garlic

1775 put it on it (.) put some salt there (.) this is-this is so

1776 easy and so delicious. //it's really delicious. //

1777 Y: //okay okay okay.//

1778 Al: cook it and don't kiss a woman after then.

1779 LL: ((laughter))

1780 Y: preparation is like err (.) fruit cake.

1781 Al: (0.2) sorry?

1782 Y: the preparation err garlic bres- err garlic=

1783 ((looks at teacher))

1784 T: =garlic bread.

1785 Y: garlic bread (.) preparation is like err.=

1786 T: =cake.=

1787 Y: =fruit cake.

1788 U: fruit cake.

1789 Al: oka:y?

1790 T: so? is it similar?

1791 Y: yeah (.) similar it's similar.

1792 Al: (0.3) similar (.) oka:y?  
1793 LL: ((little laughter))  
1794 Y: thank you ((thumbs up))  
1795 Al: no that's alright?  
1796 T: okay? thank you: err (.) so? I think Mr. Nihat would like to  
1797 talk to you?  
1798 →U: garlic bread e bak [tr: look at this garlic bread] ((laughter))  
1799 N: hello Alex.  
1800 Al: hello:.  
1801 N: my name is Nihat err.  
1802 Al: glad to meet you.  
1803 N: err I am professor err folklorist err Turkish traditions  
1804 folklore?-folklorist (.) err I want to ask you a question?  
1805 before your Turks in Germany (.) do you know? Turkish people  
1806 N: lived in Germany approximately err fifty years.  
1807 Al: huh. uh?  
1808 N: err first err generation? and err second generation and the  
1809 /s3:ti/- thirty generation. err what are there err this  
1810 generation. what do you think about it.  
1811 T: what is the difference.=  
1812 N: what is the difference.  
1813 Al: well I'll think about it (.) ohhh.  
1814 LL: ((laughter))  
1815 Al: that's a big question to answer.  
1816 LL: ((laughter))  
1817 Al: I can continue that- I can pleasurely answer this question in a  
1818 ((unintelligible)) that's gonna take like hours. okay?  
1819 N: okay.=  
1820 Al: =err (.) well it's a bit difficulty history (.) especially fo  
1821 the first generation because? err Germany after the world war  
1822 two? when the economy was getting better again? there would be  
1823 many people in Germany in Berlin that could arrive for labour  
1824 force. oka:y? that they could work (.) that's why? politicians?  
1825 thought that might be a good idea to: let the people from other  
1826 countries get to Germany (.) let them live a couple of years  
1827 (.) err contribute with a force saving them like home? and  
1828 they could guessed it would go like that (.) that's what  
1829 politicians I Germany thought ((unintelligible)) a part of  
1830 these people didn't go away? they stayed. and err this has  
1831 numerous problems especially third generation people (.) they  
1832 didn't learn the proper German while setting in Germany so?  
1833 that was always a problem. people from Germany speak only?  
1834 German not they speak T-Turkish? Italian? or whatever language  
1835 it is. and those immigrants didn't speak German. and this  
1836 created a bit of problems between those two but? as I roughly  
1837 mentioned? especially first generation with same generation

1838 third generation will actually be the fourth generation  
1839 Al: right now? as more generation ((unintelligible)) the closer-the  
1840 closer they get each other. that's what I observed (.) at least  
1841 people from the fourth and third generation can speaking  
1842 Turkish? Italian? and err German err so the language to their  
1843 cultures from one to another? that's really ((unintelligible))  
1844 to get closer to each other.  
1845 N: yes err thanks.  
1846 T: okay.  
1847 N: err oka:y? Alex (.) bye bye.  
1848 LL: ((laughter))  
1849 T: okay //so? err.//  
1850 Al: //okay let me\* just say that? they are just very sympatric  
1851 people (.) really enjoyable to talk to you all.  
1852 T: so do you? want to have or? ask another question to the  
1853 participats?  
1854 P: yes.  
1855 T: ((asks Alex)) if you want //to? let me just leave you?\* with my  
1856 participants.  
1857 Al: //yeah? yeah very big question//  
1858 so:? we were- we just briefly mentioned culture and err err  
1859 (0.2) that wasn't what I wanted to ask (.) let me just think  
1860 about it again.=  
1861 T: =alright.  
1862 Al: err (0.5) it's what was again-what was again err Yasmin told me  
1863 that? you're dealing with menus? dishes? food?  
1864 T: restaurant talks.=  
1865 Al: =ordering something at restaurant (.) and err I know that?  
1866 there was err ((unintelligible))speaking with waitress?  
1867 T: waitress.  
1868 Al: I know the difference between Germany and America for instane  
1869 (.) because in America? err for example? err waitress are  
1870 always being busy (.) try to serve quickly try to get the cash  
1871 quickly(.) and err there is not that much communication between  
1872 Al: customer? and waiter. and it's sort of ((unintelligible)) and  
1873 sort of personal. but as in Germany? it is a bit different only  
1874 when in restaurant ordering food? also? chat with the-the  
1875 waiter and err it is the hilarious experience to be? in a  
1876 restaurant and to be wait (.) and most of them tell this isn't  
1877 in Turkey.  
1878 T: ehm so? do you think that it is just err in the same way- in  
1879 the same way I mean they are communicating with you in the way  
1880 with the Americans? do you.=  
1881 U: =our waiters is always unhappy.  
1882 LL: ((laughter))  
1883 U: they are not smiling (.) they are always unhappy and



1930 Al: oka:y?

1931 P: in Adana? In Adana waiters is very kindly? and helping us? but

1932 LL: ((huge laughter))

1933 P: in in in Muğla is very very different (.) yeah

1934 O: ((laughter))

1935 P: but but but err in west? In Europe and Turkey? Turkey waiters

1936 are very kindly? and err helping us. my experience is that.

1937 Al: oka:y?=  
1938 P: =yeah.

1939 Al: well that was err (.) err cuz wh-when I was in Turkey? for

1940 three times I was in Turkey.=

1941 P: =yes.

1942 Al: my experience was I was in the south coast in Turkey (.) in

1943 Side?

1944 P: Side.

1945 Al: //Dalyan.//

1946 Y: //I'm from\* Side. ((raises his hand))

1947 T: o:kay he is from Manavgat.

1948 Y: Side ((still raises his hand))

1949 Al: you're from Side?

1950 Y: yes.

1951 Al: oh so? good ((laughter)) so? my first holiday I stayed in

1952 Turkey when I was like three years old. err but my experience

1953 was that what the restaurants ((unintelligible)) people there

1954 were very very extremely kind extremely polite extremely

1955 friendly (.) so that's the same experience or the experience

1956 that me feel in Turkey itself or the experiences that I made

1957 right here ((unintelligible)) living in Germany. so? that's the

1958 thing err th-that must be as-as cultural aspects

1959 ((unintelligible)) that I really liked? and Germany wasn't that

1960 kind.

1961 P: the Side is the touristic places (.) and their restaurant and

1962 their organisation very very hospi:-hospital

1963 T: hospitality.=

1964 P: =hospitality and? err Tu-Turkish hospital ((looks at teacher))

1965 T: hospitality=

1966 P: ahh ((laughter))

1967 LL: ((huge laughter))

1968 P: yeah yeah you have- sorry have you? been in Side only Side in

1969 Turkey? and you use it err another touristic places in Turkey?

1970 Al: err well (0.3) I don't know what I did visit ((unintelligible))

1971 Al: again? that was Side and I was only three years old so? my only

1972 memories I had were our photos and video tapes

1973 ((connection is low to hear what has been said by Alex))

1974 T: you asked where he visited right?

1975 P: ((nods his head as yes))



1976 T: //o:kay.//

1977 P: //yeah.\* okay okay we - we are we- we live in Muğla and? this

1978 is the Muğla? very touristic places.=

1979 Al: =huh. uh?

1980 P: Marmaris Fethiye Bodrum city centres err is really famous?

1981 T: huh. uh?

1982 Al: huh. //uh?//

1983 P: //err\* if you want to come? we are waiting you.

1984 LL: ((laughter))

1985 Al: thank you thank you:. it's so kind.=

1986 T: =okay so?

1987 Al: I would like to meet you in person somewhat.

1988 T: yeah? maybe in the summer semester or I don't know maybe in the

1989 holiday you just visit and meet them face to face you know?

1990 Al: yes.=

1991 T: so err actually we are at the end of this session (.) but we

1992 would like to thank for your //help\* and for your talk about

1993 the topics?

1994 LL: //yes.//

1995 T: it was really fruitful.=

1996 Al: =yeah (.) err well thank you for having me //that's fruitful\*

1997 for me too.

1998 T: //of course.//

1999 Al: it was really good.=

2000 T: =I'm so //glad to hear that.//

2001 Al: //so nice to see you?\* and see you all and speak to you

2002 (.) it was you're really friendly.=

2003 T: ((turns to participants)) =you:.

2004 Al: I really look forward to see you? at some point

2005 (.) maybe in Muğla.

2006 T: hopefully yeah? we would love to welcome you in a very? soon.

2007 so.=

2008 O: =we're waiting for you.=

2009 T: =yeah they're just waiting for you.

2010 P: ((unintelligible))

2011 T: so we should say good bye right now? but thank you again for

2012 your support and for your help oka:y?

2013 Al: yeah okay.

2014 T: okay thank you so much?

2015 LL: bye Alex (.) bye (.) see you late:r.

2016 T: see you:.

2017 Al: see you (.) see you in Muğla.

2018 T: see you.

2019 Al: bye:.

2020 LL: bye.

2021 T: tschüs.

2022 Al: bye:.  
2023 T: okay everyone (.) thank you so much for joining me? (.)  
2024 hopefully you liked it?  
2025 A: thank you.  
2026 T: o:kay.  
2027 U: time's up?  
2028 T: time is up yes.



26.03.2019

1 T: huh. uh?  
 2 →D: err görevli? [tr: attendant] //sınav?// [tr: exam]  
 3 T: //err task\* you  
 4 can just say or duty.  
 5 LL: duty.  
 6 U: not task.  
 7 Y: err I remember err the Sunday task.=  
 8 D: =yes.  
 9 T: on sunday >>what kind? of exam<< is it.  
 10 U: foreign language exam.  
 11 D: //yds//  
 12 U: //ye:s//  
 13 T: oh? yds examination (.) err at this weekend?  
 14 D: //yes.//  
 15 U: //yes\* this weekend.  
 16 T: oh.=  
 17 D: last week.  
 18 T: oh last week? okay. so: err didy-I think  
 19 you observed the students.  
 20 D: huh. uh?  
 21 T: how? were they (.) were they so much excited? nervous? what do  
 22 you think?  
 23 U: err I think they were really=  
 24 D: =excited.  
 25 LL: ((laughter))  
 26 U: kind.  
 27 A: calm.  
 28 LL: ((laughter))  
 29 U: relaxed.  
 30 T: I think you should say <<calm down>> it's oka:y. ((laughter))  
 31 LL: ((laughter))  
 32 T: so? I think it just took two hours? or three hours?  
 33 LL: three hours.=  
 34 →T: =three hours (.) you know it is just çok (.) [tr: very]  
 35 it just a lot of time.  
 36 D: yes (.) err very long time.=  
 37 T: =yes definitely.=  
 38 D: very (.)err boring ((laughter)) //for me.//  
 39 T: //yeah to wait.//  
 40 U: I think? it's (.) good for us. because err err (.) it=  
 41 A: you gain some money. ((laughter))  
 42 LL: ((laughter))  
 43 U: yes money.

44 T: for sure?

45 U: it was //too short// (.) for exam.

46 T: //by the way?//

47 N: your for exam (.) you spend err by money?

48 T: (0.2) I think I didn't give it to you (.) last week we forgot

49 to sign? now you can sign.

50 A: two sign?

51 T: yes (.) two signs please?

52 U: time? was a problem for //a lot of people\* because they try to

53 T: //hello:./

54 →U: err (0.2) çözmek neydi ya [tr: what was solving in English]

55 Y: solve.

56 U: solve question or try to?=  
57 N: =err two //signature?//

58 T: //hello?\* welcome.

59 U: err still complicated.

60 T: okay? you will sign two of them oka:y? I need two signs because

61 last week we forgot to sign it (0.2) //so this week//

62 Y: //actually?\* three times

63 is not enough about ysl exam.

64 T: yds examination? (.) three hours?

65 Y: three hours.

66 T: ehm.=

67 Y: =it's not enough (.) actually.=

68 U: =it's enough for us? but err.=

69 T: =not for the others?

70 U: this is not enough for the others.

71 T: ehm.

72 Y: there are many paragraphs too err long.

73 T: err yeah that's right (.) there are a lot of huge? or enormous

74 //paragraphs that's right.//

75 Y: //it can be not understandable.//=  
76 U: =and specific parahgraphs

77 T: yeah this is?=  
78 U: =this is not? normal paragraphs.

79 T: huh. uh? (.) I mean not only? the social sciences but also

80 scientific ones (.) there are a number of different paragraphs

81 actually that's right.

82 U: social sciences err a lot of=  
83 T: =psychology sometimes?

84 U: sub-science subcategories?

85 T: huh. uh? //ss//

86 U: //and\* I remember err a paragraph is about-was about

87 /agrıkultur/

88 T: agriculture you mean? ((with the right pronunciation))

89 U: agriculture.

90 T: huh. uh?

91 U: but (.) I could't understand anything about it

92 T: yeah (.) you need? to know the specific terms related to the

93 agriculture.=

94 U: =yes.=

95 T: =otherwise? you'll have no idea what is it or? you can't

96 understand it completely (.) so the vocabulary is really

97 important (.) I can just suggest you err a program this is an

98 application (.) maybe I have suggested it before? this is

99 called? ((writes on the board)) (0.2) akindilyds (.) do you

100 know this one?=  
 101 A: =yes I know.=

102 T: =okay. it has many categories like agriculture science research

103 (.) so many categories? and? it gives you the specific terms

104 for the yds (.) so? if you just download it? and practise it in

105 fifteen minutes for each day? I'm sure that it will be

106 beneficial for you so: much (.) so: I think? try this one (.)

107 oka:y? so today? first of all (.) I would like to give you

108 something (.) where is it (.) okay. so you know? each week we

109 are learning some phrasal-phrases. or some idioms like waffle

110 on and something like that? and there are some vocabulary here.

111 I want you to err put them into the right way? err there are

112 some new vocabulary? that you don't know (.) just try to guess

113 (.) if you don't know? just pass it that's okay. and in the

114 backside? this time? you will match the vocabulary? with the

115 pictures (.) if you don't have any idea? as I have told you

116 just? pass it that's okay (.) alright?

117 A: okay.

118 T: (0.4) ((distributes the paper)) I'm pretty sure that you have

119 already known some of them

120 D: thank you.

121 T: you're welcome? (0.5) okay. (0.9) ((Ms. Ceren delivers the

122 signature paper)) thank you so much? (11.3) it's kind of hard?

123 U: it's too hard.

124 T: yes ((laughter)) I see that (.)

125 but you're going to learn them.

126 U: (3.0) I think we don't use dictionary.

127 T: no we don't use dictionary (.) not at all.

128 U: ((laughter)) ((looks at Mr. Murat.))

129 T: no. you're not allowed to use dictionaries.

130 M: even if we err //dictioanaries?\* it is hard to find

131 T: //because//

132 M: these words (.) err=  
 133 T: =because these are the phrasals-phrasal verbs or idioms.=

134 M: =yes.=

135 T: =so? this might be a little bit challenging (.) I know? I mean

136 hard (.) really. But I want to- I want you to know what kind of  
 137 words or what kind of phrases do you know (.) so? that's why I  
 138 wanted to give to you (0.9)

139 U: three wrong answer bring our answer? ((laughter))

140 T: brings ((walks to Mr. Uygur)) haa ((laughter)) (0.2) if you  
 141 have just finished? you can give it to me or? if you feel it's  
 142 done for me? I can //get them.//

143 U: //it's done.\* I finished it.

144 T: okay.

145 U: (0.4) ((Mr. Murat shows something)) uh? ((laughter))

146 T: okay.

147 M: it is complicated.

148 T: that's alright (.) because we have not learned them yet.

149 M: I ((unintelligible)) choice (.) thas's why? I'll write.=

150 U: =I remember two wo-sentences. ((shows them on the paper)) that  
 151 one? and that one.

152 M: to me? it has answer more than one.

153 U: I skipped it.

154 T: (2.5) okay I guess in ten minutes? I mean about three pm? we  
 155 can finish it (.) but if you just finished? I can take them as  
 156 well. (0.2) okay you can wait until? three pm. to give it to me  
 157 (.) oka:y?

158 U: ten minutes?

159 N: ((unintelligible)) first sentence. ((unintelligible))

160 T: sorry say it again?

161 N: ((shows his paper))

162 T: ehm okay (.) you just put the numbers.=

163 N: =yeah.=

164 T: okay (.) that's okay. that's fine. (0.2) which was the most  
 165 hard- which one was the most challenging for you.

166 A: mifted.

167 T: ehm mifted. //okay.//

168 A: //yes.\* I couldn't understand.

169 T: oka:y?

170 A: ((unintelligible)) I heard //but// I don't remember.

171 T: //yes.//

172 actually we learned it? but we didn't learn it with a video (.)  
 173 it was just like (.) I was just translated the word to you - to  
 174 you all so yeah (.) maybe you don't remember it but at the end?  
 175 I will let you know.

176 A: okay?

177 T: huh. uh.

178 N: I made some numbers (.) it's okay?

179 T: okay? perfect (.) okay good.

180 A: it's very hard.

181 LL: huh. uh.

182 T: so? for example Mr. Murat (.) which one was the most  
183 challenging for you.

184 M: all=  
185 T: =which one?  
186 M: all of them.

187 LL: ((laughter))  
188 T: these are a bit hard right?  
189 A: but in this side? I think if you think it carefully you can  
190 catch something.=  
191 T: =you can figure it out (.) right?  
192 A: err yes.  
193 T: you can figure it out ((writes on the board))  
194 A: /fikir it aut/  
195  
196 T: huh. uh?  
197 U: figure it out ((with the right pronunciation))  
198 T: it's like comprehend.=  
199 O: =find.  
200 T: find (.) oka:y? (3.4)  
201 →C: karşılıklı eşleştireceğiz değil? mi.  
202 [tr: we will match them correlatively right]  
203 T: err you can match them. (0.2) in the picture part (.) you can  
204 match them or? you can put numbers as Mr.-Mr. Nihat did (.) err  
205 for example it is written nine? So if you find picture nine?  
206 you can write nine (.) oka:y? (0.6) I think Mr. Yener is on the  
207 second thought.

208 Y: ((laughter))  
209 T: huh. uh?  
210 Y: (0.5) I'm on a second thought.  
211 T: on a second thought yeah. (5.9) have you finished?  
212 LL: ((look at each other))  
213 T: if you have finished? I can just collect them.  
214 LL: yes.  
215 A: we finished.  
216 T: okay.=  
217 A: shall we write our name?=  
218 N: =our name?=  
219 T: =yes huh. uh?  
220 T: ((Mr. Yener delivers the paper)) thank you? ((gets the other  
221 papers)) thank you so much? okay.  
222 C: ((does not want to give her exam paper))  
223 T: okay (.) but if you want? you can give it to me.  
224 C: ((nods her head as a no answer))  
225 T: no? okay. (0.5)  
226 O: ((unintelligible))  
227 T: oh that's okay. (.) okay? huh. uh? (0.9) so I'm not grading?

228 I'm not giving a score to you err because this is only about  
 229 what you know? and what you don't know (.) so you're not gonna  
 230 get score (.) feel free oka:y?  
 231 O: ((unintelligible))=  
 232 A: =but I think we must talk about //words.//  
 233 T: //of course\* we will (.) we  
 234 will (.) today? we'll be talking about I guess two of them (.)  
 235 in the next week? three four six err something like that.  
 236 //but\* to-day? we're talking about two of them.  
 237 A: //okay//  
 238 T: alright?  
 239 A: okay.  
 240 N: it was err quiz.  
 241 T: it was just like quiz (.) yes ((laughter)) so? for example err  
 242 do you have- do you want to know something right now?  
 243 →A: elbette. [tr: of course]  
 244 →T: elbette [tr: of course] (.) is there something (.) yeah? I want  
 245 to learn this.  
 246 Y: err I try to estimate (.) forecast.  
 247 T: forecast huh. uh? yeah yeah yeah.  
 248 Y: I know one of them.  
 249 T: yes (.) some of them actually err how to say? you can guess  
 250 some of them (.) but some of them are <<really>> hard (.) for  
 251 example it costs an arm and-and a leg (.) I think you know this  
 252 one.  
 253 A: I think this cost very much.  
 254 T: yes.=  
 255 A: =a lot.=  
 256 T: =that's right (.) it costs an arm and a leg means? too much  
 257 expensive.  
 258 A: yes too much expensive.  
 259 T: o:kay ((looks at Mr. Murat)) he's not finished yet (.) sorry.  
 260 A: but if you translate it into Turkish?  
 261 T: huh. uh?  
 262 A: it would be very (0.2)  
 263 T: it doesn't have any meaning.=  
 264 A: =meaning.  
 265 T: yeah //that's\* right huh. uh?  
 266 A: //yes.//  
 267 →U: bizde de var öyle bir şey. Böbreğimi satmam lazım [tr: there is  
 268 something just like that. (0.3)  
 269 T: or? the other one?  
 270 N: ((talks to Mr. Uygur)) they need to swim ((unintelligible))  
 271 U: ((unintelligible))  
 272 T: >>for example<< today we can learn? <<make a song? and dance.>>  
 273 LL: ((look at the teacher))



274 T: (0.2) you will just learn it. (.) okay have you finished? okay  
275 (.) thank you thank you so much everyone. so now? we can go  
276 back to our study today? okay first of all I would like you to  
277 watch a (0.2) short video? this is just <<passing.>> it is just  
278 about err shop talking-shopping conversation  
279 (0.2) buying present. (2.0) okay it rep- it repeats once again?  
280 (0.4) oka:y? this is the continuum. This is social English in a  
281 gift shop. ((the video continues)) (3.4) okay it was a really  
282 shot one (.) right now? as you understand actually we are going  
283 to be talking about the shopping dialogues? there are so many  
284 things actually? not only the gift shop but also the dresses?  
285 grocery and so on. but first of all I would like to give you a  
286 err dialogue for? shopping for a sweater.  
287 N: sweater.  
288 T: generally? we Turkish people say /swi:tər/ right?  
289 N: /swi:tər/  
290 T: actually this is (.) wrong. ((writes on the board)) this is  
291 /swetə/ do you know sweat?  
292 LL: sweat.  
293 →U: terlemek [tr: sweat]  
294 T: yeah.=  
295 →N: =süveter? [tr: sweater]  
296 →T: yeah (.) in Turkish it's like süveter [tr:sweater] ((laughter))  
297 LL: ((laughter))  
298 T: and sweat means? when you just run (.) you have spot-I mean I  
299 don't know how to say you have drops in your face? Body so you  
300 get sweated actually. and we use sweat but in that one- in that  
301 → way? it means in Turkish? süveter. [tr:sweater] so:? we say  
302 /swetə/ /swetər/ so it's not /switər/ but /swetə/  
303 U: /swetə/  
304 T: huh. uh?  
305 Y: /swi:/=  
306 T: =/swet/.  
307 LL: /swetə/  
308 T: huh. uh? sweater (0.2 in American accent /swetər/in British  
309 accent (.) it's /swetə/  
310 Y: /swetə/  
311 T: huh. uh? okay.  
312 →U: ((turns to Mr. Nihat)) süveter. [tr:sweater]  
313 →T: it's like süveter [tr:sweater] huh. uh?  
314 →O: ((unintelligible)) aslında [tr: actually]  
315 T: ((laughter)) alright? ((distributes the papers)) (0.3) so maybe  
316 we can just read it and? is there any volunteer for the shop  
317 assistant? (0.3) is there any volunteer? for shop assistant? to  
318 read. (0.2) and I need a customer (0.4)  
319 A: err I can be a shop assistant.=

320 T: =okay perfect? err I need one customer. (0.2)  
321 U: I can be customer.  
322 T: okay until that part? you can read it? and I will change to let  
323 the other people read as well okay?  
324 A: okay.=  
325 T: =okay let's just started then?  
326 A: shop assistant=  
327 N: =may I help you?=  
328 U: =yes. huh? ((gets confused due to the misunderstanding of  
329 that is chose))  
330 N: what are you looking for? eh?  
331 LL: ((huge laughter))  
332 T: ((laughter)) okay that's fine (.) yes.  
333 A: may I help you please?  
334 U: Mr. Nihat please.  
335 N: err yes I am looking for a sweat.=  
336 T: =okay swea//ter//  
337 A: //what\* size you are?  
338 T: (0.2) okay what size are you.=  
339 →N: =what size are you? err I-I extra large please? süveter.  
340 [tr: sweater]  
341 A: ehm would you? like a plain sweater? or? something else.  
342 N: ((unintelligible)) blue sweater. blue blue blue do you  
343 understand?  
344 LL: ((laughter))  
345 A: err yeah of course (.) how about this one?  
346 ((acts like showing the sweater))  
347 N: I don't- I don't see ((laughter))  
348 T: okay.  
349 N: yes ((laughter)) are you sure ((laughter))  
350 LL: ((laughter))  
351 N: are you sure it is a sweater?  
352 A: no ((laughter)) I- I said how about this one.=  
353 T: yeah how about this one.  
354 A: ((acts again)) may I show you this sweater?  
355 LL: ((laughter))  
356 N: yes (.) this is nice (.) can I try? it - it on?  
357 A: certainly (.) the changing room? are over there ((shows))  
358 N: thanks you?=  
359 T: =do you know changing room? changing room?  
360 LL: ((nods their heads as a yes answer))  
361 T: okay. (0.3) yes?  
362 A: how? does it fit?  
363 N: it's too large do you have a large? - another?  
364 A: yes. here you are (.) would you like (.) to try on (.) to see  
365 (.) if it's=

366 N: =no no. it's okay? thanks you? I would take it  
367 ((unintelligible)) some nice slacks (.) slacks.  
368 A: great (.) we have some nice slacks over there. would you like  
369 to take a look?  
370 N: yes (.) thanks for your help.  
371 A: what are your (.) measure.  
372 N: err fo-forty forty t-two  
373 T: thirty.=  
374 N: =me me.  
375 T: okay? you can say your real measurement.  
376 N: err forty (.) six and err forty seven.  
377 A: oka:y? what do you think about this?  
378 N: thanks err they are nice but I have ((unintelligible)) trousers  
379 if you have them?  
380 A: certainly? our summer collection is over there (.)  
381 how about this?  
382 N: yes I like it (.) do you have them in ((unintelligible))  
383 A: yes (.) there is a pair (.) you said err do the measurement are  
384 forty six.  
385 T: thirty eight  
386 N: yes //it's true\* forty six.  
387 T: //ehm yes.//  
388 N: it's correct it's correct I will go and try them home- at home.  
389 A: let me know if you have anything at all.  
390 N: thank you? these are great ((unintelligible))  
391 A: oka:y? how would you like to pay?  
392 N: do you?- do you have credit card.  
393 A: yes? we do (.) visa master card and? American express.  
394 N: o:kay. here's my vis-visa.  
395 A: thank you: have a nice day.  
396 N: thanks you bye?=  
397 T: thank you bye (.) thank you so much err I think one was enough?  
398 but I would like to ask you is there any words? err that you  
399 don't know? //first of all.//  
400 Y: //slack.//=  
401 T: =slack okay?  
402 N: slack  
403 U: slack.=  
404 T: =so first of all right now? this is so much tight you know  
405 ((shows her jacket)) but right now? it is just slack (.) okay  
406 let me show you? a photo maybe. ((writes on google)) slack t  
407 shirt let's say (0.4) err there are some tight t-shirts?=  
408 A: =yes.  
409 T: >>for example<< this I tight this one is?  
410 A: slack=  
411 →N: =geniş slack [tr: large]

412 →T: ha gevşek geniş [tr: booth large]  
413 →U: salaş [tr: slack]  
414 →T: let's say salaş [tr: slack] huh. uh? (.) so slack means in  
415 Turkish? err let's write it here? (.) and the other one is? the  
416 opposite one is? tight. you know? if it's just too tight? you  
417 can't wear it on but if it's too slack? of course you can wear  
418 it on. huh. uh?  
419 U: I-I didn't understand the dialogue (.) how does it fee-fit. err  
420 shop assistant ask and? customer answered it's too large.=  
421 T: ehm. this is= ((let's the participant finish his sentence))  
422 U: =it's too large (.) do you have? a large.  
423 T: do you have a large.=  
424 N: =extra large extra large.  
425 A: larger one.  
426 U: larger?  
427 M: no no.  
428 T: I think err it's my problem (.) I added another one this is do  
429 you have a <<larger one.>>  
430 U: do you have a <<larger one>>  
431 T: huh. uh? (0.5)  
432 M: ((explains it to Mr. Uygur))first he tried extra large? now  
433 extra larger.  
434 T: huh. uh? large? extra large or something like that. I think I  
435 just deleted something while writing? I am sorry about that. so  
436 do you have larger one? >>for example<< //this is large but//  
437 →U: //haa anladım.//  
438 [tr: oh I see]  
439 T: yes you have large?  
440 M: and x-large.  
441 T: but this is about x-large-extra large=  
442 Y: =extra large.=  
443 T: =extra large huh. uh?  
444 U: I: understand it's la-larger?  
445 T: larger huh. uh?  
446 U: I think it was err sarcasm.  
447 T: ((laughter))yeah that's my-that's my mistake I'm sorry. (0.2)  
448 so large? and extra large.  
449 N: two extra large (.) three extra large.  
450 T: do-do we have? two extra large (.) //three extra large?//  
451 N: //three extra large err\*  
452 yeah.  
453 T: could be possible? yeah.  
454 M: do-double extra large.  
455 T: ehm oka:y double you mean. err do you have anything else right  
456 here?  
457 U: wool slack.

458 T: where is it?=  
459 U: =wool err great we have some wool slacks.  
460 T: ehm.=  
461 U: =wool.  
462 LL: yün  
463 T: oh I didn't know that (.) yeah thank you?  
464 A: wool.  
465 T: wool (.) sweater you can say.  
466 Y: pullover.  
467 T: pullover or sweater ((writes on the board)) (0.6) oka:y? do you  
468 know? err in the first page right here? would you like a plain  
469 sweater.  
470 LL: plain?  
471 A: without any err=  
472 T: =design.=  
473 A: =design.  
474 T: huh. //uh?//  
475 A: //yes.//  
476 T: this for example this one is just plain - a plain t-shirt.  
477 U: straight?  
478 T: straight? ehm I think for the clothes? we can say plain (.)  
479 //it's much\* reasonable.  
480 U: //plain.//  
481 M: it's about colour I think.  
482 T: colour err yes (.) but? we don't have any design  
483 Y: not complex.  
484 T: yeah (.) non on it (.) for example? //right now?\* right now?  
485 U: //sweatshirt//  
486 T: ((shows the sweater of Mr. Osman)) this is not a plain sweater  
487 this has a written part (.) but if it does not include any  
488 written part? it is called plain sweater.  
489 →U: plain gömlek [tr: shirt]  
490 A: inseam  
491 T: err where is it exactly?  
492 A: first page.=  
493 T: =in the first page.  
494 A: inch ((unintelligible))  
495 T: inch ((unintelligible)) ehm okay so waist? wou know maybe  
496 waist?  
497 LL: ((shows different areas))  
498 →T: no waist is this (.) bilek [tr: wrist] ((not sure about it)) I  
499 will check it out in seem right? (0.2) oka:y? ((searches on  
500 google)) inseam? is sewing from inside. I think this is  
501 related to the context.=  
502 →C: iç dikiş diye çıkıyor. [tr: it means to inseam]  
503 T: huh. uh?

504 C: iç dikiş. [tr: inseam]  
505 M: err it's about the length of trousers.  
506 T: huh. uh? that's right because it talking about the?  
507 measurements.  
508 O: yeah measurements.  
509 T: huh. uh?  
510 M: thirty eight err is the width.=  
511 T: =what?=  
512 M: =weight. //but inseam\* is the length.  
513 T: //but inseam//  
514 okay (.) oh sorry wrist not wrest okay. ((shows)) this is  
515 wrist.  
516 →C: iç pantolon dikişi diye de geçiyor. [tr: it means inseam o  
517 searches]  
518 T: (0.2) that's right huh. uh? (.) it is right here alright (.)  
519 anything else?  
520 N: me-measure measurement  
521 T: measurement.=  
522 N: measurement it's true pronounce?  
523 T: err /məzəmənt/  
524 N: /məzəmənt/  
525 T: huh. uh? /məzəmənt/ (0.2) oka:y? so as you understand there are  
526 some questions like may I try on? could I take this one? we  
527 always use may hh. could (.) err these are a little polite ones  
528 but if you are in a nonofficial place? you cay can I take this  
529 one? or? is it okay? if I can take that one? you can say that  
530 as well. and the shop assistant can you- err shop assistant  
531 can ask you like would you like? blah blah would you like? this  
532 dress would you like these trousers and so on. so:? this is the  
533 typical conversation for the shopping. so:? right now (.) I  
534 want you to take a look at this one ((prepares the  
535 handouts))(0.4) okay ((distributes the papers)) so all you need  
536 to do is to fold the paper from here (.) do you know fold?  
537 (0.3)  
538 U: katlamak  
539 →T: huh. uh? [tr: to fold] (0.3) yes (.) there you go (.) okay  
540 folding means? (0.3) not this one ((shows on a paper))folding  
541 means that you need to make the paper like this from here  
542 alright?  
543 A: yeah.  
544 T: huh. uh? yes just like that (.) and? focusing on the first part  
545 (.) what do you think (.) I want you to talk to your pair right  
546 now (.) so err you may be three and you can talk about what it  
547 is err what kind of words are there here and you make some  
548 sentences to each other. and for three of you? (.) you can just  
549 talk about these words? and two you? you can just as well? make

550 some sentences and try to guess the meaning? what is it about  
551 (.) just try to talk.  
552 O: ((unintelligible))  
553 T: about this err these words (.) oka:y?  
554 O: every words?  
555 T: London ((unintelligible)) just ask some questions to each other  
556 (.) ((unintelligible)) or? is there any words that you don't  
557 know? so ask something and she is going to ask you.  
558 Y: ((turns to his group)) do you know fashion week?  
559 U: ((laughter)) ye:s I heard that (.) from my students.  
560 U: err do you think fashion London - London fashion week is  
561 famous?  
562 Y: yes.  
563 LL: ((talk to each other by asking some questions related to the  
564 topic))  
565 T: ((comes next to Ms. Ceren)) okay talk in English.  
566 C: pardon.  
567 T: yes.  
568 C: (0.3) err teacher  
569 T: yeah?  
570 →C: bu bir şehir mi? [tr: is it a province] şehir çıktı çünkü [tr:  
571 the search says it is a city]  
572 T: yes (.) this is just a city.  
573 O: in London?=  
574 T: =in Lon- err in the United Kingdom (.) huh. uh?  
575 N: ((unintelligible))  
576 T: I see I see in London (.) you do shopping.  
577 N: yes err I assume that ((unintelligible))  
578 T: that's right the pound is too much (.) valuable.  
579 Y: we are talking about London fashion week.  
580 T: London fashion week (.) did he? ((shows Mr. Uygur))(0.4) did  
581 you have a chance? to go to London fashion week.  
582 U: oh no no.=  
583 T: =oh okay.  
584 U: just my- my students.  
585 T: your students.=  
586 U: =they are always talking about London and Paris fashion weeks.=  
587 T: =that's right (.) and //also Italy.//  
588 U: //because\* they also want to be  
589 dress designer.=  
590 T: =fashion designer?=  
591 U: =fashion designer like? Cemil İpekci  
592 T: wow Cemil İpekci (.) what about you Mr. Murat. what did you  
593 ask- what is interesting for you?  
594 M: London is err about err the fashion weeks.  
595 T: huh. uh? that's right (.) this is full of brands right?

596 M: ((unintelligible)) they are kind of advertisements.  
597 T: huh. uh?  
598 LL: ((speak at the same time)) (1.2)  
599 T: what about you? what did you talk  
600 O: ((unintelligible))  
601 T: ohh ((unintelligible)) so what did you talk about.  
602 O: err she is a woman ((laughter))  
603 T: ((laughter)) no because she is not interested in?  
604 O: and I don't know London fashion week.  
605 T: oh.=  
606 O: =she know ((laughter))  
607 T: okay. (0.4) oka:y? ladies and gentlemen (.)  
608 let's give a short break.  
609 U: o:kay.  
610 T: ten minutes and then we'll come back okay (.) and we will just  
611 continue talking oka:y? (0.6) in the second lesson (.) we're  
612 going to watch the videos.  
613 ((ten minutes break finishes))  
614 A: hello:  
615 T: hello.  
616 N: hello.  
617 T: hello:.  
618 →U: I don't know how I can say kan beynime gitti //in English.//  
619 [tr: it went off the deep end]  
620 LL: //((laughter))//  
621 N: ((unintelligible))  
622 T: oh really? so what did you talk (.)  
623 did you talk in English? or Turkish.  
624 N: of course Turkish ((laughter))  
625 T: oh.  
626 U: blood went to my brain.  
627 →N: ((unintelligible)) Mr. Uygur make a lot of şikayet.  
628 [tr: complaint]  
629 T: oh what kind of complaint is it.  
630 U: complain about expensive  
631 T: oh.=  
632 U: =market err in market.  
633 A: he bought a new house.  
634 T: he bought a new house?=  
635 A: =yes.=  
636 T: ((turns to Mr. Uygur)) congratulations first of all?  
637 U: you can see my house? from here.  
638 T: here?  
639 U: there (.) over there.  
640 T: oh (.) that's lovely (.) that's cool.  
641 A: new toki (.) new toki



642 T: I see.

643 →O: ((asks teacher)) hocam telefonum orada sorun olur mu?  
644 [tr: Ms. my cellphone is there does it cause a problem]

645 T: no no no that's okay (.) you can just put it here as well?

646 →O: sıkıntı yok sorun yok. [tr: that's cool no problem]

647 T: alright if so. (.) so:? ((counts the papers)) one two three.

648 →U: ev sahibi olmak için bir miras kalması lazımmiş onu anladım (.)  
649 bu da yetmiyor ((laughter))  
650 [tr: I realized that it was a need to have inheritance from  
651 someone to be a landlord (.) it is never enough]

652 Y: ((unintelligible))

653 →U: ya çok üzuldüm //ya.// [tr: I got very upset]

654 T: //I\*- can I erase?

655 LL: yes yes.

656 T: okay. (0.6) okay for next week? we- I mean we have two  
657 T: participants who are going to take videos (.) one of them is  
658 Mr. Nihat?

659 →N: evet. [tr: yes]

660 T: and the other one is Ms. Helin right? (0.2)  
661 do you know her surname?

662 Y: ((tells Ms. Helin's surname))

663 T: okay ((writes the names and surnames on the board)) okay so?

664 Y: Helin.

665 N: what about (.) what about subject.=

666 T: =you will choose your subject.=

667 N: =//ha//

668 T: //it's\* up to you.

669 N: yes.

670 T: but I want you to challenge t-two people (.) or let's say no  
671 (.) I will decide it (.) right now? I need four volunteers as  
672 well (.) for the next week.

673 U: next week?

674 T: next week.

675 U: without of me.

676 T: yeah yo-without you.

677 N: this is not for you.

678 →U: tamam. [tr: okay]

679 A: but everyone err=  
680 O: =it could be  
681 A: choose someone else?

682 T: ye:s that's right //but//

683 A: //to\* challenge.=

684 T: =yes I //thought//

685 A: //is it.//

686 T: yes this is the thing but? that time? we don't have enough time  
687 (.) I think the last two people are not going to be presenting.

688 A: ehm (.) okay.  
689 T: so:? we need to? put two people or these three people into it  
690 T: (.) so:? I want you to choose the black.  
691 N: err you are sure? as a sure.  
692 →A: kalbim güm güm atıyor. [tr: my heart is pounding]  
693 T: ((looks at the board)) I just err yes.  
694 ((looks at Mr. Arden)) if you have cross (.) do you have a  
695 cross?  
696 A: yes (.) I think I have.  
697 T: oh you don't need to choose.  
698 N: oh okay.=  
699 T: because you're doing it.  
700 N: okay.  
701 T: ((looks at the paper that Ms. Deniz chooses)) (0.9) are you?  
702 LL: ((laughter))  
703 T: oka:y? (0.8) okay.  
704 →O: bir tane var. [tr: there is only one in the box]  
705 U: not me.  
706 N: we are free.  
707 U: //not free.//  
708 T: //oka:y?//  
709 U: I did.  
710 T: who? are selected (.) okay if you are selected? who has x.  
711 Y: I have err cross.  
712 T: cross oka:y so? we can say Mr. Arden you are going to be as  
713 well (.) Mr. Arden. right?  
714 A: Arden.  
715 T: sorry (.) Mr. Yener. okay.  
716 N: Mr. Arden Mr. Yener  
717 T: and? Ms. //Deniz.//  
718 D: //Deniz.//  
719 T: (0.4) huh. uh?  
720 Y: Mr. Yener.  
721 T: okay. (0.4) anybody else? (.) I think that's all.  
722 O: that's it.  
723 T: //so:?//  
724 N: //your\* is empty?  
725 O: yes. (.) always empty.  
726 LL: ((laughter))  
727 T: okay perfect. so:? those people are going to be presenting  
728 video for the next week (.) about err motivational video (.)  
729 today we're going to be listening and watching Mr. Uygur's and  
730 Ms. Esin's videos (.) and then? next week we are going to watch  
731 them ((shows the names on the board)) one two three four five  
732 (.) and? err (0.2)  
733 A: we are free the topic? //the video//

734 T: //you are- you are free you're free (.)  
735 but I think inform yourselves oka:y?  
736 A: okay.  
737 T: because you don't want to do the same thing (.) so inform  
738 yourselves for the topic (.) alright?  
739 A: okay.  
740 U: (0.2) we will watch it now? //we are watching my video.//  
741 T: //yes we will watch\* yes we will  
742 watch your video and also Mr. Esin's video (.)  
743 //are you\* ready? let's start with Mr. Uygar- Mr. Uygar's.  
744 U: //ha://  
745 T: if you want?=  
746 U: =yes.  
747 N: err I-I want to see Mr. Uygar err video ((laughter))  
748 LL: ((laughter))  
749 T: yes. o:kay let's just (0.4)  
750 N: I-I am ((unintelligible))  
751 T: and I will check some vocabulary.  
752  
753 ((three minutes motivational video related to Red Crescent and  
754 blood donation recorded by Mr. Uygar is watched by the  
755 participants))  
756 ((in the end of the video Mr. Uygar announces that he  
757 challenges Mr. Nihat for the next week))  
758 LL: ((laughter))  
759 T: well done bravo:.  
760 LL: ((applaud))  
761 T: so it is about red crescent.  
762 U: yeah red crescent.=  
763 T: =okay so? do you know what red crescent is. (.) do you know?  
764 N: red crescent?  
765 T: err red crescent.  
766 N: he- err pardon it was? Err foundation health or-or?  
767 ((unintelligible))  
768 T: yes that's right (.) it's actually association.  
769 Y: °association°  
770 T: huh. uh? but association.  
771 LL: ((repeat)) association  
772 T: <<association>>  
773 LL: association.  
774 T: huh. uh? very good o:kay. so red crescent (.) we know it in  
775 → Turkish actually (.) it's kıızılay. [tr: the red crescent]  
776 U: kıızılay.  
777 T: yes (.) I just took some notes? it was really well done (.)  
778 congratulation (.) err I think you speak fast and fluent I  
779 really liked it and? your content is really attachable to each

780 other? there are some? pronunciation mistakes.  
781 U: some? or a lot of. ((laughter))  
782 LL: ((laughter))  
783 T: some just some don't worry ((laughter))  
784 N: some some.=  
785 T: =so:? how do we call this one ((writes the word society on the  
786 board)) (0.3)  
787 LL: society.  
788 T: society ((with the right pronunciation)) that's right.  
789 T: okay <<society>> oka:y? red crescent is a society for example.  
790 and? what about (.) this one?((writes health on the board))  
791 LL: /helt/  
792 T: okay this is /helθ/ //the /θ/ sound//  
793 LL: // helθ //  
794 T: oka:y? err okay this one  
795 LL: /turki/  
796 T: /t3:k1:/  
797 LL: /t3:k1:/  
798 T: okay.  
799 U: /t3:k1:/  
800 T: huh. uh? ((writes blood on the board))  
801 U: /bl ɔ:d/  
802 N: /bl ʌd/  
803 T: okay that's right this is?=  
804 N: /bl ʌd/  
805 LL: /bl ʌd/  
806 T: /blʌd/ oka:y? //this is\* not / ɔ:/ but? /blʌd/  
807 A: //not /ɔ:/ //  
808 LL: /blʌd/  
809 T: perfect (.) and the last one? ((writes facilities  
810 on the board))  
811 U: ye:s.  
812 LL: facilities  
813 T: <<facilities>>  
814 LL: facilities.  
815 T: huh. uh? so alright (.) these were the some specific  
816 pronunciatonal mistakes but I-I'm sure that you've learned it?  
817 U: okay? perfect.  
818 T: but all in all (.) I really like the motivation so we need to  
819 donate the blood right? (.) blood donation is really important  
820 ((writes blood donation on the board)) (0.4) in that case you  
821 can help a number of people who are just suffering to find the  
822 blood or who are injured? so this is really important.  
823 Y: ((raises his hand)) I donate each year for donate (.)  
824 Y: one times.  
825 T: did you donate?

826 Y: yes.

827 T: oh that's- I mean where did you donate?

828 Y: err I gave each year one times.

829 T: each year? (.) that's really amazing. actually I know that

830 there are some specific requirements? (.) for example? for the

831 the women (.) you need to be over forty eight kilos.

832 U: forty eight kilos //yes.//

833 T: //huh. uh?\* what about the men (.) do you have

834 any requirements?=  
835 U: you err you didn't take medicine //err for// blood donation.

836 T:  
837 you shouldn't drink alcohol.

838 U: yeah (.) and you didn't err=  
839 T: =you shouldn't?

840 →U: err you shouldn't err şey [tr: well] (0.2) yurtdışına çıkmak  
841 [tr: going on abroad]

842 T: go-going abroad.

843 LL: abroad abroad.

844 U: abroad.

845 T: okay (.) you shouldn't go on abroad.

846 U: err you should't have tattoos.

847 T: ehm?=  
848 U: =yes.=

849 A: =what does it mean (.) you shouldn't go to abroad.  
850 U: a specific country (.) they ask you did you? go to this  
851 country? blah blah blah.

852 O: ((unintelligible))

853 M: err I think it about (.) virus.

854 T: ehm //virus.//

855 M: //if there\* is virus there?=  
856  
857 T: =I //see.//

858 M: //you\* may err bring.

859 U: I err did a tattoo (.) temporary tattoo.

860 T: huh. uh?=  
861 M: =err ten years to four?  
862 T: so //they\* accept you?  
863 U: //I-I//  
864 err hospital don't take my blood.

865 T: o:h I see.=

866 U: =because you have tattoos (.) I said that this is a err  
867 → temporary tattoo (.) makes with kına [tr: henna]

868 →T: kına [tr: henna] okay henna.=

869 U: =it's not ((unintelligible))=  
870 T: =henna  
871 U: it's not ((unintelligible))

872 T: I see  
873 U: because they use a cover stick for this tattoo.=  
874 T: =for your skin I guess?=  
875 U: =yes (.) if you: did this tattoo in home? yourself? (.) it's  
876 not problem for us.  
877 T: huh. uh?  
878 U: but you: err somebody-someone did.=  
879 T: did it to you=  
880 U: =did it to you.=  
881 T: =on you.  
882 U: on street? (.) this problem.  
883 T: oh that's the problem I see (.) there are a lot of requirements  
884 //for the blood donation.//  
885 U: //I err (.) I\* told my students this (.) if you (.) donate (.)  
886 blood? I will give five or ten points  
887 //for err each\* class.  
888 T: //oh that's really cool.//  
889 U: and?=  
890 A: =for your student.  
891 U: yes.  
892 A: okay.=  
893 U: =if they a paper for donation?=  
894 T: =ehm donation card?  
895 U: yes (.) I will- I give five? five or ten points.  
896 T: okay.=  
897 U: =and if you don't- if you can't donation? like girls can't  
898 donation for-because of it- weight.  
899 T: huh. uh? that's right.=  
900 U: =err under forty five kilos? err you can ask err two friends?  
901 T: ehm (.) to donate.=  
902 U: if your two friends donates? blood for you? (.) I will give you  
903 five or ten points (.) err for your final exam.  
904 T: actually this is really amazing and motivating for err how to  
905 say err a motivation action actually.  
906 U: yes.  
907 T: in that way they can just do it not only for themselves but  
908 also for the other people (.) for their lives. (.) because they  
909 help someone (.) to gain a new life.=  
910 U: err in Muğla (.) in Muğla? all the red crescent people know me  
911 (.) //you know\* what I mean?=  
912 T: //o:h.//  
913 =so you donate it a lot of times.=  
914 U: =yes=  
915 T: =I mean once a year?  
916 →U: they want a plaket? [tr: plaque]  
917 →LL: plaket. [tr: plaque]

918 O: plaque.  
 919 U: plaque.  
 920 T: awards=  
 921 U: =plaque for this donation.  
 922 A: so you have a lot of- lot of plaque.  
 923 U: //yes.//  
 924 T: //you have\* the award as well. ((asks Mr. Yener))  
 925 Y: no (.) err they err ekmek (.) //ağaç.//  
 926 T: //bread//  
 927 Y: bread the tree for you.  
 928 T: ehm. uh?=  
 929 Y: =in Çanakkale.=  
 930 T: =oh grow the tree (.) let's say plant a tree.  
 931 N: plant tree.  
 932 T: yeah plant a tree ((writes on the board))  
 933 U: (0.2) err when you donate blood? err err (.) a message will  
 934 come your phone (.) // they say we plant a tree for you.  
 935 Y: //red crescent plant a tree for you in  
 936 Çanakkale//  
 937 T: oh that's.=  
 938 →Y: ağaç dikiyorlar orada sizin adınıza bir tane. [tr: they plant a  
 939 tree on behalf of you]  
 940 T: I see I got it I got it. //that's really amazing.//  
 941 U: //and you can see\* in your phone  
 942 message? we plant a tree for you.  
 943 T: how amazing and honouring.  
 944 U: yes.  
 945 T: and impressive >>ladies<< have you had a chance to donate  
 946 blood?  
 947 LL: ((ladies nod their head as a no answer))  
 948 T: because of the weight or loss?  
 949 D: no no ((laughter))  
 950 O: I did one times? in my friend's father? err he is a cancer and  
 951 → need a blood and I will give him (.) I did olması gerekiyor.  
 952 [tr: it should be ]  
 953 O: I //did give him.//  
 954 →U: //did give him\* gave miydi.= [tr: is it]  
 955 T: =donated.=  
 956 O: =ha I donated it.  
 957 T: huh. uh?  
 958 U: if your blood err if your blood will give a person.  
 959 T: huh. uh?  
 960 →U: and err they send a mesaj [tr: message] - send a message.  
 961 T: message.=  
 962 U: =for you (.) you saved a life (.) life.  
 963 T: that's the point.

964 U: yes.  
 965 A: when they are using your blood.=  
 966 U: =yes. (.) they u- if-if your blood is use=  
 967 A: are they inform you about the name of the patient?  
 968 T: ehm.=  
 969 A: =that your=  
 970 U: =no they didn't know.=  
 971 A: =they didn't know //name.//  
 972 U: //but you\* know your blood used.  
 973 T: used by someone.=  
 974 U: =someone (.) for someone.  
 975 A: ehm.  
 976 O: and thank you ((unintelligible))  
 977 U: thank you //you save a life.//  
 978 Y: //in five days.//  
 979 T: in five days?  
 980 Y: in five days (.) your blood is using.  
 981 T: ehm?=  
 982 Y: =used.  
 983 T: so it has a limited time? to be used.  
 984 LL: yes (.) yes.  
 985 T: okay.  
 986 N: we should err ((unintelligible)) another subject in this  
 987 /donation/  
 988 T: donation? ((with the right pronunciation))  
 989 N: there- there are patients /donation//  
 990 T: donation (.) huh. uh?=  
 991 →N: =err if you err (0.4) take bread in the fırın [tr: oven] - in  
 992 the oven.  
 993 T: oh if you buy bread.  
 994 N: err you give some /brid/ err in the basket of /brid/ (.) basket  
 995 of /brid/  
 996 T: basket of bread.  
 997 →N: çantada ekmek. [tr: bread in the basket]  
 998 T: oka:y? o:h //basket//  
 999 N: //for donate\* - donation (.) for err poor people.  
 1000 A: yes (.) we say askıda ekmek.  
 1001 T: I see.  
 1002 U: ((unintelligible)) if you donate twelve time? blood donation  
 1003 (.) if you had twelve time  
 1004 T: twelve times?  
 1005 U: twelve times.  
 1006 T: huh. uh?  
 1007 U: they give you a quarter gold.  
 1008 A: ehm.  
 1009 T: uh?



1010 U: //yes.//  
 1011 T: // I\* didn't know this one. ((turns to Mr. Murat)) so have you  
 1012 ever donated blood?  
 1013 M: err I try once?  
 1014 T: huh. uh?=  
 1015 M: =but they didn't get my blood and they found err a virus.  
 1016 T: virus?  
 1017 M: that's why they didn't accept.  
 1018 T: they didn't accept it.=  
 1019 M: =they refused.  
 1020 T: I see I see the point.  
 1021 M: yes.  
 1022 T: I really- I really wanted to donate the blood (.) for this year  
 1023 I want to do this (.) is there any red crescent in the city  
 1024 centre?  
 1025 A: there was- there was one centre but they are err (.) closed.  
 1026 T: it's closed right now.=  
 1027 U: =but it's it's mobile team - they have mobile team.  
 1028 T: mobile team (.) mobile team huh. uh?  
 1029 →U: it's in iktisat [tr: economy] faculty.  
 1030 Y: ((unintelligible))  
 1031 O: sometimes ((unintelligible))  
 1032 Y: every friday.=  
 1033 T: oka:y?  
 1034 Y: err (0.2) car of the red crescent is nearly Kur-Kurşunlu  
 1035 /moskju:/  
 1036 T: oh Kurşunlu mosque.  
 1037 Y: around Kurşunlu.=  
 1038 U: Kurşunlu /moskju:/ or?=  
 1039 T: =/mosk/  
 1040 LL: /mosk/  
 1041 O: /moskju:/ değil mi ya?  
 1042 T: Kurşunlu /mosk/ (.) this is another mistake.  
 1043 LL: ((tiny laughter))  
 1044 N: err one officer err visit the err all the faculty or high  
 1045 school.  
 1046 T: huh. uh?  
 1047 →N: they want to don-donate for the- the ihtiyaç sahipleri. [tr:  
 1048 the ones who need blood]  
 1049 T: for the ones? who need it.  
 1050 N: who?  
 1051 T: who <<need it.>>  
 1052 N: who need it.  
 1053 T: huh. uh? okay so (.) mosque (.) this is a general mistakes that  
 1054 we did- that we do. everyone say /moskju:/ /moskju:/ in our  
 1055 T: childhood everybody just taught us like that? but actually it

1056 is (.) everyone (0.3) /mosk/ (.) oka:y? it is /mosk/  
1057 LL: /mosk/  
1058 T: not /moskju:/ (.) /mosk/  
1059 N: /moskju:/ no. ((laughter))  
1060 T: ((laughter))  
1061 U: we call /moskju:/ that's not a problem.  
1062 N: they learn.  
1063 U: ((unintelligible))  
1064 T: okay (.) so? let's just look at the? Ms. Esin's video (.) err  
1065 0.4) can you hear?  
1066 A: yes.  
1067 T: let's start from the beginning?  
1068 (( three minutes of motivational video related to organ  
1069 donation recorded by Ms. Esin is watched by the participants))  
1070 T: ((end of the video)) okay thank you so much to you as well?  
1071 LL: ((applaud))  
1072 T: well? this one (.) was a little bit different again (.) this  
1073 one was about the red crescent and?  
1074 what Ms. Esin talked about was?  
1075 M: organ donation.  
1076 T: organ donation that right. ((writes on the board)) (0.2) so did  
1077 you? know that when you just donate your organs? actually you  
1078 save eight lives (.) eight lives (.) lives of the people (.)  
1079 that's amazing actually. err have you had a chance to fill the  
1080 forms? for the organ donation?  
1081 U: I fill the forms ((unintelligible)) for the army.  
1082 T: in army (.) //ehm//  
1083 U: //in\* army. I donate my all organs in army.  
1084 T: is it still going on?=  
1085 U: =I don't know.=  
1086 T: =you don't know (.) okay.  
1087 U: I don't know.  
1088 T: maybe you can just check it out?  
1089 U: maybe.  
1090 T: to figure it out (.) yes ((turns to Ms. Dilek)) do you?  
1091 D: no I don't have the chance for organ donation.  
1092 T: okay (.) maybe in the future? we will have a chance to donate  
1093 our organs.=  
1094 D: =I want to have err (0.3) organ donation.  
1095 T: huh. uh? you want to have the ((uses her hands))  
1096 //organ donation card.//  
1097 D: //organ donation card\* yes.  
1098 T: perfect. okay there are some phonological mistakes of Ms. Esin  
1099 (.) so let's? see. ((writes on the board)) (0.6) so important?  
1100 and importance (.) what is the difference between them.  
1101 A: importance is a noun.

1102 T: that's right huh. uh? (0.2) what about important?  
1103 A: important is a- an adjective.  
1104 T: huh. uh? (0.2) for example organ donation is an important issue  
1105 (.) in that way important is an adjective.  
1106 A: //yes.//  
1107 T: //but\* I can say that err organ donation has a huge importance  
1108 in people's lives (.) in that way? importance is just used as a  
1109 noun.=  
1110 U: =noun.  
1111 T: err there was a mistake about the sentence but? I think that's  
1112 okay err (0.6) how do you spell this one.  
1113 LL: transportation.  
1114 T: <<transportation>>  
1115 LL: transportation.  
1116 T: huh. uh? transportation (.) very good? ((writes condition on  
1117 the board))  
1118 LL: condition.  
1119 T: okay ((laughter)) a huge mistake again.  
1120 A: condition.  
1121 T: this one (.) do you remember schwa sound? /ə/ sound.  
1122 A: /ə/  
1123 T: <</kændɪ:fən/>>  
1124 LL: condition.  
1125 T: huh. uh? (0.2) and that one.  
1126 M: /sɜrtɪfɪkeɪt /  
1127 LL: / sɜrtɪfɪkeɪt/  
1128 T: alright (.) if I say /sɜ:tɪfɪkeɪt/? It is a verb.  
1129 LL: /sɜ:tɪfɪkeɪt/  
1130 T: but if I say /sɜ:tɪfɪkət/ it's a noun.  
1131 U: noun.  
1132 O: which one is different. I can't I can't - I didn't understand.  
1133 T: so: the pronunciation (.) both of them are written in the same  
1134 way? certificate certificate the same. but it is just written  
1135 like /sɜ:-tɪ-fɪ-kət/ (.) /sɜ:tɪfɪkət/  
1136 LL: /sɜ:tɪfɪkət/  
1137 T: but the verb  
1138 U: /sɜ:tɪfɪkət/  
1139 M: /sɜ:tɪfɪkeɪt/  
1140 T: /sɜ:tɪfɪkeɪt/ (.) I got certificated from Muğla Sıtkı Koçman  
1141 University (.) okay? (.) there is differences (0.2) the last  
1142 one is? (0.4)  
1143 N: /tɪnk/.  
1144 T: okay this isn't /tɪnk/ or /dɪnk/ what do you think.  
1145 LL: think  
1146 T: okay /θ/ sound.  
1147 N: /θ/

1148 T: okay (.) put your tongue? ((laughter)) to bottom of your li-  
1149 err teeth like- like this.

1150 U: /t/ /t/

1151 T: okay give the air- air flow from - from the teeth. /θ/  
1152 N: /θ/  
1153 LL: /θ/  
1154 T: /θɪŋk/  
1155 LL: /θɪŋk/ /θɪŋk/  
1156 T: yeah just practise it oka:y? /θɪŋk/  
1157 O: ((unintelligible))  
1158 T: I <<think>>  
1159 N: I /tɪŋk/ or /θɪŋk/  
1160 T: oh there is no /tɪŋk/  
1161 N: what is err different (.) /tɪŋk/ and /θɪŋk/  
1162 A: it has /s/ sound but? ((unintelligible))  
1163 N: yeah but.=  
1164 T: =okay the same thing is /θɪŋ/  
1165 LL: /θɪŋ/  
1166 T: /ŋ/ sound /θɪŋ/ but this is /θɪŋk/  
1167 N: /θɪŋk/  
1168 T: /θɪŋk/ /k/ sound /θɪŋk/ oka:y? (.) okay so toda:y? actually you  
1169 saw on your paper (0.4) like shop around.  
1170 A: shop around.=  
1171 T: =in this one (.) you saw shop around (.) what? does it mean  
1172 what do you think.  
1173 U: shopping?  
1174 T: ((laughter)) would be nice (.) really.  
1175 U: ((unintelligible))  
1176 T: err shopping around is just completely different (.) let's just  
1177 watch together because when I just heard it? I was like <<no  
1178 way.>> I mean it is- it does not really.=  
1179 U: =talk shop.  
1180 T: which one ((looks at television)) this is talk shop.  
1181 U: talk shop (.) this is talk shop. (0.4)  
1182 T: shop around (.) where is it (.) okay (.) we can just move on  
1183 with shop talk as well okay.  
1184 U: //talk shop.//  
1185 T: //first of all\* I'm going to be giving you this one (0.3) but I  
1186 do have the other one.  
1187 U: talk shop.  
1188 T: (0.3) okay first of all? we're going to be looking at <<talk  
1189 shop>> (0.3)  
1190 ((the video has extreme high sound which scares the  
1191 participants))  
1192 T: sorry? ((turns it down)) (.) okay.  
1193 ((the video ends in three minutes))

1194 T: alright so: is it different right? //it is\* different.  
1195 U: //yes.//  
1196 T: different from what you think. the other one (.) hopefully I'll  
1197 find it? (0.2) shop around. (0.7) okay so: I'll turn back to  
1198 six ((unintelligible)) six (.) I will make you listen another  
1199 one (.) so this is about make a song and dance this was also in  
1200 your paper.  
1201 U: walk and dance.  
1202 T: to: make?  
1203 N: make.  
1204 T: (0.3) song and dance that's right? let me see? (.) yes. (0.6)  
1205 what do you mean about this one?  
1206 (.) to make <<song>> and dance.  
1207 A: if I like someone?  
1208 T: huh. uh?  
1209 A: I can make anything for him to make him enjoying.  
1210 T: //ehm.//  
1211 A: //I\* think? so:? I can make a song and dance for him.=  
1212 T: =to the person. yeah? ((laughter)) actually good guess but? it  
1213 is just a bit different (.) you want to watch it?  
1214 LL: yes.  
1215 T: okay.  
1216 U: because I have no idea.  
1217 T: let's see then.  
1218 ((the video relevant to making a song and dance ends in three  
1219 minutes))  
1220 T: oka:y? as you see in a meaningful way? these are completely  
1221 different from what we have thought because these are the idiom  
1222 like in Turkish we have deyim and atasözleri so on (.) so these  
1223 are just like that (.) it is just different from the whole  
1224 meaning (.) so: err I want you right now? to create ei- to  
1225 create some sentences either with this one? or this one (.) so  
1226 as you can see? to make a song and dance is overreacting to  
1227 something to make ((unintelligible)) about it but to talk shop  
1228 is? talking about the work actually. so I want you to choose?  
1229 one of them and make a sentence and then we're going to err  
1230 listen to you (.) alright?  
1231 U: oka:y.  
1232 T: alright.  
1233 U: (0.3) err <<make a song and dance>> I confused with err waffle  
1234 on.  
1235 T: ehm waffle on.=  
1236 U: waffle on means saying a lot thing? unnecessary thing I think.  
1237 T: yeah.  
1238 U: no not now.=  
1239 T: ha okay okay okay (.) so.=

1240 U: =but I think its different is overreacting.  
1241 T: this is - there is a tiny difference between them as you've  
1242 said (.) waffling on is talking about unimportant things  
1243 talking a lot //but?//  
1244 U: //unimpor\*tant things equal necessary things.  
1245 T: unnecessary things //that's right.//  
1246 U: //unnecessary things//  
1247 T: but this one is overreaction for example err your soup just  
1248 came to you (.) it was just a little bit how say warm but  
1249 actually cool right? so you just overreact to the waitress why  
1250 is this so much cold so-some something like that so this is  
1251 about overreaction in that way (.) you are making a song and a  
1252 dance about the soup. oka:y?  
1253 A: that would mean your reaction? is over normal reaction.  
1254 T: yes over the normal ones that's right (.) you are overreacting  
1255 you are complaining so: much (.) a lot (.)  
1256 →N: ((unintelligible)) gibi bir şey mi. [tr: is it like]  
1257 T: yes that's right (.) that's what we say in Turkish.  
1258 Y: ((raises his hand)) I say a sentence.  
1259 T: of course yeah.  
1260 Y: you shouldn't make a song and dance when you ((unintelligible))  
1261 cost of combi.  
1262 LL: ((laughter))  
1263 T: oh ((laughter))  
1264 →U: that's combi's boru [tr: conduit]  
1265 T: ((laughter)) conduit. (0.2) that's good? thank you so much.  
1266 U: I-I ((unintelligible)) combi's ((laughter)) cost of pipe  
1267 ((laughter))  
1268 T: so maybe I just can- can I write it?  
1269 LL: yes yes ((laughter))  
1270 T: so can you? just tell me again?  
1271 Y: you shouldn't make.  
1272 T: huh. uh?  
1273 Y: a song a dance.  
1274 T: you shouldn't make a song and dance.  
1275 Y: when?  
1276 T: huh. uh?  
1277 Y: you heard (0.3)  
1278 T: >>let's say<< when you have heard?  
1279 LL: you have heard.  
1280 T: huh. uh?  
1281 Y: cost of (.)  
1282 T: the cost of?  
1283 U: the cost of the price of.  
1284 T: huh. uh?  
1285

1286 Y: //combi's pipers//  
 1287 O: //which one is better\* cost or price.  
 1288 Y: combi.  
 1289 T: combi.=  
 1290 U: =not combi combi's pipe.  
 1291 Y: combi's pipe=  
 1292 U: combi's pipe.  
 1293 LL: ((laughter))  
 1294 T: okay.  
 1295 A: it cost two hundred=  
 1296 U: =two hundred is very expensive.  
 1297 T: o:h.  
 1298 U: for pipe.=  
 1299 T: two hundred? or two thousand.  
 1300 U: two- two=  
 1301 A: two hundred.=  
 1302 U: =two hundred.  
 1303 A: only pipe.  
 1304 T: just only the pipe?  
 1305 A: yes.  
 1306 U: one meter pipe.  
 1307 A: not the combi.  
 1308 T: just //kidding oh god.//  
 1309 U: //not combi\* combi's <<two thousand liras.>>=  
 1310 T: =yeah that's the thing (.) but this is so much expensive it's a  
 1311 pricey one (.) it costs an arm and a leg (.) you know? (.) okay  
 1312 what about the others err Mr. Osman do you have any example  
 1313 fo:r this one? or this one.  
 1314 M: err (0.2) I didn't think  
 1315 T: oka:y? is there anyone?  
 1316 U: I want to say a sentence.  
 1317 T: oka:y?  
 1318  
 1319 U: err when I go to home? (.)  
 1320 I don't want to talk shop with my family.  
 1321 T: okay I don't talk shop.  
 1322 U: (0.2) I- I don't want to talk shop.  
 1323 T: ehm I don't want to.=  
 1324 U: =I don't want to talk shop  
 1325 T: okay.  
 1326 U: with my family.  
 1327 T: okay?  
 1328 N: because you are tired.  
 1329 U: yes I'm tired and I want to: spend my time with my family  
 1330 N: err very nice teaching.  
 1331 T: (.) >>what about the<< thank you so much?

1332 U: //you're welcome.//  
1333 T: //this is actual\*ly right (.) that's good that's a good example  
1334 (.) to talk shop (.) when I go home? I don't want to talk shop  
1335 with my family.  
1336 U: yes.=  
1337 T: =other things to talk actually.  
1338 U: (0.3) talk shop means doing something work?  
1339 T: talking only about the job or occupation so:? talking about  
1340 teachering let's say.  
1341 U: only talking //straight?//  
1342 T: //only talking\* about the job.  
1343 U: not doing anything.=  
1344 T: =no no no no only talking.  
1345 A: for example? womens.=  
1346 T: =womens or?  
1347 A: women.  
1348 T: huh. uh?  
1349 A: women err talk shop more than men.=  
1350 T: =really?  
1351 A: yes.  
1352 T: do we? (.) ladies?  
1353 A: err every time.=  
1354 T: do we like talking shop?  
1355 D: //no.// ((laughter))  
1356 A: //more\* than with men.  
1357 T: so I can=  
1358 O: =ninety percent.  
1359 T: ninety percent? oh? I didn't know that?  
1360 O: a lot of them.  
1361 T: I mean? do we like talk- talking shop.  
1362 A: men don't like talk shop.  
1363 N: we don't like.  
1364 T: you don't like it.  
1365 A: yes.=  
1366 T: I think it reverse you know? (.) I think? men like <<talking  
1367 shop more than women.>> to me.  
1368 LL: ((laughter))  
1369 Y: //it's not general.//  
1370 D: //for me too.//  
1371 T: yes thank you ((laughter)) okay err.=  
1372 A: =okay I can make a sentence with the second one (.) to make a  
1373 song and dance.  
1374 T: perfect?  
1375 A: you don't have to err or you don't need to make a song and  
1376 dance.  
1377 T: (0.3) yes?

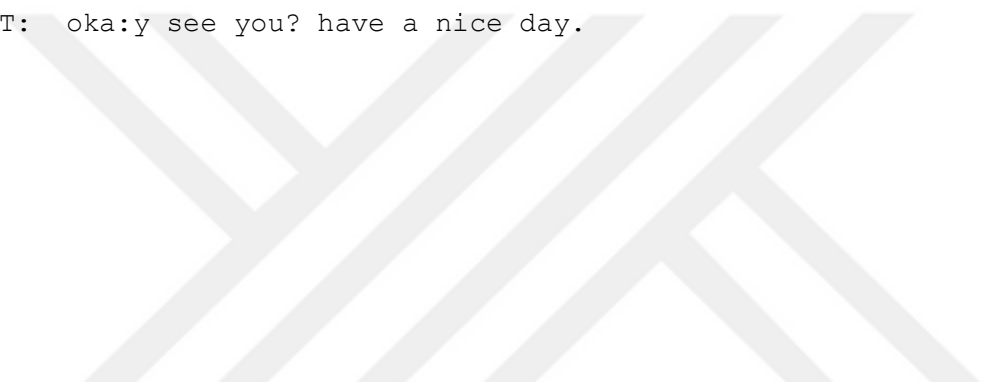


1378 A: when you don't find something  
1379 T: ehm.  
1380 A: su-suitable for you.  
1381 T: when you don't find something? ((writes on the board))  
1382 A: something (.) suit to you?  
1383 T: okay suits to you?  
1384 A: in the shopping centre.  
1385 T: suits you? in the shopping centre.  
1386 A: suits you? in the shopping centre.  
1387 T: ehm. huh. uh? ((writes on the board))  
1388 U: (0.2) fit suits  
1389 T: okay you don't have to make a song and dance? When you find er  
1390 when you don't find something?=  
1391 A: =yes.  
1392 T: let's say which suits you (0.2) suits you? in the  
1393 shopping centre.  
1394 A: yes.=  
1395 T: =yeah sometimes? not only women but also men when they couldn't  
1396 find the dress t-shirt something like that >>we just  
1397 overreact<< a lot (.) we are like oh god I'm just gonna quit it  
1398 and we just go back but? yeah it's about making a song and  
1399 dance.  
1400 A: err that means you can try another shopping centre.  
1401 T: that's right? (.) I mean there is not only one actually.  
1402 A: yes.=  
1403 T: =a number of shopping centres. (.) okay last? (.) we have seven  
1404 minutes (.) okay? anybody else? do you want to contribute?  
1405 (0.2) no? (.) Mr. Murat I think you want to say something.  
1406 LL: ((laughter))  
1407 T: err I make a song and dance when I went to  
1408 ((unintelligible))service.  
1409 LL: ((laughter))  
1410 M: about err about fault of - production fault.  
1411 T: huh. uh?  
1412 M: err they tried to pay me the bill because of their production  
1413 power.  
1414 T: I see (.) actually did they- do they pay- do they get too much  
1415 price from you?  
1416 M: price (.) but the problem was because of the production (.) not  
1417 my ((unintelligible))  
1418 T: oh okay (.) th-this problem we say say? (0.2) maybe generation?  
1419 (.) no I guess no (.) it's a problem about the production  
1420 right?  
1421 M: yes (.) there is a fault because of the production in my car  
1422 T: ehm.  
1423 M: I bought it- the car? after two years? It is - it was broken

1424 err because of the err small err pour.  
1425 T: ehm.  
1426 M: the rain comes in down? and the rain corrupt completely (.)  
1427 that's why I had to pay for one thousand one hundred Turkish  
1428 liras.=  
1429 T: =that's a lot huh. uh?  
1430 M: //and.//  
1431 T: //but\* it wasn't your fault.  
1432 M: yeah it's not my fault and I make a song and dance  
1433 LL: ((laughter))  
1434 M: I get- I get very little price just for ((unintelligible))  
1435 T: o:h.  
1436 M: I didn't pay the piece price.  
1437 T: you didn't pay the price?  
1438 M: I didn't pay the price (.) I just only give the work (.) only  
1439 work.  
1440 T: alright I see (.) I want to write it right now?  
1441 M: yes.  
1442 T: so:? I can say ((writes on the board)) I made- I made a song  
1443 and dance err maybe when I heard the price.  
1444 M: yes (.) maybe.  
1445 A: (0.5) so you have to pay?  
1446 M: I had to pay for two hundred fifty.  
1447 A: less than the bill.  
1448 M: err all- all of them.  
1449 A: yes.  
1450 T: (0.3) the price of what? price of the.  
1451 M: price of the brain (.) brain.  
1452 T: brain.  
1453 M: brain how can we say (.) computer brain we can say.  
1454 T: okay.  
1455 N: (0.2) brain?  
1456 M: yeah computer brain. (.) car (.) there is a computer in the car  
1457 you know.  
1458 T: in the car (.) okay (.) I'm not into the cars I'm sorry  
1459 ((laughter)) actually this was all. next week we're going to be  
1460 learning new idioms actually? and I couldn't find the talk  
1461 around sorry shop around (.) but shop around is meaning to find  
1462 something in the best (.) for example? you went to Ruya AVM  
1463 a:nd? you just want to buy a t-shirt and you just see the  
1464 prices one hundred one- let's say two hundred and this is so  
1465 much expensive you say.  
1466 LL: yes.  
1467 T: and you were looking at the other shopping centres to shop  
1468 around actually to find the best one (.) to find the best price  
1469 (.) to find the best quality. And you just find something for

1470 example fifty Turkish liras and it was in a real good quality?  
1471 In that way you shopped around? and you found the good one.  
1472 shop around actually is << to find the //best one>>//  
1473 A: //best one//  
1474 Y: you mean a comparison.  
1475 LL: comparison.  
1476 T: comparison.  
1477 Y: comparison.  
1478 T: actually yes you make a comparison with the other ones.  
1479 A: and best=  
1480 T: =and you find the best one (.) shop around (.) next week I will  
1481 just bring the videos? so you will understand it. ((writes on  
1482 the board)) (0.3) to shop around.  
1483  
1484 A: (0.6) shop around sounds? well in the meaning //but.//  
1485  
1486 A: shop around.  
1487 T: huh. uh?  
1488 A: sounds well with the meaning (.) but to make a song and dance  
1489 (.) any relationship with the meaning.  
1490 T: that's right you're right err it does not make any sense.  
1491 A: yes.=  
1492 T: =that's right. (.) oka:y? so everybody (.) this is it for  
1493 toda:y? thank you for coming? (.)  
1494 and next week we will move on.=  
1495 U: =thank you for the lesson.=  
1496 T: =err next week we're going to be having the free class  
1497 actually? like videos games and so on? and we just talked about  
1498 something (.) <<if you want to>> communicate with Alex again? I  
1499 can arrange something (.) but if you want to.  
1500 N: I want.  
1501 T: for the next week.  
1502 U: Alex ile mi tekrar mı  
1503 A: yes (.) can repeat (.) can conversation with Mr. Alex.  
1504 T: I'm not sure about it? but if you want I can ask him again.  
1505 U: we: I think we should figure out a subje<sup>t</sup>.  
1506 T: yes okay.  
1507 U: subject we will talk about a subject with Alex.  
1508 T: okay maybe? we firstly should talk about it on our whatsapp  
1509 group because there are some absenties today (.) and then? when  
1510 we decide if we want to do it (.) then we will talk about the  
1511 topics (.) subjects oka:y?  
1512 U: and? I think Alex could - could ask err our specialist subject  
1513 about my job //subject about//  
1514 T:  
1515 mean next week do you want to talk to him again (.) okay.

1516  
1517 A: I will ask him about city visit in Berlin I think he is in  
1518 Berlin.  
1519 T: err he is not in Berlin but he is next to Dusseldorf Essen  
1520 Duisburg  
1521 A: next june I am going to visit my brother in Munich.  
1522 T: Munich?=  
1523 A: =and I visit Berlin (.) I can ask him some where can I go.  
1524 T: yeah of course? for eating for visiting.=  
1525 A: =visiting museums.  
1526 T: yeah okay (.) thank you so much bye bye.  
1527 A: thank you.  
1528 D: thank you  
1529 T: have a nice day (.) see you bye bye.  
1530 LL: good evening.  
1531 T: oka:y see you? have a nice day.



02.04.2019

1 LL: ((play quiz game relevant to the idioms that were taught in the  
2 previous weeks))

3 T: six five four three two one? can I just have your answers? Shop  
4 talk talk sho- that's right (.) well done. (.) so to talk shop  
5 (.) yes ((laughter)) let's see what is means? (.) so to talk  
6 shop means to talk about work or business (.) we just learned  
7 it last week so you can just- err if you? are talking about  
8 your business all the time? you say let's- let's not talk about  
9 shop (.) oka:y? next one? if you say blah blah blah? you mean  
10 they are making an unnecessary fuse about it (.) overreacting.  
11 do you know? (( signifies the groups not to raise their  
12 answers)) (0.2) ten nine eight seven six five four

13 M: ((raises the answer))

14 T: ((warns Mr. Murat)) three.=

15 P: //last minute//

16 T: //three two one\* okay raise your sticks? (.) make a song and  
17 dance? let's see (0.2) well done everybody?

18 H: neymiş

19 T: make a song and dance is overreacting something. ((Ms. Helin  
20 raises her hand)) yes.

21 H: pardon (.) last week I am not absent.=

22 T: =o:h (.) yeah you are absent so make a song and dance for  
23 example (.) you just went to a restaurant we just talked about  
24 it last week and err there was a soup which is a little bit  
25 <<warmer.>> let's say cool a little bit cool let say.

26 H: huh. uh?

27 T: and you just shouted at the waitress (.) and you say why is it  
28 too cold (.) and actually you are overreacting the situation  
29 so:? we use make a song and dance (.) you are making a song and  
30 dance.

31 N: you don't ((unintelligible)) to make a song and dance or?  
32 childrens - children.

33 T: huh. uh?

34 H: ((laughter))

35 T: okay (0.5) okay (.) someone? who is very <<experienced>> and  
36 skilled=

37 N: =pardon= ((his cell phone rings))

38 T: =in a particular activity (.) please do not r- do not raise (.)  
39 but? think about it.(0.9) okay ((laughter)) are you ready  
40 ((sees the answers)) an old hand (.) well done (.) could you  
41 please give me a sentence about it? (.) and old hand. (0.2)

42 A: I am an old hand?

43 T: huh. uh? =

44 A: =in cooking  
45 T: okay you are and old hand in cooking.=  
46 A: =yes (.) because I- I am perfect in cooking.  
47 T: so what kind of <<things>> do you cook for example.  
48 →A: for example dolma.= [tr: stuffed vegetables]  
49 →T: =oh dolma. [tr: stuffed vegetables]  
50 →A: kelle paça [tr: sheep's head and foot soup]  
51 LL: ((laughter))  
52 T: that's right.  
53 →P: nasıl nasıl pişirilir kelle paça? [tr: how is the sheep's  
54 head and foot soup cooked]  
55 A: or? some cooking err (0.2) ancient cooking.  
56 T: ehm (.) like traditional.=  
57 A: =yes traditional.  
58 T: so you cook the traditional ones right?  
59 A: from Ottoman kitchen.  
60 T: ((writes on the board)) traditional food. ehm oka:y? (.) thank  
61 you so much. so? let's move on (.) talking and talking without  
62 saying anything useful (.) <<what is this.>> time is starting  
63 ticking tocking. (0.4) three two one? can I see? (.) your  
64 answers?  
65 →P: kaldı kaldır [tr: raise it up raise it up]  
66 T: ta ta ta tam ((wrong answer effect)) ((laughter))  
67 actually this one waffle on (.) yes. this was the first  
68 idiom actually? but you are absent right? (.) in our  
69 first week . you are- you were not in this class.  
70 H: ((unintelligible)) değil miydi waffle on.  
71 T: waffle on is? talking about unimportant things in a long  
72 way (.) you just talking talking talking but? it doesn't  
73 mean anything actually (.) so you say? waffling on.  
74 H: ehm. ((looks at the definition)) ha without- without.  
75 T: without saying anything.  
76 H: ha without saying anything (.) that was just the?  
77 waffle on.  
78 T: (0.4) to try? and do it  
79 N: ((unintelligible))  
80 T: tick tock. (0.4) three two one? can I see your answers  
81 please? (.) have a pop at that's right (.) have a pop at?  
82 to try to do something. (.) so ehm Mr. Heling can you  
83 give me an example about it.  
84 H: err I have a pop at.=  
85 T: =huh. uh?  
86 H: pilates.  
87 T: you have a pop at?=  
88 H: =((laughter)) today.  
89 T: oh oka:y (.) but I think you are in a progress (.)



136 T: huh. uh?  
137 A: is err - are shopping around a lot.  
138 T: (.)I //think so//  
139 A: //but women\* err see something (.)  
140 she pay? and buy it.  
141 T: ehm (.) is it.=  
142 A: =without shopping around.  
143 T: ehm so? in that way? you are shopping around and you -you  
144 are shopping around as well? but you are looking for  
145 example the prices in detail?=  
146 A: =yes.=  
147 T: =when we see? we buy it.=  
148 A: yes.  
149 T: is it true for women ladies?  
150 D: yes.  
151 T: no: ((laughter))  
152 A: ((looks at Ms. Helin)) you don't look price very well.  
153 H: no I think.  
154 A: they only look (.) at the quality and err colours err.  
155 P: I think some details.  
156 A: they don't think about the price.  
157  
158 T: ehm but? my mom for example is so much tedious  
159 (.)tedious?  
160 →H: err sıkıcı [tr: boring]  
161 T: tedious is like searching for the details actually.  
162 →H: çok detaycı. [tr: very detailed]  
163 →T: huh. uh? detaycı. [tr: detailed]  
164 →H: sıkıcı olacak da. [tr: it will be boring]  
165 LL: ((laughter))  
166 T: ((writes tedious on the board)) (0.4) so? I think there  
167 are how to say some people who are shopping around for  
168 example? my mom. she always tries the best one? and also  
169 ((unintelligible)) one (.) so she goes around all of the  
170 shopping centres for example (.) yeah that's the thing  
171 (.) oka:y? thank you so much? this was just like a warm  
172 up or something like that? a:nd? before beginning the  
173 classroom? I want to show you the videos from Mr. Nihat  
174 and? Ms. Helin. so? let's just start with?=  
175 N: first Ms. Helin.  
176 LL: ((laughter))  
177 T: and also? she's going to be giving one person's name? in  
178 a surprise way? (.) so get ready. (0.3)  
179 U: o:h (.) you are not alone ha? (( Ms. Helin is with her  
180 son in the video.))  
181 H: ((laughter))



182 N: surprise child.  
183 U: you record it with phone? - with you phone? (.)  
184 //teacher//  
185 H: //yes.//  
186 T: (.) okay let's start?  
187  
188  
189 LL: ((watch Ms. Helin's motivational video about mathematics  
190 which takes three minutes.))  
191 (( the final sentence is maths is the queen of the  
192 science))  
193 LL: o:h.  
194 T: that's very nice.  
195 H: ((tiny laughter))  
196 LL: ((applaud))  
197 H: thank you.  
198 T: oka:y? thank you so much it was so much fun.  
199 H: ((raises her hand)) err.=  
200 T: =yes (.) what about the challenges.  
201 →H: önce başka bir şey söyleyecektim ((laughter))  
202 [tr: I was about to say something else firstly]  
203 T: alright? (.) alright yeah.  
204 →H: err nasıl söyleyeyim (.) matematikle canınızı sıkmak  
205 → istemedim ama? //sadece bir açıklama// (.)  
206 [tr: how to say (.) I didn't want to annoy you but just  
207 an explanation]  
208 T: //maybe you can say it in English.//  
209 →H: söyleyemeyeceğim açıklama yapacağım. [tr: I won't be able  
210 to say I will explain]  
211 N: ((unintelligible))  
212 →H: fibonacci serisi dünyada çok geçiyor (.) ay çiçeği mesela  
213 (.) oradaki o diziliş bir fibonacci dizisi [tr: Fibonacci  
214 series is well known all around the world (.) sun flower  
215 for instance (.) the series of the sun flower is a series  
216 of fibonacci]  
217 T: ehm.  
218 A: I-I don't understand (.) please talk English.  
219 T: //thank you.//  
220 →H: //tamam.// [tr: okay]  
221 LL: ((laughter))  
222 →H: o zaman deneyeyim (.) deneyeyim. [tr: I'll try then I  
223 will try]  
224 T: okay (.) sun flower you say.=  
225 H: =sun flower - sun flower is the (.) sun flower  
226 → çekirdekleri [tr: seeds]  
227 T: //seeds?//

228 →H: //kernel\* of the err (.) kernel? (.) seeds mi [tr:is it]  
 229 T: huh. uh?  
 230 H: seeds of sun flower is order of err Fibonacci sequence.  
 231 T: huh. uh? perfect.  
 232 H: err then oyster's structure err oyster is  
 233 → //sümüklü böcek.// [tr: slug]  
 234 →N: //salyangoz.// [tr: snail]  
 235 H: err (0.3) kabağuda ((laughter)) [tr:carapace]  
 236 T: cover of it.=  
 237 H: =cover of s- shell (.) structure (.) structure is  
 238 fibonacci sequence.  
 239 T: ehm.=  
 240 A: =fibonacci.  
 241 H: fibonacci=  
 242 T: =how can we just write it (.) can you just spell? or if  
 243 you want?=  
 244 H: =fibo?nacci.=  
 245 T: =yes yes yes (.) cause I'm curious about it right now?  
 246 H: err fibonacci is man. ((writes the name on the board))  
 247 T: okay it is written like this then.  
 248 H: huh. uh?  
 249 T: I think he is Italian (.) //Fibonacci//  
 250 H: //yes yes\* he is Italian.  
 251 T: okay.  
 252 H: in a Fibonacci err was studies (.) num- number theory.  
 253 T: oh okay so.=  
 254 H: =number theory.=  
 255 T: =it is related to mathematics.  
 256 H: yes.  
 257 T: ehm ehm.  
 258 H: mathematician.  
 259 T: mathe- of course.  
 260 H: mathematician.  
 261 A: //I- I //  
 262 N: //err\* pardon mathematic can be //extraordinary.//  
 263 H: //useful.//  
 264 N: err.=  
 265 H: =science.  
 266 N: gen.  
 267 P: gen?  
 268 LL: science.  
 269 N: science ((unintelligible))  
 270 T: yes (.) ((unintelligible)) mathematician for example?  
 271 →H: (0.2) ve? [tr: and] err in nature (.) in nature?  
 272 T: in nature yes (.) there was a problem actually.  
 273 →H: in nature? err (0.4) sarmaşık [tr: ivy]

274 U: ivy.  
 275 →H: sarmaşık [tr: ivy] has err.=  
 276 T: =could you please search it? I don't know as well.=  
 277 U: =ivy.  
 278 T: /ai/?  
 279 U: /vı/.  
 280 T: haa (.) I will write it.  
 281 U: i - u  
 282 T: i? - u?  
 283 P: err y (.) y - u.  
 284 T: okay so from the beginning?  
 285 LL: i.  
 286 T: I?  
 287 P: v- y (.) i- v- y.  
 288 T: i - v - y (.) okay /aiva/ or? /aivi/ okay it is my first  
 289 time to hear it.  
 290 M: that's - that's true.=  
 291 U: =/aivi/  
 292 T: /aivi/  
 293 LL: /aivi/  
 294 T: okay thank you so much.  
 295 H: ivy (.) in the nature? ivy has a fibonacci numbers (.)  
 296 one one (.) two (.) three (.) err (0.3) err you can err  
 297 see err one ((laughter))  
 298 T: o:kay? ((Ms. Helin comes to the board to draw it)) you  
 299 can use it.  
 300 H: ((draws and says)) one one two err three five eight.  
 301 T: ehm.  
 302 H: one plus one is the equal to? (.) two.  
 303 H: one plus two? is equal to three.=  
 304 U: =yeah.  
 305 H: err sarmaşık (.) //ivy\* is one one err next order? two.=  
 306 T: //ivy.//  
 307 =ehm (.) okay.  
 308 H: err next order? three. ((draws))  
 309 LL: (0.2) o:h.  
 310 N: very interesting.  
 311 T: definitely.=  
 312 →H: =her sarmalda her= [tr: in every spiral ]  
 313 P: =every every ((laughter))  
 314 →H: every sarmal [tr: spiral]  
 315 LL: cycle cycle.  
 316 T: that's right.  
 317 →H: cycle başka bir şey ama. [tr: it's another thing though]  
 318 A: I wonder how long is going on (.) this series.  
 319 H: err is infinitive.

320 T: ehm.  
 321 A: in nature?  
 322 N: infinitive.  
 323 T: it's just an infinitive one. (0.3)  
 324 //but\* thank you so much? yeah.=  
 325 H: //err//  
 326 A: =thank you so much it's very interesting topic.  
 327 T: definitely (.) I'm enlightened now.  
 328 →H: err (0.2) interest example is rabbit (.) rabbitler  
 329 [tr: rabbits]  
 330 LL: rabbits?  
 331 →H: rabbitler.= [tr: rabbits]  
 332 T: =rabbits.=  
 333 H: =çoğalışı.  
 334 LL: haa.  
 335 T: breed (.) we can say breed.=  
 336 N: =born.  
 337 H: /b3:n/  
 338 T: /bo:n/ maybe we say breed.  
 339 H: err (0.2) breed >>breed breed breed<< breed of rabbit is one.  
 340 A: yes.  
 341 P: firstly.  
 342 H: one (.) one  
 343 N: ((unintelligible))  
 344 P: second?  
 345 O: breed?  
 346 →T: breed means? çoğalmak. [tr: to breed]  
 347 H: err z- Fibonacci said that? err this problem is breed of  
 348 rabbit.  
 349 T: ehm.  
 350 H: err he researched it rabbits.=  
 351 A: =about rabbit.  
 352 H: err.  
 353 U: observing?  
 354 →H: err ortaya çıkıyor işte hocam ((laughter)) [tr: they  
 355 occur Ma'm  
 356 T: occurs in that way.  
 357 →H: occurs (.) Fibonacci dizisi öyle çıkıyor Fibonacci  
 358 dizinden çıkıyor [tr: the Fibonacci series occurs from  
 359 the fibonacci series]  
 360 →U: şeyi de anlatabilirsin hocam tavşanlar nasıl oldu. [tr:  
 361 you can talk about how the rabbits were included in this  
 362 study Ms.]  
 363 →H: hocam tavşanları gözlemleyerek. [tr: by observing  
 364 rabbits]  
 365 T: //oka:y? so.//

366 →H: //bir bir bir\* sonra iki çoğalıyor.= [tr: they breed like  
367 one one then two]  
368 T: they are just breeding right?  
369 →N: üçüncüsü dördüncüsü. [tr: the third fourth]  
370 →U: her doğumda farklı mı. [tr: is it different in each  
371 breeding]  
372 →H: ingilizcem yetmedi ama çok ilginçti aslında. [tr: my  
373 English has not been enough to explain but it was  
374 interesting actually]  
375 →U: çok ilginçmiş. [tr: it was really interesting]  
376 T: maybe in the next one? in the next presentation of yours?  
377 (.) you can talk about fibonacci and also rabbits.  
378 H: yes.  
379 T: okay (.) but it's just an option (.) thank you so much  
380 (.) it was a <<really>> amazing one (.) for me. and I  
381 think I was really impressive for you as well?  
382 LL: yes.  
383 T: err I just found? some of the spelling mistakes.  
384 H: huh. uh?  
385 T: err the first one was about.=  
386 H: =natures?  
387 T: huh. uh?  
388 H: nature ((laughter))  
389 T: yeah it's about nature (.) huh. uh? the other one  
390 ((writes on the board)) (0.2) how do you call this one  
391 -0.2  
392 LL: electron.  
393 T: huh. uh? it is not /o/ but schwa sound electron.  
394 LL: electron.  
395 T: in English we just call like this (.) and? the other one? it was just ehm  
396 LL: uni - universe.  
397 T: okay it is /juniv3:s/  
398 LL: /juniv3:s/  
399 T: that's just all (.) but I really liked it (.) and  
400 hopefully the others will be like this? err I just-  
401 actually I'm waiting for the other one (.) about  
402 Fibonacci (.) so yeah. hopefully you will do it as well  
403 (.) oh okay so? the other- oh >>by the way<< <<who are  
404 you challenging.>> you need to give two names.  
405 H: I challenge to Mr. Murat.  
406 LL: ((laughter))  
407 T: ((laughter)) for the next week (.) oka:y?  
408 H: and I challenge to: Ms. Elif.  
409 D: //Deniz.//  
410 T: //Deniz\* Ms. Deniz oka:y (.) so? next week Ms. Deniz an  
411 Mr. Murat. are going to do (.) and also? right now we are

412 watching Mr. Nihat's video.

413 N: I think (.) like a child.

414 LL: ((watch Mr. Nihat's motivational video that is about  
415 three minutes))

416 T: okay (.) thank you so much. ((laughter))

417 LL: ((applaud))

418 T: really (.) really I appreciated with that (.) would you  
419 like to add something? would you like to say something  
420 about your video?

421 N: ehm I think err about this video about err what can I  
422 make a video err I remembered Nasreddin Hodja (.) err I  
423 made a video about err Nasreddin Hodja and err I can  
424 ((unintelligible)) people err science people  
425 ((unintelligible)) it's very important anecdote (.) err  
426 small ((unintelligible)) very big iden- identity  
427 anecdote. I err I am tired to paper? from err seventy  
428 years - I am working seven years for this paper.

429 T: I see.

430 N: well err because err I - I was searched and wrote about  
431 it mind (.) in the philosophy in the psychology err in  
432 the soci- soci.=

433 T: sociology?

434 N: sociology.

435 T: huh. uh?

436 N: I ((unintelligible)) wrote my papers (.)  
437 I ((unintelligible)) write this subject (0.2) thanks.

438 T: thank you so //much.//

439 U: //can I\* ask a question? (.) is there any  
440 character err not other cultures like Nasreddin Hodja or  
441 ((unintelligible)) Nasreddin Hodja.=

442 N: =yes.

443 U: or stolen from.=

444 N: =yes (.) like Nasredding hodja? he is a  
445 ((unintelligible))

446 P: figure.

447 N: like all the mens (0.2) meeting him (.) character. err  
448 arabik dünyasında?=  
449 T: =in //Arabic world.//

450 N: //Arabic (.) yes\* ((unintelligible)) and japan world  
451 (.) there are like a types.

452 O: Nasreddin Hodja (.) but the famous - the most famous in  
453 the world? (.) Nasreddin Hodja (.) Nas- Nasredding Hodja  
454 (.) err Nasreddin Hodja books like Mustafa Duman named  
455 → man write a book (.) twenty on bin [tr: ten thousand]  
456 sixteen.=

457 LL: thousand.

458 N: thousand.  
459 T: and two thousand (.) ehm.=  
460 N: connected.  
461 T: two thousand?  
462 →N: evet [tr: yes] Nasreddin hodja (.) last year published it  
463 in east of Turkey.  
464 U: so interesting.  
465 →N: err bu [tr: this] (.) ((laughter)) sorry.=  
466 T: =in English (.) this?  
467 N: ((laughter)) I am waiting your questions.  
468 T: okay.  
469 LL: ((laughter))  
470 →P: ben almancaya geçeceksiniz sandım bir anda.  
471 [tr: I thought you would move on with German]  
472 LL: ((laughter))  
473 T: what about the challenges (.) what about the challenges  
474 (.) <<who are you>> challenging?  
475 N: ehm.=  
476 T: =or let's say inviting.  
477 N: err I want to err challenge err Mr. Arden.  
478 T: huh. uh?  
479 N: and? Mr. Pamer.  
480 P: //yes.//  
481 T: //okay.//  
482 N: err two //persons\* (.) you can challenge after that.  
483 T: //so.//  
484 LL: ((laughter))  
485 T: definitely so?=  
486 U: =can I ask a question?  
487 T: yes of course (.) yeah yeah.  
488 U: ((turns to Mr. Nihat)) is Nasreddin Hodja is real? (.)  
489 real person?  
490 N: err ((unintelligible)) region of man (.) err he - he is  
491 live - lived in Eskişehir and Ak-Aksaray.  
492 U: but fiction.=  
493 N: =err is real (.) <<fourteen years>> I said <<fourteen  
494 years>> he is lived in this area.  
495 U: ehm.  
496 N: but? after then (.) told the err anecdotes according to  
497 Nasreddin Hodja.  
498 U: ehm like Timur's.=  
499 N: =Timur's=  
500 U: =elephants.  
501 →N: yes timur's elephants ((unintelligible)) go to a hamam  
502 (.) hamam? [tr: Turkish bath]  
503 →T: ehm Turkish hamam [tr: Turkish bath] or you can say

504 Turkish bath let's say?

505 N: err Timur ask <<to you>> err told me (.) what about price  
506 err Nasreddin Hodja told him to be- be back?

507 T: huh. uh?

508 →N: err five altın [tr: gold coin] - five //gold.//  
509 U: //gold//

510 T: gold.

511 N: five gold.

512 P: golds.

513 T: err four- five gold coins.

514 LL: coins.

515 N: coins.

516 T: huh. uh? ((writes coin on the board)) okay?

517 N: to be back err told him? ((intelligible))

518 LL: ((laughter))

519 →P: nasıl? [tr: how]

520 T: could you please explain this? ((laughter))

521 N: is err four gold coins err Nasreddin hodja told him? only  
522 → keep him your golds? sadece senin peştemaline bu fiyata  
523 verdim demek istiyorum. [tr: he says I only put a price on  
524 your loincloth]

525 T: ehm.

526 N: I will give it your golds.

527 T: gold coins.

528 N: gold coins.

529 T: gold coins huh. uh?

530 →N: that is - that is no: para etmez ((laughter))  
531 [tr: worthless]

532 U: priceless?

533 →T: ehm. priceless paha biçilemez anlamında [tr: it means  
534 invaluable] I think so.

535 N: this is (.) this=  
536 T: =it doesn't count.

537 U: use- useless.

538 T: huh. uh? (.) worthless?

539 LL: worthless.

540 N: worthless?

541 T: huh. uh?

542 N: worthless (.) this man.

543 T: ehm.

544 N: Nasreddin Hodja is a big man- very big man.

545 T: err I really enjoy actually while he was talking about  
546 (.) because? he is in the literature department (.) and  
547 he gives those kind of stories to us (.) and thank you so  
548 much actually (.) I'm really having fun when you talk  
549 about your stories motivational videos (.) it's just



550 really amazing. it's just- you're just showing that  
551 you're making a progress about yourself to talk about  
552 something.=

553 N: =thanks.=

554 T: =in a fluent way (.) thank you so much.

555 N: and I- err pardon pardon.=

556 T: =yes.

557 N: err can I ask you - err can I- can I <<tell you>>=  
558 T: =yeah of //course.//

559 N: //my friends\* thought err told I - I told a  
560 sentence in the video- the other video

561 T: oh the other one?

562 P: two.

563 N: I know- I know (.) don't tell impossible (.) impossible  
564 is impossible.

565 A: yes.

566 N: yes first one (.) this is very important err situation

567 T: yeah definitely.

568 N: I told err I told (0.2) once /esans/- /esans/ /esans/?  
569 → özü.= [tr: essence]

570 T: essence ((with the correct pronunciation))

571 LL: essence

572 →N: yani fikranın özü? (.) this sentence(.) olmaz olmaz deme?  
573 olmaz olmaz. [tr: I mean the essence of the anecdote is  
574 don't say impossible is impossible]

575 O: nothing is impossible.

576 T: or? nev-=

577 U: =never say never.

578 T: never say never.

579 LL: ((laughter))

580 N: ((unintelligible))

581 U: //never say never.//

582 T: //<<never say\* never.>>

583 U: in English never say never.

584 N: haa (.) never say never?

585 T: huh. uh? they always say this (.) <<never say never.>>  
586 (.) I mean? impossible is impossible.

587 N: not impos- haa.

588 T: yes impossible is impossible is equal to  
589 //never say never.//

590 N: //never say never.//

591 T: bravo: really bravo ((applaud)) it was nice. (.) oka:y? I  
592 just figured out some kind of mistakes.

593 N: yes.

594 T: okay (.) the first one.

595 N: lake ((laughter))

596 T: yes this is called /leik/ but that's fine? I think we  
597 know it right now (.) err I want to ask you this one (.)  
598 how? do you say.  
599 A: soldier.  
600 T: err this one ((shows the other one))  
601 LL: ((different pronunciations of asked)) /askɪt/ (.) /askt/  
602 T: /askɪt/? or? /askt/.  
603 LL: /askt/  
604 T: /askt/ oka:y? (.) if the last word- sound I mean ask  
605 /k/ /k/ (.) if there is <<no vibration?>> so you call it  
606 like /t/ sound.  
607 U: asked /askt/  
608 T: there is any vibration? Ask /k/  
609 LL: /k/ /k/.  
610 T: I think no right? /askt/  
611 LL: /askt/  
612 T: huh. uh? but for example err let's sa:y? (0.3) draw (.)  
613 actually not this one (.) this one ((writes))  
614 N: play  
615 T: play: /y/ do you feel the vibration?  
616 LL: /y:/  
617 T: play: so it is /pleɪd/ /d/ (.) if there is no vibration?  
618 you say /t/ but if there is a vibration like /y/ (.) you  
619 say /d/ (.) // /pleɪd/ //  
620 N: // /pleɪd/ //  
621 T: huh. uh?  
622 N: /pleɪd/  
623 T: huh. uh? /pleɪd/ (.) /askt/ (0.2) huh. uh? perfect okay  
624 (.) err last one? I think you say /maɪnd/? or /mɪnd/.  
625 H: /maɪnd/  
626 T: /maɪnd/ o:kay. it's very good (.) I think we fix the  
627 problems right now? (.) okay so? I want to show you some  
628 of the idioms err do you want to choose? (.) I mean which  
629 one do you want to start. (.) let the dust settle? out of  
630 this world? or? to have a soft spot (.) which one do you  
631 want to see first.  
632 P: (0.3) you choose?  
633 T: I can choose.  
634 P: ((laughter))  
635 T: but I asked you.  
636 U: (0.2) let the dust settle.  
637 T: okay everybody is agreeing?  
638 LL: yes.  
639 T: okay. (.) so:?  
640 LL: ((watch the video about let the dust settle idiom which  
641 takes three minutes))

642 ((suddenly electricity has gone))  
643 →U: cereyanlar gitti. [tr: electricity is blacked out]  
644 T: oh really (.) oh god (0.2) maybe I can just open it from  
645 here?  
646 →H: geldi. [tr: it is on]  
647 →U: ha geldi. [tr: it is on]  
648 →P: nasıl söyleriz hocam? Cereyan gitti cereyan geldi.  
649 [tr: how can we say the electricity is gone and back Ms.]  
650 T: ((smiles and focuses on the tv)) yeah it is just turned  
651 off.  
652 P: turn off ((not satisfied with the answer))  
653 U: electricity is gone.  
654 LL: ((watch the rest of the video which is about 1  
655 seconds))  
656 T: okay? so do you understand the meaning? err let the dust  
657 settle (.) for example there is a fight between people  
658 and they are just telling so many swearwords and they are  
659 arguing with each other but after then they just want to  
660 make a piece with each other (.) but people say err  
661 around them (.) they just say that (.) okay let the dust  
662 settle and just go and apologize from him (.) so I think  
663 it is about the <<calm down>> and? again just do what you  
664 want (.) so I think you have something in your life like  
665 this (.) or? if you want to give an example about let the  
666 dust settle in your life (.) what? can you say. (0.3) do  
667 you have something in your mind? (.) in which situation  
668 do you use actually let the dust settle.  
669 N: ((houghes)) err for instance  
670 T: huh. uh?  
671 N: err ((unintelligible)) err give the magazine.  
672 T: huh. uh? gives the magazine.=  
673 N: =magazine sh-shop man tell him (.) high expensive clothes  
674 and suddenly and (.) and angry then (.) WHY this- this is  
675 (0.3) this clothes err  
676 T: huh. uh?  
677 N: why this expensive (.) and he (.) let the dust /sitl/  
678 T: ehm. let the dust /setl/=  
679 N: =let the dust /setl/ after then? (.) I have- I have calm  
680 down.  
681 T: huh. uh?  
682 N: it was a calm down? and then? I was apol?=  
683 T: =apologize.  
684 N: apolize? them.  
685 T: okay? thank you (.) actually this is just like this (.)  
686 this is like what we are talking about.  
687 A: so? you are let the dust settle.

688 T: huh. uh? yeah you //let the\* dust settle.  
689 →N: //sakinleşmek// [tr: to calm down]  
690 LL: ((laughter))  
691 T: yes. ((lets Mr. Uygur speak))  
692 U: we: have to let the dust settle for what happening in the  
693 world because of election?  
694 T: huh. uh? huh. uh? yeah that's the right sentence actually  
695 in a meaningful way (.) yes actually we are waiting for  
696 it (.) letting the dust settle.  
697 U: yes. //what happening\* in the world.=  
698 T: //that's right.//  
699 =about the economy (.) I don't know (.) actually we don't  
700 know what's going to be happening in the world after all  
701 (.) so:? we're going to wait? we will say let? the dust  
702 settle. then we'll figure out how economy goes on (.)  
703 what's going to happen in the- in Turkey (.) or? in the  
704 world.  
705 U: but I mean? because of elections.  
706 T: yes that's right.=  
707 U: we talk about elections ((unintelligible)) someday or?  
708 after two weeks or one month err we have to (.) ((looks  
709 at Mr. Nihat)) let dust settle.  
710 T: huh. uh? that's right (.) anything else?  
711 →N: (0.4) hey size soruyor [tr: hey she asks you]  
712 ((laughter))  
713 T: (0.2) okay so? if you want? I can let you watch the other  
714 one? and we will give a break (.) alright?  
715 LL: yes.  
716 T: okay. (0.4) //out of this.//  
717 U: //are the idioms\* err suit for academic  
718 writing?  
719 T: this one?  
720 U: this one or others.  
721 T: err some of them are the good ones but some of them are  
722 err how to say? (.) for daily talks.  
723 U: daily talks.=  
724 T: =huh. uh? (0.2) informal ones not the official.  
725 LL: ((watch a new idiom video which is out of this world that  
726 takes one and half minutes))  
727 T: okay (.) that was just an easy one. out of this world  
728 (.) it mean amazing (.) perfect (.) great (.) everything  
729 you can just say for out of this world. for example err  
730 err ((looks at Mr. Murat)) oh you want to say something?  
731 M: no. ((laughter))  
732 T: oh I was like ((laughter)) okay (.) for example? my  
733 mother cooks err cooks mantı because half of my parents

734 are from Kayseri (.) so they are - she is doing mantı  
735 ((unintelligible)) and I say that her mantı is out of  
736 this world. it is so: much scrumptious delicious (.) I  
737 can say this one like that.

738 A: yes.

739 T: (0.2) err Mr. Osman? do you have anything?

740 O: err (0.4)

741 T: to say?

742 H: Mr. Osman is out of this world ((laughter))

743 LL: ((laughter))

744 P: exactly.

745 A: I think we are using it only positive way?

746 T: yeah only the positive way (.) only the positive  
747 Sentences (.) yes that's right.

748 A: yes.

749 T: (0.2) ((Ms. Helin raises her hand)) yes.

750 →H: ama badem aklıma gelmedi. [tr: but almond in English does  
751 not come in my mind]

752 T: which one?

753 →H: badem. [tr: almond]

754 T: almond? or nut..

755 H: almond (.) almond of Datça's

756 T: ehm?=  
757 H: =Datça almonds? //out of this world//  
758 T: //Datça's almond?\* yes.  
759 H: delicious.  
760 T: delicious (.) that's right so:? Datça's almond?  
761 →H: Datça's almond is deli-delicious mı.= [tr: is it]  
762 N: =delicious.=  
763 H: =out of this world.  
764 T: huh. uh? it is delicious you say.  
765 H: yes (.) it is delicious.  
766 T: okay (.) do you know another meaning err another word for  
767 delicious.  
768 N: (0.2) D-Datça is out of this world.  
769 T: ehm of course.  
770 N: out of this world.=  
771 T: =in Turkey. so:  
772 →H: burası cennet. [tr: it is like the heaven]  
773 T: you say delicious right?  
774 LL: yes.  
775 H: delicious.=  
776  
777 T: =err it has another meaning ((writes delicious on the  
778 board))  
779 N: /dılıtıs/ /dılıtıs/

780 T: /dɪlɪʃɪs/  
781 LL: /dɪlɪʃɪs/  
782 H: /dɪlɪʃɪs/  
783 T: /dɪlɪʃɪs/ the /ʃ/ sound (.) or? you can say? the cake is  
784 scrumptious (.) scrumptious it again in the same meaning  
785 with? (.) delicious (.) alright? scrumptious delicious.  
786 N: delicious.  
787  
788  
789  
790 T: yes (.) okay everybody? let's have a break then and when  
791 we come back we'll have a session with Alex (.) get ready  
792 with your questions? a:nd I think you and he will ask  
793 some questions to each other (.) see you in the next  
794 class.  
795 A: see you.  
796 T: <<see you.>>  
797 LL: ((come into the class after ten minutes))  
798 P: hello:  
799 T: hello again (.) welcome (.) I'm trying to connect him.  
800 U: Alex.=  
801 →O: konu-konu var? mɪ. [tr: is there any topic]  
802 T: oh by the way? you can just get (.) that one ((shows the  
803 signature paper)) (0.2) ((has a problem with the internet  
804 connetion)) oh god. ((tries to connect again))  
805 →O: konuyla ilgili herhangi bir şeyimiz var? mɪ. [tr: is  
806 there anything related to the topic]  
807 →T: oh no no no (.) hayır yok. [tr: no no]  
808 ((connects with Mr. Alex)) okay they have just arrived  
809 (.) so:? I'm just going to be turning the camera (.) is  
810 it okay?  
811 Al: sorry?  
812 T: err everyone is here right now? and I'm just turning the  
813 err laptop? if it's okay //for you.//  
814 Al: //yeah alright//  
815 T: oka:y?  
816 Al: alright.=  
817 T: =alright.  
818 Al: so: hopefully the internet connection isn't gonna break  
819 down again.  
820 T: err hopefully.=  
821 Al: =hello:  
822 H: hello.  
823 N: hello.  
824 Al: sorry?  
825 T: I think there is no problem I mean I see that one.

826 Al: yeah your internet connection is fine but? mine is a  
827 little bit <<bad.>> so ((unintelligible)) hopefully it's  
828 not gonna happen again. ((unintelligible))  
829 T: I guess right now that's okay (.) I mean we can just hear  
830 you? and the internet connection is just seem like? it's  
831 okay (.) yeah.  
832 Al: yeah (.) seem like that.  
833 T: alright so:? I want to leave you with my participants (.)  
834 alright?  
835 Al: yeah.=  
836 T: =you know the rules.  
837 Al: I know the ru:les.=  
838 T: =okay.  
839 Al: so:? hello again (.) it's good to see you all again  
840 LL: hello:..  
841 Al: yeah hello (.) how you doing.  
842 LL: fine.  
843 Al: you doing alright?  
844 LL: yeah alright.  
845 N: everything alright.  
846 T: so:? maybe (.) who wants to start the questions (.) what  
847 do you think.  
848 N: (0.2) err helo.  
849 →P: °o sorsun o sorsun.°= [tr: let him ask let him ask]  
850 N: =we can speak about a subject (.) //what? do you\* think.  
851 Al: //huh. uh?//  
852 N: what do you think (.) what do you think err Alex.  
853 Al: //err//  
854 N: //I want\* to speak ((unintelligible)) or err touristic  
855 place.  
856 T: you can come here ((tells Mr. Nihat))  
857 N: if you want.  
858 Al: maybe you ((unintelligible)) you can speak close to the  
859 <<microphone>> (.) that might be helpful (.) because  
860 ((unintelligible))  
861 T: okay (.) you can come here ((tells Mr. Nihat))  
862 N: hello: Alex.  
863 T: hello:..  
864 N: //how do you doing?//  
865 Al: //((unintelligible))//  
866 N: ((laughter)) err I think that err we can- we can for?=  
867 Al: =yeah.=  
868 N: =for your conversation (.) I think we can speak loved  
869 city or? touristic place (.) what do you think?  
870 Al: could you just repeat this again? because the internet  
871 connection is just bad.

872 T: (0.2) err can you repeat the question?  
873 N: haa yes (.) we can? - can? we. speak about /lovid/ city.  
874 /lovid/ city (.) or? touristic place (.) do you  
875 understand?  
876 Al: err at least ((unintelligible)) I don' get that.  
877 T: what do you say? ((ask Mr. Nihat))  
878 A: popular place.  
879 T: ehm popular place?  
880 N: popular place.  
881 T: ehm <<popular place.>> ((tells Mr. Alex))  
882 A: oh popular place.=  
883 N: =popular place or? /lovid/ city.  
884 T: °what is /lovid/°  
885 N: /lovid/ city /lovid/ city.  
886 →P: bilinen. [tr: known]  
887 →N: /lovid/ city sevdiğimiz şehir. [tr: beloved city]  
888 T: ha oka:y (.) the city that you love  
889 ((explains to Mr. Alex))  
890 Al: ehm sorry?  
891 T: ehm okay ((turns to Mr. Nihat)) so can you ask (.) the  
892 city that you love.  
893 Al: err city /lovid/ city /lovid/ city <<our /lovid/ city>>  
894 about.  
895 LL: ((laughter))  
896 Al: a city ((unintelligible))  
897 T: so:? it's about the city that you love.  
898 Al: sorry?  
899 T: the city <<that you love.>>  
900 Al: yes?  
901 T: or? touristic place right?=  
902 N: =touristic yes.=  
903 T: =so can you err ((turns to Mr. Nihat)) can he or can you  
904 talk about.  
905 N: yeah I'm curiosity <<your city.>> your city.  
906 //I mean\* Germany yes.  
907 Al: //my city.//  
908 N: err in your lived city (.) in Germany (.) yes in your  
909 lived city in Germany.  
910 Al: yeah I got it.=  
911 N: =I can- I can tell- can I tell you? (.) I can tell you?  
912 Al: huh. uh?  
913 N: ((unintelligible)) ((laughter)) ((waves his hand))  
914 Al: repeat it? ((laughter))  
915 N: thanks.  
916 LL: ((huge laughter))  
917 T: come back he says (.) come back he says.



918 N: ha.  
 919 T: so did you ask a question?  
 920 N: I am ((laughter)) I am err not true pronunciations (.) if  
 921 it- what if (.) I want to tell you: Alex err we can speak  
 922 about /lovid/ city.=  
 923 T: =/lʌvd/ city.=  
 924 N: =/lʌvd/ city (.) /lʌvd/ city.  
 925 Al: ehm.  
 926 N: or err or? touristic /plɪs/ (.) touristic /plɪs/=  
 927 T: =place.=  
 928 N: =place.  
 929 Al: okay.  
 930 N: do you? understand.  
 931 Al: so the city that I love.  
 932 N: yes.  
 933 Al: my favourite city.=  
 934 N: yes very nice very nice (.) favourite famous (.) this  
 935 word true.  
 936 Al: yeah why not? let's talk about that.  
 937 N: yes.  
 938 Al: err maybe you can tell me what is your favourite city  
 939 that you have been to.  
 940 T: what's your favourite city.  
 941 N: ha I enjoyed a lot of err Saint Petersburg.  
 942 Al: oh? Saint Petersburg.=  
 943 N: =yes.  
 944 Al: that is great cuz because I always wanted to go there.  
 945 N: yes.=  
 946 Al: =I want to go there once in a lifetime.  
 947 N: the all city was museum.  
 948 Al: huh. uh?  
 949 N: err a lot of building very olding after since big Petro  
 950 (.) big Petro //char big Petro.//  
 951 Al: //huh. uh?//  
 952 N: err Russian ((unintelligible))  
 953 Al: huh. uh?  
 954 N: err some lords? err (.) made? t his building err (.) by  
 955 yourself? a house (.) I visited as a house (.) the house  
 956 is Mr. Yusuf (.) Tatar Turks Yusuf.=  
 957 Al: =huh. uh?  
 958 →N: err a komutan (.) komutan? [tr: commander] ((asks his  
 959 friends to let him  
 960 know about the word))  
 961 LL: commander.  
 962 N: command in the Russia a- army.  
 963 Al: huh. uh?

964 N: he lived seventeen century? there was a house? <<twenty  
965 fives camera>> (0.2)

966 Al: oka:y?

967 N: yes (.) amazing really? this situation was amazing err  
968 amazing.

969 T: amazing ((with the right pronunciation))

970 N: amazing.=

971 Al: =yeah I think so.=

972 N: =yeah there was a tiyatros - theatre saloon (.)  
973 → bale saloon. [tr: ballet]

974 T: ballet.=

975 N: =ballet saloon.

976 T: huh. uh?

977 N: the other rooms (.) err there are ((unintelligible)) room  
978 (.) two ((unintelligible)) room.

979 Al: it seems like a big house (.) not actually a big house  
980 (.) <<palace>>

981 N: palace err no palace (.) normalite house.

982 LL: ((laughter))

983 N: err like Dolmabahçe.

984 Al: oka:y?

985 N: yes (.) it's true.

986 Al: it sounds very big.=

987 N: =yeah very big (.) the all old city? (.) the city- old  
988 city? and amazing but I was amazing that (.) err art is  
989 err very progressed in the city.

990 Al: //ehm.//

991 N: //there was\* theatre there is areas there- other  
992 (.) arts.=

993 Al: =yeah (.) their culture seems many arts?  
994 ((unintelligible)) arts like theatre (.) err musicals.=

995 N: =yes.=

996 Al: =err operas and stuff like that.

997 N: yes (.) thanks? I want to- I give (.) my queue the othe  
998 fri-friends.

999 Al: o:kay.=

1000 N: =thanks

1001 Al: thank you.

1002 N: //good bye.//

1003 Al: //very good.\* thank you.

1004 T: o:kay.

1005 N: okay.

1006 Al: who? would like to go next.

1007 P: Osman is coming.

1008 T: Osman is coming (.) Osman teacher.

1009 O: ((sits on the chair)) hi Alex? how are you (.) hi.

1010 Al: ye:s? I can hear you.  
1011 O: ((laughter)) err last time? you said that you came to  
1012 Turkey right?  
1013 Al: huh. uh?  
1014 O: in hotel?  
1015 Al: sorry man?=  
1016 O: =you are in hotel? or //some.//  
1017 Al: //ehm in\* hotel (.) yes ((unintelligible))  
1018 O: you did eat /dızərt? from any Turkish /dızərt/=  
1019 T: =/dız3:t/.  
1020 O: /dız3:t/  
1021 Al: o:h okay (.) yes of course? (.) I mean there were err  
1022 some Turkish dishes but? of course I mean it's a hotel(.)  
1023 and in the hotel? there are many many nation (.)  
1024 different cultures (.) and obviously all the food that  
1025 you get at the hotel is always according to me err (.) to  
1026 the guest they have (.) nationalities they have (.) so?  
1027 you find British dishes you find German dishes (.) you  
1028 find Italian dishes (.) French dishes and of course?  
1029 Turkish dishes. yeah? and I also tried some Turkish  
1030 dishes (.) maybe I have told you: ((unintelligible))  
1031 //actually I wouldn't//  
1032 O: //what is the best.//  
1033 Al: in Germany (.) a Turkish family ((unintelligible)) I was  
1034 teaching German to a very small Turkish boy and his  
1035 mother was always preparing food for me (.) the Turkish  
1036 cuisine (.) I don't know what it- I don't know what it  
1037 was <<called>> but it was like rolled leaves? a little  
1038 Al: bit rice in there err rolled err.  
1039 →H: °sarma? ° [tr: stuffed vine leaves]  
1040 T: huh. uh?  
1041 Al: and err self made cheese and err what else there.  
1042 →T: °I think he is talking about sarma.° [tr: stuffed vine  
1043 leaves]  
1044 →O: sarma?= [tr: stuffed vine leaves]  
1045 →N: =sarma anlatıyor.= [tr: he talks about stuffed vine  
1046 leaves]  
1047 O: =maybe it is sarma?  
1048 Al: sarma? okay?  
1049 O: err I used to Erasmus programme (.)  
1050 in Germany //err//  
1051 Al: //huh. uh?//  
1052 O: in Germany? I eat to banana /split/  
1053 Al: banana /split/=  
1054 O: =huh. uh banana /split/ and? I like it=  
1055 Al: =yeah?=

1056 O: =I so like it err can you compare? Turkish dessert and  
1057 err ban- banana /ʃplit/.  
1058 Al: wow u:h.  
1059 LL: ((laughter))  
1060 Al: never I can't really.  
1061 LL: ((laughter))  
1062 Al: it is two different worlds to me (.) the Turkish kitchen  
1063 is totally different (.) well done really (.) err German  
1064 kitchen or ((unintelligible)) kitchen and banana split  
1065 ((laughter))  
1066 O: ((laughter)) okay.  
1067 Al: these are very difficult things and? I ((unintelligible))  
1068 tell what is better if I compare one with the other (.)  
1069 Al: I can't say that because they are different.=  
1070 O: =yeah.=  
1071 Al: =and they have so different tastes and ((unintelligible))  
1072 it's err almost incomparable (.) it's like an idiom  
1073 ((unintelligible)) in Germany? which is comparing apples  
1074 with pears.  
1075 LL: ehm.  
1076 T: it's an German idiom.  
1077 →O: okay (.) fertig. [ger: done]  
1078 T: oh?  
1079 O: see you:..((waves his hand.))  
1080 A: oka:y. (0.2) so:? who is going to be the next one.  
1081 U: NEXT ONE IS YOU:..  
1082 LL: ((laughter))  
1083 T: next one? maybe you can ask a question.  
1084 Al: huh? sorry?  
1085 T: this time? maybe you can ask a question.  
1086 Al: <<maybe>> oka:y? err (0.2) I know that you all are in  
1087 Muğla. and I know that Muğla is an old town? and very  
1088 popular by the tourists (.) now you might be biased by  
1089 that (.) so:? it wouldn't look like Muğla? but (.)  
1090 therefore you might more recommend this to other people  
1091 outside of Turkey (.) and my question for you is? what  
1092 city? maybe that is not too well known to the outsiders  
1093 would you <<recommend>> to visit Turkey.  
1094 T: (0.2) ehm. (.) which city actually do you recommend (.)  
1095 //to vi\*sit.  
1096 N: //err.// (.) err I want to:?=  
1097 T: ((looks as Mr. Murat)) do you want to?  
1098 M: ((nods his head as a yes answer))  
1099 T: please come.  
1100 →N: (0.2) Antep'e gönder önce. [tr: make him visit Antep  
1101 firstly]

1102 LL: ((laughter))  
 1103 T: o:kay.  
 1104 A: (0.2) let him eat baklava.  
 1105 M: hi.  
 1106 Al: hello: (.) good to see you.  
 1107 M: I'm working on tourism management and? I work for tourism  
 1108 sector for err six years before.=  
 1109 Al: =huh. uh?=  
 1110 M: and now? I'm preparing master thesis on the subject of  
 1111 websites of hotels.  
 1112 Al: o-oka:y\*  
 1113 M: and? err quite a lot place err I went err prepare another report before?  
 1114 Al: huh. uh?  
 1115 M: and I recommend you: to go to (.) Nevşehir. //Göreme//  
 1116 Al: //Nevşehir.//=  
 1117 M: =Göreme  
 1118 LL: Cappadocia Cappadocia.  
 1119 Al: oka:y? and ((unintelligible)).  
 1120 M: it's a different err err (.) work shape err maybe we can  
 1121 say? ((looks at the teacher))  
 1122 T: ehm we say chimneys.  
 1123 Al: well well.  
 1124 M: ehm chimney yeah.  
 1125 LL: chimneys.  
 1126 T: huh. uh?  
 1127 M: chimneys (.) shape (.) natural shape  
 1128 T: fairy chimneys ((draws it on the board))  
 1129 M: fairy chimneys you can see there?  
 1130 →N: peri bacaları. [tr: fairy]  
 1131 M: yeah (.) and different experience err (.) you can have a  
 1132 → different experience there err (.) °balon° ismi °balon°  
 1133 [tr: name of balloon]  
 1134 T: air?=  
 1135 M: =air balloons (.) there.  
 1136 Al: (0.2) but what kind of experience can you - what can you  
 1137 do there that you can't do in other places.  
 1138  
 1139 M: view is quite different? and?=  
 1140 Al: =huh. uh?  
 1141 → M: (.) err un? beklenmedik err. [tr: unexpected]  
 1142 T: err unexp.=  
 1143 LL: =unexpected.=  
 1144 T: =unexpected.  
 1145 M: unex- it's unexpected view (.) you can see balloon.  
 1146 Al: oka:y?  
 1147 M: this err not usual place (.) maybe you can see it from

1148 website or photos?  
1149 Al: huh. uh? oka:y?=  
1150 M: =but different experience (.) and I want to ask you a  
1151 question.  
1152 Al: huh. uh? yeah pli:z  
1153 M: (0.3) you know (.) in Turkey? in Germany and other  
1154 countries=  
1155 Al: =huh. uh?=  
1156 M: =there was a political crisis.  
1157 Al: yeah?=  
1158 M: =countries are arguing each other about different  
1159 subjects and it affects also people's life here? or maybe  
1160 in German or another country also? err (.) what about now  
1161 M: (.) this is getting calm I think err (.) a little bit?  
1162 Al: huh. uh?  
1163 M: err what's the dif- idea of the people (.) about Turkey  
1164 and Turkey touristic place. (.) is it going to be  
1165 different? err (.) way? or? same.  
1166 Al: well ehm (.) err as you said (.) the relationship between  
1167 Turkey and Germany? is <<getting better.>> but it's still  
1168 not good and used be like ten years ago (.) and this is  
1169 still err (.) many people in Germany still afraid (.)  
1170 because of that. and err (.) maybe people want to come to  
1171 Turkey? (.) but? the fear run to problems (.) problems  
1172 that they simply work out (.) they say very briefly.  
1173 ((unintelligible)) or go somewhere else (.) and this is  
1174 what keeps the people from actually drawn from T-Turkey  
1175 (.) but? err (.) if I remember correctly? I've recently  
1176 read an article in a newspaper like this? it's that  
1177 actually most of the tourists travelling to Turkey are  
1178 rising again.=  
1179 T: =yeah.=  
1180 Al: =so: it's still like quite less than what it used to be  
1181 ((unintelligible)) but? it's rising again.  
1182 M: ((nods his head)) okay.  
1183 Al: b-but it's still - it still has an effect (.)  
1184 ((unintelligible)) I mean? I-I am really sorry about the  
1185 ((unintelligible)) (0.3) maybe because populations of  
1186 Germany and populations of Turkey might have struggled  
1187 (.) err they can- they share everyone's struggles like  
1188 that but? please don't affect us the normal people like  
1189 that.  
1190 M: yes.=  
1191  
1192 Al: = I mean (.) I've I have already told Yasemin that is  
1193 very close friend of mine and hopefully I will visit her?

1194 (.) err I- I don't care any problem between Turkey and  
1195 Germany (.) but hhh it's the politicians  
1196 ((unintelligible)) struggle that two or three leaders  
1197 lead madness.

1198 M: yes (.) I mean we talked with the people (.) and there is  
1199 no problem (.) err it's just an political argument  
1200 between the politicians in fact.

1201 Al: yes.

1202 M: okay ((smiles)) thank you.

1203 Al: yeah (.) here you go.

1204 →N: başka? [tr: anybody else]

1205 →A: ben (.) konuşayım. [tr: I shall speak]

1206 T: o:kay (.) Mr. Arden.

1207 A: (0.2) hello Alex?

1208 Al: hello:.

1209 A: I'm - I am Arden?=  
1210 Al: =huh. uh?

1211 A: err I want to: err tell you: err about? err (.) if you  
1212 try to come to Turkey? I- I can host you in my house.

1213 Al: oka:y? this is very nice?.=

1214 A: =don't worry about it? (.) err I can take a trip with you  
1215 in Muğla.

1216 Al: (.) huh. uh?

1217 A: but? if you want to go to err another cities? I can err  
1218 (.) make some program for you (.) //to take\* a trip.

1219 Al: //okay.//

1220 A: to - to go to Ankara Istanbul or anywhere (.) //is it.//

1221 Al: //u:h

1222 that's\* cool? because especially Ankara and Istanbul are  
1223 Al: the two cities that I still want to visit because I  
1224 haven't been there before and? maybe also Izmir (.)  
1225 because I haven't been there before so I want to go  
1226 there.

1227 A: yes (.) and I want to: ask you: about err Germany (.)  
1228 after three months? I am going to visit my brother.  
1229 //in Germany.//

1230 Al: //oka:y?//

1231 A: yes (.) he is staying in the err (0.3) Munich.

1232 Al: ah Munich (.) München.

1233 A: yes (.) before I go to Munich? I visit Berlin.

1234 Al: huh. uh?

1235 A: and I want to? visit some places in Berlin (.) err=  
1236 Al: =oka:y? yes?

1237 A: did you have: err (.) anywhere to: advice me? to go?  
1238 Al: ye:s (.) quite //a lot.//

1239 A: //in Berlin.//

1240 Al: cuz I've been err err I've been ((unintelligible)) very  
1241 recommend (.) the very first thing is? you need to see  
1242 the television tower.  
1243 A: television tower ((surprised))  
1244 Al: yeah a very big one (.) right near Berlin. It's very  
1245 famous with ((unintelligible)) err I was wondering if I  
1246 got the ((unintelligible)) (.) yeah I do (.) err give me  
1247 just a second? (.) I got it from a souvenir shop in  
1248 Berlin (.) this is what the television tower looks like.  
1249 A: yes.=  
1250 Al: =you see (.) youu see it right here.=  
1251 A: =yes.  
1252 Al: th- that's three hundred thirty meters tall (.) so?  
1253 that's very very big (.) actually Germany's biggest  
1254 Al: building (.) and? right here? ((unintelligible)) there is  
1255 a visitor's platform (.) //that\* you can go up there.  
1256 A: //ehm.//  
1257 Al: so: you can sit (.) take another ((unintelligible)) and go  
1258 all the way up here (.) and? you could see all of the  
1259 Berlin. (.) it's really cool ((unintelligible)) two  
1260 hundred meters and you could take it all of the Berlin.  
1261 It's really big.=  
1262 A: =interesting.  
1263 Al: ((unintelligible)) condition is pretty good (.) you can't  
1264 see the neighbours which are really far away.  
1265 A: (0.2) yes.=  
1266 Al: =so that's the recommendation of mine.  
1267 A: I think we have err (.) a place in Ankara (.) is err  
1268 similar to this tower.  
1269 Al: huh. uh?  
1270 A: we called it err Atakule. //is it?//  
1271 LL: //Atakule.//  
1272 H: yes.  
1273 A: but it is about fifty or hundred meters (.) only.  
1274 Al: yeah still //high indeed.//  
1275 A: //in Ankara.\* (.) your is very high.  
1276 Al: huh. uh? yeah.=  
1277 A: = >> this is the first one.<<  
1278 Al: sorry?  
1279 A: this is the first one you mean?  
1280 Al: yeah this is the first thing that I recommend you.=  
1281 A: =yes.  
1282 Al: the thing about Berlin is? there are many things (.) that  
1283 is quite interesting places ((unintelligible)) all around  
1284  
1285 Al: Berlin (.) all of the city. and we're talking about a big



1286 city err about four million people live in there (.) so:?  
1287 you might picture how big it is. (.) <<however>  
1288 especially where the tv tower is (.) this is where  
1289 historical Berlin part is ((unintelligible)) starting  
1290 from this. (.) you have many different things in facility  
1291 in tower ((unintelligible)) for instance? err  
1292 ((unintelligible)) which is very famous. right next to  
1293 the ((unintelligible)) is the? German parliament.  
1294 A: ehm yes.=  
1295 Al: =err.  
1296 A: err what about wall of Berlin (.) old //wall\* of Berlin or? ((unintelligible))  
1297 Al: //yeah.//  
1298 A: is there some piece of ruins? this wall?  
1299 Al: ehm it is. (.) it's called? East side gallery.  
1300 A: //east side.//  
1301 T: //e:hm//  
1302 Al: <<east side gallery.>> exactly (.) that's err two or  
1303 three kilometres err where the wall is still left. that's  
1304 the city's part ((unintelligible)) nothing more. what  
1305 special about this is? the part is straight  
1306 ((unintelligible)) and splitted in two cities with the  
1307 wall.=  
1308 A: =yes.  
1309 Al: so: that's originally very historical place (.) and many  
1310 tourists go there to take the photos of the wall (.)  
1311 because they can catch and see how the wall looked like  
1312 back in 1899.  
1313 A: ehm. (.) yes (.) okay thank you. I will //visit.//  
1314 Al: //yeah.//  
1315 A: and I'm waiting for you? in Muğla.  
1316 LL: ((laughter))  
1317 Al: okay.=  
1318 A: oka:y? ((laughter)) thank you very much.  
1319 Al: thank you (0.2) oka:y now? maybe? I have talked to men  
1320 (.) how about women.=  
1321 T: =ladies.  
1322 Al: I haven't talked to a woman yet.  
1323 T: oka:y? (.) someone is coming.  
1324 U: do you know famous ((tells Ms. Helin))  
1325 LL: ((laughter))  
1326 H: hello.=  
1327 Al: =hello:.. ((with an energetic voice))  
1328 LL: ((laughter))  
1329 H: my name is Helin.  
1330 Al: ((laughter)) hello:..=  
1331 H: =hello? my name is Helin.

1332 Al: hello.

1333 H: err. I am mathematician >>in department of mathematics in  
1334 faculty of science?<<

1335 Al: oka:y? ((smiles))

1336 H: err (.) err (.) err (.) I can say that anything? but I  
1337 went to: Berlin two years ago:?

1338 Al: huh. uh?=  
1339 H: =err. Berlin is.=

1340 Al: =did you like that?  
1341 H: yes (.) I liked but? when I was err (.) Berlin? I am  
1342 boring.

1343 O: boring? or bored Ms.=

1344 T: =ehm.=

1345 H: =because? (.) bored bored bored?  
1346 T: huh. uh?

1347 Al: huh. uh?  
1348 H: because? (.) very high building (.) err (0.2) I am not  
1349 err (0.2) see son.

1350 Al: yes?=  
1351 H: see sun ((laughter)) err ice? (.) because? I bored  
1352 ((laughter))

1353 Al: oka:y?  
1354 H: err (0.3)

1355 →N: devam (.) devam devam. [tr:preceed]  
1356 →P: neden //ziyaret ettin.// [tr: why did you visit there]  
1357 →H: //ne diyeceğimi\* söyleyemedim. (.) hani burada  
1358 güneşi görmeye alışkınız diyeceğim de. [tr: I could not  
1359 say what I was supposed to say (.) I will say that we are  
1360 used to the sun]  
1361 T: we are used to:?  
1362 H: ehm (.) we are used to:? s- see the (.) sun?

1363 Al: huh. uh?  
1364 H: err (.) in Muğla? (.) okay. ((laughter))

1365 Al: yea:h (.) I know it's that generally very sunny (.) where  
1366 you are.=

1367 H: =and? err in july? (.) in july? err two years ago? (.)  
1368 during err (0.2)

1369 N: this time?=  
1370 →H: =during this time err (0.2) I am heyecanlandım [tr: I got  
1371 excited]  
1372 ((laughter))

1373 T: excited.=  
1374 H: =//I am excited.//

1375 Al: //so we:ll that's\* fine:.  
1376 H: firstly errr I speak err (0.2)

1377 N: another man.=

1378 H: =another err (.)  
 1379 →N: yabancı adam.= [tr: foreigner]  
 1380 →H: hocam kafamı karıştırıyor ya [tr: Ma'm he makes me  
 1381 confused] ((laughter))  
 1382 Al: oka:y go on?=  
 1383 H: =firstly I can speak err (.) another (.) ((looks at  
 1384 teacher))  
 1385 T: yes.=  
 1386 →H: =ülkeden birisiyle konuşacağım diyeceğim de. [tr: I will  
 1387 say that I will talk to someone from another country]  
 1388 T: ehm oka:y.  
 1389 →H: yabancı birisiyle konuşacağım yani.= [tr: I mean I will  
 1390 talk to a foreigner]  
 1391 T: =first time?  
 1392 H: first time=  
 1393 T: =to talk to someone?=  
 1394 H: =to talk to someone.=  
 1395 T: =in another country.=  
 1396 H: =in another country err person.=  
 1397 Al: =huh. uh? oka:y?  
 1398 H: err (.) err ((Mr. Nihat stands up and comes in front of  
 1399 the camera))  
 1400 N: err she is speaking (.) until now? (.) Turkish people.  
 1401 Al: yeah.  
 1402 H: ((laughter))  
 1403 Al: so: actually (.) I am the first foreigner to talk to.=  
 1404 T: =((unintelligible))  
 1405 H: I don't understand (0.2) I don't understand.  
 1406 Al: oka:y so? << am I: the first person who is not Turkish>>  
 1407 talking to.=  
 1408 H: =//yes.//  
 1409 N: //yes\* it's true.  
 1410 LL: ((laughter))  
 1411 T: he is the first one right? ((looks at Ms. Helin))  
 1412 Al: <<really?>>  
 1413 →H: yeah >>in the classroom the first<< yani [tr: I mean]  
 1414 ((laughter))  
 1415 Al: ((laughter)) (0.2) ((unintelligible))  
 1416 H: err (0.2) err (.) I am from Datça? (.) Datça is tourism  
 1417 center?  
 1418 Al: huh. uh?=  
 1419 H: =then err (0.2) to-tourist is (.) >>very crowded<< in  
 1420 Datça.  
 1421 Al: ah yeah (.) I-I //imagine.//  
 1422 H: //t-to//  
 1423 Al: maybe the tourists are usually very very packed (.) all on the streets?

1424 H: yes yes.=  
 1425 Al: =yeah.  
 1426 H: okay (.) thank you.  
 1427 Al: yea:h //I am glad th-//  
 1428 H: // I am sorry\* I am //sorry//=  
 1429 T: //no:./.  
 1430 Al: =no:..  
 1431 H: ((laughter))  
 1432 Al: it's good it's good (.)that was good.  
 1433 H: err (.) next time? err I am (.) very well.  
 1434 Al: okay. //look forward to.//  
 1435 →H: //inşallah.// [tr: hopefully] ((laughter))  
 1436 LL: ((laughter))  
 1437 T: hopefully.=  
 1438 →H: inşallah hopefully. [tr: hopefully] ((waves her hand))  
 1439 Al: see you.  
 1440 LL: ((laughter))  
 1441 Al: that was nice:..  
 1442 T: yeah that was nice. (.) err anybody? wants to talk about  
 1443 something? (.) err Ms. Deniz do you want to ask  
 1444 something?=  
 1445 N: =err sec- second lady.  
 1446 →P: ((unintelligible)) hocam. [tr: Ma'm]  
 1447 T: okay (.) another lady's coming.  
 1448 Al: very good (.) very good.  
 1449 →H: hocam benden iyidir herhalde. [tr: Ms. Deniz is better  
 1450 than me I suppose]  
 1451 T: you were great ((supports by shaking Ms. Helin's hand))  
 1452 D: hello.  
 1453 Al: hello:..  
 1454 D: ((laughter)) I am Deniz (.) I am chemistry department at  
 1455 Muğla Sıtkı Koçman University?  
 1456 Al: //oka:y?//  
 1457 D: //err\* (0.4) err  
 1458 Al: so:  
 1459 D: ((laughter)) can - can you ask me?  
 1460 Al: yeah why not? err (.) what- err what was your favourite  
 1461 city in southern Turkey that you have been to.  
 1462 D: err my favourite city in Turkey? ehm (.) in Aydın.  
 1463 Al: Aydın?  
 1464 D: yes in Aydın ((laughter)) I was born in Aydın and? I  
 1465 lived in Aydın.  
 1466 Al: huh. uh?=  
 1467 D: =err (.) Aydın is very nice city in Turkey.  
 1468 Al: huh. uh?  
 1469 H: Kuşadası.=

1470 D: =and? Aydın is near the seaside?  
1471 Al: oka:y?  
1472 D: huh. uh?  
1473 →A: inciri meşhur. [tr: the fig of Aydın is well known]  
1474 D: //and?//  
1475 Al: //is it\* is it - is it in south of Turkey?  
1476 D: yes (.) Aydın figs is very popular in Turkey?  
1477 Al: huh. uh?  
1478 D: (0.2) that is.  
1479 T: //you went to Czech Republic\*  
1480 right?  
1481 Al: very good very good (.) //why is it popular?//  
1482 It's because of its sea?  
1483 T: can you repeat the question?  
1484 Al: sorry?  
1485 →H: anladım ben ne sorduğunu. [tr: I have understood what he  
1486 has asked]  
1487 T: err can you repeat the question?  
1488 →H: yani doğuda mı batıda mı diye soruyor. [tr: I mean he  
1489 asks whether Aydın is in east or west]  
1490 T: ehm.=  
1491 H: =close the Izmir.  
1492 Al: why is it?=  
1493 D: =close to Muğla (.) close- near the Izmir? near the  
1494 Muğla.  
1495 Al: ok:ay? so (.) about that=  
1496 D: =huh. uh?=  
1497 Al: =and err why is it so popular (.) because <<you've just  
1498  
1499  
1500 Al: said that>> many tourists are there and it's very  
1501 crowded? Is it because it is near sea? (.) are there some  
1502 special things in this city (.) //the tourist is why?//  
1503 T: //why is Aydın popular.//  
1504 →N: neden meşhur? [tr: why is it popular]  
1505 D: ehm Aydın is very err touristic place?  
1506 Al: huh. uh?=  
1507 D: =it's touristic place? (.) in <<summer>> Aydın has err  
1508 tourist (.) err very crowded city?  
1509 Al: huh. uh?  
1510 D: have a tourist and?  
1511 →N: (0.2) Selçuk müzesi var de. [tr: say there is Selçuk  
1512 museum in Aydın]  
1513 D: ((laughter)) err Selçuk museum.  
1514 Al: oka:y?=  
1515 D: =huh. uh? ((unintelligible)) err Aydın has a museum.

1516 →N: Meryem ana kilisesi var. [tr: there is the house of Mary]  
1517 →H: ha evet. [tr: ah yes]  
1518 T: is it in Izmir?  
1519 LL: izmir?  
1520 →N: Selçuk Selçuk ayrı. [tr: Selçuk is distinctive from  
1521 Izmir]  
1522 Al: is it a historical museum? or=  
1523 D: =yes historical museum.  
1524 Al: huh. uh?  
1525 D: Kuşadası and touristic city err.=  
1526 H: =Didim.=  
1527 D: =Didim and touristic city has err- Aydın has err Didim  
1528 and Kuşadası (.)  
1529 Al: huh. uh? oka:y? (.) sounds cool.  
1530  
1531 →D: dağından (.) zeytin dalından (.) ovasından ((laughter))  
1532 [tr: from the mountain (.) olives are from the mountains  
1533 (.) from the plain] anlatamayacağım ama onu [tr: but I  
1534 cannot explain it]  
1535 T: maybe you can say it's popular with the olives.  
1536 D: ehm (.) Aydın has oil - olive oil.  
1537 Al: yes.=  
1538 D: =famous olive oil (.) and famous fig.  
1539 Al: oka:y?  
1540 A: and? one of the seven wonderful.=  
1541 Al: =I really love olive oil (.) especially while cooking  
1542 with that.=  
1543 D: =yes.=  
1544 Al: =maybe? so (.) maybe if I'm gonna be in Muğla? I just  
1545 wanna pop down in Aydın and? get myself some olive oil.  
1546 →D: anlamadım? [tr: I do not understand]  
1547 T: err if he comes to Muğla? (.) he will just get some olive  
1548 oil from Aydın actually. (.) he's fancy of olive oil - he  
1549 loves olive oil.  
1550 D: haa.  
1551 LL: ehm.  
1552 T: huh. uh? (.) probably when he comes to Turkey? he will  
1553 buy olive oil from Muğla I guess.  
1554 D: ha yes (.) okay okay.  
1555 →O: Muğlan'nın da meşhur. [tr: olive oil of Muğla is popular  
1556 as well]  
1557 N: ((unintelligible))  
1558 D: huh?  
1559 N: ((unintelligible))  
1560 D: ((laughter)) maybe?  
1561

1562 Al: now ((unintelligible)) maybe not in Turkey it was  
1563 somewhere else in the world that you like?  
1564 T: ehm (.) out of Turkey (.) do you have any favourite city  
1565 or country.  
1566 D: ha. (.) err I lived in Prague err //Czech Republic//  
1567 Al: //u:h?//  
1568 D: huh. uh?=  
1569 Al: =wo:w.  
1570 D: huh. uh? for three months before err (.) one month (.)  
1571 one month ago? (.) I come back in Turkey?  
1572 Al: huh. uh?=  
1573 D: =Prague is very nice city?=  
1574 Al: =a lot of attractions.=  
1575 D: =yes yes (.) historical city and? (.) very very popular  
1576 city and Prague has err a (0.2) /kestl/ (.) /kestl/=  
1577 T: =/kesl/.  
1578 D: castle is very nice.  
1579 Al: =yeah.  
1580 D: and? ehm Charles bridge (.) //Charles bridge is very  
1581 nice.//  
1582 Al: //yeah Charles bridge.//  
1583 D: I studied and Czech academic of science?  
1584 Al: huh. uh?=  
1585 D: =((unintelligible))=  
1586 Al: =huh. uh? oka:y?  
1587 D: huh. uh? (.) but? err my English is so so? ((laughter))  
1588 and Prague.=  
1589 Al: =that's oka:y?=  
1590 D: =and Prague err uhm (.) Prague I speak the other people  
1591 is very difficult((laughter))  
1592 Al: huh. uh? yeah yeah (.) I know it's quite difficult.  
1593 D: huh. uh?  
1594 Al: I agree with that (.) and never been to Prague before  
1595 but? suddenly wanna go there sometime.  
1596 D: huh. uh?=  
1597 Al: =cuz I really love the <<old>> buildings (.) I do believe  
1598 that there <<so many old buildings.>> =  
1599 D: =yes //yes.//  
1600 Al: //as you\* mention castles and danube are also there  
1601 and err.  
1602 →T: you know what Danube is? (.) Danube river? Tuna nehri.  
1603 [tr: The Danube River]  
1604 D: river yes (.) river.  
1605 Al: the Danube river or in Germany we call like  
1606 ((unintelligible)) that's what we=  
1607 D: =but I live- life (.) the life is ehm (.) easy in Prague

1608           (.) transportation is very ehm easy.  
1609       T: huh. uh? easy?  
1610       D: transportation is easy.  
1611       Al: oka:y?  
1612       D: but? it's very cold city err ((laughter))  
1613       Al: comparison with Turkey.=  
1614       D: =compare in Muğla? ((laughter))  
1615       Al: yeah I know (.) that's normal to this region in the  
1616            ((unintelligible)) of Europe (.) and in Europe it's  
1617            usually cold.=  
1618       D: yes.  
1619       Al: and now? I will jut twist the camera? maybe you can see?  
1620            outside my window?  
1621       A: yeah.  
1622       Al: you might wanna see it is quite <<rainy>> today?  
1623       D: yes.  
1624       Al: and that's about the average here? in these regions.  
1625            ((unintelligible)) here to settle Europe.  
1626       T: alright? so:  
1627       Al: unfortunately.=  
1628       T: =excuse me? how many degrees right now (.) is it (.) in  
1629            Germany.  
1630       Al: oh sorry?  
1631       T: how many degrees.  
1632       Al: eleven or twelve degrees.  
1633       T: ehm (.) oka:y.=  
1634       Al: it's not that much.  
1635       T: I see.  
1636       D: thank you: ((laughter))  
1637       Al: yeah? thank you very much //it was good.//  
1638       D:    //you are wel\*come.  
1639       LL: ((laughter))  
1640       Al: ((laughter))  
1641       T: so:? do you have any extra questions? or? (.) Mr. Osman  
1642            do you want to? (.) okay. (.) I think today? that was  
1643            just all? to:=  
1644       Al: =okay.=  
1645       T: =or for this session (.) but I want to ask you something  
1646            (.) I realized- I observed something when I was in  
1647            Germany (.) err in the bus? - when you just get on the  
1648            bus? People sometimes put their bags to the next seat.  
1649       Al: yes.  
1650       T: and? it means that? I don't want anybody next to me (.)  
1651            do not sit (.) //is it right?//  
1652       Al:    //huh. u:h?\* exactly.=  
1653       T: =can you explain this to me? (.) why is it like that (.) can you just expla



1654 Al: it's err (.) Germans - Germans are quite rude sometimes.  
1655 LL: ((laughter))  
1656 Al: and they don't like people around them.=  
1657 T: =o:kay.=  
1658 Al: =so:? err I've done it to myself too (.) when I'm like  
1659 absolutely stressed? I just play some music and I don't  
1660 wanna talk to <<anyone.>> and? don't wanna see anyone (.)  
1661 then just gonna take my bag on the right- on the seat  
1662 next to me? so: nobody is in touch with me (.) it's  
1663 because we Germans (.) sometimes? just don't wanna do  
1664 with anyone (.) and? just wanna stay ((unintelligible))  
1665 don't wanna talk to nobody (.) don't wanna see anyone err  
1666 it's quite rude sometimes.  
1667 T: o:kay.=  
1668 Al: =it's just like this. ((laughter))  
1669 T: ((laughter)) I mean I was always wondering this question I mean when I was  
1670 Al: yeah.=  
1671 T: =I came across with this situation a lot (.) so? that's the reason why I as  
1672 Al: maybe it's not err does not only ((unintelligible)) bus or on the street.=  
1673 T: =ehm.=  
1674 Al: =cuz if you're on the street? and you're passing someone?  
1675 err don't expect them to greet you (.) or they don't  
1676 expect you to greet the other one (.) I have experienced  
1677 when I was in <<England.>> I was - it was the reason (.)  
1678 err I was looking for somewhere to eat and err I was  
1679 walking down the street? and suddenly? Someone  
1680 ((unintelligible)) there and asked him do you? know  
1681 anywhere to get some food (.) and we talked like thirty  
1682 minutes (.) chatted together (.) err if that happened to  
1683 Al: me in Germany? if it was in the middle of the night in  
1684 Germany? and I would be walking on the street? I would  
1685 ((unintelligible)) someone asking someone (.) do you  
1686 know? any place where I can get some food? the person I  
1687 pop around would just run away?=  
1688 T: oh really?=  
1689 Al: almost call the police because I'm a stranger.  
1690 T: wow that's really strange actually (.) I mean in  
1691 <<Germany>> I mean if you just ask something to them at  
1692 night? If you- I mean when you just said that? and they  
1693 don't answer you: (.) they just run away right?  
1694 Al: yeah exactly.=  
1695 T: =oh God. (.) yeah but it just occurs I think (.) in every  
1696 single country (.) and we have different cultures (.)  
1697 habits? And behaviours (.) I think this is related to the  
1698 people as well.  
1699 Al: huh. uh?

1700 T: oka:y.  
1701 Al: yes (.) it is.  
1702 T: yeah Alex? I think this is the end of our session? (.)  
1703 but we really want to thank to you? we are really  
1704 appreciated to welcome you in our classes? (.) and?  
1705 hopefully we will have a chance again but so far? It was  
1706 just really good. //it was\* fun.  
1707 Al: //I -I//  
1708 T: I-I am going to leave you with my class maybe they want  
1709 to say good bye to you oka:y? (.) I will just go righ  
1710 like this.  
1711 Al: alright. so:? thank you very much for having me? (.) it  
1712 was really good with you (.) so. good bye:.  
1713 LL: thank you (.) good bye ((waves their hands))  
1714 T: oka:y (.) bye.  
1715 Al: that was really good (.) oki doki.  
1716 T: o:kay. (.) see you.  
1717 Al: right (.) I'm gonna hang up now.  
1718 T: alright.  
1719 Al: oka:y? see later then bye bye.  
1720 LL: see you:.  
1721 Al: bye:.  
1722 LL: bye.  
1723 T: okay (.) okay everybody.  
1724 A: I think? you asked about transportation.  
1725 T: =huh. uh?=  
1726 A: =public transportation.=  
1727 T: =yes (.) think about this is a public transportation bus?  
1728 //oka:y?//  
1729 A: //yes.//  
1730 T: there are two seats right?  
1731 LL: huh. uh?  
1732 T: sometimes err they just sit here? (.) and they put their  
1733 bags? and books? to here (.) it means that? (.) I don't  
1734 want anybody next to me (.) I want to be alone? (.) stay  
1735 away from me (.) I don't want to sit with you.=  
1736 A: =but if you ask him? to take his bag?  
1737 T: err they getting err how to say (.) overreacting so? they  
1738 are getting so much angry (.) take it like this ((with an  
1739 angry face))  
1740 LL: ((laughter))  
1741 T: they get so: much angry about it (.) so:? if you see someone? who just puts  
1742 LL: ((laughter))  
1743 T: just a suggestion in Germany. (.) alright so:? this is  
1744 the end of our session as well? (.) I want to say <<thank  
1745 you>> to you all? //for your questions. //

1746 A: // thank you://  
1747 T: and for //your motivation\* as well?  
1748 N: //thank you.//  
1749 T: err I think? next week we're going to move on with  
1750 presentation skills? and? after the following weeks? you  
1751 are going to make a <<real presentation.>>  
1752 A: ehm.  
1753 H: what about?  
1754 A: how?  
1755 T: it's about - it's your choice. but? it's going to be  
1756 three minutes? and you're not going to read that much.  
1757 (.) and try to talk naturally.  
1758 O: yes.  
1759 T: oka:y? (0.2)  
1760 A: shall we prepare a video?  
1761 T: yes? you can prepare powerpoint presentation or video  
1762 something like that (.) okay? next week? we have Mr.  
1763 Murat's Ms. Deniz's  
1764 D: err.=  
1765 T: =no Mr. Pamer's?=  
1766 →D: =yalnız ben önümüzdeki hafta olamayacağım. [tr: but I  
1767 won't be here next week]  
1768 T: err you can send me your video?  
1769 D: okay.=  
1770 T: =and I will just watch them (.) okay?  
1771 D: okay.  
1772 T: thank you so much.  
1773 A: it's also my turn (.) next week.=  
1774 T: =next week? your turn.  
1775 A: for challenge video.=  
1776 T: =yes (.) for the three minute motivational video.=  
1777 A: =yes.  
1778 T: o:kay (.) perfect.  
1779 U: see you teacher.  
1780 T: see you. (.) taka care (.) thank you so much.

16.04.2019

1 P: hello.  
 2 T: hello: Mr. Pamer (.) how are you?=  
 3 P: =fine and you?=  
 4 T: =welcome to the class I'm fine.=  
 5 P: =thank you:.  
 6 T: thank you (.) Mr. Pamer? (.) I was going to give you  
 7 something.  
 8 P: yes.  
 9 T: wait a second? (.) yes ((turns to Mr. Pamer)) the week? I  
 10 think you were just a little bit late?=  
 11 P: =yes.=  
 12 T: so you couldn't get the one. err this was about the err  
 13 questionnaire and survey? we've forgotten about writing  
 14 with you? (.) so: yes.  
 15 P: thank you.=  
 16 T: =if you are free (.) can you? just fill it in?=  
 17 P: =okay. (.) today?=  
 18 T: =today huh. uh?  
 19 P: okay.  
 20 T: (0.2) also I have another thing? (.) this is going to be  
 21 like homework? but you will not look at the? vocabulary  
 22 you will not look at the internet oka:y?  
 23 P: yeah.=  
 24 T: =so you will just try to guess.  
 25 P: okay. a:nd? err you write err (.) you wrote whatsapp  
 26 ((unintelligible)) you want to the err (.)= ((flicks his  
 27 fingers))  
 28 T: =oh okay (.) challenge?  
 29 →P: challenge not (.) görüşme neydi?=[tr: what was interview  
 30 in English]  
 31 T: =oh interview.=  
 32 P: =interview.  
 33 T: yes.  
 34 P: but I - I don't write any- anything?=  
 35 T: =yes that's right.  
 36 P: ((laughter))  
 37 T: and I was very ((unintelligible)) oka:y.  
 38 P: I didn't give the answer.=  
 39 T: =that's fine (.) so after you've finished it? I will make  
 40 an interview with you.=  
 41 P: =o:kay. ((laughter))  
 42 T: very good ((laughter))  
 43 →P: ((talks to Ms. Deniz)) merhabalar nasılsınız? [tr: hello

44           how are you]

45     →D: iyiyim sağolun siz nasılsınız? [tr: I'm fine thanks how  
46           are you]

47     →P: sağolun (.) sağolun hocam. [tr: thanks (.) thanks Ms.]

48     T: (0.4) okay so <<do at home?>> but do not look at the  
49           dictionary oka:y? do not look up the dictionary.=

50     P: =okay?=  
51     T: =err these are the idioms that we learned in the  
52           classroom?=  
53     P: =yeah.  
54     T: ehm I am not giving any points? no points? but I want to  
55           know which one do you know? and don't you know alright?  
56     P: for your research?=((laughter))  
57     T: =for my research? yes (.) but do not look at it oka:y?  
58     P: okay.  
59  
60     T: perfect. (0.4) so Mr. Pamer we? are going to watch your  
61           video today.=  
62     P: =yes.  
63     T: err Ms. Deniz is not going to present it? and Nihat err  
64           not Mr. Nihat (.) Mr. //Arden\* forgot his video.  
65     P:                           //Arden//  
66     T: I think?=  
67     P: =I don't forget ((laughter))  
68     T: so we're only gonna watch yours ok:ay?=  
69     P: =okay. (.) err I think err we err we (.) recorded -  
70           record in the morning t-to-today.=  
71     T: =today ha?=  
72     P: =yeah (.) and? I speak err four minutes ((shows by his  
73           fingers))  
74     T: ye:s? but that was fine (.) I just watched it?=  
75     P: =yes okay?=  
76     T: =but you didn't challenge anybody.  
77     P: yea:h I- my idea (.) is (.) in mind.  
78     T: o:?kay. perfect. ((laughter))  
79     LL: ((laughter))  
80     →D: (0.2) ay hocam [tr: ah sir]((laughter))  
81     T: that's fine.  
82     →P: (0.5) şey spontane konuştum şeyde. [tr: well I spoke  
83           spontaneously in the]  
84     T: oh that's fine //that's\* really okay  
85     P:                           //yes?//  
86     T: I just watched it? (.) it was good.=  
87     P: =okay (.) t-thank you.  
88     T: you are welcome.  
89

90  
91 →P: sadece topicleri yazmış mıydım? sadece onlara baktım (.)  
92 sırayla ne konuşcağımız diye [tr: I only wrote the topics?  
93 I only looked at them in order to know what I will speak  
94 in an order]  
95 T: ha that's- that's fine //that's fine.//  
96 →P: //bu kadar.// [tr: that's all]  
97 T: I wanted you to talk spontaneously so that's okay.  
98 P: thank you thank you.  
99 T: you're welcome. ((laughter)) (0.2) so Mr. Nihat did? it  
100 Mr. Uygar did it (.) err Ms. Helin (0.2) Ms. Deniz will  
101 just do this? (0.4) err Mr. Pamer will do this (0.2) Ms.  
102 Esin? okay. so:? Ms. Deniz? do you think Mr. Osman will  
103 do motivational video this week? (0.2) so you: are going  
104 to be the one//to:\* give the motivational video.  
105 D: //huh. uh?//  
106 T: err Mr. Arden? //Mr. Pamer.\* there was one more person.=  
107 D: //huh. uh?//  
108 =yes.  
109 T: do you remember the person.=  
110 D: Mr. Osman.=  
111 T: =Mr. Osman.  
112 D: huh. uh?  
113 T: o:kay. (.) alright?=  
114 D: =I think.  
115 T: okay so:? for the next week (.) welcome? ((tells Ms.  
116 Ceren)) (.) you need to give some names.  
117 D: okay.  
118 T: okay? ((turns to Ms. Ceren)) hello.  
119 →C: (0.4) kimse yok? mu. [tr: is there anybody]  
120 →P: aşağıdalar herhalde. [tr: I suppose they are at  
121 downstairs]  
122 T: yeah there are Mr. Uygar and Mr. Arden.=  
123 D: =Mr. Arden.  
124 T: ((unintelligible)) here I guess?  
125 D: huh. uh?  
126 T: okay.  
127 C: geçen hafta olmadı değil? mi.  
128 T: no (.) we didn't have lesson.  
129 →C: şey vardı toplantı vardı. [tr: well there was a meeting]  
130 D: ehm.  
131 T: (0.4) how was your weekend.  
132 C: (0.3) err (.) fine.  
133 T: it was fine? (.) what did you do?  
134 C: I'm working?  
135 T: o:h.=

136 C: =all days ((laughter))=  
 137 T: =so what <<kind of work>> is it.  
 138 C: err (0.2) //article.//  
 139 T: //hello:\* please come back.  
 140 C: article.  
 141 T: article?=  
 142 C: =write article.  
 143 T: oh you were writing an article at the weekend? (.) so?  
 144 what was it about.  
 145 →C: at the: err (.) room? at eğitim fakültesi - education  
 146 faculty.  
 147 T: education faculty (.) so? you were <<in your office.>> =  
 148 C: =office.=  
 149 T: =writing an article //at edu\*cation faculty.  
 150 C: //yes.//  
 151 T: o:h so? <<how many hours>> did you spend. (.) how many  
 152 hours (.) one hours - one hour? (.) two hours?  
 153 U: hello..  
 154 A: hello.  
 155 C: five.  
 156 T: five? hours. (.) oh that's a long time=  
 157 C: =and? evening at the (.) home. ((laughter))  
 158 T: ehm you just then? cleaned your house? (.) oh (.) it  
 159 took a lot of time I guess (.) right? o:kay (.) I think  
 160 you have - have you finished your article?  
 161 C: no.=  
 162 T: it's going on (.) it's in the process.=  
 163 C: =yes.  
 164 T: I see. (.) so how are you everybody (.) it's good to see you again? ((laugh  
 165 M: we are good.  
 166 A: I'm fine and energetic.  
 167 T: energetic?=  
 168 A: =yes.=  
 169 T: =yeah me too.  
 170 LL: ((laughter))  
 171 T: actually in the morning I was like no: (.) I was so  
 172 sleepy but I think err the weather is much better right  
 173 now (.) so I think I'm feeling much better.  
 174 A: I think the reason of err tired in the morning? is coming  
 175 from summer.=  
 176 T: =definitely (.) this might be the reason (.) huh. uh?  
 177 A: in summer season?=  
 178 U: =yeah.  
 179 A: we are feeling tired (.) we don't get up from bed.=  
 180 D: =yes.  
 181 U: I'm ((unintelligible))

182 A: you must think.

183 T: (0.2) okay (.) so:? this week? we have some absenties  
184 I guess?

185 LL: huh. uh?=  
186 T: =and also:? we have some lack of videos  
187 motivational videos ((laughter)) but that's fine. (.) so?  
188 for this week who were about to present their  
189 motivational video. (.) who? were the responsible ones.

190 M: ((raises his hand)) yeah but I don't get ready ((little  
191 laughter))

192 T: ehm (.) oka:y?

193 P: ((raises his hand))

194 T: Mr. Pamer did it?

195 P: yes.

196 T: okay so: Ms. Deniz (.) Mr. Arden and Mr. Murat.  
197 ((the door is knocked))

198 N: //sorry.//

199 T: //welcome\* to the class (.) that's oka:y?

200 →N: merhabalar. [tr:hello]

201 T: please come in (.) so? <<next week?>> It's going to be  
202 err twenty third of april (.) alright?=  
203 LL: =yes.=

204 T: =so there is going to be <<no>> class (.) but after then?  
205 after two weeks (.) first of all we will watch your  
206 videos.

207 LL: huh. uh?

208 T: and then? you will challenge someone - challenge  
209 someone's name and? <<at the end of the week?>> they are  
210 going to be presenting >>their motivational video<< as  
211 well. (.) alright?

212 LL: huh. uh?

213

214 T: perfect. (0.2) but today? I would like to start with Mr.  
215 Pamer's video (.) if you're ready let's just watch it  
216 alright?

217 LL: ((laughter))

218 T: and after then? you can ask (0.2) err can you just tell  
219 us what did you talk about.

220 P: err I talked about dating violence in romantic  
221 relationships.

222 T: okay.=

223 P: =err I will give seminar to err (.) this week? and?  
224 //thurs-thursday//

225 T: //where do you- where\* do you give the seminar?=  
226 P: =err AKM A.=

227 T: =AKM.



228 P: huh. uh?  
 229 T: oka:y?  
 230 P: AKM the panel  
 231 T: oh okay panel.  
 232 P: I think thirty minute- minutes sorry? I will talk - I  
 233 will talk thirty minutes about dating violence.  
 234 T: o:kay so it was just about the four minutes.=  
 235 P: =yeah.  
 236 T: okay so?  
 237 P: this is the (.) only English.  
 238 T: this is just English (.) spontaneous English.  
 239 P: ((laughter))  
 240 T: (0.2) that's what I want actually (.) so? congratulations (.) o:kay? so fir  
 241 P: yeah.  
 242  
 243  
 244 T: and everybody (.) if you have any questions? then I will  
 245 just give you spare time? to ask him? (.) to get the  
 246 answers alright?  
 247 A: okay?=  
 248 T: okay. (0.2) so let's just? watch it then. (0.4)  
 249 P: this is the my room err (.) office.  
 250 A: in faculty?  
 251 P: in faculty yeah. (.) education faculty. (.) err Mr. Uygur  
 252 err well known.  
 253 →U: ne? [tr: what]  
 254 P: close is well known (.) this office.  
 255 T: well known.  
 256 N: well known.  
 257 U: ha well known.  
 258 T: yeah well know (.) popular.  
 259 U: well known.  
 260 →P: hocam yani lütfen. [tr: sir I mean please]  
 261 T: (0.4) okay let's start from the beginning.  
 262 LL: ((watch Mr. Pamer's motivational video which is about  
 263 dating violence that takes four minutes))  
 264 U: aa noldu?=[tr: oh what happened]  
 265 T: =I just have the one.  
 266 P: the other- another one.  
 267 A: we have second one.  
 268 P: ye:s?  
 269 T: I just had the first part from you.  
 270 P: you?  
 271 T: yeah (.) only the first part ((shows by her fingers))  
 272 P: second part is not?=  
 273 T: =no. (.) it's not sent to me (.) but is it okay if you=

274 P: = I- I can do?  
275 T: err is it okay if you can send it from gmail?=  
276 P: =gmail? yeah? (.) yes err (.) wait minute.  
277 T: oka:y?  
278 N: (0.4) to be continue.  
279 P: yes. ((laughter))  
280 T: or maybe you can just send it from whatsapp as well (.)  
281 if you can have a chance? you can send it from whatsapp.  
282 P: err do you have iphone?  
283 T: yes.  
284 P: err maybe we can use itune.  
285 T: ehm.  
286 P: you have the itune?  
287 T: on my laptop? (.) I don't have it. (.)  
288 P: it-it's preparing now for- for the gmail.=  
289 T: =gmail (.) okay.  
290 P: I think whatsapp c-cut the video.  
291 A: //yes.//  
292 T: //probably\* yes.=  
293 A: =I couldn't send my video because err five minute.=  
294 P: =huh. uh?  
295 A: so: I have to: erase some part of my video? and make it  
296 smaller (.) make it shorter.  
297 P: yeah.  
298 A: (0.8) so you talk about this topic in?  
299 P: seminar.=  
300 A: =seminar.  
301 N: if you want to speak together? your seminar?=  
302 T: //err maybe it's better if you can-//  
303 N: //we can speak ((unintelligible))\* questions err you and  
304 can you err speak about err seminar.  
305 T: err Mr. Pamer (.) do you have the? err cable?  
306 →P: whatsapp cable err sey [tr: well] iphone cable.=  
307 T: =yes. (.) so we can just attach it?=  
308 P: =yeah.  
309 U: ((unintelligible))  
310 P: I have two ((laughter))  
311 U: why don't we know your seminar?  
312 P: why don't?=  
313 U: =we know your seminar?  
314 P: you don't know?  
315 U: yes I don't=  
316 P: =really?  
317 U: I just ((unintelligible)) in err information (.)  
318 P: video?=  
319 →U: =no ((flicks his finger)) label pano pano. [tr:billboard]

320 P: web- website?=  
321 →U: =no. (.) şurda şeyde gördüm duyuru.  
322 [tr: I saw it in err well]  
323 T: err announcement?  
324 →P: websitede var. [tr: it is on the website]  
325 N: announce.  
326 →P: ben de seni arayacaktım.= [tr: I was about to call you]  
327 T: =English please?  
328 →N: announce diyelim. [tr: let's say]  
329 U: (0.4) oh information table.  
330 T: information chart.  
331 U: information chart.  
332 T: information chart or? you can say? announcement.  
333 U: maybe?  
334 T: okay so we can just?  
335 P: yes.  
336  
337 T: ((changes the location of cable)) oh sorry? (.) because I  
338 only had the first one? (.) and I thought that it's just  
339 only about it (0.2) so err you need to allow.  
340 P: al-allow.  
341 T: oka:y? allow. (0.8) huh. okay so?  
342 P: ((looks at the screen)) (0.6) which one I don't know.  
343 T: err It should be a video but I'm not sure which one is it  
344 (.) maybe you can go down? (0.2) there are a number of  
345 things.  
346 P: did you get?  
347 T: err I couldn't attach my gmail so: I wanted to ask.  
348 P: (1.2) this is my daughter ((shows her on the pc screen))  
349 T: daughter? okay. (0.4) maybe it's here?  
350 →P: maybe. (0.3) doksan altı altmış diyor. [tr: it says the  
351 name of the video is ninety six sixty]  
352 T: ehm.  
353 →P: (0.6) iki dört altı (.) altmış [tr: two four six (.)  
354 sixty]  
355 T: huh. (.) okay. (0.2) I take it or I can just let them  
356 watch from here (.) is it okay?  
357 P: huh. uh? (0.2)  
358 T: okay. ((tries to open the document)) (1.6) what is the  
359 problem. (.) ehm maybe I should just cancel it? (1.0) I'm  
360 sorry that we're just waiting.  
361 P: no problem.  
362 T: okay yes (.) but you can inform us about it just a little  
363 bit if you want.  
364 P: err.=  
365 T: =so for example (.) why did you make this video.

366 P: because err you said us to:- err you can choose your  
367 topic?=  
368 T: =huh. uh?=  
369 P: =and? err I - I am study- studied - I am studying about  
370 this topic. (.) it's really err - I think it's really  
371 interesting (.) topic.=  
372 T: =definitely.  
373 P: I am - so:? I am prefer this err topic (.) very  
374 interesting? for me.  
375 N: what interesting.  
376 P: what- what is interesting? because? dating is err very  
377 (.) common (.) very common err=  
378 A: =problem=  
379 P: =around the err young men or girls. (.) and? err I  
380 learned err if - if you have the err your err sorry err  
381 (.) twenty (.) fifty /p3:rsint/ university student have  
382 the err partner and? their relationship? and? fif- this  
383 fifty percent in fifty percents? they have the lady  
384 bullies.  
385 N: ehm.  
386 T: it's a problem I guess.=  
387 P: =yes (.) especially in Muğla Sıtkı Koçman University?=  
388 T: =huh. uh?  
389 P: err err (0.2) h-had a study about this topic (.) twenty  
390 six- twenty sixteen.  
391 T: twenty six.  
392 P: sixteen.  
393 T: twenty sixteen (.) ehm two thousand sixteen (.) okay.  
394 P: two thousand //two\* thousand (.) sixteen?  
395 T: okay.//  
396 P: and? err this is the err very common and  
397 ((unintelligible)) is very high.  
398 A: very high in ((unintelligible))=  
399 P: =yeah.  
400 T: o:kay (.) we fixed the problem (.) after watching this?  
401 you can continue asking the questions (.)  
402 so //let's just watch//  
403 P: //m-maybe maybe\* you can start the in the middle?  
404 T: oka:y? so: (.) do you think=  
405 P: =go go go.  
406 N: you are v-very fast.  
407 T: okay.  
408 P: ((laughter))  
409 LL: (( watch Mr. Pamer's motivational video related to dating  
410 violence which takes four minutes))  
411 T: ((the video end)) bravo. (.) well done really ((applaud))

412 LL: ((applaud))  
413 T: because err he just said that this is a spontaneous one (.) so you were jus  
414 P: randomly.=  
415 T: =right? (.) but you have some topics?  
416 P: yes.  
417 T: you were just err - you had the idea about it but you  
418 were just speaking randomly (.) I mean this is really  
419 good (.)this is just //the process.//  
420 P: //thanks.//  
421 T: I'm really appreciated with that one. (.) a:nd? you chose  
422 a right topic? (.) maybe our partners - our participants  
423 would like to ask some questions //about\* this.  
424 P: //okay.//  
425 T: err bling dating (0.3) //sorry \* dating=  
426 P: //d-date//  
427 =dating violence.=  
428 T: =dating violence.  
429 LL: ((laughter))  
430 T: dating violence sorry ((laughter)) (.) sorry.  
431 P: blind.=  
432 T: =blind ((laughter))  
433 P: ((closes his eyes with his hands))  
434 T : yes (.) blindness about the relationships. (.) okay yes=  
435 →U: you know blind dating in Turkish? it's görücü usülü  
436 [tr: prearranged marriage]  
437 T: huh. uh. yes ((laughter))  
438 LL: ((laughter))  
439 →U: öyle çıktı bilmiyorum.  
440 [tr: the dictionary says I don't  
441 know]  
442 N: ((unintelligible))  
443 U: ((unintelligible))  
444 T: alright (.) so:? (.) ladies or gentlemen (.) do you? have  
445 any idea about this situation (.) what do you think. (.)  
446 in Turkey (.) do you think we have this violence - I mean  
447 dating violence. (.) or? do you have any questions to Mr.  
448 Pamer.  
449 U: (0.2) last- err last term? my students developed a  
450 scale.=  
451 T: =scale (.) about what?  
452 U: about dating //err\* violence.=  
453 T: //ehm.//  
454 P: =violence?  
455 U: violence. and err some of items are my- my girlfriend (.)  
456 my girlfriend my boyfriend.  
457 P: partner.=

458 U: =my partner?=  
 459 T: =partner.=  
 460 U: =err push me for payment=  
 461 P: /fızıklsl/ abuse.  
 462 →U: inanılmaz [tr: unbelievable] physical (.) economical.=  
 463 P: =economical.  
 464 U: push me for err payment.=  
 465 T: =oh God.=  
 466 U: =dinner or? err (.) like that? (.) but I think that? this  
 467 very normal err if you are my partner (.) you have to pay  
 468 something? ((laughter))  
 469 LL: ((laughter))  
 470 U: ((unintelligible))  
 471 P: Turkish rules.  
 472 U: Turkish ((laughter))  
 473 LL: ((laughter))  
 474 U: I think their violence is normal (.) ((unintelligible))  
 475 N: don't pay anyone.  
 476 D: yes yes.  
 477 T: ((Mr. Osman comes into the class)) hello: come in. yeah  
 478 so:? Mr. Arden (.) you were //saying something.//  
 479 A: //yeah I think it\* is a very  
 480 common problem between err (.) students? but I wonder.=  
 481 T: =between what?=  
 482 A: =between students.=  
 483 T: =student ah okay (.) between students.=  
 484 A: =I wonder err I think you are going to speak about  
 485 physical and emotional abuse in err students.  
 486 //if I'm going\* to  
 487 P: // /seksual/ //  
 488 T: huh?  
 489 P: /seksual/  
 490 T: ha sexual abuse.  
 491 P: sexual and?  
 492 T: yeah?  
 493 P: emotion  
 494 T: emotional? = ((writes on the board))  
 495 A: =also /seksual/=  
 496 P: =/seksual/ yeah.  
 497 T: oka:y?  
 498 A: emotional /abuse/=  
 499 T: =/əbju:s/ ok-okay /əbju:s/.  
 500 N: /əbju:s/=  
 501 T: /əbju:s/.  
 502 P: their violence? and /sek/=  
 503 T: =/sekʃuəl/

504 P: /sekʃuəl/=

505 T: =huh. uh?=  
506 →P: =arrest? err ((flings his finger)) taciz? [tr: abuse]

507 T: err actually we use this as well.

508 LL: abuse.

509 A: (0.2) I wonder if you are talking about and give him  
510 advice (.) how they can get with abuse.

511 →P: ya (.) ya (.) ya [tr: well well well] usually? their life  
512 is some err (.) sorry (.) err their- their life is very  
513 routine. (.) but they don't realize the sig- signal of?  
514 the dating violence.

515 T: ehm.=

516 P: =err=  
517 T: =they don't realize it.=

518 P: =yeah (.) they don't realize it it-its err th-they think  
519 it's very normal but? it's not normal=  
520 A: =who is thinking it's very normal ladies? or gentlemens.

521 P: err (.) all of them.

522 A: all? of them.=

523 P: =all of them. (.) especially? in /literatür/=

524 T: /litrəʃə/  
525 P: /lɪ-/ /litrəʃər/ ((laughter))

526 LL: ((laughter))

527 N: /litrəʃə/  
528 U: as you say?

529 P: as (.) Ceren ((laughter))

530 LL: ((laughter))

531 T: yes? (.) let's go on please? (.) in literature? or in  
532 literature ((American accent))

533 P: yes (.) the boys? had - err has higher abuse (.) to  
534 /'wʊm/ /'wɪmɪn/ /'wʊmən/.

535 T: /'wɪmɪn/.=  
536 P: women err higher than err //girls//  
537 T: //women//=  
538 P: =women.

539 N: higher higher ((understands)) haa higher.

540 A: are they supposed to mobbing? abuse?=  
541 T: =abusing?=  
542 A: =why? making abuse to women.

543 P: m-making the=  
544 A: =making.

545 T: so:? men? are using much more abuse on (.) the women.  
546 A: on the women.=

547 T: =okay.

548 P: but? this mean that (.) women? doesn't make or doesn't do  
549 abuse it.

550 T: woman does not abuse.  
551 P: this mean? err (.) sorry.=  
552 A: no (.) this is - is it meaning.=  
553 P: =is it meaning  
554 A: there?=  
555 T: =doesn't mean  
556 A: does not mean using abuse towards the men.=  
557 T: =actually they are both? affecting each other.(.) in a-  
558 in abuse.=  
559 P: but they are abusing more than? (.) I think abusing boy  
560 (.) I say boys.  
561 T: okay that's fine.  
562 P: bo-boys have? the: physical abuse.  
563 T: ehm.=  
564 P: =use the //physical abuse.//  
565 T: //physical abuse.//  
566 P: but? women or girls err has the emotional=  
567 T: =emotional one.  
568 A: yes.  
569  
570 T: huh. uh? that's the point (.) okay. (.) so they have?  
571 different categories.=  
572 A: =yes.=  
573 T: =they have different categories? but actually they are  
574 using abuse?=  
575 P: =yeah (.) yes yes.  
576 T: equally maybe.  
577 U: yeah. //but I think.//  
578 A: //so we can.//  
579 U: but I think you forgot emotional and economic=  
580 T: =economical.  
581 U: yes yes.  
582 LL: ((laughter))  
583 N: ladies?  
584 P: you- you have to ((unintelligible)) this type of.=  
585 M: =girls  
586 U: I think one part of economic.=  
587 P: =economical abuse.  
588 U: because /latır/ /literatür/  
589 LL: ((huge laughter))  
590 T: okay (.) everybody? (.) /lɪt/ /rə/ /ʃə/  
591 LL: /lɪtrəʃə/  
592 T: okay (.) /lɪtrəʃə/  
593 LL: /lɪtrəʃə/  
594 T: bravo:  
595 U: literature say us err there is a economical abuse?



596 emotional economical I think? women err usually use that.  
597 P: yeah (.) err they have the power.  
598 U: but? err I read some paper about? err violence (.) not  
599 err partner violence. (.) couple therapy you know?=  
600 P: =yeah.=  
601 U: not only for dating? or married people? err (0.2) we.=  
602 P: = we- we don't only in- interview the abuser (.) we  
603 interview //the err (.) someone.//  
604 U: //I mean that\* partner.=  
605 P: =yeah.=  
606 U: =economical partner?=  
607 T: =huh. uh?=  
608 U: =can go to? (.) couple therapy (.) in Europe or US.  
609 //because//  
610 T: //e:hm\* they have therapists (.) ninety two  
611 ((unintelligible)) of course.  
612 U: of course yeah (.) err (.) for example? err my son and  
613 first grade in primary school.=  
614 T: =primary school.=  
615 U: =his friend.=  
616 A: =ehm.=  
617 U: =his friend said that? if you want to play with me? you  
618 don't play anybody.=  
619 T: =ehm.  
620 A: ehm.=  
621 T: =I see.  
622 U: =this abuse.=  
623 T: =yes this is just another abuse (.) what kind of abuse is  
624 this.  
625 P: err I think the social abuse?=  
626 T: =social abuse.  
627 U: we use this - this abuse type? in our life err in every  
628 area of our life.  
629 P: //maybe.//  
630 T: //yes.\* we are actually (.) yes. (.) even if we are aware  
631 of this situation or not? we are actually abusing people  
632 in some way.  
633 U: this=  
634 T: =it's irritating people.=  
635 U: =this about relation violence.=  
636 T: relation huh. uh?=  
637 P: =maybe I need to add some information about the err (.)  
638 digital- digital abuse.=  
639 T: //yes.//  
640 U: //yes.\* digital abuse.  
641 P: some- some someone ma-making a partner?=

642 T: =huh. uh?=  
643 P: =and? for example men? err some ((unintelligible)) err  
644  
645 P: you don't err speak err with (.) Ceren maybe. (.) you  
646 don't speak the Nihat (.) obligating partner (.) and you  
647 delete his? or her? number on- on the phone.=  
648 U: or- or? close your account (.) facebook account.=  
649 P: =yeah.  
650 U: or twitter account.=  
651 P: =yes yes.=  
652 U: I mean if you want to see me? (.) close your account.  
653 P: maybe balance for err=  
654 U: =silent bullying?=  
655 P: =silent bullying.=  
656 U: =silent violence=  
657 P: ((unintelligible)) him or her  
658 T: that's right (.) so? I would like to ask a question to  
659 the women as well? (.) do we- do we or do you face any  
660 abuse (.) for example emotional? or? economical? (.) did  
661 you have any abuse like this? (0.3) and also the men?  
662 U: I think all of them in Turkey? have emotional abuse.  
663 LL: ((laughter))  
664 U: from our wives.=  
665 T: =wives.  
666 LL: ((laughter))  
667 C: ((unintelligible))  
668 T: sorry?  
669 →C: duymak duymak. [tr: to hear to hear]  
670 T: hear. (0.2) okay so? you would like to say something? (.)  
671 okay.  
672 →C: ben bir cümleyi toparlayayım da. [tr: let me fix my  
673 sentence]  
674 T: alright ((turns to the other participants)) so you? say  
675 (.) you have the emotional abuse from the women.  
676 U: not from women //from my wife//  
677 T: //from your wife\* o:kay sorry about that  
678 (.) okay.  
679 U: in Turkey's is very normal it's not err (.) absurd.  
680 T: Ms. ((turns to Ms. Dilek)) I'll ask you as well (.) what  
681 do you think about the men.  
682 N: ((unintelligible))  
683 LL: ((huge laughter))  
684 →P: süpersin hocam. [tr: you are perfect sir]  
685 T: you wanna say something.  
686 D: ((nods her head as a no answer))  
687 P: Mr. Nihat has some questions I think.

688 N: ((laughter))  
689 P: interrupted - interrupting you.  
690 N: I am ((unintelligible))  
691 T: sorry say it again?  
692 N: I am=  
693 U: =worried I think.=  
694  
695 →T: =ehm worry (.) I worry about (.) endişe etmek.  
696 [tr: to worry]  
697 N: err no no (.) merak merak curious.=  
698 T: =curious about.  
699 N: I'm curiosing.=  
700 T: I wonder (.) I am curious.  
701 N: wonder ((writes on the notebook)) I wonder that when? you  
702 make (0.4) ((Mr. Pamer whispers Ms. Deniz))  
703 T: I'm listening to you. (0.3) yes.  
704 N: I wonder about ((unintelligible)) partners.  
705 P: couples?=  
706 N: =no partners (.) ((unintelligible)) (.) video say true?  
707 or not to tell you.  
708 P: err some err /aksept/ /aksept/?=  
709 T: =/ək'sept?/ =  
710 P: =accept.=  
711 T: =accept ((writes on the board)) it's the right  
712 pronunciation. ((laughter))  
713 LL: ((laughter))  
714 P: /liʃer/ /liʃer/  
715 T: <</litrəʃə/>>  
716 LL: ((laughter))  
717 T: okay literature (.) in our literature? ((laughter))  
718  
719  
720 P: err accept the dating violence in every violence and? err  
721 some men or women err take the responsibility-  
722 responsibility. =  
723 T: responsibility.  
724 P: if the couple or the partner take the responsibility? (.)  
725 this is the first step for the (.) change. (.) yes.  
726 sometimes they refuse err=  
727 N: =they refuse? or accept?=  
728 P: =err don't accept (.) refuse their dating violence. (0.2)  
729 may-maybe sometimes? after the dating violence (.) they  
730 err ((unintelligible)).  
731 N: ((unintelligible))  
732 P: they err go to the err (.) court?=  
733 T: =yes?=

734 P: =court court court court.=  
735 T: =yeah court (.) that's right.  
736 →N: court akış devam. [tr: flow maintenance]  
737 →P: mahkeme.= [tr: court]  
738 →U: =mahkeme.= [tr: court]  
739 T: =yes that's right.  
740 P: just court?=  
741 T: =yeah you can say court (.) that's right.  
742 P: they go to court.=  
743 T: =they go to court.  
744 P: sometimes? they don't? solutions- solve the problem.=  
745 T: =ehm (.) they can't solve the problem.  
746 P: huh. uh?  
747 U: do you said that err from ((looks at the paper))  
748 literature or? from your personal experience.=  
749 P: =all of them.  
750 U: you are also a couple therapist.=  
751 P: =maybe? I.=  
752 U: =((unintelligible)) about this situation in your  
753 ((unintelligible)) seasons.  
754 P: I have <<different>> err (0.2) story.=  
755 T: =stories.=  
756 P: =stories.  
757 T: you have different stories right?=  
758 P: =I have different stories. (0.2) some - some couple comes  
759 me ((laughter))  
760 T: ((turns to Ms. Ceren)) you were saying something as well.  
761 and they argue about the - the? <<twenty years ago>> (.)  
762 wedding (.) now? twenty years lat- twenty years later?  
763 they still? argue about their wedding time problems.  
764 ((laughter))  
765 T: okay.  
766 U: ((unintelligible)) I understand <<very well.>>  
767 N: err can you tell us? (.) err story about (.) its partner.  
768 T: err one? partner.  
769 N: err no err.=  
770 T: =a couple?  
771 →N: a pilot err bi hikaye.= [tr:a story]  
772 T: =ah a story.=  
773 N: =a story.=  
774 T: =a sample.  
775 N: can? you: give err give us (.) a story about? this  
776 partner. (0.3) this err part- partner.=  
777 T: =partnership?=  
778 N: =partnership.  
779 T: err so?="

780 →N: =for instance (.) for instance bir örnek.  
781 [tr: an example]  
782 T: do you have a story.  
783 P: an example about this.=  
784 N: =yes.  
785 P: a family?=  
786 N: family or?  
787 U: err I told /rɪ'leɪfənʃɪp/=  
788 T: =/rɪ'leɪfənʃɪp/ (0.2) okay everybody? this <<is?>>  
789 relationship.  
790 LL: ((laughter))  
791 T: Mr. Uygur did you? say relationship?  
792 U: yes.  
793 T: okay relationship. (.) /rɪ'leɪfənʃɪp/  
794 N: /rɪ'leɪfənʃɪp/  
795 T: /rɪ'leɪ/ /fən/ /ʃɪp/  
796 U: err I can tell a story about your told - your point? (.)  
797 my wife is always agree about wedding time?  
798 P: huh. uh?  
799 U: err after ten years?  
800 T: ehm.  
801 LL: ((laughter))  
802 T: after ten years.=  
803 U: =after ten years? (.) I asked my wife (.) again? from his family.  
804 T: oka:y?  
805 →U: ask istemek? [tr:demand] (.) ask my wife?=  
806 T: =ha ask to marry.  
807 P: ask?=  
808 U: =for new wedding (.) not ceremony.=  
809 →P: =tazelemek neydi tazelemek? [tr: what is refreshing in  
810 English]((laughter))  
811 T: refreshing.  
812 LL: ((laughter))  
813 N: he finish he finish.  
814 P: he finish.  
815 U: not refreshing not refreshing (.) only asking asking (.)  
816 because? I didn't drink this coffee? (.) in asking  
817 ceremony ((laughter)) it's very problem for her.  
818 LL: ((laughter))  
819 U: you didn't drink.  
820 LL: ((laughter))  
821 U: you didn't drink coffee. I told him err you sent to me  
822 err your coffee with salt (.) err don't send me coffee.  
823 because your coffee is salt. (.) I didn't err this  
824 coffee? after ten years (.) err I asked from his family.  
825 (.) his err sorry her father and err //mother//

826 T: //mother//  
827 U: died before ten or twelve years ago.  
828 T: I see.=  
829 U: =I asked from his elder brothers.  
830 T: alright I see (.) that was - that was the answer.  
831 N: ((unintelligible))  
832 LL: ((laughter))  
833 T: yes move on?  
834 U: err I find- I find a new father and mother for me?=  
835 T: =for elder brothers you mean.=  
836 U: =no (.) for me.=  
837 T: =for yourself.  
838 U: I need a father and mother for asking ceremony.  
839 T: I see alright okay.  
840 U: I find a new father and mother for me in village? - from  
841 → village? and we: (0.2) we (0.2) recol - toplanmak?  
842 [tr: unite]  
843 T: sorry? ha come together.  
844 U: come together in garden of village. (.) and? my - my  
845 stepfather?  
846 LL: ((laughter))  
847 N: step=  
848 U: =step mother and father ask my wife for me? and I say err  
849 I want to marry your err sister. (.) err if she have two  
850 boys (.) it's not problem for me.  
851 LL: ((laughter))  
852 →U: and? olsa da? nasıl deniyor ingilizcede bilmiyorum.  
853 [tr: I don't know how to say even if in English]  
854 T: even if we have it.  
855 U: two boys it's not problem (.) I <<love>> her and I want  
856 to marry (.) her. and they err ask err to me? err do you  
857 work? (.) err do you have ssk  
858 LL: (( huge laughter))  
859 U: haa do you - did you do your military service. (0.2) err  
860 do you have (.) home? (.) do you have car? (.) what's my  
861 job. (.) what's my salary.  
862 LL: ((laughter))  
863 T: so you answer the questions (.) //again \* once again.=  
864 U: //yes.//  
865 =yes they ask all of me (.) where is my car  
866 ((unintelligible)) then? err they give up then err give  
867  
868  
869 U: your sister to me? (.) and I kissed their hands and they  
870 made a coffee for me with a lot of salt (.) <<its name is  
871 turkish coffee>> but it's not a coffee.=

872 T: =at all.  
873 →U: and it's very salty? an:d pepper. Err pul pepper red  
874 pepper black pepper. [tr: chilli pepper cayenne pepper]  
875 T: all of them inside of it.  
876 U: I drink coffee with water? err bardak?  
877 LL: glass.=  
878 U: =glass (.) err not Turkish coffee glass. (.) bi-big  
879 coffee. I drink it ((shows that he drinks the coffee by  
880 closing his nose.))  
881 T: that's terrible I guess.  
882 U: you know ((unintelligible)) therapy calls that unfinished  
883 business.=  
884 P: =yes yes=  
885 U: =we finished our business (.) an:d? it's closed.  
886 LL: ((laughter))  
887 U: nowadays? we don't err talk about this situation.  
888 T: anymore.  
889 A: so what if they reject you.=  
890 U: =ha?=  
891 A: =what if they reject you.  
892 U: err yes? it can- it coul be reject me (.) but? if they  
893 find err better candidate from me?=  
894 T: ehm candidate ((with right pronunciation))  
895 U: and err better stupid man ((laughter))  
896 LL: ((laughter))  
897 U: they can - they could give his sister to? (.) him. (.)  
898 yes I am the best candidate from ((laughter))  
899 M: did you wake up in hospital after drinking coffee little  
900 little?  
901 U: sorry?=  
902 M: =did you wake up at hospital after coffee?  
903 U: err when I drink the coffee I remember anything.  
904 LL: ((laughter))  
905 U: err I am going to a light? and err.  
P: err I remember the last year (.) I remember the interview (.)  
you asked the questions about the dating violence  
906 or err family violence.  
907 T: ehm.  
908 P: you- you asked me oka:y? ((turned to Mr. Nihat))  
909 N: I don't understand.  
910 P: you wanted an example about violence.  
911 N: yes.  
912 P: I will tell you yes?  
913 N: yes.  
914 P: okay.  
915 T: yes okay ((laughter))  
916 LL: ((laughter))

917 →P: last summer err I- I interview yani onun fiili ne olur?=  
918 [tr: I mean what is the verb of interview]  
919 T: =interview or you can say make an interview.=  
920 P: =make an interview.  
921 T: huh. uh? I will write it here.  
922 N: you made an interview.  
923 P: yeah I make the interview last year? and it's very high  
924 family conflict.=  
925 T: =conflict.  
926 P: consultation last step? before the? err (.) court err.  
927 N: ehm.=  
928 U: =divorce?=  
929 P: =yes.  
930 LL: divorce.  
931 P: yeah? but divorce is the very very complicated case? this case  
932 is woman wants to err interview - make an interview but  
933 the mans don't want to - doesn't want to interview - make  
934 the interview.  
935 T: ehm. (.) so man? resist it right?=  
936 P: =yeah yeah resist.=  
937 T: =man resists to make an interview with you.  
938 P: yeah.  
939 T: okay.=  
940 U: =as always.  
941 LL: ((laughter))  
942 T: so yeah?=  
943 P: =they have the two years old child - err two years old a  
944 child?  
945 T: huh. uh?  
946 P: and err they (.) have the family conflict. (.) man  
947 separated from the house sorry home.  
948 T: home.  
949 P: separated home.=  
950 T: =ehm so? <<he left home.>>  
951 LL: he left home.  
952 P: and? err (0.2) he has a (.) new partner.  
953 LL: ehm.  
954 P: yeah. but? we don't continue the err family sessions? (.)  
955 consultations? because I err I think they divorce- they  
956 divorced.  
957 A: is the new partner (.) is the cause of the divorce you mean? or? the new co  
958 P: err usually? they have the conflict from the - in the  
959 house (.) their family (.) and later? they find the new?  
960 partner.  
961 A: ehm.  
962 P: firstly? they experiences- experience family conflict?



963 T: express.  
 964 P: <<experience.>>  
 965 T: ah experience - have an experience.  
 966 P: experience.  
 967 LL: experience.  
 968 P: and later? they have err //partner.//  
 969 A: //partner\* (.) so? new partner  
 970 it is the result of divorcing.  
 971 P: yes.  
 972 A: yes.=  
 973 P: =but - but it is not the cause.  
 974 A: not a cause.  
 975 P: yeah.  
 976 T: so: everyone? right now we have finished? the firs  
 977 session >>but it was really fruitful<< I mean you were  
 978 just talking? you were asking a number of questions? it  
 979 was a nice dialogue between you all. (.) let's give a  
 980 break <<after ten minutes>> we will start the  
 981 presentation skills techniques. and in the last two  
 982 weeks? I will sit there? and watch you oka:y?  
 983 LL: ((laughter))  
 984 T: ((prepares the stuffs)) (0.7) so see you? in ten minutes.  
 985 ((ten minutes break))  
 986 T: welcome again (0.2) okay.  
 987 →O: ((looks at teacher's pen)) şu -şunu kullanabilir miyim.=  
 988 [tr: can I use this- this]  
 989 T: =yes.  
 990 O: ((unintelligible))  
 991 T: ah yes (.) can. you? write the date? err Mr. Osman.  
 992 →O: on altı mı. [tr: is it sixteen]  
 993 T: yes sixteenth of april (0.4) o:kay. (0.6) so (0.4) so  
 994 fresh air was a little bit good?  
 995 LL: //yes.//  
 996 U: //yes.\* fresh air and no rain.  
 997 T: yes definitely (.) Ms. Ceren? take one and allocate it  
 998 oka:y? ((gives another handout)) the same (0.8)  
 999 N: do we have two week? or? three week.  
 1000 T: a-after then? (.) we will have only two weeks.(.) but?  
 1001 in-last two weeks? (.) you will make some presentations.=  
 1002 A: =huh. uh?  
 1003 T: you will ((unintelligible)) you will talk about  
 1004 something? maximum four minutes and? (.) I will show you  
 1005 some skills then alright? (0.4) okay. (0.4) so did  
 1006 everyone get it?=  
 1007 U: =yes.=  
 1008 T: =I think we have the extras right? (0.2) yes these are

1009 the extras. (.) thank you? (.) I think err everybody had  
1010 (.) five papers.

1011 U: yes.

1012 T: five papers perfect. ((turns to Ms. Ceren)) you have five  
1013 papers?

1014 N: ((nods her head as a yes answer))

1015

1016 T: (0.4) perfect. (.) so? welcome again? (.) welcome again  
1017 to the classroom (.) my lovely participants ((laughter))  
1018 so I will talk about something in this session but?  
1019 before that? I want to ask you a question.

1020 U: yes.=

1021 T: =so. (.) <<what? makes your speech?>> effective. (.)  
1022 there are a number of ques-answers to this question but?  
1023 (.) for you? - for you all? <<what makes your speech?  
1024 more effective.>>

1025 M: (0.2) if you know about the subject? it's more effective  
1026 usually.=

1027 T: =ehm. (.) like hobbies maybe?

1028 U: if <<we:>> use metaphors in our speech? (.) it's gonna be  
1029 effective.=

1030 T: =yes that's right (.) metaphors similes? and also? maybe  
1031 examples?

1032 U: about metaphors?=  
1033 T: =yeah (.) I mean all of them (.) metaphors similes.  
1034 O: similes?

1035 T: err I don't know how to say in Turkish but?  
1036 O: //similes.//

1037 →M: //teşbih\* benzetme.= [tr: simile]

1038 →T: =yeah that's right. (.) I mean (.) söz sanatları[tr:  
1039 figures of speech] (.)  
1040 maybe but metaphors alright.

1041 N: metaphors.

1042 U: <<if we make>> err eyes contact?=  
1043 T: =eye contact.=

1044 U: =yes eye contact.=

1045 T: or? using the mobility.=

1046 U: =mobility.

1047 P: body language.=

1048 T: =body language (.) posture. (.) err your voice tone  
1049 right? (.) err what about?=  
1050 P: pro//nunciation//.

1051 O: //basic\* sentences.=

1052 T: =basic sentences that's right? (.) what? kind of basic  
1053 sentences?

1054 M: (0.2) or pronunciation.=

1055 T: =that's right (.) pronunciation. (.) right pronunciation  
1056 of the words. not /literatur/ but /litrəʃə/.

1057 LL: ((laughter))

1058 T: so:? everyone. (.) actually of them are true (.) but we  
1059 just collect them into (.) <<one answer.>> so:? this is  
1060 about? presentation skills.

1061 A: //ehm yes.//

1062 T: //we: ma\*ke our presentation skills more err I mean? we  
1063 make our speech? more effective by virtue of presentation  
1064  
1065

1066 T: skill. (.) so toda:y? we're going to be looking at?  
1067 <<some of them.>> some basic techniques of presentation  
1068 skills (.) for you <<next week's presentation.>> alright?

1069 A: oka:y?

1070 T: so here's my outline as you can see? first of all I'm  
1071 going to be talking about the introduction phases? then  
1072 I'll move on with effective openings? then? err  
1073 exploiting visuals? lastly (.) I will give some  
1074 techniques and I will conclude the session (.) alright?=  
1075 N: okay.

1076 T: so. (.) <<I think?>> in introduction phases (.) you know  
1077 the one. it is? err I don't have the one but can you sho  
1078 me?

1079 N: ((shows his handout))

1080 U: presentation? (.) effective openings?

1081 T: err (0.2) this sho- this one ((show the handout))  
1082 presentation ((checks the number)) <<one dot two>> (.)  
1083 okay.

1084 so? in this one? I would like to give some tips for you.  
1085 (.) err when you just start your presentation? first of  
1086 all you say ((flings her finger)) okay let's get started.  
1087 (.) or? you should inform people that <<you are>>  
1088 starting your presentation. (.) you can raise your hand?  
1089 (.) you are waiting for them err to keep silence (.) or?  
1090

1091 T: you can say (.) okay everybody. (.) so we say firstly?  
1092 (.) perhaps we should begin. or? you say? (.) okay let's  
1093 get started (.) okay? after saying this one (.) you say?  
1094 oka:y? good morning ladies and gentlemen? (.) good  
1095 morning everyone? or good morning students and so on. (.)  
1096 and in the second phase? <<thank you for coming.>> or?  
1097 you say <<welcome to my presentation>> (.) and after then  
1098 you have say - >>you have to introduce yourself<< who you  
1099 are. (.) as you know? I am Yasemin K. (.) as you know my  
1100 name is Yasemin. as you know I am Arden. as you can see?

1101 (.) we need to introduce ourselves (.) after? welcoming  
1102 the people (.) alright? (0.4) okay so? in the second  
1103 phase (.) you have to say (.) today? I'm going to be  
1104 talking about? blah blah blah. (.) or you can say I'm  
1105 going to be telling you? err for example err what we  
1106 shou- should we say (.) abuse - social abuse. (.) today?  
1107 I'm going to be reporting on? the physical abuse.=

1108 U: =//ehm//

1109 T: //for\* example. (.) so you are? <<giving the topic?>>  
1110 to the people informing what you are going to be talking  
1111 about actually. (0.3) and after then? you have to show  
1112 your agenda let me show your- let me show you my outline  
1113 or? let's see my agenda or? here is my outline. so err  
1114 you will just talk about first of all? I'm going to be  
1115

1116 T: talking about? this one. (.) so let's say (.) I'll start  
1117 of by? Outlining >>the first one the second one the third  
1118 one? << and so on. so: for example? let's just write an  
1119 outline here for example? ((cleans the board)) (0.3) for  
1120 example (0.4) your outline is going to be? tourism and  
1121 then? education and then economy? (.) of Turkey.so you  
1122 say? <<okay I'll start by>> informing you? about tourism  
1123 <<then? I'll move on?>> with education (.) and lastly? I  
1124 will talk about economy. (.) so you will just talk about  
1125 your outline <<one? by one.>> in your speech. (0.2) and  
1126 of course? in- in the final part? you have the conclusion  
1127 (.) in this part? you can give information what you would  
1128 like to- how you would like to conclude your talk. (.)  
1129 with a suggestion? with an advice? or? with a citation of  
1130 somebody or authors? and so on. so you can say?  
1131 <<finally?>> I would like to conclude my talk? blah blah  
1132 blah or? lastly? I will some suggestions to you? about?  
1133 blah blah blah. and also the questions (.) you  
1134 participants of course want to ask some questions to you  
1135 (.) so? err if you don't want them to interrupt you?  
1136 during the classroom? so if you have any questions? I  
1137 will answer them? at the end? of my presentation. so they  
1138 will know that? you are going to answer the question (.)  
1139 but? they need to wait? until the? end (.) alright? and  
1140

1141 T: you say? (.) if you're ready let's get started. (.) let's  
1142 begin and then you will just talk about your outline? one  
1143 by one (.) we will just talk about them okay (.) ehm  
1144 (0.3) okay so this one is going to be effective.

1145 P: err number (.) four?

1146 T: oh no this one (.) so while creating you <<own

1147 introduction phase?>> of your presentation (.) you? can  
 1148 get err this one. (.) you can just - it can be your  
 1149 guide. during the session. (.) you can just fill in the  
 1150 blanks? you can create your own sentences. (.) only for  
 1151 the introduction part. and of course? we have some  
 1152 effective openings? (.) like in the beginning? I asked  
 1153 you what makes your speech more? effective. (.) actually  
 1154 it was interesting because you? answered my question (.)  
 1155 you were just curious about (.) o:h what was that what was  
 1156 the answer actually. so you need to take the people to  
 1157 yourself (.) you need to get err - let them think about  
 1158 it. so these are the? effective openings for your?  
 1159 questions. for your (.) presentation. so we? can ask them  
 1160 some problems? amazing facts? and also? stories. (.) let's  
 1161 just see? what I am talking about. (0.3) for example in  
 1162 your topic? you can say that suppose that? you are  
 1163 advertising budget (.) ((unintelligible)) by ninety nine  
 1164 percent tomorrow. how would you go by promoting your?  
 1165

1166 T: product. so this is just a problem actually as you can  
 1167 see. if you just ask this questions to your  
 1168 participants? (.) in the beginning of the: presentation?  
 1169 of course they would love to ask- answer the question  
 1170 because they are curious about it or they are curious  
 1171 about your answer. so they will focus on your  
 1172 presentation <<during and till the end.>> so you need to  
 1173 give them some <<effective opening questions>> to them.  
 1174 or? you know? r and d has ninety nine percent luck (.)  
 1175 you know it is just lika a story telling. (.) the last is  
 1176 (.) that is much more important actually? <<did you? know  
 1177 that?>> Japanese companies are entertaining more than  
 1178 blah blah blah. so <<did you know that>> this is not  
 1179 important(.) you just give an amazing and important  
 1180 <<fact>> to your stu- participants. so just try to put  
 1181 some of them? in the beginning of your presentation. so  
 1182 in that way? it is going to create more curiosity. (.)  
 1183 okay (0.4) err and you just talk about everything and you  
 1184 just give your examples? and after then? <<this time?>>  
 1185 you have to give the conclusion to the people. so you  
 1186 say? (.) alright everyone? (.) this brings me? to the end  
 1187 of my presentation or? you say (.) alright everyone I am  
 1188 concluding my presentation right? now. and then you need  
 1189 to give information about what (.) did you talk about.  
 1190

1191 T: you say (.) today? I talked about? tourism and? I move  
 1192 on education? and lastly I concluded my talk with?

1193 economy. (.) so? you just outlined your topics? in a very  
 1194 short way. at the end of your presentation. and? it's  
 1195 time to give some suggestions to your friends err to your  
 1196 participants (.) so you say? (.) to finalise my talk? (.)  
 1197 to summarise my talk? I recommend that? blah blah blah  
 1198 blah. so you just give some suggestions to your  
 1199 participants <<in the end>> of your presentation. okay?  
 1200 (.) so? so far we've just talked about the introduction  
 1201 phase? like welcome to my presentation and blah blah  
 1202 blah. (.) outlining part? after then we just talked about  
 1203 the effective openings? lastly? we talked about the  
 1204 ending the presentation. (.) and in the end of your  
 1205 presentation? you need to inform that? you are completing  
 1206 your talk then you need to give information of the short  
 1207 phase of your outline? and lastly? give some suggestions  
 1208 (.) and this is going to be the? all. (0.3) okay do you  
 1209 have any questions until that part? (.) if you have any?  
 1210 (.) I can just answer them right now. (0.4)

1211 A: it's clear.=

1212 T: =it's clear. (.) okay so:? exploiting visuals are  
 1213 <<really>> important. so in your presentation? by the way  
 1214 you can create a powerpoint presentation? for your

1215

1216 T: speech? (.) you can use the graphs? charts? (.) if it's  
 1217 mathematical or statistical issues and also:? you can use  
 1218 some pictures like this. so:? which one suits the  
 1219 background? better. (0.2) which one is looking.=

1220 A: =the left - left one I think.=

1221 T: =on the left side?=  
 1222 A: =yes left side.

1223 T: oka:y?

1224 O: (0.2) right side is better.=

T: =yeah? it can be- it can be changeable to the other people (.) I mean maybe

1225 prefer it (.) but we prefer this one. so? what do we do? I'm pretty sure that yo  
 1226 U: ehm.

1227 A: what is png?

1228 T: //I'll tell you.//

1229 N: //err have the bird\* fly from escape?

1230 T: again ple=  
 1231 N: =a- a bird?=  
 1232 T: =a bird huh. uh?=  
 1233 N: =a bird err is finding?=  
 1234 T: =flying?=  
 1235 N: =bird flying from? escape.  
 1236 T: escape.=

1237 -N: =escape (.) kaçıyor.= [tr: escaping]

1238 T: =oh escaping you say.

1239 N: err from /keɪc/ kafesinden. [tr: cage]  
1240 T: oh okay ((laughter)) from <<cage.>>  
1241 LL: (laughter)  
1242 N: cage.=  
1243 T: =okay.  
1244 N: =cage pardon ((tiny laughter))  
1245 T: (0.2) so I'm going to be showing you? what png is. (.)  
1246 oka:y? (.) err let's say flowers ((writes on google to  
1247 show what png is)) png (0.3) when you just go err google?  
1248 and write png? It is going to be giving you some pictures  
1249 like that (.) for example (.) let's just take that one?  
1250 err does it? (0.4) huh. okay. can you? see? the (.)  
1251 squares - the little squares?=  
1252 A: =yes.  
1253 T: it is the png form so? (.) you can copy it? (0.3) and as  
1254 you can see? there is nothing //in\* the back side.=  
1255 A: //ehm.//  
1256 =yes.  
1257 T: oka:y? (.) so:? you can do something as well? (0.2) for  
1258 example this one (.) I want to turn it to png form. (.)  
1259  
1260  
1261 T: so what can I do? (0.2) I will just double click on it?  
1262 and come to the background - remove the background. (.) I  
1263 will just maximize it (.) and here we go (.) okay?=  
1264 LL: ehm.=  
1265 T: so you can use it for your presentation. (0.2) so (.) I  
1266 suggest you? to use the png forms of the pictures.=  
1267 U: =yes.  
1268 T: or? if you want it to make it a little bit more fun? or  
1269 err if you want to use some clip pictures >>or let's  
1270 say<< cartoon pictures? you can use something else. (.)  
1271 clipart forms for example (.) so these are more childish?  
1272 but sometimes you can find the right pictures. so I  
1273 suggest you to use some of the clipart pictures if you  
1274 want to? you can google it and you can find it.  
1275 A: yes.  
1276 T: so (.) our important point is going to be about the  
1277 <<techniques.>> and I think you will have the (.) ones.  
1278 so if you don't have the ones? you can write it? on your  
1279 paper. (0.2) so let's just start with the stress then. so  
1280 I want you to read the sentence actually (.) err Mr.  
1281 Murat? can you read just the two sentences. (0.2) be  
1282 careful about (.) the? bold ones.  
1283 M: the british will never agree to that.=  
1284 T: =huh. uh?

1285 M: the british will never agree to that.  
1286 T: =huh. uh?  
1287 M: the british will never agree to that.  
1288 M: the british will never agree to that.  
1289 T: huh. okay so you? see the point? (.) maybe understand  
1290 maybe not? the person who is reading it? is just a bit  
1291 <<emphasing.>> the talk (.) so when I say the <<british>>  
1292 and I make it slower? the <<british>> will never agree to  
1293 that. the british will <<never>> agree to that. the  
1294 british will never <<agree>> to that (.) the last one?  
1295 the british will never agree to <<that.>> (.) actually  
1296 all of them has (.) different meanings. or you are just  
1297 focusing on something you are stressing something (.)  
1298 err my suggestion is? <<in your presentation?>> take some  
1299 words which is going to be stressed. (.) and err you will  
1300 just pronounce them? <<slowly.>> (.) oka:y?  
1301 N: huh. uh?  
1302 T: (0.2) for example (.) can you? (.) or I will just write  
1303 it. ((writes on the board)) (0.4) huh. (0.4) okay so: ehm  
1304 (.) Mr. Osman  
1305 LL: ((laughter))  
1306 T: can you? read this sentence? firstly focus on this one.  
1307 O: waffling on.  
1308 T: err.=  
1309 O: =she is just waffling on a lot.=  
1310  
1311 T: =she is just waffling on a lot okay so: first of all? (.)  
1312 stress here. in the first one? stress on? here. (.)  
1313 waffling on. (.) can you read it to me.  
1314 O: waffling on.=  
1315 T: =err read the whole sentence?  
1316 O: she is just <<waffling on>> a lot.=  
1317 T: huh. uh? she is just <<waffling on>> a lot. (.) okay this  
1318 time? ((shows the word with the board marker))  
1319 O: <<she>> is just waffling on a lot.  
1320 T: okay did you see the point?  
1321 P: she (.) <<she>> is just waffling on a lot.=  
1322 T: =huh. uh? okay let's say? she is just <<waffling on>> a  
1323 lot. or? let's say? <<she>> is just waffling on a lot.  
1324 yes.=  
1325 A: I think? err when we are stressing on she?=  
1326 T: =huh. uh?=  
1327 A: she? more important in this sentence. //is it?//  
1328 T: //definite\*ly. this  
1329 is correct (.) because you are focusing on <<only>> this  
1330 part. so this is important - this is the important part



1331           (.) okay (.) the second one? is going to be about (.)  
1332           focusing so: (0.5) so we say? what I would like to talk  
1333           about (.) pause (.) <<is?>> or let's say what we have to  
1334  
1335  
1336       T:    consider <<is?>> (.) so in this? one or in the beginning  
1337           (.) you can say what I'm going to be talking about for  
1338           today <<is?>> err economy of Turkey.=  
1339       A:    =ehm.  
1340       T:    these sentences (.) I think you will have these sentences  
1341           in your presentation (.) in this one? ((unintelligible))  
1342           it is just half breath (.) just inhale? but half of it so  
1343           for example (.) what I'm giving you for your birthday hh  
1344           <<is?>> the (.) car for example ((laughter))  
1345    LL:   ((laughter))  
1346       T:    okay so can you? make a sentence about it? (.) right now?  
1347           spontaneously? ((Mr. Nihat raises his hand)) yes?  
1348    →N:    what I would like to talk about? <<is?>> randevu.  
1349           [tr: meeting]  
1350       T:    ((unintelligible))  
1351    →N:    randevu= [tr: meeting]  
1352    →T:    =ha randevu.= [tr: meeting]  
1353    →N:    =buluşma [tr: meeting]  
1354    →T:    randevu [tr: meeting] (.) meeting.=  
1355       N:    =ha meeting.=  
1356       T:    =okay (.) can you tell it again? (.) say it again?  
1357       N:    err I - I am meeting brothers.=  
1358       T:    =okay (.) the beginning - in the beginning?=  
1359       N:    =in- in the beginning.  
1360       T:    can you tell me again your sentence?=  
1361       N:    =err (.) <<is>>=  
1362       T:    =what I would=  
1363       N:    =ha (.) what we have to consider <<is?>> to - to meeting  
1364           a brothers.  
1365       T:    to meeting- to meet brothers.=  
1366       N:    =brothers.  
1367       T:    great (.) ehm (0.3) Ms. Deniz? do you have <<anything?>>  
1368    LL:   ((laughter))  
1369       D:    no ((laughter))  
1370       T:    Ms. Ceren would you like to add something? I mean would  
1371           you give an example? it's easy.  
1372    →C:    vurgulama şeyiyle mi.= [tr: with stressing thing]  
1373       T:    =just focusing.  
1374    →C:    bir düşüneyim. [tr: let me think]  
1375       T:    okay (.) I'm waiting ((laughter))  
1376       C:    I will go to the err (0.2) gym.=

1377 T: =gym huh. uh?  
1378 C: ha bir şeyi vurguluyoruz orada? gym i vurguladım.  
1379 T: ehm (.) so you can say what I'm going to do today <<is?>>  
1380 (.) going to the gym.  
1381 C: ehm.  
1382 T: oka:y? (.) alright so Mr. Uygur would you like to give an  
1383 example?  
1384 U: I don't want to talk about economy? <<because>> I'm  
1385 waiting my son.=  
1386 T: =ehm. (.)err ((unintelligible)) is about ask- answering  
1387 the question so could you? please give me something like  
1388 this (.) sentence. what I blah blah <<is?>>=  
1389 U: haaa.  
1390 T: this one focusing.  
1391 U: err (0.2) pass please after ((shows Mr. Pamer))  
1392 P: //yes.//  
1393 T: //alright\* okay that's fine that's good.  
1394 P: err what we have to consider err <<consider is?>> how can  
1395 prepare our presentation.  
1396 T: <<perfect>> bravo.=  
1397 P: =thank you.  
1398 T: ((laughter)) if you don't any - if you don't have any?=  
1399 →P: = Uygur hocam teslim al.=  
1400 [tr: Mr. Uygur the floor is yours]  
1401 →U: =yok ben düşünüyordum sadece.  
1402 [tr: no I was just thinking]  
1403 T: okay (.) the next one then.  
1404 →N: göz önüne almak istediğimiz şey= [tr: what we consider]  
1405 T: <<is?>>  
1406 N: ((unintelligible))  
1407 T: okay (.) the other one's about repetition (.) so ehm  
1408 just read the sentence together. it is obviously very  
1409 tempting to close down plants which aren't  
1410  
1411 T: ((unintelligible)) (.) so this is just a structure. you?  
1412 need to use something like adjective like small funny  
1413 beautiful err exciting and so on? (.) if you just put  
1414 very? in front of it? it means that you are signifying  
1415 the situation you are just giving more importance (.) to  
1416 your? sentence. so you? can say for example err today the  
1417 weather is? <<very?>> cold. <<very>> cold okay? (.) you  
1418 can just talk like this or? the other one is about (.)  
1419 very? and very (.) so you are just repeating the  
1420 intensifier? then you add the adjective. (.) so what does  
1421 it mean (.) the news is very very important.  
1422 P: the weather is very very hot.

1423 T: yeah the weather is very (.) <<very>> hot (.) oka:y? (.)  
1424 very (.) <<very>> hot.  
1425 N: very rainy (.) rainy.  
1426 LL: ((laughter))  
1427 T: ha this very (.) <<very>> rainy.  
1428 LL: ((laughter))  
1429 T: yes the weather is very rainy today.=  
1430 N: =very (.) <<very>> rainy.=  
1431 T: =that's right ((laughter))  
1432 P: the economy is very very bad.  
1433 LL: //((laughter))//  
1434 T: //yes the economy is//  
1435 U: ((unintelligible))  
1436 T: for example?=  
1437 N: =unfortunately?=  
1438 T: =huh. uh?=  
1439 -N: =unfortunately (.) unfortunately (.) yani önemli  
1440 anlamında.= [tr: I mean it means important]  
1441 A: =yes (.) go on?  
1442 LL: ((laughter))  
1443 T: so for example? the economy of Muğla is going to be very  
1444 (.) <<very>> fruitful. or let's say ehm very (.) very (.)  
1445 <<very>> lively (.) we can just say.  
1446 A: for example (.) studying at home about these topics is very (.) very necess  
1447 T: definitely (.) that's the thing that's the point (.) did you ge- understand  
1448 P: err I am busy and it's very (.) very hard for me to studying (.) olmadı ya.  
1449 T: =to study (.) that's okay but my point is give this  
1450 senten- how to say structure (.) very (.) very?  
1451 //a bit slowly//  
1452 P: //very very hot//=  
1453 T: =and? signify it=  
1454 P: ha //okay.//  
1455 T: //very\* (.) very slowly (.) okay?  
1456 P: err I am very (.) <<very>> busy ((laughter))  
1457 T: very (.) <<very>> busy oka:y? that's the thing.  
1458 P: short and simple word.=  
1459 T: =like very (.) very busy.=  
1460 P: simplify it very (.) very good ((laughter))  
1461 T: okay that's the thing actually ((turns to Ms. Deniz))  
1462 yes.  
1463 D: the electric is very (.) very important nowadays.  
1464 T: bravo (.) perfect yes. that's the thing (.) okay. so this  
1465 is repetition one (.) and also? we have repetition two?  
1466 in this one? you have a statement (.) what is statement  
1467 (.) it is a about a sentence(.) so? in this one? (.) in  
1468 the repetition one first of all you give your sentence?

1469 then you repeat it? and then you just explain it (.) why.  
1470 so for example in the example? we couldn't sleep (.) we  
1471 couldn't sleep because? mosquitos were everywhere. (.)  
1472 alright? so in this one? you just repeated your sentence.  
1473 (0.3) yes (0.5) okay so ((laughter))  
1474 N: I couldn't.  
1475 T: I mean you could use it for everything. (.) I mean not  
1476 only the negative sentences? but also the? positive  
1477 sentences  
1478 P: ((raises his hand)) err we- we couldn't study (.) we  
1479 couldn't study because we are very very tired.  
1480 T: yeah very good.=  
1481 P: =err err all the emphasise.=  
1482 T: =yeah all the emphasis. (.) you are emphasising actually  
1483 ((unintelligible)) okay.  
1484 A: for example err we couldn't be relax.=  
1485 T: =huh. uh?  
1486 A: we couldn't be relax because? the the results of the  
1487 election? (.) it isn't err (0.2) ehm.=  
1488 T: it-it is not satisfying?=  
1489 A: =yes. (.) or ehm not pure.=  
1490 T: =ehm.=  
1491 A: =in Istanbul.=  
1492 T: =yeah in Istanbul (.) unfortunately=  
1493 A: =unfortunately.  
1494 T: we've had the problem since? two weeks?  
1495 A: yes. (.) how can we say net.  
1496 T: which?  
1497 N: /pur/ [eng: pure]  
1498 →T: net der- [tr: what net] what do you mean?  
1499 →A: temiz bir sonuç. [tr: an exact result]  
1500 T: ehm exact (.) exact.  
1501 LL: exact.  
1502 →C: kesin mi.  
1503 T: huh. uh? exact net.  
1504 N: e:hm exactly.  
1505 T: exactly or exact numbers.  
1506 A: an exact result.  
1507 T: an exact result that's right. (.) okay let's talk about  
1508  
1509 T: anot- other ones? (.) okay so this page is the last page  
1510 actually? in includes the last techniques. so the first  
1511 one is rhetorical questions (.) so what? does it mean (.)  
1512 first of all? you ask a question? and actually you are  
1513 answering your question. for example (.) so what's? the  
1514 result? (.) the result <<is?>> we have blah blah blah.

1515 another example (.) what's? the point to be here? (.) so  
1516 for example what's? the point to be in the class? the  
1517 point <<is?>> to learn? and speak in English.=

1518 LL: =English.  
1519 T: alright?  
1520 N: err what's the selection.=  
1521 T: =huh. uh?  
1522 N: of the selections?=  
1523 T: =huh. uh?  
1524 N: selection <<is?>> - <<was?>> has made last - two weeks  
1525 ago.  
1526 T: yes this is the thing actually (.) you ask a question and  
1527 you answer the question by yourself (.) oka:y? (.) would  
1528 you like to try? (.) something? (0.6) what's the  
1529 expectations of people? (.) the expectation <<is?>> to  
1530 recover the economy of Turkey. //for example.//  
1531 LL: //ehm.//  
1532 N: err what's your expect?=  
1533 T: =huh. uh? what's your expectation?=  
1534 N: expectation? (.) I expectation.=  
1535 T: my expec=-  
1536 N: =my expectation (.) err I will go to err go to study.=  
1537 T: =okay what's my expectation? (.) my expectation <<is?>>  
1538 N: going to study.=  
1539 T: =perfect.  
1540 P: err what's the result? (.) the result <<is?>> we have  
1541 improve our presen- conversation (.) conversation?=  
1542 T: =huh. uh? conversation skills.  
1543 P: conversation skills.=  
1544 T: =yes. ((turns to Mr. Uygur)) ((laughter))  
1545 U: so what is the love? (.) love means labour.  
1546 T: ((laughter)) oh really.  
1547 LL: labour.  
1548 →U: alyazmalımdan ya sevgi emektir [tr: it is the catchword  
1549 of the film alyazmalım which is love is labour] (.)  
1550 ((laughter))sevgi emektir  
1551 LL: ((laughter))  
1552 T: what is love? love is yeah ((laughter))  
1553 LL: ((laughter))  
1554 P: very very traditional example.  
1555 LL: ye:s.  
1556 U: yes (.) what's love? (.) love means labour (.) is it  
1557 true?  
1558  
1559 →T: actually? tam olarak diyemeyebiliriz belki.  
1560 [tr: we may not say this utterly] (.) because

1561 labour means emekçi [tr: labourer]  
 1562 →U: aynı şey işte. [tr: the same thing]  
 1563 T: ((laughter)) it's up to you.  
 1564 U: effort?  
 1565 T: effort yeah it's much better yes.  
 1566 U: love is=  
 1567 T: =what is love? (.) love is?  
 1568 U: love is effort.  
 1569 T: maybe you can say (.) what? is love? (.) love <<is?  
 1570 making effort.>>  
 1571 U: ehm yes (.) I think it's very (0.2) good.=  
 1572 T: =yes.  
 1573 A: what is the aim of the life?  
 1574 T: huh. uh?=  
 1575 A: =the aim <<is?>> being happy.  
 1576 T: yes? (.) this is all you want to do (.) all you want to  
 1577 have.  
 1578 A: yes.  
 1579 LL: yes yes.=  
 1580 Y: =throughout our lives.  
 1581 T: so the last one? is about tripling (.) in that one? you  
 1582 sentence is going to have two three four adjective (.)  
 1583 T: or? words. and in this one? you are going to reading them  
 1584 (.) <<slowly?>> by emphasising the words (.) like? what.  
 1585 our service is <<swift?>> <<efficient?>> and professional.  
 1586 I'm not saying our service is >>swift efficient<< and  
 1587 blah blah blah. Swift efficient and professional (.) if I  
 1588 just say it? in a fast way? probably I will not give my  
 1589 message to the people. so I need to emphasise them (.)  
 1590 how? slowly (.) how? emphasising (.) so err just speak  
 1591 with them a bit slowly in a slow pace (.) not in a swift  
 1592 way sss=  
 1593 A: =slowly=  
 1594 T: =yeah slowly.=  
 1595 A: =step err.=  
 1596 T: =yeah step //by step.//  
 1597 A: //by step\* yes.  
 1598 T: okay (.) so? what is need now <<is?>> <<time? effort?>>  
 1599 and money. (.) so make some pauses between them.  
 1600 A: yes.  
 1601 T: oka:y? what you can do for your pronunciation improvement  
 1602 <<is? practising? reading a lot?>> and speaking. so for  
 1603 example.  
 1604 LL: yes.  
 1605 T: (0.2) okay if you want to give the last ones? (.) last  
 1606 examples? (.) I can get them. and then I will make you

1607 watch my (.) <<very first>> presentation skill video so  
1608 you will see my problems and lacks.  
1609 →P: olabilir mi hocam.= [tr: is it possible Ms.]  
1610 T: =yes.  
1611 P: what's needed - <<what is>> needed now is?=  
1612 T: =huh. uh?=  
1613 P: =/relaksıd/=  
1614 T: =relaxed=  
1615 P: =thinking?=  
1616 T: =huh. uh?=  
1617 P: =and speaking.=  
1618 T: =that's right (.) relaxing?=  
1619 P: =re- yeah yeah.=  
1620 T: =thinking? =  
1621 P: =gerund=  
1622 T: =yeah.=  
1623 P: ((huge laughter))  
1624 T: that's the thing bravo ((laughter)) but can I? get the sentence again?=  
1625 P: =err what's needed now is? (.) <<relaxing>> =  
1626 T: =huh. uh?  
1627 →P: err ne demiştım ya ((laughter)) [tr: well what did I say]  
1628 LL: speaking thinking.=  
1629 P: =thinking and speaking.  
1630 T: bravo ((turns to Mr. Nihat)) yes.  
1631 N: err what is need now? <<is?>> err <<money?>> and spend.=  
1632 T: =okay (.) that's right <<money?>> and spending.=  
1633 A: =yes.  
1634 T: okay (.) it doesn't need to be only three (.) four five  
1635 six or? (.) only two (.) it's up to you. ((turns to Mr.  
1636 Arden)) yes.  
1637 A: I think what is need to be happy (.) it is? <<money and  
1638 money and money>> ((laughter))  
1639 LL: ((laughter))  
1640 T: ((turns to Ms. Ceren)) so what do you think Ms (.) is it  
1641 about money? (.) money and money? ((laughter)) what do  
1642 you think.  
1643 O: I agree with you sir.  
1644 T: (0.3) or is there anyone? (.) who wants to add?  
1645 P: I'm not sure? but I want to try.=  
1646 T: =yeah just go for it (.) go ahead. =  
1647 P: =err what's the needed err=  
1648 T: =what is needed?=  
1649 P: =what is needed err now? //<<is?>>//  
1650 T: //<<is?>>//  
1651 P: respect.=  
1652 T: =huh. uh?

1653 P: dignit- dignity?=  
 1654 T: =dignity.  
 1655 P: trust?=  
 1656 T: =trust (.) oka:y? yep (.) can I get them again?=  
 1657  
 1658 →P: ye-yeah? (.) what is needed now <<is?>> err neydi şuan  
 1659 söylediğim [tr: what is the last thing that I have said]  
 1660 A: respect.=  
 1661 T: =respect.=  
 1662 P: =respect?  
 1663 Ll: dignity?  
 1664 P: and? (.) trust.=  
 1665 T: =bravo:.  
 1666 A: what is the meaning?  
 1667 →P: sorunlardan bahsettim hocam [tr: I have mentioned about  
 1668 the problems sir] ((laughter))  
 1669 T: ((unintelligible)) I don't have the one actually but I  
 1670 will just search for it.  
 1671 N: err what does it mean dignity? (.) Pamer? (.)what does  
 1672 it=  
 1673 T: =yes (.) can you inform us? beause I don't have dignity.=  
 1674 →P: saygı saygı.= [tr: respect respect]  
 1675 T: =okay thank you? I didn't know that.  
 1676 A: the same (.) respect=  
 1677 P: =respect  
 1678 T: ehm okay.=  
 1679 N: =respect.  
 1680 T: (0.2) huh. uh? huh. uh?  
 1681 LL: ((unintelligible))  
 1682 T: yeah it's like. (0.3) huh. uh? and of course?=  
 1683 P: sorry?  
 1684 →U: swift küfür etmek değil mi [tr: isn't it swearing]  
 1685 →P: yo yok (.) olabilir ama kullanma [tr: no no (.) it might  
 1686 be but don't use it] ((laughter))  
 1687 U: ((laughter))  
 1688 T: so everybody as you can see? //you have those\* with you?  
 1689 U: //sorry sorry//  
 1690 T: err just try to look at the techniques that I gave you?  
 1691 (.) you can use at least (.) two of them you should use  
 1692 at least? (.) two of them in your presentation (.) so the  
 1693 presentation is going to be about <<maximum>> four  
 1694 minutes?=  
 1695 U: =four minutes.=  
 1696 T: =okay? maximum four minutes (.) <<which means that?>> you  
 1697 need to practise all the time (.) and I don't want you?  
 1698 (.) to read it. err I mean you have some speaker notes?



1699 these are called speaker notes? so you can have your  
1700 speaker notes and you can write the keywords only? you  
1701 can just look at some of them but most of the time? you  
1702 need to look at your pa-participants (.) err don't look  
1703 at the page like this alright? (.) so you need to give an  
1704 (.) informative talk (.) informative talk (.) in front of  
1705 the class (.) use the mobility look at your participants  
1706  
1707  
1708 T: a:nd? hopefully it's going to be fine. (.) I believe so.  
1709 (.) so:? right now? I will just let you watch err <<my>>  
1710 video. this was ((laughter)) this was in my second grade  
1711 at the university (.) and I had a number of tiny problems  
1712 err about presentation (.) you will see my lacks and tell  
1713 me oka:y?=  
1714 A: =okay.  
1715 T: oka:y? I'm so much excited (.) if you can just see them  
1716 (.) okay let's get started (.) by the way? it is about  
1717 err travelling to Italy with a project alright?  
1718 LL: huh.uh?  
1719 T: so the topic - the presentation topic? is this. (0.2) ops  
1720 sorry.  
1721 LL: (( watch the presentation skill video of their teacher))  
1722 T: ((in the end of the video)) so:? I had a number of  
1723 problems actually? //so//  
1724 U: //you\* are very young in this video.=  
1725 T: =sorry?  
1726 U: you were very young.=  
1727 A: =very young.  
1728 T: yeah I was ((laughter)) we're just getting older you  
1729 know?  
1730 U: you look like the high school girls=  
1731 T: =really?=  
1732 U: =yeah.  
1733 T: yeah I would actually ((laughter))  
1734 LL: ((laughter))  
1735 T: okay so (.) <<I have?>> some problems in this  
1736 presentation and my lecturer just noticed it and told me  
1737 actually (.) err did you? notice something?  
1738 A: err I think moving a lot err.=  
1739 T: =huh. uh? I'm still moving a lot ((laughter))  
1740 LL: ((laughter))  
1741 A: I think you must stand (.) isn't? it. you must stand.=  
1742 T: =yes.=  
1743 A: =you can move a bit? but (0.2)  
1744 T: yeah maybe right or left?=

1745 A: =yes yes.=

1746 T: but I was just going around (.) maybe I was distracting  
1747 the attention of the people. (.) the was one thing that  
1748 my lecturer told me (.) there - there is one? more thing  
1749 actually.

1750 A: and there is technique.

1751 T: huh. uh?=  
1752 A: =png I think.  
1753 T: png technique huh. uh?=  
1754 A: =couldn't err if it's not good.  
1755 T: err actually it was really great (.) there was no problem  
1756 about it (.) but there was a problem with my? <<eye  
1757 contact.>>

1758 LL: ((laughter))

1759 T: all the time? (.) I was looking up like this? ((  
1760 laughter)) because I was just feeling so much nervous and  
1761 I couldn't look at people's face. so this is the first  
1762 thing (.) you need to look at - err you need to have an  
1763 eye contact with your participants that is the most  
1764 important thing. (.) and as you notice err (.) for  
1765 example? (0.2) okay so in the picture? it includes  
1766 generally the pictures and? if you want to inform? - give  
1767 information (.) you need to put at least maximum  
1768 <<eight words>> //in the? \* slide.=  
1769 A: //in the?//

1770 LL: =slide.

1771 T: because this is not informing a lot of things (.) you  
1772 don't want to bore people (.) that's the reason why? just  
1773 (.) write tiny things (.) just a few words. that's  
1774 //going to be all.//

1775 P: //do we use (.) do we\* use the picture.=  
1776 T: =yes you can use the picture.  
1777 P: ((unintelligible))  
1778 T: yes so you are going to make a powerpoint presentation  
1779 (.) you: need to get ready because? as you can see <<I  
1780 had the speaker notes.>> but actually I did not look at  
1781 them that much. sometimes I look at them what I'm going  
1782 T: to be talking about? but generally? <<I>> memorised all  
1783 of my talk (.) so I want you to memorise your talk (.) by  
1784 your heart maybe. (.) alright (.) a:nd? in the end I err  
1785 I want to inform you about the pronunciation (.) please  
1786 look at the pronunciation of the words? in that case? (.)  
1787 you will have idea about how you pronounce them (.) so  
1788 these are going to be really important (.) not only? in  
1789 this presentation? but also in the conferences (.) these  
1790 are the main techniques actually that I used? to make an

1791 efficient talk? in the conferences. (.) oka:y? thank you  
1792 so much (.) next week we don't have any classes because  
1793 of twenty third of april? (0.2) okay? but after two  
1794 weeks?=  
1795 P: ((raises his hand)) =my challenge.=  
1796 T: =yes.=  
1797 P: =yes ((laughter))  
1798 T: okay so we have?  
1799 LL: ((laughter))  
1800 T: (0.2) okay so? who would you like to? maybe you want to  
1801 look at the names? =  
1802 P: =yes.=  
1803 T: =so.  
1804 P: yeah I - err I remember which one is to choose.  
1805 T: o:kay could you please tell us.  
1806 P: (0.3) ehm Ms. Ceren  
1807 LL: ((huge laughter))  
1808 →D: napıyorsun ya ((laughter)) [tr: what are you doing]  
1809 T: Ms. Ceren? (.) you: will err make a motivational video  
1810 C: yes.=  
1811 T: =err at least maximum two minutes //right?//  
1812 U: //two min\*utes maximum.  
1813 T: err in the last week (.) err after twenty third of april  
1814 err we will watch err  
1815 LL: ((the responsible ones raise their hands))  
1816 A: //my video.//  
1817 T: //Mr. Murat's\* Mr. Arden's and also Ms. Dilek's (.)  
1818 videos (.) and after then? Ms. Ceren?  
1819 P: last.=  
1820 T: =err the last Ms. Ceren? Mr. Yener and Ms. Helin.  
1821 LL: Ms. Helin?  
1822 T: err I have no idea if they will come? oh >>sorry sorry  
1823 sorry.<<  
1824 LL: ((unintelligible))  
1825 T: oh sorry Mr. Remzi. //yes.//  
1826 LL: //yes.//  
1827 T: okay (.) thank? you so much?  
1828 →C: hocam sunum her konuda olabilir mi. [tr: Ma'm can the  
1829 presentation be in any kind of topic]  
1830 T: err your information video (( tries to say  
1831 presentations)) could be about everything alright? (.)  
1832 could be about everything.=  
1833 U: =err we will make presentation after two weeks? after?=  
1834 T: =after two weeks (.) >>get ready until<< two weeks? err  
1835 time is going to be err enough?  
1836 C: ((unintelligible))

1837 U: //after.//  
1838 T: //after\* (.) after twenty third of april.  
1839 →C: yirmi üç nisandan sonra.= [tr: after twenty third of  
1840 april]  
1841 T: =yes (.) oka:y?  
1842 P: we- we will prepare the presentation two weeks later.=  
1843 T: =two weeks later (.) get ready? (.) this time I will sit  
1844 there I'll watch you.  
1845 O: err can you send the powerpoint?  
1846 T: err I will send the powerpoint the video? I can send it  
1847 to you? and I will send the rubric  
1848 O: rubric?  
1849 T: err rubric err how I'm going to point - give you point.  
1850 LL: ehm.  
1851 A: yes.  
1852 T: oka:y?  
1853 P: can you send us?=  
1854 T: =all of them (.) don't worry oka:y?=  
1855 P: =okay.  
1856 T: thank you so: much? (.) see you.  
1857 A: see you.  
1858 P: err how - how much time.=  
1859 T: =you have <<only>> four minutes.=  
1860 P: =four minutes yeah.  
1861 T: okay.  
1862 U: have good day (.) bye:

07.05.2019

1 T: ye-yes.  
 2 N: err all the names err Turkish tales? err collections.  
 3 T: huh. uh?=  
 4 N: =err are Turkish area.  
 5 T: oh okay.=  
 6 N: =err we will make a collection to all? err /tejs/.  
 7 T: what is /tejs/  
 8 →N: err tales? masal. [tr: fairytale]  
 9 T: oh tales (.) tales.=  
 10 N: =tales.  
 11 →T: huh. uh? okay fairy tale (.) peri masalı. [tr: fairy tale]  
 12 N: ehm all (.) all.=  
 13 T: =okay.=  
 14 N: =a:ll tales.  
 15 T: okay (.) all the tales.  
 16 N: err he err invited (.) approximately err six seventeen  
 17 ((unintelligible)) university.=  
 18 T: =academician?=  
 19 N: =err uni- university?=  
 20 T: =oka:y?  
 21 N: professor err professional persons? Approximately err they - we make for th  
 22 T: huh. uh?  
 23 N: together make a err - together made a topic (.) about a topic? we- we was.=  
 24 T: =we were?=  
 25 N: =we were?=  
 26 T: =huh. uh?=  
 27 N: =meeting (.) in the Abant?  
 28 T: okay. you were in the meeting=  
 29 N: =huh. uh?=  
 30 T: =about the academicians professors.=  
 31 N: =yes.=  
 32 T: =and you actually make- made decision about collecting  
 33 tales?  
 34 N: paper collection members of /esosın/=  
 35 T: =association.=  
 36 N: =association ((unintelligible)).  
 37 T: o:kay.  
 38 LL: ((laughter))  
 39 N: err after then? err satur-Saturday?=  
 40 T: =huh. uh?  
 41 N: err one day? more one day? we arrived them I will go to-

42 I was go to Istanbul (.) Istanbul err there was a err  
43 (.) my daughter? in Istanbul.=

44 T: =yes.

45 N: yes there was my wife with them? together in the evening? my wife together

46 T: huh. uh?

47 N: err plane.=

48 A: =from Istanbul?=  
49 N: =from Istanbul. but I want - after (.) after day? I get up early.=

50 T: =yeah.

51 N: and I - I was pain ((laughter)) in the back.

52 LL: ((laughter))

53 T: o:h you got the pain.=

54 N: =pain.=

55 T: =in the back.=

56 N: =back. there was a p- pain.=

57 T: =so:? how was it right now?

58 N: err it is no-normal err more more.=

59 T: =better.

60 N: better.=

61 T: =much better than? (.) before.

62 N: than before.=

63 T: =okay.

64 N: yes (.) better than? before.

65 T: ((writes on the board)) (0.3) okay.

66 N: yes yes ((lets Mr. Arden talks))

67 A: yes.

68 N: err I understand that no one come?

69 T: yeah so what do you think (.) should we just?=  
70 N: =maybe we can go together.=

71 T: =yeah.

72 A: we can delay err this lesson to other week

73 T: to the other week?=  
74 A: =another week ((houghes)) next week?=  
75 T: =yeah I mean.=

76 A: =for example. (.) because I have the video err I want all  
77 of them err //to watch//

78 T: =yes //I wonder//

79 A: I want to speak about it.

80 T: yes I just got Mr. Murat's videos and also your video and  
81 Ms. Helin's video. Ms.=

82 A: =and in addition? I err make preparing some  
83 presentation.=

84 T: =presentation (.) I'm so excited to see you all.=

85 A: =err yes.

86 N: err we can speak err together.  
87 T: ((laughter))  
88 N: one hour or half.  
89 T: that's okay for me I mean (.) I'm okay with that.  
90 A: y=yes.=  
91 N: =one hour we can make //our lesson?//  
92 T: //yeah of course?//  
93 A: and we can repeat the lesson err  
94 for the //next err week//  
95 T: //alright? so//  
96 N: if it fit- fit?=  
97 T: =yeah it's okay for me (.) it fits for me (.) so I have  
98 some papers? we did not look at in the previous weeks. so  
99 maybe you can choose one of them and you can talk about  
100 it actually.  
101 A: oka:y.=  
102 N: =yes.  
103 T: okay. (.) so I got a number of them it's your choice.  
104 ((let the participants pick a paper)) alright so? (0.3)  
105 if it's not suitable for you? you can change your paper  
106 alright?  
107 N: (0.7) ((unintelligible))  
108 T: which one?  
109 N: invention.  
110 T: invention means like err how to say (.) can you say it in  
111 Turkish?  
112 A: err new things.  
113 →T: yeah keş-fetmek [tr:to discover]  
114 →N: keşfetmek. [tr: to discover]  
115 →T: not keşfetmek actually. [tr: to discover]  
116 →A: yenilik.= [tr: innovation]  
117 →T: =ha yenilik yes.= [tr: innovation]  
118 N: =innovation.  
119 T: innovation yeah.  
120 A: innovation.  
121 →T: what exactly türkçesini tam olarak hatırlamıyorum. [tr: I  
122 do not exactly remember the Turkish meaning of the word]  
123 A: ((looks at Mr. Nihat's question and reads)) what is the  
124 innovation (.) yes. (.) all of the technology.  
125 N: process - processes.=  
126 →T: =yes. (0.3) ha invention means? icat. [tr: invention]  
127 buluş [tr:discovery]  
128 →A: icat mı.= [tr: invention]  
129 T: =yes.

130 A: haa not innovation.=  
 131 →T: =innovation? yenilik [tr: innovation] but=  
 132 A: invention yes new things that are just discovered.  
 133 LL: ((look at the question together once again.))  
 134 T: alright.=  
 135 N: =I understand yes.  
 136 T: I can sit here as well? (.) so. (0.2) so would you like  
 137 to talk about what is your question?  
 138 N: err (.) err I remember that the first computer.=  
 139 T: =huh. uh?  
 140 N: ((unintelligible)) magazine. err approximately nineteen  
 141 ninety.=  
 142 T: =nineteen? ninety.  
 143 →N: bin dokuz yüz doksan.= [tr: nineteen ninety]  
 144 T: =yes ((laughter)) it's nineteen ninety.=  
 145  
 146 N: nineteen ninety. (.) when err I went in Romania? I win  
 147 ((unintelligible)) I can err I could- I could buy a  
 148 computer?  
 149 T: okay so (.) you bought a computer.  
 150 N: yes. I bought a - I bought a computer.  
 151 T: huh. uh?  
 152 N: the first time in the - in the life.  
 153 T: a:lright the first time in your life.=  
 154 A: =in nineteen ninety?=  
 155 N: =in nineteen ninety three.  
 156 A: nineteen ninety three okay.=  
 157 T: =ah okay nineteen ninety three.  
 158 N: err the first story for al- all of them? err voice record  
 159 → err voice record makine [tr: machine] - err machine.  
 160 LL: =machine.  
 161 N: machine. (.) err I haven't got the machine for the err  
 162 voice record.  
 163 LL: huh. uh?=  
 164 N: =voice record for us very important that.=  
 165 T: =why is it - why is it important.  
 166 N: because we will - err we make? our voice record for err  
 167 traditions play (.) traditions tales.=  
 168 T: =ehm.=  
 169 N: =traditional oral sources.  
 170 A: ((unintelligible))  
 171 N: yes we use machine for tradition sources.=  
 172 T: =I see okay.=  
 173 N: =oral sources.



174 T: very good?=  
 175 N: =err play /lezan/=  
 176 T: =legends.=  
 177 N: =legends.=  
 178 T: huh. uh?=  
 179 N: =folk err story?  
 180 T: ehm.=  
 181 N: =mythology err etc.  
 182 T: ha et cetera  
 183 LL: et cetera.  
 184 T: et cetera.=  
 185 N: =et cetera.  
 186 LL: ((laughter))  
 187 N: err when I was in Trabzon city?  
 188 T: huh. uh?  
 189 →N: I err I biriktirmek neydi. [tr: what is collecting  
 190 in English]  
 191 T: collected?  
 192 N: err I collected my money.  
 193 T: ehm.=  
 194 N: =and? err I sell- sold err I sold a voice err.=  
 195 T: you sell? or you bought.  
 196 N: err I - I sell ((indicates buying by his body language))  
 197 → bought aldım.= [tr: bought]  
 198 T: =okay (.) it means? (.) bought (.) sell just sell means?  
 199 //give something.//  
 200 N: //ha sell sell\* ha no: I? //buy\* ha bought.  
 201 T: bought//  
 202 N: err I bought the machine of the err voice record.  
 203 T: alright.=  
 204 N: =err I wondered err very much err happy very much.=  
 205 T: =you were happy.=  
 206 N: =yes I must err I can make err voice record of some  
 207 people - some peoples?=  
 208 A: ((unintelligible)) having this recording voice.  
 209 N: yes small device.=  
 210 T: =yes the little device.  
 211 A: it's very important for you err more.  
 212 N: err I had a lot of recorded err cassette in my archive-  
 213 archives. (.) err it's the tapes err with the tapes? err  
 214 I went to Romania? I err a lot of - I err visited a lot  
 215 of err village and the err city (.) in Romania.=  
 216 T: huh. uh?=  
 217 N: =for Turkish people.

218 T: so: did you communicate?=  
 219 N: =yes.=  
 220 T: =did you? make an interview with Turkish people living in  
 221 Romania?  
 222 N: err in Romania? err there are people - eighteen Turkish  
 223 people.=  
 224 T: =eighteen (.) only? eighteen.=  
 225 N: =yes.  
 226 T: ehm.  
 227 →N: seksen milyon seksen milyon diyebilir? miyim.= [tr: eight  
 228 million can I say in eighty million]  
 229 T: =in nineteen eighty= ((understands wrong))  
 230 A: =eighty thousand.=  
 231 →T: = >>seksen? bin<< = [tr: eighty million]  
 232 →N: =seksen bin.= [tr: eighty million]  
 233 T: =ha okay.  
 234 LL: eighty thousand  
 235 N: ((unintelligible)) different village or town - town  
 236 city.=  
 237 T: oh I see (.) I see.  
 238 N: err they was lived there.=  
 239 T: =they lived.  
 240 N: then? (.) I collected a lot of voice?=  
 241 T: huh. uh?  
 242 N: err and record - err I made record (.) this tape.  
 243 T: perfect (.) it is really special and important for you.=  
 244 N: =yeah.=  
 245 T: =because you collected all of the data?=  
 246 N: =yes.=  
 247 T: =from the people with the small <<tiny>> device.  
 248 N: there was fotoğraf makine -machine.=  
 249 T: =photograph?=  
 250 N: =photograph machine. err this machine had only three err  
 251 (0.2) otuz altı.=  
 252 T: =thirty?=  
 253 N: =thirty - thirty six pose (.) pose.=  
 254 T: =ehm.  
 255 N: I - I made photograph err some traditions and old  
 256 /moskue/=  
 257 T: =/mosk/=  
 258 N: =mosque.  
 259 T: huh. uh?  
 260 N: and pa- çeşme  
 261 T: foundation.=

262 N: =foundation foundation.=  
263 T: =huh. uh?.  
264 N: and I make a /riport/ /riport/.=  
265 T: =report.=  
266 N: =report.=  
267 T: =huh. uh?  
268 N: foundation (.) reports? ((waits for teacher to finish her  
269 writing)) (0.4) report.=  
270 T: okay.=  
271 N: =yes report. (.) err in the end? (.) I make - made a  
272 report Romanian and Turkish people and traditions? (.)  
273 err I give the- I give this report.  
274 T: huh. uh report.=  
275 N: =err ambassador of - ambassador of Bucharest.=  
276 T: =okay.=  
277 N: =Bucharest ambassador err is a very err nice man?=  
278 T: =huh. uh?  
279 N: err he told me err first time err I want to tell - I want  
280 to tell you a book for ((unintelligible)) Turkish  
281 preparation in Romania (.) the first week told me=  
282 T: =the first week.=  
283 N: =yeah (.) yes?  
284 T: that's nice.=  
285 N: =in the end years? (.) I want err I make a  
286 ((unintelligible)) very (0.4) his thinks was very  
287 important err about ((unintelligible)) and Bucharest in  
288 Romania? collected all the tradition and cultural  
289 /s3rsız/.=  
290 T: =sources= ((right pronunciation))  
291 N: =sources (.) I made err a lot paper and books (.) and  
292 Turkish people - paper. their books err different and  
293 Amazing ((unintelligible))=  
294 T: =journals.=  
295 N: =journals //yes.//  
296 T: //that's\* amazing.  
297 N: but not also? but reported for me? about innovation?=  
298 T: =invention?=  
299 N: =invention=  
300 T: =huh. uh?  
301 N: and I'm thinking? ((laughter))  
302 T: ((laughter)) (0.2) okay?  
303 N: there are in television ((laughter)) (0.2)  
304 ((unintelligible)) is technical err=  
305 T: =device?=

306 N: =device. I?- when I was a child (.) we haven't got  
307 → television because television (0.4) yayım yayınlama=  
308 [tr: broadcast]  
309 T: =broadcast?  
310 N: television broadcast err new-newly time.  
311 T: ehm.  
312 A: //yes.//  
313 N: //newly\* time (.) err=  
314 A: =and they are no one have television device=  
315 N: =device.=  
316 A: =in this high house.  
317 T: so (.) why didn't everybody had - have the (.) television  
318 (.) why?  
319 A: after this (.) I think it is get err (.) cheaper.=  
320 T: =ehm (.) but in the first times?=  
321 A: =in the first times?=  
322 T: =how much was it (.) when we just think about right now.  
323 A: I don't know but it is not attractives things.  
324 T: ehm.  
325 →A: cazip değil. [tr: it is not juicy]  
326 T: okay attractive.=  
327 N: =not attractive.=  
328 A: =because there is no err much broadcast (.) there is not  
329 much err broadcast=  
330 T: =I see.=  
331 A: =television programmes I - I remember err it was starting  
332 from the (.) evening?=  
333 N: =in the evening //only two.  
334 A: //eight o'clock=  
335 N: =eight o'clock.  
336 A: until ten o'clock.  
337 T: //ah so//  
338 A: //only?//  
339 N: err only three days (.) there was television.=  
340 A: =yes. there is no much programmes.=  
341 T: =this is just so weird. (.) in a week? you had <<only  
342 three days.>>=  
343 A: =yes.=  
344 T: =to watch television.=  
345 LL: =yes yes.  
346 T: and you have <<only>> a few hours.  
347 LL: yes.=  
348 T: =o:kay.  
349 N: and- and a man? in the evening err reads a man?=

350 T: =okay speaker.=  
 351 LL: =speaker.  
 352 N: err a speaker was err open the head?  
 353 LL: ((laughter))  
 354 T: oka:y?  
 355 →N: open the head (.) kel [tr:bold] ((laughter))  
 356 A: /blend/?=  
 357 T: =bold.  
 358 LL: bold.  
 359 T: ((laughter)) okay so it is bold ((writes on the board))  
 360 A: bold.  
 361 T: for example a bold man.=  
 362 N: a bold man. (.) there was a bold man in err in in err in  
 363 last news (.) last news in err (.) speaker. err we: are  
 364 child err child told them? err (0.2)  
 365 T: huh. uh?=  
 366 N: =vision to? a bold man.  
 367 T: what does.=  
 368 →N: yani kele bakış  
 369 [tr: I mean taking a glance at the bold one]  
 370 T: ehm vision (.) vision or perspective.  
 371 →N: kele bakış ((laughter)) [tr:taking a glance at the bold  
 372 one] and yes I don't want to take all time? I will=  
 373 T: =okay I will just ask you again? but this time.=  
 374 A: =when you - when you are child? (.) there was a small  
 375 time for children programmes.=  
 376 T: =ehm.=  
 377 A: =cartoon programmes.=  
 378 N: =cartoon programmes.  
 379 A: this time it's half past err one hour.  
 380 T: one and - I mean it's in the past.=  
 381 A: =yes in the past. (.) only they ((unintelligible)) you  
 382 can watch? (.) cartoons. after that? ((uses his hands))  
 383 T: it's finished.=  
 384 A: =it's finished.  
 385 T: oh I see. ((laughter))  
 386 LL: ((laughter))  
 387 →N: err ba-ba-baby of pil pilli bebek. [tr: batter doll with  
 388 battery]  
 389 T: battery.=  
 390 N: =ha (.) people? battery.=  
 391 T: oh doll.=  
 392 →N: =this name programme? release? baby of? battery. pilli  
 393 bebek. [tr: doll with battery]

394 T: okay so doll with battery.=  
 395 N: =yes.  
 396 →T: yeah in Turkish? pilli bebek. [tr: doll with battery]  
 397 N: cartoon film ((unintelligible)) baby of ((laughter))  
 398 →A: the most famous cartoon was ((unintelligible)) err temel  
 399 reis. [tr: popeye the sailor]  
 400 T: ah yes yes yes.  
 401 A: popeye of the Suleiman.  
 402 T: I think so yes (.) I don't remember completely.  
 403 →A: kabasakal [tr: brutus]  
 404 →T: sarfinaz. [tr: olive oyl]  
 405 →LL: sarfinaz. [tr: olive oyl] ((laughter))  
 406 T: the tall woman.  
 407 A: yes. (0.2) it was the famous cartoon.  
 408 N: cartoon.=  
 409 A: =at that time.  
 410 N: and there was a jerry and.=  
 411 T: =tom and jerry.=  
 412 LL: =tom and jerry.=  
 413 T: =ye:s.  
 414 N: and?=  
 415 T: box bony do you remember?  
 416 N: box bony.=  
 417 A: =box bony is new.=  
 418 T: =it - o:h okay.=  
 419 A: =it isn't old ((laughter))  
 420 T: oh okay ((laughter))  
 421 LL: ((laughter))  
 422 T: err I think we had jet- jet family.=  
 423 N: =jet family.=  
 424 →A: =jetgiller also. [tr: the jetsons]  
 425 T: did you have?  
 426 N: //yes.//  
 427 A: //this\* is new.  
 428 T: o:kay.  
 429 →N: err I love mostly? err jetgiller. [tr: the jetsons]  
 430 →T: alright jetgiller [tr: the jetsons] yes.=  
 431 N: =very nice because? man? (.) use (.) her mind.  
 432 T: his mind?=  
 433 N: =his mind. err when you (.) go to anywhere? err when? (.)  
 434 → you go to anywhere? (.) gitmeden önce demek istiyorum.=  
 435 [tr: I would like to say before you go]  
 436 T: =ehm before you go? before? //you go?//  
 437 N: //you go?\* /en1w3:r/=

438 T: =anywhere?  
439 N: he prefer? err all? err all? (.) devices.=  
440 T: =ehm.=  
441 N: =all devices for instance? err they went to a /montejn/.=  
442 T: =mountain=  
443 N: =mountain. err they had preferred?  
444 T: huh. uh?=  
445 N: =this devices.  
446 T: I see.  
447 N: you understand?=  
448 T: =yeah yeah I got it.  
449 N: ((unintelligible)) for this cartoon films? (.) very use  
450 useful for err mind.  
451 T: //for the brain.//  
452 A: //for the children.//  
453 N: for the brain.  
454 T: for children.=  
455 A: =yes.  
456 T: definitely definitely. (.) okay so let's take a look at  
457 the question (.) what is it about.  
458 A: about err (.) holidays  
459 T: holidays.  
460 A: ((unintelligible)) for holidays.  
461 T: a:right.=  
462 A: =yes (.) I think? we are: going to some kind of holidays  
463 err but prefer err (.) seaside holidays a lot (.) o:kay.  
464 T: okay.=  
465 A: =I think err for me? and for my family (.) because? we  
466 can take our son only to seaside holidays.  
467 T: (laughter) //so:\* does - doesn't he like mountains or  
468 camping?=  
469 A: //err.//  
470 =no err he isn't like.=  
471 T: =ehm.  
472 A: err culture holidays? or err mountains.=  
473 T: =not at all.=  
474 A: =yes (.) because ((unintelligible)) not attractive in  
475 sport for - err to make his time err very (.) good.  
476 T: huh. uh?=  
477 A: =err only he can enjoy? in the sea.=  
478 T: =with the friends maybe.=  
479 A: =yes. but we describe? - discover of my son especially?  
480 err after a lot time.=  
481 T: =ehm.=

482 A: =we take it to: err Rome.  
483 T: oka:y?  
484 A: trip to take a trip to Italy?  
485 T: okay.  
486 A: we take him to Rome and err (.) travel in Italy a lot?=  
487 T: oka:y?  
488 A: he isn't err (.) he is not (.) enjoying <<anything.>>  
489 T: so he didn't like it.  
490 A: he isn't like.=  
491 T: =okay (.) he didn't like it.=  
492 A: =he didn't like.  
493 T: huh. uh?=  
494 A: =yes (.) so:? another time? we take it to err Paris.  
495 T: ehm Paris.=  
496 A: he didn't like it (.) too.  
497 T: ((laughter))  
498 A: so:? I recognized that? he is - it is more enjoyable for  
499 his.=  
500 T: =yes.=  
501 A: =he enjoying a lot (.) and err trying to use this time?  
502 err more and more.  
503 T: so err it's different but? he maybe likes playing with the sand.=  
504 A: =yes.=  
505 T: =you know the sand.=  
506 A: =yes.=  
507 T: =maybe he likes creating castles (.) I don't know  
508 //how old is he?/  
509 A: //yes (.) yes\* now? he is fourteen years old.=  
510 T: =fourteen years old (.) maybe it2s a bit late right now  
511 but in the childhood period? he was just creating the  
512 castles in the sand.  
513 A: err I think the sand? and the sea? (.) it can be  
514 enjoyable until fourteen or fifteen years old.  
515 T: yes yes definitely.=  
516 A: =after fifteen years old (.) he don't want to come with  
517 us (.) anywhere=  
518 T: =ehm.=  
519 A: =even to seaside.  
520 T: adolescent period.=  
521 A: =yes.  
522 T: adolescent //means ergenlik.//  
523 A: //he want to take\* his err (0.4) he wanted to  
524 take his holiday.=  
525 T: =huh. uh?=



526 A: =with? his friends (.) err wherever you go.=  
527 T: =o:kay.  
528 A: seaside? mountain? or err=  
529 N: =culture?=  
530 A: =cultural holidays.  
531 T: so he only cares about his friends actually.=  
532 A: =yes (.) he focus on friends only.=  
533 T: =only.  
534 A: err he's coming with me (.) he with me (.) err at this  
535 err place (.) he asking about //this.//  
536 T: //so\* one question from me  
537 (.) and also? you can ask him. err what is your next plan  
538 err next holiday for example for this summer (.) do you  
539 have any plan?  
540 A: yes we have two plan? after examination of lgs?=  
541 T: =yes.=  
542 A: =he err he is nor preparing for it=  
543 T: =ah okay.=  
544 A: =yes.  
545 T: so good luck in advance.  
546 →A: after lgs? this fast err bayram tatili. [tr: festive  
547 holiday]  
548 T: okay so we have? bairam fest (.) //bairam fest.//  
549 A: //bairam fest.//=  
550 T: =huh. uh?=  
551 →A: =we will go to bairam fest to Atina [tr: Athens]  
552 T: oh perfect.  
553 A: we have- err take a trip for a week (.) and after this?  
554 at the beginning of /gulei?/  
555 T: july?  
556 A: july (.) err we will go to Germany and err I want to  
557 visit my brother (.) //in Germany.//  
558 T: //I see.//  
559 A: I will go to Berlin? and then? go to Munich.=  
560 T: =Munich.=  
561 A: =yes (.) two city in Germany.  
562 T: so I think? in my opinion (.) you son? will <<really>>  
563 enjoy in Athens (.) but in Germany? ((laughter)) I'm not  
564 sure.  
565 →A: ((laughter)) I don't think he's enjoying in Atinas=  
566 [tr: Athens]  
567 T: =really?=  
568 A: =yes.=  
569 T: =why?=

570 A: =because our visit? we will not go to seaside.=  
571 T: =ehm.  
572 A: he is not.=  
573 N: =really?  
574 A: he is not have any friend.=  
575 T: =yes. but you said that he is err he is keen on speaking  
576 English you said.=  
577 A: yes (.) yes yes=  
578 T: =maybe he can find some friends?  
579 A: yes he can speak in English (.) he can speak in  
580 → English? err cesaretli. [tr: encouraged]  
581 T: err encouraged.  
582 A: encouraged.  
583 T: encouraged.=  
584 A: =yes. (.) than me ((laughter))  
585 T: ah okay more encouraged than you. (.) I see.  
586 A: and? err after Germany holiday? we are waiting for some  
587 err=  
588 T: =results?=  
589 →A: =misafirler? [tr: guests]  
590 T: ehm //guests.//  
591 N: //guests.//=  
592 A: =guests from Iraq.  
593 T: Iraq?=  
594 A: =yes.  
595 N: Kirkuk?  
596 A: from Kirkuk.  
597 T: okay perfect.=  
598 A: members of my family.=  
599 T: =are they your relatives? (.) relatives?=  
600 A: =yes.  
601 T: okay.=  
602 A: =my father and my step mother (.) brother sister.  
603 T: o:kay (.) so all of your family actually.=  
604 A: =I don't err how many will come? but there is err they  
605 are preparing for coming.  
606 T: okay perfect.  
607 A: and we have some guests? from Azerbaijan (.) relative  
608 err we have relative from Azerbaijan.  
609 T: w-wha=  
610 A: =family of my wife.  
611 T: I see=  
612 A: =from Azerbaijan.  
613 T: your wife has relatives in Azerbaijan?=

614 A: =yes.=  
 615 T: =and you? have relatives in Iraq.=  
 616 A: =yes.  
 617 T: oh perfect (.) multicultural=  
 618 N: different situation.  
 619 T: ((laughter)) okay you can ask some questions as well.  
 620 N: yes err I want to ask you my friends? err when do you go  
 621 to Kirkuk.  
 622 A: err I'm going to Kirkuk - in Kirkuk ((unintelligible))  
 623 N: ((unintelligible))  
 624 A: there is a err=  
 625 →N: =asker ocağı falan mı.= [tr: is it a place for military  
 626 service]  
 627 →A: =ilçe. [tr: county]  
 628 T: err it's county.=  
 629 A: =county.=  
 630 T: =county.  
 631 A: county? (.) near of Kirkuk err about one hour ((looks at  
 632 the board)) (.) county of Tuzhurmatu.  
 633 T: Tuzhurmatu.=  
 634 A: Tuzhurmatu.  
 635 T: i-it's a name right?  
 636 A: it's a name (.) right (.) name of because it is famous  
 637 → of? tuz. [tr: salt]  
 638 T: haa.  
 639 A: salt (.) we are selling salt.  
 640 T: salt (.) you're saying salt.=  
 641 A: =tuz. [tr: salt]  
 642 T: yes (.) salt huh. uh?  
 643 →A: and it is famous of hurma also. [tr: persimmon]  
 644 T: ah yes.  
 645 →N: hurma. [tr: persimmon]  
 646 A: yes the thing.  
 647 N: then err (.) it must be very cold err in winter.=  
 648 A: =yes it is cold in err (.) county? because it's less  
 649 rainy err semester.  
 650 T: oh okay (.) in this semester is it rainy or?  
 651 A: no this semester it is very hot.  
 652 T: it is very hot okay.=  
 653 A: =only in january February you can=  
 654 T: =you can see the //rain.//  
 655 A: //rain.\* yes.  
 656 N: I can - err I can ask you another question? err did you  
 657 see err (0.5) Hasan Hüseyin (.) Hasan Hüseyin karbala.=

658 A: =karbala yes (.) I visited a lot.  
659 N: what do you think what do you think.  
660 A: they are err - in our county? err every year? err every  
661 february we take a bus and visit karbala and najaf (.)  
662 bagdad? and come back.  
663 T: ehm.=  
664 A: =every family do this.  
665 T: can you inform me about Karbala (.) I have not enough  
666 information (.) about Karbala so:? what do you say to  
667 me.=  
668 A: karbala is (.) a very old place?  
669 T: huh. uh?  
670 A: that err (0.2) give a lot of war.  
671 T: oka:y (.) had experience a lot of war.  
672 →A: err after err Hz. Muhammed. [tr: Muhammad]  
673 T: huh. uh?=  
674 A: Hz. Muhammed's family? come to Karbala ((houghes)) yes.=  
675 T: did it?  
676 A: no  
677 T: oh I was just - okay.  
678 A: I didn't feel it.  
679 T: ((laughter)) sorry (.) yes so prophet Muhammad?=  
680 A: =yes err comes to Karbala.  
681 T: huh. uh?  
682 A: the enemy of them err make war and? there is a lot of  
683 places that comes for this war.  
684 T: I see.=  
685 →A: =a lot of err for example err torun neydi.  
686 [tr: grandson]  
687 T: /toruneydi?/=  
688 →A: =torun torun neydi?=[tr: grandson]  
689 →T: =ha torun [tr: grandson] (.) grandson //grand daughter//  
690 A: //grand son.\* of  
691 → Hz. Muhammed [tr: Muhammad] there is trap in Karbala (.)  
692 Hasan and Hüseyin  
693 T: ehm yes (.) I //remember now.//  
694 A: //some ((unintelligible))\* also (.) Ali  
695 Azra Ali Ekber a lot of people (.) twenty seven people?  
696 err died in this war. for this? there are a lot of people  
697 from Iran from Turkey? from Iraq comes to this place.=  
698 T: =to commemorate? (.) to commemorate means for example we  
699 commemorate Atatürk on the tenth of err november. so?  
700 people commemorate?=  
701 A: =yes. there is - I err I don't remember the date of err=

702 T: =okay.=

703 →A: the date is different because muharrem ayı [tr:  
704 muharrem ul haram] the month of muharrem is err for this.  
705 especially the first ten days of muharrem (.) from the  
706 first day? to the ten days of muharrem. There are a lot  
707 of people visiting=

708 T: =this place?=  
709 A: =this province.=  
710 T: =okay.=  
711 A: =province of Karbala and province of Najar.  
712 N: three times? or five times? turning around the Karbala  
713 cycle?  
714 A: yes err three times? they are walking about=  
715 T: =around it.=  
716 →A: =around the dome türbe neydi? [tr: what is tomb]  
717 N: tomb tomb.  
718 A: tomb.  
719 T: let me see?  
720 N: ben yazayım mı (.) tomb.=  
721 T: =yeah? if you want to? (.) okay so /b/ is a silent sound  
722 A: /tom/  
723 T: so /tom./  
724 LL: /tom/  
725 T: okay perfect (.) thank? you so much.  
726 A: there are three important tomb in Karbala? (.) Hz.  
727 → Hüseyin Hz. Abbas and (0.3) another. [tr: his holiness]  
728 N: excellence Abbas excellence.=  
729 A: =excellence ((laughter))  
730 T: ah oka:y.=  
731 N: =excellence.  
732 T: ((writes on the board)) this one prophet.  
733 →N: prophet peygamber. [tr: prophet]  
734 T: yeah.  
735 →N: but veli (.) veli? [tr: holy person]  
736 T: I don't know (.) I will check it out.  
737 →N: ermiş kişi. [tr: holy person] (.) err mesela [tr: for  
738 instance] successful-  
739 success man=  
740 T: =ha magnificent you mean.=  
741 N: =magnificent.  
742 T: magnificent let's write it here? (0.3) magnificent.  
743 LL: magnificent.  
744 N: holy - holy man.  
745 T: huh. uh? holy means for example (.) holy book (.) Kuran-ı

746 → Kerim [tr: Koran] is a holy book (.) it means? kutsal.  
747 [tr: holy]  
748 N: ((unintelligible)) ritual ritual yani kutsal bir bitiş.  
749 A: (0.3) and there is err a -one place? err one tomb in  
750 Nejef err it's near of Karbala one hour //from Karbala.//  
751 T: //I see.//  
752 →A: err Hz. [tr: his holiness] Ali's tomb in Necef yes (.)  
753 and also there are a lot of people visit.  
754 T: and turn around?=  
755 A: =turn around  
756 N: three time.  
757 A: //three times.//  
758 T: //three times.\* err why is it three times (.) not? four  
759 times not five times but? three times (.) why?  
760 N: err I know that err sebep= [tr: reason]  
761 T: =reason.=  
762 A: =cause.=  
763 T: =huh?  
764 (0.5)  
765 N: I want to cause because? three time cycle make - to make?  
766 cycle.=  
767 T: oka:y?  
768 N: three times err is very? holy. <<the old belief>> =  
769 T: =huh. uh?  
770 N: the old beliefs? Three err five? err //seven?//  
771 A: //seven.//  
772 →N: and? forty (.) kırk [tr:forty]  
773 T: ehm.  
774 N: is very?=  
775 A: significant.=  
776 N: =ye:s very significant? days.  
777 A: ha yes yes (.) we are also? (.) if someone died?  
778 T: ehm.=  
779 A: =we celebrate the third day? seventh day? and fourteenth  
780 day=  
781 T: =fourtieth day.=  
782 A: =fourtieth day.  
783 N: for- for instance? birth-birthdays birthday for child.  
784 T: oka:y?  
785 N: err three days (.) very important? err forty days very  
786 important?=  
787 A: =yes yes.  
788 T: yes that's right.=  
789 N: err sixty month important?

790 T: sixty months? (.) why sixty months.  
791 N: err there are festival for the home.  
792 T: for the ((unintelligible))=  
793 N: for chi- for children (.) for child - for a child.=  
794 T: ehm.  
795 A: for newborn.=  
796 N: =for newborn and? very important thing? (.)  
797 err a man die - a man (.) when a man die?  
798 T: oka:y?=  
799 N: =these days very important ((unintelligible)) err dies  
800 man? err after then a man?=  
801 T: =huh. uh?  
802 →N: /dei/ öldü= [tr:die]  
803 T: =/dai/=  
804 N: die=  
805 T: =dies.=  
806 N: =three days five days eight days thirty days fifty two  
807 → days err gün. [tr:day]  
808 T: fifty two?=  
809 A: =yes yes this belongs to Turkey I guess (.) fifty two (.)  
810 there is no celebration fifty two days? in Iraq.=  
811 T: =ehm.=  
812 A: =or Iran or Azerbaijan.  
813 T: so fifty two we say right? (.) five //two//  
814 A: //two.\* yes.=  
815 N: err these days are not in the Islam.  
816 A: ehm.  
817 N: err there aren't in Islam this days (.) this days? there was? the <<old>> b  
818 T: =I see.  
819 N: //shamanism.//  
820 A: //before\* Islam.  
821 T: shamanism.  
822 N: before Islam.  
823 A: before the Islam.=  
824 N: =yes before the Islam.  
825 T: I got it okay.  
826 N: shamanist believes them?=  
827 T: =yes.  
828 N: err for instance? Mongols err Mongols err (.) for  
829 Mongols? very important days. (.) err water err very  
830 important things (.) for - for Mongols? or? all old  
831 peoples.  
832 T: huh. uh?=  
833 N: =because? we don't err (.) any (0.2) respects -

834 inrespects (.) - err we don't make unrespect behaviour  
835 → for? water (.) err su için bir saygısızlık yapamazsınız.  
836 [tr: you can't disrespect for water]  
837 T: you can't make any respect.=  
838 N: =yes.  
839 T: err disrespect=  
840 A: =disrespect.=  
841 T: =oh sorry sorry disrespect.  
842 N: inrespect or?=  
843 T: disrespect  
844 N: disrespect ((laughter))  
845 T: err you can't make err any disrespectful behaviours.  
846 N: err in this case? you can died err suddenly.  
847 T: alright so if you make mistakes  
848 //about your behaviours?//  
849 N: //in the Mongol and all\* Turkish peoples.  
850 A: is that mean they kill you?  
851 N: kill you? yes (.) they have penalty (.) there was very  
852 penalty in this situation.  
853 T: = I see.=  
854 N: =for instance there was err a rule (.) a high rule in  
855 → this situation (0.4) err damga? (.) damga? [tr: stamp  
856 stamp]  
857 T: stamp we say.  
858 N: stamp? err ateş damga ama (.) şey ateşten damga.  
859 T: ((laughter)) I don't know.  
860 A: ((unintelligible))  
861 T: err ateş mean fire.=  
862 N: =ha fire fire.=  
863 T: =stamp with fire.  
864 N: stamp with fire.=  
865 T: =oka:y?  
866 N: err you have a penalty?=8  
867 T: huh. uh? penalty.=  
868 N: =penalty? (.) a big penalty? (.) you - your err head or  
869 here here? will s- normally penalty in err old time.=  
870 A: =ehm.  
871 N: in old time.  
872 A: that means? everyone? err if you - if they see stamp? On  
873 your head or on your body?=  
874 N: =this was a penalty.  
875 A: yes (.) err //they.//  
876 T: //that's\* so weird.  
877 N: err the old institution?=



878 T: =institute  
 879 →N: institution err yok hukuk. [tr: no it's law]  
 880 T: law.=  
 881 N: =adalet=  
 882 T: =well justice.=  
 883 N: =justice (.) old justice situation.  
 884 T: huh. uh?  
 885 N: err very interesting situation it is.=  
 886 T: =definitely.=  
 887  
 888 N: =err justice. (.) err I make - I made a thesis about err  
 889 law.  
 890 T: laws.=  
 891 N: =about Turkish law.=  
 892 T: =I see.=  
 893 N: =err traditional law.=  
 894 T: =did you write?  
 895 N: yes //this book published\* in Istnabul.=  
 896 T: //can I have the name?//  
 897 =what is the name.=  
 898 N: =yes. traditional law and traditional Turkish law (.)  
 899 → Türk halk hukuku. [tr: law of Turkish folk]  
 900 T: okay Turkish? traditional law.  
 901 →N: evet [tr: yes] (.) Turkish folk /lav/=  
 902 T: =/lo:/  
 903 →N: law (.) Türk halk hukuku [tr: law of Turkish folk] in  
 904 Istanbul ((unintelligible))  
 905 published. (.) err there was a ((unintelligible)) group  
 906 in Ankara  
 907 T: huh. uh?  
 908 N: this group saw this book (.) in Ankara.  
 909 T: sold? or bought.  
 910 N: err bought.  
 911 T: okay.  
 912 N: ((laughter)) err bought this group this book (.) err  
 913 really wanted to places I wanted to visit err (.) err  
 914 (0.5) Karbala? and Jarusalem and? Madina (.) because?  
 915 → Madina come from medeniyet [tr: civilization] Madina.  
 916 T: ehm (.) civilization.=  
 917  
 918  
 919 →N: Madina there are mission and medeniyet? [tr:  
 920 civilization] (.) err todays?  
 921 (.) err Madina peo-people err has err true - true

922 peoples.

923 T: what do you mean with the true people.

924 →N: yani düzgün insanlar. [tr: I mean proper people]

925 T: ehm ((laughter)) (.) they are proper with the behaviours

926 and so on.

927 N: yes I- I am ((unintelligible)) Madina and the other

928 cities.=

929 A: =I can take you Karbala and Nejef (.) I can take you

930 also= ((laughter))

931 T: =thank you so mu:ch.

932 N: err I want to see them - err there.

933 A: but I advise you to go to err in? Muharram months=

934 N: =Muharram months.=

935 A: =because there is ceremony? err a lot of people come to Karbala by walking.

936 T: yeah I just know this (.) I heard it. so=

937 A: =by walking from Iran (.) by walking from far away from one hundred kilomet

938 T: =so how many days - how many hours does it take.

939 A: err there is some people err walk a week.

940 T: ehm.=

941 A: =or ten days or twenty days=

942 T: =it takes a lot of time.=

943 A: =err it depends on your walking.=

944 T: =so is there any places to: relax?=  
 945 A: =yes (.) at the road? there is a lot of places to eat?  
 946 free.=

947 T: =really?

948 A: =yes.=

949 T: =they are so much //lucky.//

950 A: //they are\* they are err take your arm  
 951 and come and eat in our place.

952 T: really?=  
 953 A: =yes (.) ehm a lot of people make - err preparing foods.  
 954 T: yes?=  
 955 A: =on the road? (.) a lot people preparing bed? (.) on the  
 956 road you can sleep?=  
 957 T: =sleep there.=

958 A: =yes and you can take wash

959 T: ah oka:y you can take=  
 960 A: =yes.=

961 T: =you can take a bath.=

962 A: =you can take massage for your body.

963 T: really? (.) all of them are free?

964 A: all of them are free.

965 N: where where.

966 A: between Bagdad and Karbala between Nejef and Karbala.=  
967 T: =if you walk.  
968 N: ehm.=  
969 T: =yeah that's amazing.=  
970 A: =for all the people.  
971 N: I ((unintelligible)) all the country has a city err Iğdır  
972 city? Iğdır city for peoples? Err go to Karbala.  
973 A: yes (.) there is some company or? ((unintelligible)) to  
974 take you from Iğdır to near of Karbala about err one (.)  
975 hour? and get off bus and walking until? (.) Karbala.  
976 N: ehm.=  
977 A: =and they leaving this atmosphere.=  
978 T: =that's perfect.=  
979 A: =err of the walking and serving (.) everything.  
980 N: yes.  
981 A: for this.  
982 N: ((unintelligible)) is very important for this people.=  
983 A: yes.  
984 N: holy day for Christian peoples or ((unintelligible))  
985 peoples err others peoples.  
986 A: err today is not only Alewis or Shias in coming for  
987 (.) err Catholic people err=  
988 T: =even Catholics.=  
989 A: =yes.  
990 T: ehm.=  
991 A: =coming from ehm a lot of err (0.3)  
992 T: European countries?=  
993 A: =European countries.  
994 T: huh. uh?=  
995 A: =yes.  
996 N: Assyrians ?=  
997 A: Assyrians err they are living in Iraq - a lot of Assriya  
998 live in Iraq (.) they are also coming to? (.) this  
999 → ceremony (.) they are err making a pankart? [tr: banner]  
1000 taking it?=  
1001 N: =bill bill.  
1002 A: we are?=  
1003 N: =bill.  
1004 T: bill?  
1005 A: err (.) we are catholic of Mosul.=  
1006 T: =ehm.=  
1007 A: =we are catholic of the Irbil.  
1008 T: they are just holding it.=  
1009 A: =yes (.) they are not Muslim.

1010 N: muslim //of the Muğla.//  
1011 T: //I see.//  
1012 LL: ((laughter))  
1013 →A: yes (.) you can take your pankart. [tr: banner]  
1014 LL: ((laughter))  
1015 T: okay gentlemen (.) the class has finished.=  
1016 A: =oka:y?=  
1017 T: =I don't want you to wait here for a long time (.)  
1018 because I think they are not going to come.=  
1019 A: =yes.  
1020 T: but thank you so much? err I will just ask people next  
1021 week <<before?>> three days (.) before our class -  
1022 classroom. if they say we are not going to come? (.) at  
1023 least you don't have to come to the class (.) err I will  
1024 just inform you on the phone? so:=  
1025 A: =okay.=  
1026 T: =we will just message and talk about it oka:y?  
1027 A: we will our decision before three days.=  
1028 T: =yes. (.) I will just ask on the group (.) who will come?  
1029 and who will not (.) and if there are - there is enough  
1030 number? you can come to class and you can make your  
1031 presentations (.) I mean yes let's just do the  
1032 presentations.=  
1033 A: = ((unintelligible)) last class I think.  
1034 T: actually this week was just the last class.=  
1035 A: =yes (.) if we can do err next week.=  
1036 T: =next week? (.) will be? //the last one.//  
1037 A: //the last class.//  
1038 N: the last lesson.=  
1039 T: =the last lesson (.) hopefully everybody is going to be  
1040 here.  
1041 A: so thank you?.=  
1042 T: =thank you so much thank you so much? (.) hopefully see  
1043 you next week okay?  
1044 LL: see you.=  
1045 T: =bye bye (.) see you.

### Appendix 3: Semi-Structured Interviews

#### Arden

T: Günaydın. Bugün Arden Bey ile röportaj yapmaktayım. Öncelikle size veri analizimi detaylandırmam konusunda bana yardımı olduğunuz için çok teşekkür ediyorum.

A: Rica ederim.

T: İı hatırlayacağınız üzere on dokuz şubatta derslere başlamıştık. O derste de sizden sizlerde ver toplama amacı ile bir izin kağıdı toplamıştım.

A: Evet.

T: Şimdi de sizlerin İngilizce etkileşimi ile ilgili size birkaç soru sormak isterim.

A: Tabi.

T: Hazırsanız başlayalım.

A: Başlayalım.

T: Tamam, öncelikle İngilizcede hangi yan ve temel becerilerde zorluk yaşamaktasınız?

A: Evet. Şimdi dinlemede yaşadığım zorluk şundan kaynaklanıyor mesela.

Hayatımızda hiçbir şekilde İngilizce dinlemiyoruz. Her ne kadar ben

İngilizce kanallardan, TRT World'den dinlemeye çalışsam bile bu çok

az. İşte hayatımın yüzde birlik kısmından daha azını oluşturuyor. Onun için, kulak alışkanlığı olmadığı için kelimeleri hani ayır etsem bile onları bir cümle halinde anlayıp algılamak zor geliyor bana.

T: Anladım. Peki, bunun gramer ve telaffuz ile alakası var mıdır?

A: Tabi. İı sadece dinleme yapmak telaffuzunu geliştirmiyor. Özellikle ben telaffuzdan endişeliyim. Hatta burada da, şeyde de belirtmiştim hem yazılı kısımda hem sözlü kısımdı.

T: Hı-hı.

A: Telaffuzda kesin hatalarım çoktur kendimi biliyorum. Bunu şuradan biliyorum. Telaffuz ile ilgili internet sitelerine baktığım zaman, benim söylediğim kelime ile karşıdaki insanın söylediği kelime arasında çok fark var. Hele hele doğal Native English konuşan birisini dinlediğin zaman filmlerde dinlediğin zaman harflerin bir kısmını yutuyor ya.

T: Evet.

A: Kelimenin sonunda işte "r" harfleri yutulur, biz bir de onu tam da öyle vurgulaya vurgulaya söylemeye çalışırız. Bu da bizim hatamızı gösteriyor.

T: Tabi ki. Peki, son olarak size şunu sormak istiyorum. Konuşma konusunda özür dilerim yazma becerisinde zorlanıyor musunuz yani ne konuda zorlanıyorsunuz yazmada? Kelime eksikliğinden kaynaklı mı gramerden kaynaklı mı?

A: Kelime eksikliği değil de cümle kurgusu ile ilgilidir aslında yani bir İngiliz bu olayı nasıl düşünür diye düşünmeye çalışırım ben. Şimdi Türkçe düşünüp İngilizce yazdığınızda hatalı bir şey çıkıyor ortaya.

T: Anladım.

A: Yani Türkçe düşünce şekli farklı. O yüzden hep şunu düşünmeye çalışırım. Bir İngilizce makalede bu nasıl ifade edilmiştir? Bu ya da hatta döner bakarım, özet kısmında, bir yöntem kısmında bu nasıl ifade edilmiş incelerim orada nasıl ifade edilmiş, nasıl düşünülmüş? Hatta bu bir Türk makale yazarı dışında bir İngiliz native bir İngiliz tarafından yazılmış bir makaleye baksan bu daha bir şey oluyor daha tatmin edici oluyor aslında.

T: Tabi ki, aynen.

A: Çünkü onun doğal konuştuğu bir şeydir o.

T: Tabi ki de yani bir native speaker'ın oluşturduğu cümle Türk bir hocamızın ya da öğrencimizin oluşturduğundan tamamen farklı.

A: Evet evet.

T: Bu da sanırım bulunulan ortamdan kaynaklı.

A: Tabi bulunulan ortamla, asıl kültürle kaynaklı yani kültür farklı. Ben hep söylüyorum, eğer bir dil öğrenmek istiyorsanız o kültürü öğrenin önce. Yani o dilin gramerine çok takılmayın. Bizim okullarımız gramere çok takılıyor. Maalesef okullar, öğretmenler, programlar öyle.

T: Maalesef.

A: Ama şunu fark ettim ben, oğlum okula gittiğinde ilkokuldan itibaren başladılar İngilizceye ama gramer falan yok. Sadece konuşuyorlar, sadece konuşuyorlar. Birinci sınıf, ikinci sınıf, üçüncü sınıf, dördüncü sınıf hala gramer vermediler mesela.

T: Çok iyi.

A: Sadece cümlelerle, kalıplarla konuşmayı öğretiyorlar.

T: Aslında önemli olan da o.

A: Önemli olan o. Çocuk da bir de cesaret geliştirdi. Bende olmayan, onda İngilizce konuşma cesareti var.

T: Evet. Belki yanlış metotların kullanılmasından kaynaklıdır, bizim dönem için söylüyorum.

A: Evet, bizim dönem için de.

T: Yeni dönemde daha çok konuşmaya önem veriyorlar. Bu da onlar için tabii ki bir avantaj. Tamam, diğer sorum ile devam etmek istiyorum derseniz.

A: Evet.

T: İngilizce konuşma konusunda hangi etkinlik çeşidini tercih edersiniz? Bireysel, ikili ya da grup etkinliklerinden hangisini tercih edersiniz? Tahminimce grup etkinliklerini tercih ediyorsunuz sınıfta.

A: Bunun çok güzel bir sebebi var şimdi.

T: Duymak isterim.

A: Grup etkinliğinde şu vardır. Diyelim ki beş kişi konuşuyor.

T: Evet.

A: İşte birinci kişi konuşurken ikinci kişi konuşurken ben kendimi hazırlıyorum orada.

T: Hmm.

A: Ben kendimi orada hazırlıyorum. Ama ikili olsa hazırlık zamanım yok. Ya sizi dinliyorum ya da ben konuşuyorum. Onun için... Biraz fırsat buluyoruz gerçekten. Hem konuşmaya hazırlanmak için fırsat buluyoruz hem de karşının kullandığı kelimelerden zenginlik kazanıyorum, ha ben bunu hatırlıyorum, bu şekilde kullanabilirim diyebiliyorum.

T: Tabii ki. Aslında, grup etkinliklerinin ben de çok faydalı olduğunu düşünüyorum, özellikle konuşma sınıflarında.

A: Onun için ben güzel buluyorum. Sadece ben değil, diğerleri de aynı şekilde cesaret buluyordur.

T: Evet evet. Birbirinizi teşvik etmeni çok önemli bu konuda.

A: Evet evet.

T: Pekâlâ bir diğer sorumuzla devam edelim öyleyse. Hatalarınızın ve telaffuz hatalarınızın kim tarafından düzeltilmesini istersiniz? Yalnızca öğretmen mi, yalnızca sınıf arkadaşlarınız mı yoksa her ikisi de olabilir mi?

A: Şimdi muhtemelen benim yanımdaki arkadaşın da aynı hatası vardır. Yani, ona güvenemiyorum yani telaffuzu ne kadar doğrudur ya da o ne kadar biliyordur. Bu da benim kadar biliyordur. Ha muhtemelen o söylediği kelime için doğru olabilir ama bunu garanti edemiyorsunuz. Bunun için öğretmen tarafından düzeltilmesini, hele hele sizin kelimeyi fonetiğiyle yazmanız, bu daha şey oluyor, daha verimli oluyor.

T: Tamam. Bundan dolayı öğretmen tarafından düzeltilmesini tercih ediyorsunuz.

A: Evet, öğretmen tarafından düzeltilmesi doğrudur.

T: Peki diğer bir sorum şu. Konuşmaya başlarken kimin size söz hakkı vermesini istersiniz? Yoksa kendi söz hakkınızı kendiniz mi alırsınız?

A: Ben ne zaman kendimi hazır ne zaman kendimi rahat hissedersen, konuşmaya o zaman başlamak istiyorum. Tamam, ben bu konuda fikrimi beyan edebilecek kadar şeyi cümleleri düşündüm kurguladım, ben bunu bu şekilde ifade ederim. Muhtemelen böyle bir soru gelir, bu soruya böyle bir karşılık verebilirim. Ona hazır hissettiğim zaman kendimi, onun için söz almak isterim.

T: Anladım. Yani kendi sözünüzü kendiniz almak istiyorsunuz.

A: Evet, yani öğretmene pat diye hazırlıksız yakalanmaktansa.

T: Evet çok teşekkür ediyorum. Yavaş yavaş sona doğru yaklaşıyoruz. Son sorum, İngilizce konuşma dersinde ne tip zorluk ya da zorlukları yaşarsınız? Size sunduğum örnek kağıttan iki şıkkı işaretlemiştiniz. Soruya gramer bakımından doğru cevap vermekte zorlandığınıza dair şıkkı işaretlemiştiniz. Dilerseniz öncelikle bununla başlayalım. 11 gramer konusunda sıkıntılarınızın olduğunu daha önce de belirtmiştiniz.

A: Evet.



T: Bunun zorluğunu konuşurken de yaşıyor musunuz? Yani doğru kullanmaya mı endekslemişsiniz kendinizi.

A: Evet. Hala öyle endekslemişim yani bu sorulan soru mesela hangi şeydedir, hangi zaman dilimindedir? Ben bunu hangi zaman diliminde işte perfect yapabilirim?

T: Hmm.

A: Pasif yapabilir miyim? Bunları, hem cümleyi düşünüyorsunuz, hem grameri düşünüyorsunuz hem de karşınızda sizden bekleyen, sizden cevap bekleyen birisi duruyor. Yani, insanı strese sokuyorlar hocam bunlar.

T: Çok iyi anlıyorum sizi.

A: Yani bu her zaman aklınızın ucunda duruyor. Yani gramer bakımında bu doğru mu? Söyledikten sonra bile hala düşünüyorsunuz bu doğru mu, acaba karşı taraf bunu anladı mı? Ben aslında eminim, ben yanlış yapsam bile hocam beni anlıyor. Ama yanlış yapmanın da verdiği bir şey vardır ya huzursuzluk vardır, hoşnutsuzluk oluyor. Yani niye yanlış yapayım ki? Basit bir şey, yapmamam lazım. Onun için yanlış yapmamaya çalışıyor insan.

T: Tamam.

A: O stres var yani.

T: Bu soruya yönelik bir cevap daha vermişsiniz.

A: Hı-hı.

T: Size yöneltilen soruların hızlı ya da yavaş olması, soruları verdiğiniz cevabı etkilermiş.

A: Evet.

T: Şimdi şöyle düşünelim, sınıfımıza misafir olarak katılan Alex.

A: Evet.

T: Çok hızlı konuştuğu dönemler oldu ya da.

A: İlkinde özellikle.

T: Evet. Ne düşündünüz peki, soruları anlamamanızı ya da sorulara cevap vermenizi etkiledi mi?

A: Yani cümleleri anlamamı etkiledi kesinlikle. Daha iyi anlasaydım, muhtemelen daha fazla cevap verirdim. Çünkü dinleme sorunu olduğu

için bende de, hızlı konuştuğu zaman kişi artık şeyi bırakıyorsunuz, cümlenin yapısını bırakıyorsunuz, kelime yakalamaya çalışıyorsunuz. Bir cümleden sadece iki kelime yakalasan, gerisini tahmin ederim diye düşünüyorsunuz, o tahmin üzerine hareket ediyorsunuz.

T: Anladım, bu yüzden hızı etkiliyor aslında.

A: Ben o yüzden demiştim ki, biraz daha yavaş. İlk dersten miydi?

T: Uyardım ama inşallah yavaş konuşmuştur.

A: İkinci güzeldi.

T: İyi miydi?

A: Evet, ikincisinde çok fark etti.



## Deniz

T: Merhaba, bugün Deniz Hanım ile beraberiz.

D: Hı-hı

T: Öncelikle size veri analizimi detaylandırmam konusunda bana yardımcı olduğunuz için teşekkür ederim.

D: Ben teşekkür ederim.

T: 11 hatırlayacağınız üzere şubat ayında gerçekleştirdiğimiz ilk dersimizde sizlerden onay almak amaçlı kabul mektubu almıştım. Ve şimdi de sizlerin sınıf içi İngilizce etkileşiminiz ile ilgili birtakım sorular sormak istiyorum.

D: Hı-hı.

T: Dilerseniz başlayalım. Evet, İngilizce 'de hangi temel becerilerde sorun yaşamaktasınız? Bu konuda bana bira bilgi verebilir misiniz acaba?

D: Dinleme konusunda özellikle şöyle bir sıkıntım var.

Duyduğumu tam olarak anlayamamak gibi bir sıkıntım var. Konuşmada da şöyle bir sıkıntı 11 işte 11 gramer ırr gramere tam olarak doğru uydurmaya çalışıyorum ve böyle bir sıkıntıyla karşılaşıyorum ya da kelimeler tam olarak aklıma gelmiyor. O anda bildiğim çok basit kelimeleri bile çıkaramıyorum. Oradan kaynaklanıyor. Telaffuz da 11 hani İngilizce bize biraz uzak olduğu için 11 diye düşünüyorum. Bir de İngilizce dinlemek gibi pek bir alışkanlığım yok.

T: Hı-hı.

D: 11 ondan kaynaklandığını düşünüyorum.

T: Peki size bir soru daha sormak istiyorum bu konuda.

D: Tabi ki.

T: Telaffuz konusunda aksanın bir önemi var mıdır sizce yani İngiliz aksanı Amerikan aksana ya da herhangi bir aksan?

D: Yoo hayır. Herhangi bir aksan yok. Herhangi bir aksan olmasının benim için bir sakıncası yok. İngiliz ya da Amerikan aksanıyla konuşmak benim için hiç problem değil.

T: Tamam teşekkür ederim. Gelelim diğer sorumuza. İngilizce hangi etkinlik çeşidini tercih edersiniz? Bireysel etkinlikleri, ikili ya da grup etkinlikleri?

D: 11 bireysel etkinlikler yapım gereği böyle biraz çekingen bir insanım. Bireysel etkinlikleri bu yüzden kendime yatkın buldum. O nedenle tercih ettiğimi söyledim. Ama şuan düşündüğümde şuan

- ikili etkinliklerin de uygun olabileceğini düşünüyorum. Yani çok faydalı olabileceğini düşündüm ikili etkinliklerin de.
- T: Peki grup etkinliklerinde herhangi bir çekince yaşıyor musunuz ya da konuşma konusunda sorun yaşıyor musunuz?
- D: Grup etkinliklerinde belki kendim kaynaklı bir sorun sıkıntı yaşayabiliyorum.
- T: Tamam anladığım kadarıyla grup etkinliklerini pek tercih etmiyorsunuz.
- D: Evet grup etkinlikleri yerine bireysel ya da ikili etkinlikler benim için daha uygun olacaktır.
- T: Hatalarınızın ve telaffuz hatalarınızın kim tarafından düzeltilmesini istersiniz? Yalnızca öğretmen mi, yalnızca sınıf arkadaşlarınız mı yoksa her ikisi de olabilir mi? Arkadaşlarınızın sizi düzeltmesi sizi kötü mü hissettirir?
- D: Yoo kötü hissettirmesinden değil de, öğretmenin daha profesyonelce düzelteceğini düşünüyorum. Hani öğretmenin düzeltmesi benim için çok daha iyi olur.
- T: Tamam hiç düzeltilmesin gibi bir durum?
- D: Yok hayır.
- T: Hatalarımızın düzeltilmesini istiyoruz.
- D: Tabi ki tabi ki. Hatalarım var ve bunların düzeltilmesini isterim.
- T: Tamam. Diğer bir sorum şu. Konuşmaya başlarken kimin size söz hakkı vermesini istersiniz ya da kendi söz hakkınızı kendiniz mi alırsınız?
- D: hı-hı. Yani kendimi hazır hissettiğimde konuşmak isterim daha çok.
- T: Tamam.
- D: Yani kendi sözümü kendim almak isterim, bu bana çok daha uygun geldi.
- T: Peki sınıf arkadaşlarınız size söz hakkı vermesi sizi o an nasıl hissettirir? Bu durumda hazır olur musunuz?
- D: Yani hazırsam çok da sıkıntı olmaz sınıf arkadaşlarımla konuşmak.
- T: Konuya belki de bağlıdır.
- D: Aynen konuya bağlı. Konu bana aşınaysa, konuşabileceğim bir konuya yani çok da uygun olabilir.
- T: Tamam 11 devam ediyorum.
- D: hı-hı.
- T: İngilizce konuşma dersinde hangi zorluğu ya da zorlukları yaşarsınız?

D: h1-h1.

T: Verdiğim örnek kağıttan bana yöneltilen soruların hızı soruya cevap vermemi etkiler ifadesini işaretlemiştir. I1 yani mesela kendi sınıfımızdaki durumdan bahsedelim mesela yani öğretmenin ya da size yöneltilen soruların çok hızlı olması durumunda nasıl hissediyorsunuz?

D: Çok hızlı olması durumunda anlayamıyorum, anlayamamam halinde de bir panik yaşıyorum. O yüzden de sorulara cevap veremiyorum.

T: Anladım.

D: Buradan kaynaklanıyor.

T: O zaman normal seviyede olması gerekiyor.

D: Evet normal seviyede olması biraz tane tane konuşulması beni rahatlatıyor. Yani cevaplarımı da hazırlamış oluyorum ben bu arada.

T: Anladım. Düşünmenizi sağlıyor belki de.

D: h1-h1 düşünmemizi sağlıyor.

T: Tamam. Son sorumuz ise şu. Ders konusunun izlenceden farklı uygulanması beni rahatsız eder. I1 evet cevabını vermişsiniz.

D: h1-h1.

T: I1 şöyle düşünelim. İki hafta öncesinde shopping konumuz vardı. Ben onu değiştirip yerine 11 iş görüşmeleri yapsaydım, iş görüşmeleri konusuyla değiştirseydim sizin için bir sorun teşkil edecek miydi mesela?

D: Yani ben hazırlıklı gelmiş olsaydım bu konuya, yani daha önceden konuya hazırlıklı gelmiş ve sonradan konu değişmiş olsaydı, belki rahatsız etmiş olabilirdi ama hazırlığım yoksa çok da durum fark etmezdi.

T: Tamam çok teşekkür ediyorum.

## Murat

T: Merhabalar.

M: Merhabalar.

T: Bugün Murat Bey ile beraberiz. Öncelikle, size veri analizimi detaylandırmam için bana yardımcı olduğunuz için size çok teşekkür ederim.

M: Rica ederim.

T: Hocam hatırlayacağınız üzere, şubat ayında ilk dersimizi gerçekleştirmiştik ve o gün de sizlerden bir onay mektubu almıştım.

M: Evet.

T: Bunun sonucunda size sizlerin sınıf içi İngilizce etkileşiminiz hakkında detaylı bilgi almak adına birtakım sorular sormak istiyorum.

M: Tamam.

T: Hazırsanız başlayalım.

M: Hazırım.

T: Tamam. O zaman öncelikle şu soruyla başlayalım. İngilizcede hangi temel ve yan becerilerde zorluk yaşamaktasınız?

M: Şimdi öncelikle, kelime hazinesi çok İngilizceyi kullanmaya bağlı bir özellik. Dolayısıyla İngilizceyi kullanma kısıtlı olduğu için kelime hazinemizi kısa sürede kaybedebiliyoruz. Öğrendiğimiz yeni şeyleri kullanmadığımız zaman kısa sürede unutabiliyoruz. Burada sıkıntımız var. Dinleme ve konuşma konusunda da böyle bir sıkıntımız var. Kullanılmaya bağlı özellikler. Çok kullanma şansımız olmadığı için ki dinleme ve anlamada sıkıntı yaşıyoruz. Bir de konuşma konusu çok pratik yapmayı gerektiren bir şey.

T: Evet, Türkiye’de bu pek mümkün değil galiba.

M: Evet Türkiye’de bu ortamı sağlamak biraz zor. Bu ortamı yakalamak da ancak turistik bir yere gidebilirsek ki o da nadir oluyor, tabi ki her zaman olma şansı yok. Bu konularda sıkıntı yaşıyorum. Yazma ve okumada çok fazla sıkıntım yok. Çünkü bunlarda en azından sözlükten bakma şansımız var.

T: Kesinlikle öyle.

M: Artı bir avantaj oluyor.

T: Yani bu verdiğiniz nedenlerden dolayı zorluk yaşamaktasınız.

M: Kesinlikle maalesef.

T: Pekala, dilerseniz diğer bir soruyla devam edelim. İngilizcede hangi etkinlik çeşidini tercih edersiniz? Bireysel etkinlikleri mi, ikili etkinlikleri mi yoksa grup etkinlikleri mi?

M: Çünkü benim eksikliklerim genelde konuşma ve dinlemede. Dolayısıyla, karşılıklı konuşma ve karşıdakinin söylediklerini dinleyip anlama konusunda eksikliklerim var. Bunu gidermek için ikili etkinlikleri tercih ediyorum. Bireysel etkinlikler genellikle okuma ve yazma ağırlıklı etkinlikler oldukları için bu alanda çok büyük bir eksikliğim yok.

T: Hmm anladım. O zaman, grup etkinliklerinde de aslında...

M: Grup etkinliklerinde de bir karmaşa yaşanıyor. Kimin dediğini çok fazla dinlemediği için herkes karşılıklı konuşuyor. O yüzden çok verimli olmuyor açıkçası.

T: O zaman ikili etkinlikler çok daha fazla mantıklı. Karşılıklı dinleyip anlayabilmek için.

M: Direkt ve birebir olduğunu olduğu için karşılıklı dinleme ve anlama daha verimli oluyor ki aslında birbirimizden doğrusunu öğrenip kullanma konusunda da bize katkıda bulunuyor.

T: Tamamdır, çok teşekkür ediyorum. Bir sonraki soruyla devam edelim. Hatalarınızın ve telaffuz hatalarınız nasıl düzeltilmesini tercih edersiniz? Yani öğretmen mi düzeltmeli, sınıf arkadaşlarınız mı yoksa her iki de düzeltebilir mi? Herhangi bir sorun teşkil etmez mi?

M: Kesinlikle, yani buradaki amaç öğrenmek. Burada kimin öğrettiğinin çok bir önemi yok. Yani doğrusunu bilen biri olursa tabi ki bundan mutlu oluruz.

T: Tamamdır, sevindim. Yeni hiç düzeltilmesin demiyorsunuz.

M: Yoo, kesinlikle.

T: Yani hatalarınızın farkına varmak istiyorsunuz.

- M: Yani hatalar düzeltilsin ki bu çok önemli öğrenmede. Hatayı fark etmezsek onu düzeltme şansımız hiç olmaz.
- T: Kesinlikle. Evet, bir sonraki sorum. Konuşmaya başlarken size kim söz hakkı vermeli? Yoksa kendi söz hakkınızı kendiniz mi almayı tercih edersiniz?
- M: Yani konuşmak için özel olarak hani birilerinin izin vermesi sınıf ortamında gerekli bir şey normalde. Burada da sınıf hâkimiyeti öğretmende tabi ki, sınıfı yöneten kişi. Onun belli bir sırayla söz hakkı vermesi daha uygun bir ortamı oluşturacağı için bunu tercih ederdim.
- T: Tamamdır, son olarak İngilizce konuşma dersinde hangi zorluk ya da zorlukları yaşarsınız?
- M: Evet, anlam bakımında örneğin buradaki problem bilmemeyle ilgili. Yani ilk anladığım takdirde cevap veririm ama anlamada problem varsa, özellikle anlamını bilmediğim bir kalıp ya da kelime varsa orada sıkıntı olur. Tabi ki anlamını anlamadığınız zaman da cevap vermeniz mümkün değil.
- T: Peki mesela bu anlama bakımından baktığımız zaman bu duruma, aksan ya da konuşma hızı etkili oluyor mu?
- M: Tabi, konuşma hızı etkili bir. Bir de konuşan kişinin aksanı etkiliyor çünkü kulağımız çok aşına olmadığı için belli bir aksan takip edildiği zaman sıkıntı olabiliyor aksan ile ilgili. Bir diğeri anlamayla ilgili, konuşma hızlı olduğunda cevaplama sıkıntı olur. Bu da tabi direkt olarak cevap vermeyi zorlaştırıyor.
- T: Tabi ki, son olarak da örnek kağıtta bana yöneltilen soru veya konu hakkında bilgi sahibi olmam soruya cevap vermeme etkiler ifadesini işaretlemiştiniz.
- M: Evet, yani sorulan sorunun cevabını bilmiyorsam eğer yeterli bir bilgim yoksa cevap vermeme etkiler.



Nihat

T: Evet günaydın.

N: Günaydın, hoş geldiniz.

T: Hoş bulduk. Bugün Nihat Bey ile beraberiz. Öncelikle size veri analizimi detaylandırmam konusunda bana yardımcı olduğunuz için çok teşekkür ediyorum.

N: Rica ederim.

T: Hatırlayacağınız üzere, şubatta ilk dersimizde veri toplama amacı ile sizlerden izin kâğıdı almıştım. Bugün ise sınıf içi İngilizce etkileşimi hakkında bilgi almak amacı ile size birtakım sorular sormak istiyorum.

N: Tabi ki.

T: Hazırsanız başlayalım.

N: Hazırım buyurun.

T: İngilizcede hangi temel ve yan becerilerde zorluk yaşamaktasınız?

N: Evet.

T: Bu konuda bana biraz daha detay verme şansınız var mıdır?

N: Ne söyleyebilirim ki haha. Ben en çok dinlerken anlamakta zorluk çekiyorum. Yani iyi kötü yazıyorum, yazdıklarımı da anlayabiliyorum ama en çok radyo dinlerken. Mesela BBC'yi dinliyorum. Bazılarının konuşmasını anlıyorum, bazılarınıninkini hiç anlamıyorum. Hani yurtdışında bu bağlamda hiç eğitim almadığım için ya da diyalog oluşmadığı içindir bilmiyorum ama özellikle ben duyduğumu net anlamak istiyorum. Eksişim o benim.

T: Peki bunun konuşma hızı ile alakası var mıdır ya da aksanla alakası var mıdır?

N: Tabi tabi. Aksanla alakası vardır. Şimdi diyelim ki BBC'de spikerler dili farklı aksanlarla konuşuyorlar. Bazı çok sıcak, aşına geliyor bazıları zor geliyor. Herhalde aksan olmalı, ya da ben biraz daha iyi anlamalıyım.

T: Anladım, yani bu zorluklar aşıldığı takdirde çok da sorun yaşamayacağınızı düşünüyorsunuz.

N: Yok, yaşamam herhalde.

T: Tamam, o zaman sekizinci sorumuzla devam edelim. İngilizce kullanımında hangi etkinlik çeşidini tercih edersiniz? Bireysel, ikili ya da grup etkinlikleri?

N: Evet, grup etkinlikleri. Bazen ben rüyalarımda İngilizce konuşuyorum, hatta kendi kendime İngilizce bile konuşuyorum yoldayken. Fakat ikili diyalog yapamıyorum. Mesele burada iki kişiyle, üç kişiyle konuşmak. Yani, o topluluk birbirini teşvik ediyor. İyi niyet olduktan sonra, yani öbürlerinin hepsi kapanır yani önemli değil. Grup çok önemli, yani diyalog önemli. Bu iki kişi de olsa üç kişi de olsa diyalog önemli. Bir şey daha söyleyebilir miyim?

T: Tabi ki.

N: İkili etkinliklerde, kişilerin seviyelerinin farklı olması etkileşimi bir miktar etkilemekte. Bu durum göz önünde bulundurulup kişiler beş on dakika konuşturabilir.

T: Anladım, yani aynı seviyede kişiler birbirleriyle konuşturulmalı ilk aşamada, öyle mi?

N: Evet, en azından ilk aşama için. Birbirlerinden özgüven alırlar, cesaretlenirler. Birinci aşamada kendilerinin dışına çıkarlar, cesaretlendirir o.

T: Çok teşekkür ederim öneriniz için, bunu göz önünde bulunduracağım gelecek haftalar için. Tamamdır, öyleyse diğer sorumuzla devam edelim.

N: Buyurun.

T: Hatalarınızın ve telaffuz hatanızın nasıl düzeltilmesini istersiniz? Sadece öğretmen mi düzeltmeli, sadece sınıf arkadaşınız mı düzeltmeli ya da kimin düzelttiğinin bir önemi yok mu?

N: Yok yok hiçbir sorun yok hiçbir sorun yok.

T: Iı mesela hiç düzeltilmesin demiyorsunuz. Yani düzeltilmesini, hatanızın farkına varmayı istiyorsunuz.

N: Tabi ki. Tabi ki. Yani yanlış devam etmemeli. Burada bir sınıfız biz. Ders görüyoruz, yani sınıfın dışında da düzeltilmesi lazım. Zaten ders bu yüzden vardır. Değil mi?

T: Kesinlikle. Hatalarımızdan öğreniriz.

N: Tabi, hatalardan öğreniriz.

T: Tamamdır, o zaman bir sonraki sorumuz ile devam edelim. Konuşmaya başlarken kendi söz hakkınızı kendiniz mi almak istersiniz ya da arkadaşınız ya da öğretmeniniz mi söz hakkı vermeli size?

N: Birinci aşamada bir öğretmen bir sınıfın hâkimi olmalıdır.

T: Hı-hı.

N: Aksi takdirde sınıfta bir kargaşa oluşur. Hani bu dediğim durumda, birisi çok fazla konuşur, ötekiler az konuşur. Biri hiç konuşmaz, biri çekinir. Böyle sosyal adaletsizlik olur sınıfta. Belki ben çok konuşuyordumdur.

T: Ben herkese olabildiğince eşit hak vermeye çalışıyorum. Tabi ki bazı arkadaşlarımızda bir çekingenlik vardır çok da zorlamak istemiyorum. Ama emin olun ki sizler konuştuğunuzda ben çok mutlu oluyorum, çünkü görüyorum ki kendinizi geliştirmek istiyorsunuz. Hmm mesela kendi sözümü kendim almak isterimi işaretlememişsiniz bu onuncu soruda.

N: Şimdi, yani kendi kendine buyruk olmak gibi geliyor o bana.

T: Teşekkür ederim. Son sorumuz ile devam edelim.

N: Tabi.

T: İngilizce konuşma dersinde ne tip zorluk ya da zorlukları yaşarsınız?

N: Üslup bakımından...

T: Yani mesela could you ya da can you, hani o aradaki farklılık.

N: Ben hep hayatın içinden düşünürüm. Öğretmenlerle başka bir dil ile konuşursun, duraktaki biri ile başka bir şey konuşursun. Buna çok dikkat ederim o yüzden, ama daha pratik olunması lazım.

T: Anladım, yani bu konuda birtakım zorluklar yaşıyorsunuz. Nasıl cevap veririm, nerede hangi kelimeyi doğru yerde kullanırım?

N: Yani can, could, may, might yani bu bağlamda saygı esas olmalı.

T: Tamam bundan dolayı da üslubumuza önem vermeye çalışıyoruz.

N: Tabi tabi. İkincisi ise kullanılan aksana aşına olup olmamam soruya

cevap vermemi etkiler. Az önce de konuştuk ya hani aksan

bağlamında

bazı kelimeleri anlamıyorum. Belki hızlı olduğu için anlamıyorum.

İlave olarak hani insan bildiğini söyler. Hani bilmediği yerden

gelirse insan zorlanır ya da o kelimeyi bilmiyorsa anlamazsa

zorlanır.



## Osman

T: Merhabalar hocam.

O: Merhabalar.

T: Bugün Osman Bey ile beraberiz. Öncelikle size röportaj yapmayı kabul ettiğiniz için size çok teşekkür ediyorum.

O: Rica ederim.

T: Bugün size sınıf içi İngilizce etkileşim ile alakalı birtakım sorular sormak istiyorum.

O: Tamam.

T: Dilerseniz başlayalım. İngilizcede hangi temel ve yan becerilerde sorun yaşamaktasınız?

O:

O: Yani bir soru var onu bekliyordum ilk başta haha. Şöyle, hani iyi olduğum kısma gelecek olursak okuma kelime olarak diyebiliriz.

T: Evet.

O: Okuduğum makaleler işte uluslararası da oluyor, ulusal da oluyor. Ulusal ve uluslararası okuduğum makaleler daha çok İngilizce. Onun için onları daha iyi anlayabiliyorum. Okuduğum şeyi daha rahat anlayabilmem bu yüzden.

T: Aslında alanla ilgili olduğu için daha rahat anlayabiliyorsunuz.

O: Aslında okuduğum için. İşim gereği makale okuyorum, okuduğum için okumam daha iyi. Ama işim gereği konuşmuyorum veya dinlemiyorum. Aslında telaffuzda da o kadar kötü değilim galiba. O da şeyden dolayı galiba, lisansta erasmusa gitmiştim. Bu yüzden telaffuz istemeden kulağıma aşına olmuş bir şekilde. İstemeden değil de anlamadan diyelim, istedim tabi ki de. Çünkü lisansta erasmusa gittiğim zaman derslere kesinlikle girerdim. Çoğu arkadaşım kaçırdı, ben ise bayağı uğraşırdım derslere girmeye. Şey hatırlarım, Tureng'den dinlediğim şey yazmayı denediğimi hatırlarım. Hatta rezil olmuşluğum var. Ama o günler bana telaffuz olarak biraz şey getirdi. Ama tabi dinleme istediğim seviyede mi? Değil. Konuşma istediğim seviyede mi? Değil. Hatta okuma bile

istediğim seviyede değil. Daha fazla geliştirmek istiyorum kendimi tabi ki. Ama onun dışında yazma, yazmayla ilgili hiçbir tecrübem yok.

T: O zaman şöyle diyebilirim ki dört temel - dört temel değil de üç temel beceride sıkıntı yaşıyoruz.

O: Aynen. Gramerden bahsetmedim galiba.

T: Evet.

O: İı ben düz lise çıkışlıyım, İngilizceye çok çalışmamıştım. Üniversiteye geldiğimde erasmusa gitmek istedim. Erasmusa nasıl giderim diye sorduğumda kelime ezberle sınavı geçersin demişlerdi. Kelime ezberledim sınavı geçemedim. Sonra gramere daha doğrusu gramere değil de cümle yapılarına çalıştım. Fakat Türkçe düşündüğüm için yanlışlarım oluyordu. Bu yüzden, erasmusta da karşımdaki insana bir yanlışım olursa düzelt beni diye uyarıyordum. O şekilde biraz gramer oldu. Onun dışında belli bir çalışmam yok.

T: Tamam öyleyse sonraki sorumuzla devam edelim. İngilizcede hangi etkinlik çeşidini tercih edersiniz? Bireysel, ikili ya da grup etkinlikleri?

O: Şöyle, benim için hayat iki aşamadan oluşuyor. Liseyi bitirmeden önce ve liseyi bitirdikten sonra. Liseyi bitirene kadar ders çalışan bir insan değildim. Liseyi bitirdim, üniversiteyi kazanamadığım zaman ben bir yıl boyunca ders çalıştım. O sürece kadar olan durum, bir sınıf ortamı, sınıf ortamının içerisinde ben kaybolmuş bir öğrenciydim açıkçası. Bunun sebebi bu olabilir. Bunu aslında kendim anladım. Kendim çalışarak daha iyi anlayabildiğimi fark ettim.

T: Pekâlâ, bireysel etkinliklerde mesela İngilizce konuşma konusunda biraz zorluk yaşıyor musunuz?

O: Bireysel etkinlik derken?

T: Yani teke tek konuşmak gerekirse. Mesela, kart çekiyorsunuz ve o konu hakkında konuşma yapmanız gerekiyor. İkili konuşmalarda belki daha rahat hissediyorsunuz fakat teke tek konuşmalarda, hocaya karşı konuşmanız gerektiğinde nasıl oluyor?

O: Şöyle, bunu ben çok sorguladım. Karşıdaki senden daha iyi bir İngilizceye sahipse, tereddüt ediyorsun. Fakat aynı

seviyedeyseniz rahatsın. Sanırım yanlış yapma korkusu olabilir bu.

T: Ben cevabı aldım gibi. Yani, karşınızdaki kişinin sizden daha iyi olması sizi bir miktar çekimser yapıyor konuşma konusunda.

O: Özgüveni daha geriye mi atıyor diye düşünmüştüm ben bunu. Hatta bir program vardı onu dinleyip motive oluyordum. Alman ev arkadaşlarım vardı onu dinleyince çok rahat konuşuyordum. Onu dinlemeyince rahat hissedemiyordum.

T: Hocam o zaman bir diğer soruyla devam edelim. Hatalarınızın ve telaffuz hatanızın ne şekilde düzeltilmesini istersiniz? Öğretmen mi düzeltsin, sınıf arkadaşlarınız mı yoksa her ikisi de olabilir mi?

O: Şöyle, yurtdışında çalışırken insanlara söylediğim ilk cümle şuydu. Benim İngilizcem çok iyi değil, çok kötü de değil. Birbirimizi anlayabileceğimizi düşünüyorum. Yanlış yaptığımda beni düzeltebilirsen, benim gelişimim açısından iyi olur. Kendim fark ettiysem, bir şey yok hani. Kendim fark etmişimdir. Onun bana katacağı hiçbir şey yok. O zaman kendi kendime de şey yaparım. Ama aldığı herhangi bir destek.

T: Dönüt belki.

O: Ha dönüt. Benim için faydalı yani. Kimden aldığımın hiçbir önemi yok. Yanımdaki arkadaşım olur, öğrencim olur, hocam olur. Yeter ki gelişeyim. Başka bir düşünce yok.

T: Tamam teşekkür ediyorum. Bir sonraki sorumu soracağım öyleyse. Konuşmaya başlarken kendi söz hakkınızı kendiniz mi almak istersiniz ya da bir başkası mı size söz hakkı vermeli?

O: Şimdi, birisi bir şey sorunca bir baskı oluşuyor gibi oluyor hocam veya şöyle de oluyor. Kafanız başka bir yerdeyken biri soru sorabiliyor. Ha diye de kalabiliyorsunuz. Ki çok çabuk dikkati dağılan birisiyim. Öyle olunca da hani kendi söz hakkımı kendim alırsam, bir de sanırsam kafamda kuruyorum o cümleyi. Belki de İngilizcem daha iyi olsa buna ihtiyacım kalmaz. Kafamda cümleyi kurup konuştuysam bu biraz daha rahatlatıcı olabilir.

T: Peki hocam bir soru sormak istiyorum size bu konu hakkında. Bir konuda hakkında background knowledge dediğimiz tercrübe, bilginin olması durumu, sizin daha iyi konuşmanızı sağlar mı?

O: Tabi ki. Ben bunu iki aşama gibi düşünüyorum. Bir, soruyu düşüneceksin, ne biliyorsun onu tartacaksın kafanda. Sonra onu nasıl aktarabileceksin diye düşüneceksin. İlk soruyu eleyip ikinci soruyla devam ediyormuşsunuz gibi oluyor böyle olunca. Herhangi bir düşünme yok zaten bilgi var. Direkt hemen neyse cevap verilebilir gibi geliyor.

T: Tamam, okay. Thank you so much.

O: Haha.

T: Öyleyse son sorumuzla röportajı tamamlayalım. İngilizce konuşma dersinde hangi zorluk ya da zorlukları yaşıyorsunuz?

O: Soruya gramer bakımından cevap vermekte zorlanırım. Evet, anlamı çıkarmak biraz daha kolay gibi geliyor ama gramer olmadan da anlamı çıkarmak biraz garip oluyor. Bazen yanlış anlamlar çıkarttığım oluyor o yüzden.

T: Evet.

O: O yüzden grameri söyleyebilirim. Hani o etken edilgenler devreye girince veya ne bileyim may V3, must V3, olabilirdi ama olmadı. Bu tür şeyler daha şey geliyor ama gramer gidince anlam da gidiyor. Onu yaşamış bir insanım.

T: Peki soruya üslup bakımından yani konuşma dili olsun ya da resmi dil, o şekilde cevap vermekte zorlanır mısınız?

O: Evet, yani şöyle. Ben konuşa konuşa öğrendiğim için hangisi resmi dil hangisi konuşma dili, bununla ilgili çok büyük bir eğitimim olmadı. Yani resmi konuşandan resmi öğrendim, hani normal konuşandan da onu öğrendim. Yani ben karışık öğrendim. Ayrımını yapmış bir insan değilim.

T: O yüzden biraz zorluk yaşıyorsunuz tam ayırım yapamadığınız için.

O: Aynen, hani hazırlık seviyesinde bir İngilizce eğitimim olmadığı için o kısmı egale etmiş bir kafa var şuanda.

T: Peki size yöneltilen soruların hızlı ya da yavaş olması soruya cevap vermenizi etkiler mi?

O: Tabi, Amerikalı bir arkadaş vardı mesela. Onun sorduğu soruyla bir İsrailinin ya da bir Japon'un sorduğu soruyu anlamak çok farklı oluyor. Bir buçuk iki ay sonra anlayabilmiştim hani. Yüzde



yüz İngilizce okumuş arkadaşlar da vardı ama Amerikalılardan kaçıyorlardı.

T: Hızlı konuştukları için mi?

O: Hani bir şey soruyor. Sorduğu soruya cevap vereceksiniz. Muhatap olmayayım diye düşünenler vardı hani. Bense kendimi biraz göstermeye çabalıyordum, bu yüzden anlamaya çalışıyordum. Bu sebeple yavaş ve hızlı arasındaki farkı iyi bilirim.

T: Tamam. Peki, sınıfa davet ettiğimiz Alex'in konuşmasını nasıl buldunuz? Zor muydu anlamak.

O: İlk tanıştığımızda bir miktar. Ama güzel bir aksanı vardı, alıştık sonrasında. Mesela katıldığım sempozyumlarda da bazı hocalarımız var. Birisini çok rahat anlayabiliyorum. Kanadalı bir hoca vardı hatta o kadar tane tane kelimeleri çıkarıyordu ki. Sizin telaffuzunuz da öyle.

T: Teşekkür ederim.

O: Kelimelerin tık tık, kelime değil o harfin o anda hangisi olduğunu anlayabiliyorum. Alex'inki de iyiydi. Ama bazen öyle konuşmalar denk geliyor ki gerçekten zorlanıyorum. Yani anlam geliyor gibi ama inşallah yanlış değildir gibi oluyor insan.

Pamer

T: Merhabalar.

P: Merhabalar.

T: Bugün Pamer Bey ile beraberiz.

P: Evet.

T: Nasılsınız hocam?

P: İyiyim hocam, siz nasılsınız?

T: Teşekkür ederim, ben de iyiyim. Bugün size sınıf içi İngilizce etkileşimi hakkında birtakım sorular sormak için buradayım.

P: Hı-hı.

T: Eğer hazırsanız ilk sorumuz ile başlayalım. İngilizcede hangi temel ve yan becerilerde zorluk yaşamaktasınız?

P: Şimdi şöyle bir şey, İngilizceye dinleme açısından baktığımızda, farklı aksanlar, farklı telaffuzlar olabiliyor ve bu farklı aksan ve telaffuzlardan dolayı bazen takip etmekte zorlanıyorum. Dolayısı ile bununla ilgili becerimi de geliştirmek istedim. Mesela, bazen karşıdaki kişi konuşan kişi hızlı konuşabiliyor, farklı vurgular yapabiliyor ve şeyle ilgili dersle ilgili bu vurgular hakkında, tonlamalar hakkında çok şey öğrendim yani. Bu açıdan da pozitif oldu. Hatta benim son geldiğim derste nereye vurgulamak istiyorsanız biraz daha yavaş ve vurgulu söyleyin demiştiniz, hatırlıyor musunuz?

T: Hatırlıyorum.

P: O mesela etkiliydi. Yazma ile ilgili 11 biz yazıyoruz ama bu yazma bizim dersin içeriğiyle doğrudan alakalı değildi.

T: Evet doğru.

P: Diğer yazma dersi de çok verimli geçmedi bu açıdan. Çok ödev ağırlıklı veriyor. Bizde de zaman sıkıntısı olduğu için yetiştiremiyoruz yani. Telaffuzum, telaffuzum gelişti. Bu sizin verdiğiniz bir chart vardı.

T: Phonetics chart.

P: Phonetics chart vardı. Bu çok etkili bir şey. Bu en azından telaffuzumu nasıl geliştireceğim hakkında bana fikir verdi.

T: Aslında dediğiniz gibi dinleme ile telaffuz birbiriyle bağlantılı diyebilir miyiz?

P: Evet aynen telaffuz bağlantılı. Öğrendik yani siz konuşurken telaffuzla ilgili pek çok şey öğrendik. Mesela benim dikkatimi şey çekmişti. Alex ile olan dersimizde benim söylediğimi siz anladınız, Alex anlamadı. Hatırlıyor musunuz?

T: Evet.

P: O mesela benim telaffuzumun kötü olmasıyla ilgiliydi ya da sınıf içindeki gürültüyle de ilgili olabilir. Ama fonetik ile ilgili önemli bir adım attığımızı düşünüyorum.

T: Tamamdır hocam, öyleyse diğer bir soruyla devam edelim. İngilizce etkinlik kullanımında hangi etkinlik çeşidini tercih edersiniz? Bireysel, ikili ya da grup etkinlikleri?

P: Şimdi bu dilsel kullanımla ilgili değilmi, konuşmayla ilgili?

T: Evet. Konuşmayla alakalı.

P: Yani bireysel etkinliklerde kendi kendine çalışacaksın. İki etkinlik de olabilir yani ikili etkinliklerde de şey yapabiliriz 11 konuşabiliriz. Mesela dersin başında ısınma egzersizleri yaptırmıştınız ya, mesela orada bir grup şeyi olmuştu. Grup diyaloglarında 11 konuşurken, paylaşıırken bir sinerji getiriyor. Biraz daha böyle canlandırıcı etkinlik olursa, böyle motivasyon artıyor, sinerji artıyor. Oyunda öğreniyorsun. Hani şey esprileri oluyor. Hani şu grup etkinliklerinde biraz daha şey yakalanırsa enerji yakalanırsa ki biz yakaladık. Şeyin daha etkili olduğunu düşünüyorum.

T: Grup etkinliklerinin.

P: Tabi burada şöyle bir risk de var. Ben şimdi şu açıdan söylüyorum. Biraz daha kendini gönüllü olarak ifade etmek isteyen biri olarak söylüyorum. Öbür taraftan biraz daha çekingen biri olursa mesela Ceren hoca biraz daha çekingendi mesela. Mesela o bundan faydalanmamış olabilir. İkili etkinlik daha iyi gelmiş olabilir. Ama benim tercihim daha çok grup etkinlikleri.

T: Anladım. Yani bu biraz da kişinin uygunluğu ve özgüveni ile ilgili.

P: Evet evet. Yani biraz daha dışa dönük birisi daha paylaşımcı daha aktif katılırken, biraz daha kendini çeken toplumsal olarak

utangaç diyebileceğimiz bir kişi daha az konuşabilir ve daha az öğrenebilir mi onu bilemem. Çünkü dinlerken de öğrenebilir.

T: Bir sonraki sorumuza geçiyorum öyleyse. Hatalarınızın ve telaffuz hatanızın ne şekilde düzeltilmesini istersiniz?

P: Kendi hatamı kendim düzelteyim.

T: Evet.

P: Yani sadece öğretmen tarafından düzeltilmesi hoşuma gitmedi. Sadece öğretmen düzeltse diğerlerini dışlamış gibi oluyorum.

T: Hepsi düzeltsin yani.

P: Aynen aynen. Hem kendim düzeltebileyim, arkadaşlarım da düzeltebilir.

T: Kendiniz de düzeltebilirsiniz.

P: Kendim düzeltebilirim, siz düzeltebilirsiniz öğretmen olarak, sınıf arkadaşlarım düzeltebilir. Sorun değil bu.

T: O zaman şöyle söyleyelim. Kimin düzelttiğinin hiçbir önemi yok. Siz hatalarınızın düzeltilmesinden yanasınız.

P: Düzeltilmesinden yanayım, düzeltilsin yani. Ben de öğreneyim doğrusunu.

T: Sonraki sorumuza geçelim o zaman hocam.

P: Yes.

T: Konuşmaya başlarken kendi söz hakkınızı kendiniz mi almak istersiniz? Bir başkası da size söz hakkı verebilir mi? Sorun olur mu?

P: Yo hayır. Benim öyle sosyal kaygım yok. Öğretmen de verebilir sorun yok.

T: Peki, sınıf arkadaşlarınızın size söz hakkı vermesi sorun olur mu?

P: Sorun yok, ama sadece olunca diğerlerini dışlıyoruz. Herkes verebilir. Kendim alabilirim, o verebilir. Keza hani uygulamada da öyle oldu ya. Siz sordunuz, ben söyledim. Arkadaşlarda da oldu ya, yeri geldi onlar söylemeden cevap verdik, söyledi cevap verdik. Kendim konuştum yani duruma göre.

T: O zaman şöyle diyorum, herkes düzeltebilir.

P: Evet. Sınıfta çok iyi bir ortamı bulduk, yargılayıcı bir ortam yok. Dolayısıyla herkes buna şey yapabilir.

T: Öyleyse son sorumuzla devam edelim.

P: Yes.

T: İngilizce konuşma dersinde hangi zorluk ya da zorlukları yaşarsınız?

P: Şöyle bir şey, gramere dikkat etmeye çalışıyorum fakat bazen gramer olmadan da konuşuyorum, tamamlıyorum. Arkasından getiriyorum bazen fiili. Gramer bakımından mümkün olduğunca doğru cevap vermeye çalışırım ama bazen uymuyor.

T: Diğeri konuşulan aksana aşına olup olmamak? Mesela Alex'in aksanını düşünün.

P: Ha o çok iyiydi ya. Sorun yoktu. Fakat şöyle düşünün, İskoçların İngilizcesi mesela biraz farklı oluyor ya, Amerikalılar mesela zenciler biraz daha yuvarlayarak konuşuyorlar ya, onu düşünerek söyledim. Bizim sınıfı genelleyerek söylemedim. Bizim sınıf iyi yani. Bunu genel söyledim.

T: Tamam, peki soru veya konu hakkında bilgi sahibi olmamanız soruya cevap vermenizi etkiler mi?

P: Evet, fikrim yoksa cevap veremem ama varsa söylerim. Mesela şeyi hatırlayın, bizim Helin hocanın sunduğu vardı ya.

T: Ha Fibonacci.

P: Aynen. Siz de bence bilmiyordunuz haha.

T: Haha ben de bilmiyordum.

P: Demek istediğim şey o yani. Konuyu bilmiyorsam söyleyemem yani. Sosyal konularda konuşmak biraz daha kolay ama bilmediğimiz konularda konuşmak zor. Bir de konu alanları biraz daha özel spesifik alanlar, daha özel kelime bilmelisin mantığı. Uzmanlık gerektiren şeyler konusunda. Yoksa sınıfta da şu sunumlar dışında uzmanlık gerektiren çok da spesifik bir şey yoktu.

## Uygar

T: Günaydın.

U: Günaydın.

T: Bugün Uygar Bey ile beraberiz. Öncelikle size veri analizimi detaylandırmam konusunda bana yardımcı olduğunuz için teşekkür ederim.

U: Rica ederim.

T: Hatırlarsanız şubat ayında, ilk dersimizde veri toplamam adına sizlerden onay mektubu almıştım.

U: Evet.

T: Şimdi ise, size sınıf içi İngilizce etkileşimi detaylandırmak konusunda birtakım sorular soracağım.

U: Elbette.

T: Hazırsanız başlayalım.

U: Hazırım.

T: Tamamdır. Öncelikle İngilizcede hangi temel ve yan becerilerde zorluk yaşamaktasınız?

U: Hangisinden başlayacağımı düşünüyorum. Telaffuzu ben İngilizceye başladığımdan beri, sadece İngilizcede değil diğer yabancı dillerde de mesela, işte küçükken gittiğim Kur'an kurslarında falan telaffuz beni çok zorluyordu. Ben hep kolayına kaçıyordum. Yani mesela bazı telaffuzlar gırtlaktan olduğu için zorlanıyordum. Mesela İngilizcede de -ing takısını -eng diye söyleye söyleye hocam da buna güldüğü için o bende daima -eng olarak kaldı. Yani denemeye çalışsam da gerçekten zorluyor beni telaffuzlar. Konuşma konusunda şöyle. Ben esasında değişik bir eğitim aldım. Turizm otelcilik lisesinde okudum ve bir yıl hazırlık eğitimi aldım ve lise birde aldığım o İngilizce dersleri sayesinde akademisyen olduğumu düşünüyorum ben. Çünkü o kadar detaylıca üzerimize titremişler ki şimdi gelip bakıyorum da kuralı biliyorum, efendime söyleyeyim yazmayı da biliyorum. O an o kelime pratik olmadığı için aklıma gelmiyor. Geçenlerde tatile Yunanistan'a gittik, marketteyiz sepet diyeceğim aklıma gelmiyor. Marketten çıktık sonra hatırladım. Yani tecrübe, kelime

eksikliğinden ve pratik yapmaktan akla gelmiyor. O bildiğim şeyleri efendime söyleyeyim oturtamıyorum. Artı konuşma konusunda çok bir endişem yok. Turizm otelcilik lisesinde çalışırken gördüm, yazları hep İngilizler gelirdi. Onlar bile İngilizceyi katlederlerdi konuşurken.

T: Kesinlikle, onlar da tam anlamıyla grameri kullanmıyorlar.

U: Evet. Onlar bizimki gibi işte şuraya have had gelirse şuraya bu gelmeli falan hiç umurlarında değil. Geçmiş, gelecek, şimdiki zaman bu kadar. Oradan yana bir şeyim yok. Sadece konuşma konusunda tecrübe eksikliği var. Yazma konusunda da yazdığım şeyin farklı bir anlama gelmesinden endişem var. Hani bunun bir kuralı varsa İngilizce yazımlarında ben onu öğrenmek istiyorum. Hani editöre gitse de makale, hakemler hep gramerde yanlış var diyor, Türkçe düşünüp İngilizce yazdığımız için.

T: O zaman dilerseniz bir sonraki sorumuz ile devam edelim. İngilizce etkinlik kullanımında hangi etkinlik çeşidini tercih edersiniz? Bireysel, ikili ya da grup etkinlikleri?

U: Esasen bunların üçünde de kendimi rahat hissediyorum.

T: Hmm ikili etkinliklerde de.

U: Tabi. Benim şöyle bir şeyim var. Ben eleştiriye kaldıracı olan bir insanım. O yönden herhangi bir şeyim yoktur hani şu açıklamayı yapayım bunu yapayım. Şöyle, eğer ki ben grubun samimiyetine inanırsam, bunların hepsinde rahat ediyorum. Benim gördüğüm kadarıyla da grup yapıcı eleştiriler getirdiği için hani öyle yıkıcı ya da zarar verici eleştiriler getirmediği için herkesin amacı üzüm yemek olduğu için, bunlar ikili de olsa grup da olsa beni rahatsız etmiyor. Benim sıkıntım eleştirmek için eleştiri yapanlar ya da küçük düşürmek için eleştiri yapanlar olursa, o zaman hiçbir etkinlik grubuna girmem mesela. Rahat hissetmem. Ama bunlarında hiçbirinde hiçbir problemim yok. Bireysel etkinlik, evet o daha çok öne çıkıyor. Ben soru sorup cevap alabildiğim etkinlikleri daha çok seviyorum. Grupta da şöyle bir şey oluyor, orada yapılan hatadan bir şey öğreniyorsun, orada yapılan artıdan bir şey öğreniyorsun. Sadece kendinde değil, seninle alakası olmayan bir şeyden de öğreniyorsun. Grubun yaşantısının çok olması, benim için artı yönlerden biri. Çünkü mesela geçen haftaki Fibonacci kalıbının artık nasıl kullanılabileceğini biliyorum.

İşte psikolojiyle uğraşıyoruz diye matematik alanıyla ilgilenmeyeceğiz diye bir durum yok.

T: Tabi ki de.

U: O yüzden hiyerarşi yapamam. Üçü de etkili olur. Hani ben öğretmenin, arkadaşlarımla samimiyetine güvendiğim zaman yanlışımla kim düzeltirse düzeltsin.

T: Anladım, yani sadece öğretmenin düzeltmesi mühim değil, arkadaşlarınız da düzeltebilir.

U: Tabi, ben onu enerjiyi karşıdan aldığım zaman, hiçbir şekilde rahatsız olmam. Bu şeydir hani herkes düzeltebilir. Çünkü şöyle bir şey var, sizin de bilmediğiniz bir şey çıkabilir. Bilen birinden her zaman öğreneceğimiz bir şey var.

T: Kesinlikle. Teşekkür ediyorum, diğer sorumuz ile devam edelim o zaman. Konuşmaya başlarken söz hakkını kendiniz mi almak istersiniz, arkadaşınız mı size hakkı vermeli ya da öğretmeninizden mi söz hakkı almak istersiniz?

U: Bu sorunun üçü de birbirleriyle alakalı bence. Onun için sorun etmiyorum yani ben. Kendi sözümü kendim almak isterim, birisi bana laf atsın konuşursun, ondan da rahatsız olmam yani ya da hoca bana söylesin Uygur sen söyle bunu diye. Onu da söyleyeyim. Bir de işin aslı ben öğrenmeyi seviyorum, biri bana şunu sormuş, biri bana söz hakkı tanımış, hiç önemsemiyorum. Ben sadece öğrenmeyi seviyorum. Mühim olanın öğrenmek olduğunu düşünüyorum ben.

T: Tamamdır. Son sorumuz ile devam edelim derseniz.

U: Hı-hı.

T: İngilizce konuşma dersinde ne tip zorluk ya da zorlukları yaşarsınız?

U: Gramer ve anlam bakımından işte hani, demek istediğimi diyebildim mi endişesi. Çünkü hani küçük bir yazışma ya da söyleme, söylevde olmuyor da mesela yazışmalarda bir kelimenin küçük bir yer değiştirmesi cümlenin anlamını değiştirebiliyor. Bağlamı birden değiştiriyor, başka bir yere gidiyor. Benim derdim anlam bütünlüğünü bozmak, hani gramerde de bundan endişe ediyorum. Yanlış bir şey söylerim, işte yanlış zaman eşleşmesi yaparım.



Yoksa konuşurken çok bir problem değil de, tarzınca marzınca götürülüyor. Yazışırken zor oluyor ya.

