

**REPUBLIC OF TURKEY
MUĞLA SITKI KOÇMAN UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
FOREIGN LANGUAGES EDUCATION DEPARTMENT
ENGLISH LANGUAGE TEACHING PROGRAM**

**A CONVERSATION ANALYTIC APPROACH TO SELF-
INITIATED SELF-REPAIR PATTERNS IN AN EFL ORAL
PROFICIENCY EXAM**



ASİYE YALÇINER

MA THESIS

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Muğla Sıtkı Koçman Üniversitesi Eğitim Bilimleri Enstitüsü Tez Yazım Kılavuzuna uygun olarak hazırlanan “ A Conversation Analytic Approach to Self-Initiated Self-Repair Patterns in an EFL Oral Proficiency Exam” başlıklı Yüksek Lisans tez çalışmasında;

- Tez içinde sunulan veriler, bilgiler ve dokümanların akademik ve etik kurallar çerçevesinde elde edildiğini,
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Asiye YALÇINER

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ÖZET

YABANCI DİL OLARAK İNGİLİZCE SÖZLÜ YETERLİK SINAVINDAKİ KENDİ BAŞLATIMLI KENDİ ONARIM ÖRÜNTÜLERİNE KONUŞMA ÇÖZÜMLEMELİ YAKLAŞIM

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Son yıllarda giderek artan iletişim amaçlı yabancı dil kullanımı isteği, sözlü İngilizcenin bütün dünyadaki insanlar için en temel önceliklerden biri haline getirilmesi ihtiyacını doğurmuştur. Bu bağlamda konuşma, İngilizcenin Yabancı Dil Olarak öğretildiği bağlamlarda öne çıkan bir beceri haline gelmiştir. Kendi başlatımlı kendi onarım (KBKO) hem günlük konuşmanın hem de sözlü sınavların vazgeçilmez bir ögesidir. Fakat KBKO'lara ilişkin hep bir ikilem vardır, bazıları onları konuşma akışında istemsiz bir bozulmaya yol açan göstergeler, bazıları ise telafi araçları olarak görür. Bu kapsamlı çalışma Türkiye'de bir devlet üniversitesindeki sözlü yeterlik sınavında başarılı ve başarısız KBKO örüntülerini detaylı bir analiz eşliğinde sunarak bu ayrımı açıklığa kavuşturmayı hedeflemiştir. Bu çalışma aynı zamanda öğrencilerin konuşma sınavındaki sınav uygulayıcısı ile yaptığı konuşmalarda kullandığı KBKO tercihlerinin altında yatan olası nedenlerine de ışık tutmaktadır.

Öncelikle, akademik yılın sonunda uygulanan sözlü yeterlilik sınavına giren İngilizceyi yabancı dil olarak öğrenen 90 öğrenciden 12 saatlik bir video kaydı toplanmıştır. Kayıtlı video verileri yazılı bir biçime dönüştürüldükten sonra KBKO örüntüleri Konuşma Çözümlemesi (KÇ) kurallarına göre belirlenmiş, çözümlenmiş ve sınıflandırılmıştır. Hem başarılı hem başarısız KBKO'ları içeren örnek alıntılar iki veri öbeğinde sunulmuştur: her bir öbek öğrencinin sınav uygulayıcısı ile arasında geçen birebir etkileşimi içerir. Bu alıntılar araştırmacının yorumlarının yanısıra KBKO işlevleriyle birlikte satır satır gösterilmiş ve açıklanmıştır. Veri analizleri bu araştırmadaki neredeyse bütün katılımcıların konuşmalarında az ya da çok KBKO'dan faydalandığını işaret etmektedir. Öğrencilerden bazıları bunları daha başarılı bir şekilde kullanırken, bazıları ise kullanımda başarısız olmuştur. Fakat, hepsi de ifadelerinin doğruluğundan emin olmadığı her an KBKO kullanımına başvurmuşlardır. Bu çalışma İngilizcenin Yabancı Dil Olarak kullanıldığı bağlamlarda KBKO'ların her zaman konuşma akışında bozukluk göstergeleri değil; aksine, öğrencilerin hedef dili öğrendiklerinin bir kanıtı olduğunu açığa çıkarmıştır.

Anahtar kelimeler: konuşma çözümlemesi, kendi başlatımlı kendi onarım, sözlü yeterlik sınavı

ABSTRACT

A CONVERSATION ANALYTIC APPROACH TO SELF-INITIATED SELF-REPAIR PATTERNS IN AN EFL ORAL PROFICIENCY EXAM

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A growing demand to use Foreign Language (FL) for communicative purposes in recent years has created the urge to make verbal English one of the top priorities for almost all people throughout the world. In this regard, speaking has essentially become a prominent skill in English as a Foreign Language (EFL) contexts. Self-Initiated Self-Repairs (SISRs) are an indispensable part of both daily and oral exam conversations. However, there is always a dichotomy regarding Self-Initiated Self-Repairs (SISRs), some see them as disfluency markers while others see them as compensating tools. This extensive study aimed to clarify this division by displaying detailed analysis of successful and unsuccessful SISR patterns in an oral proficiency exam at a state university in Turkey. The study further aimed to explore the possible reasons behind the learners' preferences for SISR in their oral exam conversations with the interlocutor.

First, 12 hours of video-based data were obtained from 90 EFL learners in oral proficiency exam which was administered at the end of the academic year. After transcribing the video-recorded data, SISR patterns were identified, analysed and classified according to the principles of Conversation Analysis (CA). The sample extracts including both successful and unsuccessful SISRs were presented in two data sets: each set consisted of one-on-one interactions between the learner and the interlocutor. These extracts were explained and demonstrated line by line with the functions of SISR as well as interpretations of the researcher. Data analyses indicate that almost all participants of this research utilized SISR more or less in their conversations. Some of the learners used them successfully while some others failed to do so, but all resorted to them whenever they were unsure about the accuracy of their utterances. This study revealed that SISRs are not always indicators of disfluency in EFL contexts. On the contrary, they are the evidences of learning the target language.

Key words: conversation analysis, self-initiated self-repair, oral proficiency exam

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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

ESL: English as a Second Language

SISR: Self-Initiated Self-Repair

L1: First Language

L2: Second Language

ESP: English for a Specific Purpose

EAP: English for Academic Purposes

CA: Conversation Analysis

CEFR: Common European Framework of Reference for Languages

SLA: Second Language Acquisition

TCU: Turn Constructional Unit

TEFL: Teaching English as a Foreign Language

TOEFL: Test of English as a Foreign Language

TWE: Test of Written English

FCE: First Certificate in English

CPE: Certificate of Proficiency in English

YDS: Foreign Language Proficiency Exam

YOKDIL: Higher Education Institutions Foreign Languages Examination

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CHAPTER I

INTRODUCTION

1.1. Purpose and Scope of the Study

English, as lingua franca, has become undeniably important all around the world in recent years. Both written and spoken English have their own values in many areas. However, as verbal English constitutes the communicative aspect of the language, it has particularly gained a remarkable popularity in all educational institutions. With a growing interest and demand for learning spoken English, it has naturally become essential to put it in curricula in non-English speaking countries.

Owing to the difficulty of achieving productive skills compared to receptive ones, verbal interaction in a foreign language has always been regarded as a complicated process for many non-native learners. It is mostly because of the fact that it requires not only linguistic knowledge but also communication skills. The perception of being competent speaker in one language differs in a native and a foreign language. While there is not too much focus on language facets such as discourse markers, false starts, fillers, turn takings and self-repairs in L1, all these features are considered as a significant part of L2 interactions. Especially in L2 oral assessments, non-native learners might be seen incompetent since they have some inefficacy in their conversations due to these language features. Indeed, this kind of judgment does not seem so fair. It is worth remembering that pauses, silences, fillers and self-repairs are very natural part of the native language so they must be anticipated in a foreign language as well.

As Liyanage and Gardner (2013) state in their studies, self-repairs are not actually disfluency markers, in fact, they could feature as compensating tools for a conscious language learner to overcome communication breakdowns. A person might use 'self-repair' as a communication strategy to overcome interactional problems. It is also an

evidence of learning in that setting. In other words, language learning has taken place there, but it needs some modifications and improvement. All these above explain that self-repairs, especially self-initiated self-repairs in English as a Foreign Language (EFL) conversations must be valued and analyzed well due to their contributions to the progress.

In the literature, there are various studies (Bagarić and Djigunović, 2007; Galaczi, 2013; He and Young, 1998; Hüttner, 2014; Kasper and Ross, 2007; Lindblad, 2011) on student-teacher verbal interactions, communication skills, oral exams and repair mechanisms separately but this present study will cover all of them concurrently. Self-initiated self-repair (SISR) patterns of English as a Foreign Language (EFL) learners in oral proficiency exam will be analyzed meticulously through conversation analytic approach. Successful and unsuccessful self-repairs will be presented in details. Moreover, these self-repairs will be categorized according to their functions and frequency levels.

What makes this study unique is; participants are using the target language in an exam setting not in an everyday conversation. Although the topics are somehow daily life topics, the environment in which the target language is used is a formal one. Moreover, the participants are intrinsically motivated to study at a preparatory class and take proficiency exam on a voluntary basis. Indeed, preparatory class is not obligatory for them. There is no anxiety of failure because they will start studying in their departments the following year even if they do not receive the adequate score from the exam. Their self-initiated self-repair attempts are quite valuable because they have no pressure about being judged or given a low mark from the exam. Their anxiety is only related to their own learning and speaking performance, which is indirectly related to learner autonomy.

This research also supports the idea that there are individual differences in foreign language oral production. Each conversation is unique and each student uses his/her own styles and strategies. Taking all these into consideration, every single attempt of a learner's language production and self-repair must be investigated deeply.

Another contribution of this study is; once teachers discover the significance of self-initiated self-repairs, they can guide students in improving metacognition and also encourage them to be independent learners. The use of self-initiated self-repairs indicates that learners do not always depend on their friends or teachers when they have a trouble in their daily informal conversations or in formal oral exam settings. They take the

responsibility of their own learning and become more self-confident. In other words, they become risk takers in communicative activities.

This research was carried out in the following steps. First of all, Ninety EFL learners, eighty-six of whose native language is Turkish, were video recorded during their oral proficiency exam. There were two assessors and an interlocutor in the classroom to evaluate their performance. Learners' conversations, together with the interlocutor's prompts, were transcribed verbatim according to the principles of Conversation Analysis (CA). Video recording rather than audio recording was used as a tool due to the significance of non-verbal (paralinguistic) elements as well. The extracts which include the successful and unsuccessful examples of self-initiated self-repairs were categorized and analyzed according to the functions and types of interactional organization.

In brief, this research comprehensively displays certain types, functions and the frequencies of successful and unsuccessful self-initiated self-repair patterns of EFL learners at a university level in an oral proficiency exam setting.

1.2. Research Context

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

English as a Foreign Language (EFL) can simply be defined as teaching/learning English in a country where it is not the native language. EFL learners can learn and practice the language in a classroom environment, but they do not have the opportunity to use it outside because it is not the dominant language in that region. This makes it different from English as a Second Language (ESL). When English is taught/learnt as a second language in one country, learners use it both in and outside of the classroom because it is the primary language. As Turkish is the native language in Turkey, English can be described as a foreign language. Harmer (2007) states that EFL students learn a language in order to communicate with people across countries. As English is a universal language, one can easily interact with people from all over the world as long as s/he knows this global language.

English has become vital in Turkey in recent years. Knowing English was once a privilege of a selected group of people but today it has shifted to a more common and a popular

position. It provides numerous advantages to people such as better career opportunities, getting promotion and a high salary at work, a chance of studying or working abroad, travelling overseas and a prestigious status in society. As Harmer (2007) suggests; students learn English for different reasons. Some learn it because they move into a target-language community, some need English for Specific Purposes (ESP) in areas such as business, banking, tourism, nursing etc. Many students on the other hand, learn English for academic purposes (EAP). There are also a group of learners who learn general English just because they wish so.

Regarding these reasons, both state and private schools in Turkey have placed English in their curricula. Students, even from kindergarten to a university level, are exposed to more than a few hours of English throughout their educational life. No matter what grade it is, English has been predominantly used as a medium of instruction in most schools. There are also some private schools teaching English up to 20 hours a week even at a secondary school. Furthermore, English is taught as a foreign language at a preparatory class in most of the universities in Turkey. Following the preparatory class, students start their departments where English might be used as a medium of instruction. On the other hand, English can be elective as well. In this case, only students who think they will need it for their future career or their personal life take it as a course.

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

Teaching English as a foreign language requires various skills and qualifications as well as love and dedication. Teachers are expected to have a high level of awareness about both qualities of target learners and learning & teaching process. Brown (2004) emphasizes that there are a lot of elements one should consider while teaching a foreign language. These are mainly age factors, psychological factors, personality factors, sociocultural factors and linguistic factors. As long as teachers pay attention to these features, they can facilitate their students' learning. They should also be prepared for any unexpected situations in class because there are a lot of variables affecting the flow of the lesson. There is a huge distinction between young and adult learners in terms of their qualities. Therefore, teaching English to these individuals is also completely different.

The participants of this research are adult learners who are the students at a preparatory class in the School of Foreign Languages of a state university. Adult language learners

mostly focus on their goals and needs, so they usually make effort to reach their targets in life. They also look for an instant outcome in their studies, and learn best when they are active participants of the process of learning (Smith and Strong, 2009). Adult learners have different background with various learning experiences, so in time they form their own unique learning styles, and they develop their own strategies. On the other hand, adult learners always hesitate to speak English in front of other people because they are very anxious about being judged by others. They are scared of making mistakes, so they tend to be more cautious in their conversations with others. (Araghi and Amineh, 2014). It is also obvious that adult learners' motivation highly depends on their success in speaking a foreign language. Araghi and Aminef (2014) also point out that EFL learners feel discouraged when they get stuck in conversations because of their inefficiency in vocabulary-based or sentence-based productions. As a result, they usually stop trying when they come across failure. However, according to comprehensible hypothesis, language is acquired when there is a failure in communication because language users are naturally forced to find alternative ways to send and receive the messages properly and comprehensibly (Swain, 1985).

1.3. Background of the Study

For many years a variety of research has been conducted on the area of EFL. Each study has shed light on a different aspect of language. While some of them examined receptive skills, the others investigated productive ones. In the literature, there have also been numerous researchers who studied conversation in a foreign language as part of productive skills. A foreign language conversation has different components, so analyzing a conversation is not possible without taking all conversational elements into consideration.

Formerly, it was commonly believed that 'knowledge of a language' and 'proficiency in a language' meant knowing grammatical rules and vocabulary of that language. Nevertheless, these two; 'knowledge' and 'proficiency' are entirely separate terms because an individual can know lots of things about a language, but if s/he is not able to use it for communicative purposes, s/he cannot be regarded as proficient (Ingram, 1985). Teachers of foreign languages definitely encounter abundant cases where learners with

high level of knowledge about a target language fail in communicative activities while learners with low level of knowledge indicate remarkable speaking performance.

Assessing oral proficiency entails certain skills and preparation as well as detailed criteria and a well-designed rubric. In fact, it is not very easy to find one simple model for teachers as assessors to utilize in their oral exams. Pillar (2011) believes that although there are countless models to test receptive skills besides writing, models for oral language proficiency are always inadequate. In his empirical study, he proposes a new model which is integrative rather than discrete and including test instruments to get more holistic results. In this model the researcher makes use of various items such as linguistic elements, discourse fluency, sociolinguistic competence, strategic competence, observation tools and paralinguistic elements. According to the researcher, although this multi-dimensional assessment seems time consuming, the results give meaningful measurement of the students' interpersonal communicative skills. In a long term, this type of assessment promotes learners' self-confidence and enhances learners' ability to speak a foreign language.

Each conversation takes place in a different context and serves to a different purpose. That's why the length of conversation depends on the context and purpose of speech. Some conversations are pragmatic, which means they are linguistically short, formal, and include polite expressions compared to casual conversation. However, oral proficiency exams are neither casual nor pragmatic. Students are expected to complete the tasks successfully in a given time. That's why they might feel nervous during their exams and as a result, tend to make mistakes. Once they realize their erroneous statements, they are inclined to repair them in their own ways.

Evans (1985) reveals in her study which contains spontaneous self-repairs of 18 kindergarten and 18 second-grade children that there is a relationship between age and the preference for self-repair. She examined the repairs in terms of repetitions, postponements, syntactic repairs, abandonments, and word choice. After analyzing the data, she concluded that older children did more self-repairs than the younger ones. Furthermore, she discovered that as monitoring skills increase, the number of self-repairs also increases. Additionally, when there is an increase in the level of language proficiency, the number of self-repairs decreases. As a result, there are less errors done by the speakers. This supports the idea that when people grow older they naturally pay

more attention to language accuracy. Also, when they reach their ideal proficiency level, they do less self-repairs.

In foreign language classrooms, it is mostly the teachers who do corrections for students. Because of time limitation, intensive curricula and classroom management issues teachers might find it hard to give learners time to realize and repair their own mistakes during conversations. Instead, they may frequently interrupt them for corrections. On the other hand, there are also oral exam settings in which teachers cannot interfere learners' performance. Hirschberg (2016) points out that as interlocutors or assessors are not allowed to do 'other-repairs' in an exam setting, only learners can be observed while doing that. Hirschberg (2016) also proposes that repair process is different when it is done by the teacher or the student. Teachers can do repairs mechanically whereas students do it as part of monitoring process. This can be explained as a monitoring strategy. Additionally, learners are aware of the fact that even if the environment is created similar to natural/real life, it is artificial in oral proficiency exams.

Briefly, above these studies and other studies on EFL conversations particularly oral exam settings reveal that self-initiated self-repairs are part of learning process. Thus, they need to be monitored and evaluated well during learners' speaking performance.

1.4. Research Questions

The aim of this research is to indicate successful and unsuccessful self-initiated self-repairs in an oral proficiency exam setting in one of the state universities in Turkey. The frequency, functions and detailed analysis of self-initiated self-repairs are presented according to the principles of CA. As qualitative research is data driven, the research questions were determined after transcriptions of the video based data. This study primarily seeks answers to the following questions:

1. How do EFL learners organize their conversations by using self-initiated self-repair?
2. Why/ In what cases do EFL learners prefer self-initiated self-repairs in an oral proficiency exam?
3. What types of self-initiated self-repairs do EFL learners use in an oral proficiency exam?

4. What are the functions of successful and unsuccessful self-initiated self-repairs?

1.5. Limitations and Delimitations of the Study

This study is limited to self-initiated self-repair patterns of preparatory class students in the oral proficiency exam which was applied at the end of the academic year at a state university. If time had allowed, the researcher would have looked at these students' speaking performance both in an exam setting and a classroom environment to see if they are similar or different. The researcher would also have made an extensive comparative analysis of self-initiated self-repairs of the same students as preparatory and freshman students.

Moreover, this research would have been supported with questionnaires and interviews to provide triangulation of the data for validity. However, the researcher was able to analyze the data more than a few years after collecting it, so it would be very hard and useless at the same time to go through this process.

1.6. Operational Definitions

Second Language & Foreign Language: The terms English as a foreign language (EFL) or a second language (ESL) are used interchangeably in this thesis.

EFL learner: As this thesis deals with only oral proficiencies of students, the terms such as 'the speaker', 'the learner', and 'the performer' are used interchangeably during the analysis of transcriptions.

Repair: A correction or modification of an output in a foreign language conversation. Once a problematic statement is detected, it is corrected/repared by one of the parties.

Self-initiated Self-Repair: If a learner repairs a breakdown in his/her own conversation it is described as 'self-repair' and if s/he both initiates and completes the repair it is called 'self-initiated-self repair. (Schegloff, 2007)

EFL Proficiency: According to CEFR scales, a proficient user of a foreign language can understand with ease virtually everything heard or read. S/he can summarize information

from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. S/he can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations. However, in this research learners are expected to fulfil the requirements of B1 level proficiency at the end of the preparatory class. CEFR describes B1 level learner in a way that s/he can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

Oral Proficiency Assessment: In this research, the oral proficiency exam was applied at the end of the academic year by a committee which consists of two assessors and an interlocutor. The exam which consists of three sections (warm-up, two-minute talk on the topic they have learned and practiced in class during the year, two-minute talk on the topic about global issues). The oral proficiency exam took approximately ten minutes per each student.

Rubric: Andrade (2000) defines instructional rubric as one- or two- page document describing various levels of quality, from excellent to poor, for a certain task.

CHAPTER II

LITERATURE REVIEW

2.1. Communication Skills

2.1.1. Communicative Competence

Communication is one of the main reasons why a large number of people want to learn a foreign language. Since English is a universal language, it has gradually become a necessity for people from almost all non-native speaking countries to acquire it. English is basically used as a tool to convey and receive a message in different situations and for various purposes such as work, travel, education etc. Mainly, there are two types of communication; written and oral communication. Oral communication is preferred more than written communication because it is a synchronous process and it gives people an opportunity to get a quick response and feedback from the people they are in conversation. As long as a person has communicative competence s/he can have a successful communication with others in a foreign language.

The notion of competence was first suggested as linguistic (grammatical) competence by Chomsky (1965) states that “Linguistic Theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous 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: 3) According to this notion, a foreign language speaker needs to have the knowledge of lexical, syntactic, phonological and morphological features of the language and also the ability to operate these features well and use them in different contexts successfully. Canale and Swain (1980) proposed a theoretical framework of

communicative competence which consisted of three elements such as grammatical, sociolinguistic and strategic competence (Canale and Swain, 1980). Then, Canale divided sociolinguistic competence into two separate components as sociolinguistic and discourse competence. The four main elements of communicative competence model are summarized below:

2.1.2. Grammatical competence

Grammatical competence can be defined as being an expert on L2 linguistic rules which include phonological, morphological, lexical, syntactic, semantic features of the language. It involves the ability to recognize, understand, interpret and express the literal meaning of utterances.

2.1.3. Sociolinguistic competence

Sociolinguistic competence is described as being able to deal with the socio cultural rules and conventions of a language. It enables the speaker to understand the language in different social contexts and use the appropriate form of that language considering the values, beliefs and norms of a culture.

2.1.4. Discourse competence

Discourse competence is the mastery of rules concerning cohesion and coherence in form and meaning of written and verbal language. It includes the appropriate use of cohesive devices such as pronouns, connectors, synonyms, parallel structures, repetition, substitution, etc.

2.1.5. Strategic competence

Strategic competence is having the knowledge of verbal and non-verbal communication strategies which are used to compensate communication breakdowns. Dörnyei (1995) defines these communication strategies as; message abandonment, topic avoidance, circumlocution, approximation, use of all-purpose words, word coinage, use of nonlinguistic means, literal translation, foreignizing, code switching, appeal for help and

use of fillers/hesitation devices. Cohen (1998) states that learners use strategies differently according to their individual preferences, personalities, the task and a number of other factors.

Additionally, Pillar (2011) highlights the importance of non-verbal elements while defining communicative competence as being able to interact meaningfully, rather than performing well on tests which assess only grammatical knowledge. As explained above, it only consists of four areas of knowledge and skill: linguistic, sociolinguistic competence, strategic and discourse competence. However, there is more than that, communication is not only about sending and receiving messages through producing sentences. It also includes paralinguistic elements which are essential components of communicative language. Brown (2007) asserts that social contact in interactive language has more to do with how speakers say something rather than what they say. Conveying the meaning with eye contact, body language, gestures, physical distance and other non-verbal elements are also equally important. Taking all these into consideration, integrated proficiency tests began to be designed to evaluate both verbal and non-verbal (paralinguistic) elements of a language in the course of time (Pillar, 2011).

2.2. Interactional Competence

As humans are social creatures, they need interaction at all phases of their life. Their ability to speak and write makes them unique among other living beings. Without interacting with others no one can maintain his/her life. Both oral and written interaction requires at least two parties whose turns change dependently. In other words, two or more speakers may be speaking or listening to one another concurrently, which might also cause stress on the individuals because the listener always focuses on the speaker's message and prepares a proper response. That's why each party takes the responsibility of both receiving a message and producing a response (CEFR, 2001). Listening and speaking are two major elements of interaction.

According to CEFR; the communicative language competence of the language learner/user is activated by the various language activities, including receptive, productive, interactive or interpretive ones. These kinds of activities are based on the texts both in oral or written form. Reception and production are main components of a language

so both are required for meaningful interaction. These two terms refer to separate language activities. To illustrate, receptive activities include silent reading and following the media. They require understanding course content, consulting textbooks, works of reference and documents. On the other hand, productive activities have a crucial role in many academic and professional areas such as oral presentations, written studies and reports. More importantly particular social value is attached to them (judgements made of what has been submitted in writing or of fluency in speaking and delivering oral presentations). In interaction at least two individuals take part in an oral and/or written exchange in which production and reception alternate and may in fact overlap in oral communication. Two interlocutors may be speaking and yet listening to each other simultaneously. Even where turn-taking is strictly respected, the listener is usually predicting the speaker's message and preparing a response. Learning to interact thus involves more than learning to receive and to produce utterances. Interaction in language use is considered as a highly important element. In terms of reception and production, the written and/or oral activities boost communication between parties especially who are not able to interact with each other directly for some reasons. Translation or interpretation, a paraphrase, summary or record, provides for a third party a (re)formulation of a source text to which this third party does not have direct access. Mediating language activities – (re)processing an existing text – occupy an important place in the normal linguistic functioning of our societies (CEFR, 2001).

2.2.1. Listening

Learning a foreign language is mostly considered with speaking that language, and learners are charmed in speaking the language immediately. However, listening is a base requirement to develop other language skills; so it should precede speaking, reading, and writing (Devine, 1982, Wolvin and Coakley, 2012). Since childhood, learners have been exposed to spoken language constantly. Even before learning how to speak in one language they begin to hear some utterances in that language. That's why listening is the most commonly used skill of the four language skills (Scarcella and Oxford, 1992). Since young ages, people need to listen to conversations around themselves before they produce independent sentences in both native and a foreign language. They model other people, that is, they imitate them or they make use of the recorded listening texts in the process of second language acquisition (SLA). Listening texts are good models for pronunciation.

When students listen more, they get better not only at understanding speech, but also at speaking with others. Indeed, it is worth remembering that successful spoken communication depends not just on our ability to speak, but also on the effectiveness of the way we listen (Harmer, 2007). Listening is not passive. Rather it is an active process which activates human cognition. Gebhard (2006) offers two distinctive processes in comprehending spoken English. These are bottom-up processing and top-down processing. Bottom-up processing refers to decoding a message that the listener hears through the analysis of sounds, words, and grammar. On the other hand, top-down processing refers to using background knowledge to comprehend a message.

Once people need a language for interactional purposes, they definitely use both listening and speaking skills actively. In brief, as conversation is mutual, one cannot ignore the importance of listening as well as speaking for a good communication.

2.2.2. Speaking

Speaking, which enables people to convey and receive a message, is the major element of communication. Most of the time, speaking can be seen as a sign of second language acquisition. Since communication is reciprocal, it would not be fair to separate speaking from listening. While speakers express their opinions in a target language, listeners actively respond to what speakers say (Murphy, 1989). Briefly, both listeners and speakers use a language to share information with each other. Spoken language can be used for interactional and transactional purposes. When language is used to accomplish an interactional communicative function, the focus is on creating an appropriate interaction among individuals. Unlike interactional use of language, transactional use focuses more on the content of the message. The emphasis is on transferring information and it is important for the listener to comprehend the content of the speaker's message (Gebhard, 2006). While speakers are listeners, listeners are also speakers. However, it can never be claimed that every speech or conversation is flawless. It is probable and natural to make some mistakes in L2 conversations and then repair them in different ways.

2.3. Repair Mechanisms

In SLA, repair is mostly about correction of error or clarification of miscommunication caused by linguistic error. On the other hand, in CA, repair refers to efforts to deal with any problems in speaking, hearing, or understanding of the conversation. Confirmation checks, clarification requests, restatements, repetitions, understanding checks are all units of CA without regarding whether the utterances are linguistically correct (Wong, 2000).

Costa, Pickering and Sorace (2008) assert that there are various reasons why conversing in L2 is difficult to operate. Some of these reasons are the speaker's having a limited vocabulary, word-finding problems, lacking knowledge of structure and so on. According to Schegloff (2000) the organization of repair can be described as an organization of action. Upon detecting a trouble source, a speaker usually takes action to repair it. The actions which include initiation and solution or abandonment. They handle their trouble utterances either successfully or unsuccessfully, but their effort is invaluable.

A repair is performed sometimes by the speaker who initiates it and sometimes by the listener who completes it. If a person repairs a breakdown in his/her own conversation it is described as 'self-repair' and if s/he both initiates and completes the repair it is called 'self-initiated-self repair'. If not the speaker, but somebody else initiates the repair, it is defined 'other initiated-repair', and if the repair is done by others it is named 'other initiated-other repair'. (Schegloff, 2007).

Hutchby and Wooffitt (1998:61) describe repair types as follows:

1. self-initiated self-repair, one that is both initiated and carried out by the speaker of trouble source turn;
2. other-initiated self-repair, one that is carried out by the speaker of the trouble source turn, but initiated by the recipient;
3. self-initiated other-repair, whereby the speaker of the trouble source may try to get the recipient to repair the trouble source, for instance if a name is proving troublesome to remember;
4. other-initiated other-repair, whereby the recipient of a trouble source both initiates and carries out the repair – this is closest to what is conventionally understood as 'correction'.

2.3.1. Self-Initiated Self-Repair

Self-initiated self-repairs are conversational tools which are used by the speakers to fix conversational problems, that is, the speaker produces the error and rectifies it within the same turn constructional unit (TCU) or at the end of it (Al-Harabsheh, 2015).

Self-initiations by the trouble source use a variety of non-lexical speech acts such as cut-offs, sound stretches, 'uh's etc., as an indicator of repair-initiation while other-initiations use a group of turn-constructional devices to initiate repair such as 'Huh, What, Where, When?' (Schegloff, Jefferson and Sacks, 1997). These speech acts may be seen as a failure in conversation, but corrections by students are the most useful ones in terms of learning from errors because the students get an opportunity to actively think of the language and how it functions. She also adds that it is very common in classroom settings that the teacher usually corrects an error without even giving an opportunity to the student to correct themselves (Mäkinen, 2008). When given enough time learners might repair their errors successfully.

Self-initiated self-repairs are not only observed in a foreign language but they are also encountered in a native language. Al-Harabsheh (2015) reveals that there is a similarity between self-initiated repair structures in Jordanian Spoken Arabic and in English conversations. Speakers use self-repairs as a communication strategy to gain enough time to restructure their expressions. The speakers are not only busy with thinking about what to say next but also keeping the conversation going effectively during the time of repair.

Sato (2012) examines Japanese EFL high school learners in his study and finds out most of the students use self-initiated self-repairs in their conversations. He categorizes types of triggers as errors, different information, appropriacy. Also, errors are subcategorized into four groups: grammatical; lexical; phonological; the first language use. The success rate of the successful use of self-initiated self-repair is 77%, which is quite remarkable.

In another study, Sato (2008) assumes that if learners do not internalize grammatical structures, phrases or expressions, they cannot detect their own mistakes and as a result they cannot correct them.

Briefly, self-initiated self-repair can be viewed as an evidence for learning and they contribute to EFL learning process. That's why these repair types are the most supported ones by the teachers.

2.3.2. Other-Initiated Self-Repair

When there is a case of other-initiated self-repair in a conversation, it indicates that the speaker makes a mistake but s/he isn't aware of it at first. The other party realizes that mistake before the trouble source and s/he initiates the repair. After hearing the repair initiation, the trouble source speaker modifies it. This proves that although the students may not do it on time, they have the realization of their incorrect sentences and take actions to repair it in order not to cause misunderstandings. It is still an evidence of learning like self-initiated self-repair.

2.3.3. Self-Initiated Other-Repair

Self-initiated other-repair does not show the same features with self-initiated self-repair and other-initiated self-repair. In the first two above, the speakers take over the responsibility of repairing their own mistakes. However, in this type of repair, either initiated by the speaker or the listener it is completed by the recipient, which also means, there is no indication of learning in this setting.

2.3.4. Other-Initiated Other-Repair

Speakers are not active in this repair type. Indeed, they are not even aware of their erroneous sentences. As a result, they do not attempt to correct them effectively. As there is no evidence of learning, the other party in conversation takes the responsibility of both initiating and repairing the mistakes.

2.4. Conversation Analysis

“Conversing in a second language means knowing how to maintain interaction and focus on meaning; use conversational grammar; introduce, develop, and change topics; take turns; apply conversational routines; and adapt style to match the setting/context” (Gebhard, 2006). As conversation requires learners to be able to use both receptive and productive skills at the same time effectively, it is much more complicated than we often suppose (Richards, 1980).

Conversation is a cyclical process. As context is always changing, the participants' perceptions of the conversation are also changing accordingly. Thus, it becomes harder to guess the following utterances of the speakers.

CA includes recognizing participants' intersubjective awareness of the course of conversation because it changes consistently during their orientation to the social action being achieved. (Arminen, 1999)

Interaction requires basic linguistic knowledge of the target language, it also entails cognitive and meta-cognitive skills to analyze and manage the natural progress of conversation, master the topics, turn takings and repairs in different contexts. It is natural that learners make errors in spontaneous conversations. Not only in a foreign language but also in a native language people make mistakes in the usual process of learning. After an inappropriate expression is detected, it can be corrected. If foreign language learners attempt to modify their incorrect utterances, it shows that they realize the communication breakdowns in their speech and try to repair them to make meaningful and accurate sentences. This effort must be appreciated and encouraged by EFL teachers. CA deals with both meaning and context in conversations. When context changes, the interaction also changes. That's why one should always know the context very well in order to understand the conversation. CA interprets data from emic perspective, so in this study the data was analyzed from the participants' view.

2.5. Monitoring in EFL Context

When a foreign language is acquired, it is free from explicit rules. As learners acquire the language subconsciously, the focus is not on the rules but the content. The grammatical rules are already internalized so there is no monitoring and hesitation while producing an utterance in conversations. On the other hand, learning is a conscious process. Learners get the knowledge of rules intentionally by studying, and reach the ideal level of oral proficiency by practicing and monitoring their speech. That's why self-monitoring and self-repair are essential parts of EFL.

Learned but not an acquired language includes conscious mental illustrations of linguistic rules and it is the result of either a formal language learning situation or some kind of self-study plan (Krashen, 1978). According to Krashen, (1978) monitor users can be categorized as successful and extreme users. While extreme monitor users pay too much

attention to editing their output, successful monitor users repair their utterances in a reasonable amount and frequency. Thus, successful monitor users do not hinder their communication, but extreme monitor users have communication breakdowns because of focusing more on accuracy than fluency. There are also some learners who never monitor their L2 productions. Knowing the significance of self-monitoring in EFL, these learners can also be regarded as unsuccessful users.

Krashen and Pon (1975) conducted a case study whose subject was a native speaker of Chinese in her 40s. She moved to the United States and began learning English there. Her everyday conversations were recorded and mistakes were detected. Having analyzed the data, observers found out that the subject was able to self-correct almost all mistakes when they were presented to her right after conversations. Also, she was able to explain every grammatical rule which was violated by herself before. Another significant result was that the mistakes consisted of simple rules such as third person singular ending, irregular past form etc. It can be concluded from this case study, most of the adult learners are making mistakes in conversations not because they do not know grammatical rules but they do not have sufficient time to process information and produce output. The researchers of this study believed if time had been given, the subject would have utilized her conscious linguistic knowledge and made fewer mistakes. Furthermore, she would have been much more successful if it were in writing or in a careful speech because in casual conversation she may have been too rushed and worried about sending the message to the receiver in an easy and quick way.

Monitoring and self-repair are interrelated, in other words self-monitoring process is always followed by a self-repair.

Levelt (1983) believes that in order to repair an utterance, the speaker must, firstly, spot the trouble source and interrupt his or her flow of speech, and, secondly, create a new statement, which deals with the communication breakdown. EFL learners' action of noticing the erroneous statements must be appreciated because it indicates that they have the awareness of rules and vocabulary. If there is an awareness of trouble, there is also an initiation to correct.

There are three stages of a self-repair. The first stage is monitoring of one's own speech and pausing it when a failure is noticed. The second stage includes hesitation and finding editing words. This phase might take a long time depending on the context and conditions.

The speakers might spend more time than expected to find the appropriate words to repair the output. That's why they make use of the fillers. The last stage is modifying the output (Levitt, 1983).

According to Monitor hypothesis, a foreign language speakers are able to use conscious rules only in three conditions. The first condition is when they are given sufficient time. This is important because if language performers do not have enough time to think about rules, they cannot edit them properly. The second one is focus on form. This means that the speakers also need to dwell on accuracy of phrases or sentences in a foreign language. Most of the time learners might pay more attention on what they are saying rather than how they are saying it, so they may not be able to monitor their conversations. The last requirement is knowing the rule. Language is a complex system so it is not possible for learners to have the knowledge of all the rules about it. That is, even the best students might have hesitations about their outputs due to lack of grammatical knowledge (Krashen, 1982). On the other hand, if rules are used too much, learners might lose their concentration and find it hard to catch up with what other parties are saying.

2.6. Assessing Speaking

In CEFR, assessment is described as assessing the proficiency of language learner/user. All language tests used in educational institutions can be regarded as forms of assessments. Some of these forms will be explained with examples in this section. However, there are also some other forms such as checklists for continuous assessments and teacher observations which are not accepted as tests. There is always confusion between evaluation and assessment. Evaluation differs from assessment in sense of being broader. All forms of assessment, which are used to test language learners' proficiency, include evaluation, but evaluation includes not only proficiency but also the effectiveness of particular methods or materials, the kind and quality of discourse, the efficiency of program, learner/teacher satisfaction, teaching effectiveness, etc. There are three essential terms in assessment. These are validity, reliability, and feasibility. *Validity* simply supports only what is taught should be assessed in tests. On the other hand, *reliability* is defined as receiving the same results even if the same test is applied more than once. There is also *feasibility* which is as important as the former ones. As there is limited time for assessors to assess language learners especially in oral exams, they can only see a small part of their performance. That's why they might have difficulty in handling various

items in the criteria. According to CEFR, achievement assessment is administered in educational platforms to test what learners have learnt until that time. Formative tests which are usually applied at the end of the week, course or unit serve to this purpose. They give feedback to both learners and teachers about the process. Proficiency assessment on the other hand, deal with how learners use the language in different tasks independently. Proficiency exams which are usually employed at the beginning or end of the academic year can be included to this group. Apart from assessment types above, there is also continuous assessment which focuses more on the learning process. Learners' class performances, pieces of work and projects are evaluated systematically throughout the course (CEFR, 2001). Testers should make use of these assessments objectively according to the needs of test takers and objectives of their lessons.

Assessing speaking skill is harder than assessment of other skills because there is time limitation and there are more variables affecting learners' performance. Brown, (2004) developed criteria for testers to assess test takers' speaking ability. The components are categorized as micro skills and macro skills. The micro skills include tiny units of a language such as phonemes, chunks, words and phrases. Macro skills on the other hand, consist of larger elements such as discourse, fluency, cohesion and use of strategies. Test takers can be assessed based on the items selected among these skills depending on the content of a lesson.

Micro skills

1. Produce differences among English phonemes and allophonic variants.
2. Produce chunks of language of different lengths.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
4. Produced reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor one's own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.

8. Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense agreement, pluralization), word order, patterns, rules and elliptical forms.
9. Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.

Macro skills

12. Appropriately accomplish communicative functions according to situations, participants and goals.
13. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and –yielding, interrupting and other sociolinguistic features in face-to-face conversations.
14. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
15. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

(Brown, 2004: 153-154)

2.7. Learner Perceptions of Oral Exams

EFL learners usually describe speaking as the most challenging skill among others. They do not even begin expressing themselves in the target language until they believe that they have sufficient input. As speaking is not individual but mutual, learners need at least another party during conversations to approve or to get approval. When other people are involved in the speaking process, anxiety level of learners increases because they do not only have the responsibility of their own output but also need to comprehend the other

speakers' utterances. They should also keep up with the pace and the unity of the conversation. All these factors led learners to feel nervous.

Kayaoğlu and Sağlamel (2013) studied Turkish students' perceptions of language anxiety in speaking classes in their research. Their semi-structured interviews with 30 native speakers of Turkish revealed that foreign language learners feel anxious due to several reasons such as linguistic difficulties including vocabulary, grammar and pronunciation, cognitive challenges like the fear of making mistakes and the feeling of being humiliated in front of their peers, also exam settings which make them feel uncomfortable and nervous. There is a certain fact that majority of students in all around the world feel stressed out in the case of exams. As their exam result is determined by their performance during the exam, they become over cautious about what they are saying and how they are saying it. Kayalıoğlu and Sağlamel (2013) revealed that learners also perceive the teacher as an important element in their failure or success. Learners expressed in interviews that they want to see the teacher both as an authority who organizes class activities efficiently and interfere language learning process when necessary and also a facilitator who always encourages students when they feel incompetent. Another significant factor of learner anxiety is competitiveness. This feeling may lead students to study harder, on the other hand it may also cause them feel inferior than peers.

Paker and Hol (2012) studied attitudes and perceptions of students and instructors towards testing speaking communicatively in their research, and found out that 96.1 % of learner participants had never taken a speaking test before. They had been used to written exams since childhood, but this was a new type of assessment. For those learners whose scores mean a lot, it was a big challenge. Researchers speculated that their negative attitudes about spoken exam resulted from this. Having no experience of oral proficiency assessment definitely increases the level of anxiety.

Developing encouraging materials and tasks can boost EFL learners' interest, involvement of the learning process and flow experience. As speaking is a demanding skill, designing and applying meaningful activities in class give learners opportunities to develop communicative competence. In her research, Ak Şentürk applied tasks such as role-play, interview, class-discussion, problem-solving, story-telling, picture narration, communication games, and information-gap activities apart from course books in language classes. As a result of the questionnaires, it was stated that learners found these activities above quite beneficial. They fully benefited from them to produce sentences in

the target language and share their opinions with peers and the teacher (Ak Şentürk, 2012). It can be inferred from similar studies in this area that learners' negative attitudes and perceptions about speaking skill can be turned into positive by making some modifications in the EFL curricula and developing materials which promote language production.

Vavla and Gokaj (2013) created a questionnaire for their research to find out learner's perceptions of assessment and testing in EFL classrooms. In these questionnaires, some learners assert that the words are pronounced differently and written in a different way in English. This was not the case in their native language, so they claimed they made more mistakes during assessments. Another significant problem was about the word order. Since the order of words is different in the target language and students' native language they were not able to think in the target language, but always needed to translate things from their own language (Vavla and Gokaj, 2013). In the light of various research, most of the mistakes in EFL exam settings can be attributed to learners' native language learning habits and perceptions.

CHAPTER III

METHODOLOGY

3.1. Research Design

CA uses data-driven approach, which means the more data are collected the better results can be come up with in the end. CA analysts can make inferences and interpretations about the data only when they analyse as many extracts as possible. Furthermore, as CA is a bottom-up process, it definitely requires qualitative data analysis. In brief, qualitative rather than quantitative data analysis was preferred in this extensive research.

3.2. Participants

Ninety EFL learners, who were students at the School of Foreign Languages, Muğla Sıtkı Koçman University were involved in this extensive study. Four of these students were international students while the rest were native speakers of Turkish.

The school of Foreign Languages provides compulsory and optional foreign language program. For students who are enrolled in the departments such as Computer Engineering, Electrical and Electronic Engineering, Civil Engineering, Geological Engineering, Mining Engineering, Metallurgical and Materials Engineering, German Language Teaching, English Language Teaching, English Language and Literature, Economics, Political Science and International Relations, International Trade and Medicine the one-year intensive foreign language program is mandatory. However, if students from these departments receive an adequate score from the international exams such as TOEFL, TWE, FCE, CPE and also YDS/YÖKDİL, or they pass the proficiency exam at the beginning of the academic year, they can directly start their departments. On

the other hand, for some faculties such as; Faculty of Letters except English Language Literature, Faculty of Sciences, Faculty of Business Administration (Turkish medium), Faculty of Economics and Administrative Sciences; (except International Trade, and Economics (English medium), Political Science and International Relations, Faculty of Aquaculture, Faculty of Technology, Faculty of Tourism, Faculty of Sports Sciences, Vocational School of Civil Air Transportation Management, Logistics, Tourism and Hotel Management the foreign language preparatory program is not compulsory, it is optional. Some learners from these departments wish to learn English because they think it will be advantageous to them especially in their future career. Thus, they enroll in the optional foreign language program. After enrollment, they have to take the placement test, by which learners' level of English is identified, and they are placed into the classes of three different levels such as elementary, pre-intermediate and intermediate accordingly.

During the academic year, students of optional foreign language program have Main Course lessons between 24-30 hours depending on the levels. These lessons include four skills (listening, reading, speaking, writing). The aim is to build a background for vocabulary, phrases, sentence structures in target language and provide certain strategies for learners to utilize while learning different skills effectively inside or outside of classroom.

Learners exploit course books and workbooks, grammar books, and also extra materials which are prepared or adapted by instructors.

Additionally, learners have to do a project work once a year individually or with a peer/group coordinated by instructors. They are also expected to keep writing portfolio consisting of ten different tasks in accordance with the content of their course books. Writing portfolio constitutes 10% of their overall success. Apart from these, there is also teacher assessment. Each instructor grades students according to the criteria which include items such as; attending classes on time, bringing materials, doing assignments regularly, participating activities. Teacher assessment makes up 10% of total score.

The participants of this research, who were the students of optional foreign language program, had a proficiency level of English ranging from elementary to intermediate. They chose to take one-year foreign language preparatory program although they had the

opportunity to start their departments directly. That's why they could be described as intrinsically motivated learners.

By the end of the academic year, they were administered a proficiency exam consisting of both written and spoken parts. The data of this research were obtained from oral section of the proficiency exam. In the oral exam part, learners had been expected to be in class at the scheduled time and complete the three steps successfully. After warm-up, they were asked to pick a topic from an envelope and speak about it for two minutes. Having finished this part, they were asked to do it again for different topics. The interlocutor only prompted if learners got stuck while the assessors were grading their performance according to the rubric.

As participants had signed the consent letter at the beginning of the year, their video recordings of oral proficiency exam could be used by the researcher efficiently.

3.3. Instrumentation

Researchers who prefer conversational analytic approach in their studies mostly resort to qualitative data collection instruments. For instance, Rabab'ah (2013) used story-retelling in his study to find out which repair strategies EFL learners employed to overcome communication breakdowns. The participants were audio recorded while retelling two short stories selected by the researcher and the university professors. In the qualitative part, the participants' production including pauses and sound lengthenings were transcribed. In another study, Laborda & Peñalve (2018) benefited from the research diaries and video-recordings of oral exam to observe what difficulties test-takers had during computer-based exam. Similarly, in Robinson's research which was on 'other-initiation of repair in institutional settings' (2006), the data were generated from transcripts of 121 phone calls which were collected through video taping.

With a growing increase on the digital learning, researchers have also begun using on-line instruments to collect data. Neary-Sundquist (2014) utilized a computer-mediated, semi-direct oral proficiency test in her study to find out the rate of pragmatic speech markers used by native and non-native speakers of English. Examinees in this research, recorded their responses via computer microphone. In another study, Seong (2017) used

an on-line scenario-based academic English speaking test as a tool to assess learners' L2 academic speaking ability.

As for this present study, qualitative data collection instrument was employed in the whole process to analyse EFL learners' oral proficiency exam conversations. 12 hours of video-based data were collected and analysed in order to find any remarkable patterns about EFL learning. The lengths of the recordings were minimum 4.39 minutes, maximum 14.17 minutes. The mean was 8.18 minutes.

Video recordings were transcribed through Transana 251. Transana is a powerful software application for the qualitative analysis of data. It helps import, organize, transcribe, code, analyse, interpret and present the data. It also allows researchers to create different types of transcripts such as partial transcripts, verbatim transcripts, thematic transcripts and precise Jeffersonian notation transcripts (Appendix 2) for conversation analysis. After video recordings of this research were uploaded to transana software, they were transcribed verbatim sequentially. In order to examine speech patterns, the researcher used 'Jefferson Transcription codes for each recording.

3.3.1. Why video recording?

CA is data driven so researchers do not begin their studies with a hypothesis or predetermined research questions. They are curious about certain issues but they do not have presumptions about them, as such in this thesis. They can make interpretations about these issues only after examining the data generated and examined previously.

Conversational data are obtained mainly by audio or video recording. These recordings are highly credible because with other methods such as note-taking or on-the-spot coding of behavior etc., the details of actions might be lost. However, video recording allows researchers to have permanent records of interaction which can be examined or reexamined later when necessary. The data obtained from video recordings can also be used for the comparative analysis of interactions in future studies as well. (Goodwin and Heritage, 1990).

CA requires abundant data collection. To put it differently, in a qualitative study, researchers can reach to the general patterns by analyzing and interpreting as many utterances as possible. That is why quantitative data instruments such as surveys,

questionnaires or observations will not be solely enough to indicate speech patterns in details. Video recording is the one and only method which provides plenty of data.

Additionally, video recordings are essential in terms of observing nonverbal elements in conversations. Sometimes body movements such as gazing, nodding and eye contact etc. reveal more information while analyzing learners' speech.

3.4. Data Collection Procedure

As stated earlier, the learners who participated in this research signed consent letter at the beginning of the academic year. Since they all knew the procedure of oral proficiency exam in the School of Foreign Languages at Muğla Sıtkı Koçman University, they were not surprised while being recorded during their performance. The video recorder started working as soon as learners arrived at the exam venue. Then the assessors and the interlocutor checked each learner's identity card and asked to sign the attendance sheet. It could be deduced from the learners' reactions and body movements that learners and the interlocutor were sitting face to face while two assessors were sitting behind them.

Considering the ethical issues only learners were on scene not the teachers. With the same consideration, the researcher did not use the participants' names or genders in the extracts and transcriptions (Appendix 1). They were coded successively as L1, L2, L3.... L90.

The majority of students seemed nervous during the exam, and they were observed using body language constantly. For that reason, non-verbal elements were stated in the extracts as well as verbal ones.

The quality of the video recordings was quite good except two of them. The scene and sound in two video recordings among others was not clear for a short period of time (a few minutes). The researcher had to skip those parts and did not include them into the transcripts.

3.5. CA Methodology

CA is the methodical analysis of the speech made in daily situations of human interaction: talk-in-interaction (Hutchby and Wooffitt, 1998). Hutchby and Wooffitt (1998) highlight

that CA is grounded on the belief that when talk is produced it is the practical, social and interactional achievement of members of a culture. They add that talk is not merely described as exchanging information. Rather, it is a mutual and collaborative process which is organized by the participants. CA analysts examine the organization of talk from participants' perspective. They do not exclude themselves from conversations. In other words, they think as the way the speakers think and analyze sentences accordingly.

In CA, interactions should be analysed systematically because no conversation is coincidental. The social acts which consists of greetings, invitations, acceptances, refusals etc. are primarily important while interpreting the data.



CHAPTER IV

DATA ANALYSIS

4.1. Successful Self-Initiated Self-Repair Patterns

In this section, there are self-repair samples which are initiated and completed by the participant learners. The learners in this context are making their speech based on the questions about certain topics such as their favourite places, friends, childhood memories, their life experiences and about working life issues or some other global issues. The learners are non native speakers of English so most of them have hesitations to speak fluently, use discourse markers, hedges, repetitions and repairs during their conversations. As the aim of this research is to display successful and unsuccessful self-initiated self-repair analysis of EFL learners, the samples are clearly classified and explained in details below. At the first place, learners' structural self-repairs are demonstrated with the interpretations of the researcher. In the extracts, 'T' stands for the interlocutor teacher, while 'L' represents the learner. There is also 'T2' and 'T3' in some extracts. These refer to assessor teachers. In the analyses, the terms, 'the learner', 'the speaker' and 'the performer' are used for the students interchangeably.

The successful and unsuccessful self-initiated self-repair patterns cannot be shown in the extracts in a completely separate way as planned by the researcher. That is because the majority of learners make both successful and unsuccessful repairs within the same conversation, which means they cannot be classified easily.

4.1.1. Successful Structural Self-Initiated Self- Repair Patterns

4.1.1.1. Using Verb 'to be'

Extract 1 (Learner 44)

- 1 T: how are you today?
 2 L: = fine hh and you? ((laughter))
 3 T: what did (.) you do yesterday?
 4 L: → umm:: yesterday (3.3) I'm umm study - I was study - I studied
 5 sorry (laughter)

Extract 1 is a mundane talk between the interlocutor and the learner from warm-up section of the oral exam. In lines 1, 2 and 3, there is no error or a repair due to the fact that the conversation is just an ordinary one which is usually memorized by almost every student as part of every day conversation. However, in line 4, the learner does self-initiated self-repairs after three attempts while responding to the question asked by the interlocutor. All these three attempts are important because at the first time s/he initiates an utterance with both the incorrect use of verb 'to be' and 'present simple'. S/he is able to repair the wrong tense but not the verb 'to be' at the second attempt, but in the last attempt s/he repairs all the mistakes successfully in line 4.

Extract 2 (Learner 49)

- 1 L: → yes and the bus go (1.3) go and we went to Antalya around (1.3)
 2 seven (0.5) seven o'clock yes
 3 T: in the morning?
 4 L: // in the morning yes
 5 T: // huh uh
 6 L: and we was hhh (1.6) ((hand gestures)) how can I say (1.2) like
 7 a:: (1.4)
 8 T: exhausted?
 9 L: = yes very exha - exhausted sorry
 10 T: huh uh
 11 L: → we were very exhaust exhausted and because of that we went we've
 12 gone from the *otogar* [tr:bus station] from Antal-in Antalya ((hand gesture))
 13 T: huh uh

14 L: to the sea by walking

15 T: huh uh

Extract 2 presents an analysis of a conversation which includes self-initiated self-repairs for the incorrect use of words. The conversation is about a perfect day in the learner's life. In line 1, the learner initiates an utterance with the wrong subject and continues the statement with the wrong form of the verb. Then, s/he realizes this mistake and does a successful repair initiation and completion by using the correct word and word formation in the same line. However, in line 6, the learner uses the singular form of verb 'to be' instead of plural one and also can't recall the word 'exhausted' in line 7. During the mental process of recalling information, the learner pauses for a while, breathes out and uses hand gestures to gain time. The teacher utters the appropriate word before the learner remembers it in line 8. After the teacher's utterance, the learner repeats the word with hesitation in line 9. The learner rearranges the sentence in line 11 and does a self-repair for the erroneous utterances both in line 6 and 9. In the rest of the conversation, s/he uses the wrong tense and wrong preposition but these mistakes do not seem to influence the flow of conversation in a negative way.

Extract 3 (Learner 45)

1 L: I'm always with my friends (1.4)umm: I came to Muğla (0.5) umm (0.5)

2 about (1.5) about a year ago

3 T: huh uh

4 L: → and (2.1) (gazes at the desk)) umm: since that time I(1.0)I'm - I

5 have been always with my friends ((hand gesture))

6 T: huh uh

In extract 3, the learner does not do any repair initiations or completions in lines 1 and 2 because there are only pauses between some words but no errors. In line 4 however, the learner initiates a complex sentence using present perfect tense and s/he uses the verb 'to be' in this tense incorrectly at the first attempt. Right after realizing the trouble, s/he does self-repair efficiently in line 5. When the whole transcript of this learner is examined, it can be inferred that these kinds of mistakes seem minor for such a learner who can make complex sentences efficiently.

Extract 4 (Learner 34)

1 L: and I went to seaside alone

2 T: huh uh

3 L: umm it it's wonderful picture

4 T: [atmosphere]

5 L: → atmosphere and it is it makes me very relaxed

Extract 4 presents a conversation about the learner's most relaxing experience in life. The learner utters a statement in 'Past Simple' in line 1, but continues it with 'Present Simple' in line 3. It can be deduced that there is no consistency between the tenses. The flow of conversation is only interrupted by the interlocutor in line 4 for the replacement of the word 'picture' with the 'atmosphere'. As a result, the learner changes this word which is in line 3 with the one in line 5. Also the learner does self-initiated self-repair for the incorrect use of verb 'to be' in line 5 successfully.

4.1.1.2. Using Correct Tense

Extract 5 (Learner 1)

1 T: huh uh (.) anything else different hobbies interests?

2 L: hobby umm (.) I play my toys

3 T: huh uh

4 L: → I have a I had a car

5 T: huh uh

6 L: (.) I play it but now

7 T: huh uh

8 L: I didn't umm but now I haven't playing

9 T: huh uh

10 L: → umm with my toys (.)now I play my telephone

In extract 5, the interlocutor asks for additional responses to the previous question by saying 'anything else?' in line 1. The learner utters an incorrect statement in line 2, but s/he doesn't have an initiation to repair it. Indeed, according to the context, past simple and present simple tenses are required to be used alternately in this conversation. Nevertheless, s/he seems having no realization of the need for a shift in the tense and

adding preposition 'with' into the sentence. Then, in line 4, the learner initiates and completes the incorrect utterance which is about the usage of the correct tense. In line 6, the speaker uses a similar structure with the one in line 2. Although s/he does the same error for the second time, there is no initiation of a repair. On the other hand, the speaker realizes the trouble in line 8 and initiates a repair, but s/he can't complete it successfully. The interlocutor doesn't also interrupt the speech and do other-completion. In line 10, the learner repairs the same error in lines 2 and 6 which is about adding correct preposition. There is also self-repair of the incorrect structure 'using the correct tense' in this line. It is observed that after a few attempts the learner comes up with the correct form of the sentences.

Extract 6 (Learner 7)

- 1 L: → and in high school(.)umm at high school umm(1.5)I used to join a
 2 basketball team
 3 T: huh uh
 4 L: and umm I (.) played two years
 5 T: huh uh
 6 L: → ago umm then (1.8) umm I (2.2) went a lot of - went to a lot of
 7 matches
 8 T: huh uh
 9 L: → and sometimes umm win - won
 10 T: huh uh
 11 L: umm sometimes lose
 12 T: huh uh
 13 L: → lost
 14 T: huh uh
 15 L: umm then umm (1.6) now umm sometimes umm I play basketball umm
 16 in my free time

In extract 6, the learner talks about a past experience which definitely requires the use of past simple. Firstly, s/he replaces the preposition 'in' with 'at' in line 1, and completes the sentence by using 'used to' which can be accepted as a complex sentence in past simple because some EFL learners might find it confusing. In line 4, s/he forgets the preposition 'for' and makes an incorrect statement but in line 6, s/he initiates and

completes a repair for a similar (prepositional) mistake. In line 9, the speaker utters a verb in the wrong tense but right after the utterance, s/he self-repairs it. Similarly, s/he uses the the verb in the wrong tense in line 11, but replaces it quickly with the correct form in line 13. During the whole conversation, the interlocutor does not interrupt the flow of conversation. She only shows reactions to demonstrate that she is listening and following the learner's statements.

Extract 7 (Learner 16)

1 L: but now I spend time my umm own

2 T: huh uh

3 L: → // not I'm not (1.6) umm I don't usually my spend time outside

4 T: huh uh

5 L: →um sports umm when I was child I'm interested-I was interested in

6 sports a lot basketball volleyball

7 T: huh uh

8 L: // football

9 L: → but umm I'm I (1.6) play football just I just play football

10 T: huh uh

11 L: → (.) umm TV programs TV I when I was child I don't umm I didn't

12 watch a lot TV

13 T: huh uh

14 L: → umm now I'm (.)I watch umm ss series (mispronounced) a lot

15 T: huh uh

In extract 7, the learner does the comparison of past and present habits. In line 3, s/he initiates an inaccurate statement. After waiting for 1.6 seconds s/he repairs the statement but with a small syntactic error this time. In line 5, s/he uses present form of 'to be' instead of past form and repairs it in a very short moment in the same line. There is a similar error in line 9 with the one in line 3. The learner realizes the error and repairs it in the same way successfully. In line 11, there is a need to change the tense because the learner begins talking about his childhood. At first s/he is not able to make a smooth shift and as a result of this, makes an erroneous initiation. However, s/he quickly realizes the trouble and

repairs it. Finally, in line 14, the same type of initiation of error and self-repair can be viewed as well.

Extract 8 (Learner 32)

- 1 L: umm because umm I am - I am a student of Muğla university
 2 T: huh uh
 3 L: → umm (1.0) I am ((tidies her hair)) umm starting I am sta-I started
 4 umm this year (1.3) umm:: umm Muğla is a umm good city but umm (1.2)
 5 undevelopment city
 6 T: huh uh
 7 L: → umm::so umm (2.2) I can't found find find umm (3.7) a lot of things
 ((smiles))
 8 T: huh uh

There is another self-initiated self-repair sample in extract 8 which is about the use of correct tense. It is clear that in line 3, the performer repairs the trouble utterance successfully after several attempts. In the rest of the same sentence in line 5 however; s/he utters an inaccurate phrase using the wrong word formation. There is no attempt by the speaker to repair this erroneous structure though. In line 7, the speaker's self-initiated self-repair demonstrates us that s/he knows how to use 'can/can't' in a sentence correctly but most probably because s/he uses a past simple in the previous lines, there is a misuse of the verb at the first try, which is then noticed and repaired successfully. Again there is no interruption by the interlocutor here.

Extract 9 (Learner 6)

- 1 T: yeah did you sleep well?
 2 L: = no ((laughter))
 3 T: you didn't sleep well why not?
 4 L: → because I'm stressed - I was stressed
 5 T: you were stressed
 6 L: ((nods))

7 L: huh why?

8 L: because of the exam ((laughter))

Extract 9 is from a warm-up section of the oral proficiency exam. There is a mundane talk between the interlocutor and the learner consisting of ordinary questions such as the one in line 1 with the aim to prepare the learner to the next parts. The learners all know that this section will not be graded. However, most of them are observed doing self-repairs here as seen in this extract. The learner responds to the interlocutor's question which refers to the previous night, but s/he prefers present simple while answering that in line 4. Then, s/he detects this trouble in line 4 and does self-repair using past simple. The rest of the conversation is grammatically accurate.

Extract 10 (Learner 22)

1 T: huh uh Fulya how are you today?

2 L: hh= not bad *hocam* [tr: Miss] ((smiles)) I'm - I'm stayed up all all

3 night

4 T: = why did you stay up all night?

5 L: → I'm excited *yani* [tr: I mean] I was very excited

Similarly, in extract 10, the performer speaks the target language in the warm-up section. The interlocutor asks how s/he is and the performer responds by making an incorrect statement deriving from 'the wrong tense choice' in line 2. Then in line 4, the interlocutor asks the reason for staying up all night and the performer responds using the wrong tense at first, in line 5. After realization of the inaccuracy, s/he initiates and repairs the erroneous utterance in the same line.

Extract 11 (Learner 12)

1 T: did you eat breakfast?

2 L: no I don't have

3 T: haaa

4 L: → I didn't have

5 T: is your father still here?

6 L: yes he is here

7 T: he didn't make you eat breakfast?

8 L: no

9 T: no all right umm how is your house?

10 L: → I'm I love it yani

In extract 11, the interlocutor asks an ordinary question to the learner as part of warm-up section. Although the interlocutor's question is in past simple, the learner's response is in present simple in line 2. Then the learner modifies this structure in a correct way in line 4. In line 5, the interlocutor asks another question about the learner's father. This indicates that both of them know the context well and as a result of this, the conversation becomes like a simple one. This also explains and support the fact that, according to CA, the more shared knowledge people have the less and shorter sentences they make. Thus, it won't be wrong to mention 'intersubjectivity' in this conversation. As the interlocutor teacher has background knowledge about the learner's life, the learner easily understands the questions and tends to give short answers. In line 10, there is also another successful self-initiated self-repair about the use of incorrect tense.

Extract 12 (Learner 16)

1 L: I want to talk about my child-hood

2 T: huh uh

3 L: I grown up a small city

4 T: huh uh

5 L: → and umm:: I (2.3) umm grown I have grown (.) up umm far

6 T: huh uh

7 L: umm technology

8 T: huh uh

9 L: → I umm (1.3) play I usually played my neighborhoods children

10 ((hand gestures))

11 T: huh uh

12 L: → umm we do a lot of thin - done we have done a lot of things

13 T: huh uh

In extract 12, the learner initiates a conversation by telling about his/her childhood memories in line 1. Then s/he continues his/her utterance by giving details about this topic

in lines 3, 5, 9, 12. The learner makes erroneous statements resulting from the incorrect form of the words in these lines but s/he also repairs them successfully within the same lines. As the topic is about childhood memories, the learner is expected to use mostly ‘Past Simple’ during the conversation. However, s/he prefers to use ‘Present Perfect’ and ‘Present Simple’ instead. Although the learner uses the incorrect tense in all these lines, s/he is very careful about at least using it correctly. It can be deduced from this extract that the learner has the background knowledge for both tenses, but maybe because of the anxiety, s/he prefers the wrong tense and needs the necessity to continue with the same one. We can also infer this from lines 9 and 12. In line 9, indeed there is a shift to the correct tense but then the learner changes it with the wrong one in line 12. This is probably because s/he thinks that as s/he begins with one tense in the first line, s/he feels it is necessary to continue with it systematically.

Extract 13 (Learner 56)

- 1 L: → umm umm I I listen listened to umm rock music umm Murat Kekilli
 2 Turk Turkish rock
 3 T: huh uh
 4 L: Murat Kekilli when I was umm umm four year
 5 T: → four years old

In extract 13, the learner initiates and repairs a mistake which is about the use of correct tense in line 1. S/he completes the sentence by using time clause ‘when’ successfully in line 4. There is also an inaccuracy in the use of plural ‘s’ in line 4, and the learner also does self-repair for this trouble successfully in line 5.

4.1.1.3. Subject Verb Agreement

Extract 14 (Learner 41)

- 1 L:→ um:: umm:: when the umm:: break time comes umm I and my friends goes
 2 go to Maviçatı to eat something
 3 T: huh uh
 4 L: umm (1.5) school (1.4) umm *yani* [tr: well] not *yani* [tr: well] sorry
 5 ((laughter)) school can be umm very boring for me

In extract 14, in line 1, the performer initiates a sentence in which s/he uses the incorrect form of a verb resulting from the inefficiency on the the structure ‘subject verb agreement’. Immediately afer the incorrect utterance, the learner does self-repair successfully in line 2. In line 4, there are pauses, and some utterances in Turkish because the learner can’t decide what to say at that moment. However, in line 5, s/he is able to make a complete statement without a mistake.

Extract 15 (Learner 34)

1 L: umm ((wrings her hands) the most exciting experience (.) I have had is

2 (.) university exam

3 T: huh uh

4 L: //of course* umm it is (.) so difficult for me ((smiles)

5 T: huh uh

6 L: ((tidies her hair)) because it is my future

7 T: yes

8 L: → umm (1.8) ((hand gestures)) everything depend – (.) depends on the

9 T: // exam*

10 L: exam

In extract 15, line 1, the speaker begins the conversation with a complex sentence which requires the mastery of ‘Present Perfect Simple. For most of the students in non-English speaking countries, ‘Present Perfect Simple’ is one of the most challenging structures. Therefore, it won’t be wrong to regard a learner who can use this tense appropriately and correctly as a proficient user of EFL. Although the choice of the tense in the rest of the conversation is a wrong one, s/he uses it in a correct way. Only in line 8, s/he does self-repair about subject verb agreement.

4.1.1.4. Using the Correct Form of the Words

Extract 16 (Learner 7)

1 L: umm when I was a child umm I (1.8) didn't like umm swim

2 T: huh uh

3 L: → umm didn't like swimming

4 T: huh uh

5 L: umm and umm I scared water

6 T: huh uh

7 L: umm then (1.2) umm (2.0) two years later

8 T: huh uh

9 L: I umm *yenmek* [tr: overcome] (1.8) I (1.6)

10 T2: overcome?

11 L: → huh I overcome ((laughter)) umm - I overcame

12 T: huh uh

In extract 16, line 1, the learner utters an inaccurate statement deriving from word formation but does self-repair after a very short moment in line 3. In line 9, s/he can't remember the word 'overcome' and finds that word with the completion of T2 in lines 10 and 11. What is remarkable in line 11 that although the learner is not able to recall the appropriate word on time, s/he easily feels the urge to change the tense according to the context and does it successfully. This indicates that the learner has the knowledge of 'past simple' structure, but not enough of vocabulary.

Extract 17 (Learner 37)

1 T: what she likes doing or what she (0.5) doesn't like doing

2 L: = she likes umm play (1.0) basketball

3 T: huh uh

4 L: → playing basketball (1.0) umm (3.5) cooking ((smiles))

In extract 17, the teacher wants to receive information about the speaker's classmate in line 1. The learner initiates an utterance to tell about her classmate's hobbies by using an incorrect form of the verb in line 2. However, s/he replaces it quickly with the correct one in line 4 and also adds one more parallel word, which indicates that s/he has the knowledge of gerund verbs but s/he s/he can't remember it at that moment.

Extract 18 (Learner 45)

1 L: I love smiling and I love make people happy

2 T: huh uh

3 L: → and umm:: the people around me (1.2) are are happy when I was- umm

4 when I am with them

5 T: huh uh

6 L: → and:: I love umm::(1.5)((gazes at the wall)) spend time-I'm-I

7 love spending time with my friends ((hand gestures))

8 T: huh uh

In extract 18, the speaker initiates an utterance using 'gerund' form of the verb in line 1. The use of gerund verb is a kind of complex language structure in English, which also indicates that the learner has background knowledge of the EFL structure to some degree. However, s/he uses the same structure incorrectly shortly after the correct utterance in the same line (1). This reveals that the learner knows the rule but gets confused about how to use it correctly at that moment. This is probably because in the first example there is just one verb to be used in '-ing' form, but in the second one there is not just a verb but also a pronoun and an adjective, which might cause ambiguity. In line 3, the learner uses another complex structure with a time clause 'when' but in the incorrect tense. Right after the realization of this breakdown, s/he repairs it in line 4. There is also one more successful self-initiated self-repair in lines 6 and 7 for the same kind of mistake as in line 1. The difference is that the learner initiates the correct statement at first and then makes the incorrect one in line 1, but in lines 6 and 7, s/he initiates the incorrect statement first then completes it with the correct form.

Extract 19 (Learner 67)

1 T: yes (.) Ahmetcan what are your hobbies and interests?

2 L: I like (.) listen to music

3 T: huh uh

4 L: and (.) I like play football

5 T: yes

6 L: umm basketball

7 T: huh uh

8 L: → run running

9 T: what's it?

10 L: → running

11 T: running okay

In extract 19, the teacher initiates a question about the learner's hobbies and interests in line 1. The learner responds to this question by using the incorrect form of the verb in

‘gerund’ or ‘infinitive’ in lines 2 and 3. However, in line 8, the learner does self-initiated self-repair for this mistake at the second attempt. This indicates that this learner knows the rule but can’t remember it at the time of the conversation.

Extract 20 (Learner 1)

1 L: umm my favorite person is mum

2 T: huh uh

3 L:→ ((coughs)) because umm he is um she is very understanding umm (3.5)

4 whatever I think I say them free um freely I say her free-ly

5 T: huh uh

Extract 20 demonstrates an example of a self-repair which is about the correct use of subject pronouns and adverbs in a sentence. The learner initiates an accurate sentence by telling about a favourite person in line 1. However, in line 3, s/he uses the wrong subject pronoun and repairs it as soon as s/he realizes that. In line 4, there is also another repair about the use of both object pronoun and an adverb. The role of interlocutor teacher is again just to show interest while the learner is speaking. In other words, it’s not the teacher but the learner who takes the responsibility of making both initiations and repairs.

Extract 21 (Learner 7)

1 L: umm I (1.0) got up late

2 T: haa::

3 L: yes ((laughter))

4 T: huh uh all right

5 L: → //and I (1.3) had to umm came - come*

6 T: huh uh

7 L: umm and I ran

8 T: ((laughter)) you ran?

9 L: yes

Extract 21 is taken from the warm-up section of oral proficiency exam. The speaker here, talks about what s/he did in the morning before the exam. There is no inaccurate utterance until line 5. The speaker uses the past form of modal verb ‘have to’ in a correct way in this line, but cannot use the verb accordingly, and as a result of this, s/he makes a mistake. After uttering the wrong word, s/he realizes the trouble and replaces it with the right one within the same line.

Extract 22 (Learner 28)

- 1 T: where did you drive can you tell us about it? umm: your first time where
 2 did you go (.) when you drove?
 3 L: = umm I drove umm in Muğla
 4 T: huh uh
 5 L: → umm (.) I started drive - umm driving ((gazes at the ceiling))
 6 T: huh uh
 7 L: umm (2.0) in garage
 8 T: huh uh
 9 L: umm the end of the garage((smiles)) umm (3.2) umm I- I went to umm
 10 (2.2) umm *Gazi Anadolu Lisesi*(tr: Gazi Anatolian high school)-high
 11 school
 12 T: huh uh
 13 L:→ and umm turn umm (hand gesture showing the act of 'turn') turned
 14 right umm (3.6) I went to umm (1.0) parking umm (1.4) place
 15 T: huh uh
 16 L: umm (.) I parked the car ((smiles))
 17 T: huh uh
 18 L: → (3.3) I umm (2.0) I done - I did umm very well

In extract 22, self-initiated self-repairs which result from both the use of incorrect form of the word and incorrect tense can be viewed. In lines 1 and 2, the interlocutor asks a question related to the learner's past experience with multiple versions. The utterance in line 3 is an appropriate answer to the questions in lines 1 and 2. The learner initiates an utterance in line 5 in order to give more details about the same questions. After detecting the trouble in this utterance, s/he repairs it swiftly in the same line. In line 9, the learner still gives details about the places s/he practiced driving. When there is a school name in line 10, the learner gets confused and utters it in Turkish at first, but then s/he tries to translate it into English partly successfully in lines 10,11. In line 13, s/he continues the sentences in lines 9 and 10 by uttering the verb in the wrong form. Then, the sentence is repaired and ended by the learner in a correct way in lines 13,14. While s/he is uttering the verb 'turn' s/he uses a hand gesture, which can be regarded as non-verbal element in a language. This proves that we should definitely take non-verbal elements into consideration while analysing the oral conversations. In line 18, the learner sums up the

conversation by stating his/her performance in driving. Again in this line s/he detects a trouble and repairs it accurately.

Extract 23 (Learner 63)

1 T: what else what do you do to calm down? maybe listen to music

2 L: → yes umm I like listening to music umm umm it it relax it it relax me it

3 relaxes me üff

4 T: okay

5 L: I'm confused (laughter)

6 T: no problem go on please

In extract 23, line 1, the interlocutor asks what the learner does when s/he doesn't feel well. The interlocutor also prompts the learner in this line by giving an idea like 'listen to music?' The learner responds by making a complete correct sentence using this prompt in line 2. S/he initiates another statement to support the previous statement by doing repetitions in the same line. After a few attempts the learner finds the correct form of the verb and modifies the statement accordingly in lines 2 and 3. The teacher does not interrupt the learner in this extract, which might provide the learner time and opportunity to do self-initiated self-repair.

Extract 24 (Learner 56)

1 L: umm and umm we went to cinema umm with Denizhan umm and then umm we bow

2 → we play we played bow bowling umm about one hour one hour umm we ate

3 dinner

4 T: you are talking about umm your last weekend?

5 L: huh uh last last weekend

In extract 24, the speaker talks about his weekend spent with one of his friends by using 'past simple'. In line 1, s/he utters an inaccurate statement. Then, s/he initiates a repair and manages it partially at the first attempt in line 2. After the first attempt, s/he tries to do it for the second time and completes the repair successfully in the same line.

4.1.1.5. Countable & Uncountable Nouns

Extract 25 (Learner 2)

1 L: but (2.0) umm the city center umm is umm small places

2 T: huh uh

3 L: → = small place

4 T: huh uh

5 L: → umm (1.6) you don't umm there there aren't umm too much umm there

6 aren't too many umm (.) act too many activities or another things

While the extracts above include structural mistakes and repairs mostly about the use of correct tense and word formation, it can be observed in extract 25 that learners also do self-initiated self-repairs about singular&plural and countable&uncountable words in the target language. In this extract, the speaker uses a plural word instead of singular one in line 1. Right after s/he realizes the error, s/he repairs it without any initiation from the teacher's side, which can be obviously seen in lines 2 and 3. Additionally, there is a noticeable self-initiated self-repair in line 5. The performer initiates a sentence with a structure (present simple negative), but after s/he realizes that s/he won't be able to complete it with the same structure, s/he tries to reproduce it with a different grammatical form. In the attempt of this re-production the learner detects an error in his new statement and then repairs it completely in line 6.

Extract 26 (Learner 64)

1 T: [both of them you can talk about both of them]

2 L: → okay in Hatay umm I have I have so much so many friends and I can always

3 umm meet meet with them and we can we are so close

4 T: huh uh

The learner is asked to talk about the activities in his/her hometown in extract 26. The learner gets confused about which city s/he is going to talk about, if it is the place where s/he was born or the place where s/he lives now, and the interlocutor makes clarification about it in line 1. In line 2, the learner utters an incorrect statement by using the quantifier which should be used for uncountable nouns instead of countable ones. After spotting this erroneous statement, s/he initiates and completes the repair for it successfully. Also, in line 3, the statement is rearranged by the learner successfully, to make the meaning clear.

4.1.1.6. Singular & Plural Nouns

Extract 27 (Learner 4)

1 L: umm so umm I didn't improve my skills

2 T: huh uh

3 L: so I didn't be a footballer

4 T: huh uh

5 L: umm (.) then I give up this dreams

6 T: huh uh

7 L: → this dream

8 T: huh uh

There is another self-repair in extract 27 for the singular&plural form of the words. The performer utters a correct statement using past simple in line 1, but makes an erroneous second statement in line 3 because of the wrong word choice. The performer is not aware of the trouble in the second statement. Also, there is no interruption by the interlocutor, as a result, s/he isn't observed doing a repair here in line 3. In line 5, there is one more incorrect statement deriving from both the wrong tense choice and the wrong use of singular&plural form. The speaker does not make an initiation to repair the error about using the correct tense, but s/he has both initiation and completion of a repair by replacing the plural word with singular one successfully.

Extract 28 (Learner 75)

1 L: we haven't got any problem but umm I lived someone else

2 T: huh uh

3 L: before Yiğit

4 T: yes

5 L: umm there was some

6 T: huh uh

7 L: → there were some problems problems

8 T: yes

The learner talks about the disadvantages of living with someone else in extract 28. In line 1, s/he makes a statement with some mistakes such as the absence of plural 's' and

preposition 'with'. Then, in line 5, there is another incorrect utterance due to the plural form of the verb and a noun. In line 7, however; the learner does self-repair successfully, which provides an evidence for learning of this structure.

4.1.1.7. Pronouns

Extract 29 (Learner 16)

1 L: I want to talk about umm (2.0) on first May

2 T: huh uh

3 L: → because umm (.) that day I was broken ((points arm)) it was broken

4 T: huh uh

5 L: → umm I passed thro - passed through umm at the Serpil Park

6 T: huh uh

7 L: umm somebody (1.8) umm attacked me

8 T: huh uh

In extract 29, the speaker talks about a sad experience in his/her life by giving the date in line 1, and begins explaining the details about that day in line 3. At first s/he uses the wrong subject pronoun but then points his/her arm and repairs the trouble in line 3. It can be deduced from this sample that the speaker's gestures might make it easier to realize the error and trigger her/him to do the self-repair. In line 5, there is one more self-initiated self-repair resulting from a spelling mistake. First, the speaker attempts to utter the word but can't remember it well and pauses for a while. After being sure about the correct word, s/he utters it completely and successfully.

Extract 30 (Learner 61)

1 L: because umm (.) is mobile phone are umm mobile phones are very important

2 thing of my umm of our life

3 T: huh uh

4 L: umm we can't umm (.) we can't contact umm with without him

5 T: [without them?]

6 L: → without them

In extract 30, the performer does self-initiated self-repair for the incorrect use of singular&plural verb and noun in line 1. After this successful repair initiation and completion, s/he repairs another mistake about possessive adjectives in line 2. There is no interruption by the teacher during these lines. However, the performer makes an incorrect utterance in line 4 and s/he is overlapped by the teacher in line 5. The teacher does other-initiated other-repair here. Then, the learner repeats the correct utterance to get assurance in line 6. It can be concluded that if given enough time the learner would probably do the repair by his/her own as s/he could do in previous lines successfully.

4.1.1.8. Articles

Extract 31 (Learner 11)

- 1 L: umm I went fishing
 2 T: huh uh
 3 L: → (1.8) umm I pick picked picked up nuts
 4 T: huh uh
 5 L: umm because nuts is (3.0) precious in Ordu
 6 T: huh uh (1.0) where did you stay?
 7 L: umm my grandparents' home
 8 T: huh uh
 9 L: → umm (2.0) the house is near sea the sea
 10 T: huh uh yeah all right

In extract 31, the performer tells about a past memory which is about fishing in Ordu. In line 3, s/he initiates a sentence using the incorrect tense, but then this utterance is corrected within the same line. In line 5, however; the performer makes an incorrect statement by using 'is' instead of 'are' and does not make any initiations to repair it. Meanwhile, the performer manages the flow of conversation effectively. In line 9, the performer forgets article 'the' before the word 'sea' in his/her utterance. Then, s/he realizes this and repairs the statement by adding 'the'.

Extract 32 (Learner 59)

- 1 L: umm I'm a only child
 2 T: huh uh
 3 L: → an on umm an only child
 4 T: huh uh

In extract 32, the speaker initiates a simple statement using article 'a' incorrectly in line 1. After realizing the trouble structure, s/he does self-repair in line 3 successfully. Although it seems like a simple repair at first, it is quite valuable in terms of the learner's self-evaluation.

4.1.1.9. Adjectives

Extract 33 (Learner 9)

- 1 L: yes umm I live in İzmir
 2 T: huh uh
 3 L: and İzmir is umm the third thirdest city in Turkey
 4 T: huh uh
 5 L: → not the third biggest city in Turkey and umm I love İzmir umm::
 6 because umm::I don't umm::I haven't seen umm any city umm(2.6) from
 7 ap- ɪ u [no](laughter) umm
 8 T: ((unintelligible talk)) huh uh

Extract 33 displays the repair of an error due to the incorrect use of adjective form. The speaker utters an incorrect statement in line 3 but initiates and completes a self-repair successfully in the third attempt in line 5. In fact, the structure of this sentence requires using both ordinal numbers and the superlative form of adjective at the same time, so the speaker's effort here must be appreciated. In line 6, there is another repair initiation for the incorrect tense. It is a reality that 'Present Perfect Tense' always seems hard to learners. That's why, they make a lot of mistakes in the process of learning and using it. The speaker in this extract tries to repair the mistake about present perfect tense, but can partially achieve it. Even in this form this sentence cannot be regarded as a very problematic one.

Extract 34 (Learner 43)

- 1 T: problems you have (.) young people
 2 L: umm first of all umm umm teenagers umm don't umm listen to your umm
 3 → their umm parents
 4 T: huh uh
 5 L: umm teenagers always umm shout umm their parents umm (.) umm their
 6 parents umm I can't (laughter) I can't remember (.) umm (.)

Extract 34 presents a conversation between the interlocutor and learner about the problems young people have with their parents these days. In line 2, the speaker makes an erroneous statement by using incorrect possessive adjective. Then, in line 3, s/he replaces it with the correct one successfully. In the rest of the conversation, no repair initiation or completion is observed.

*4.1.1.10. Spelling & Pronunciation***Extract 35 (Learner 58)**

- 1 L: and umm for example umm we are umm we are going to umm go to umm cinema
 2 or cafe (mispronounced) with umm with my friends and then umm I feel happy
 3 and umm I umm I'm comfortable comfortable and my hobbies umm are umm
 4 reading umm reading book and listening to music
 5 T: huh uh
 6 L: this activities umm are umm relaxed me relaxed me and umm ge generally
 7 umm fre my free my free activities and umm ride a bicycle and then umm
 8 → when I when I make this umm I umm I feel umm umm I feel relaxed
 9 T: huh uh

Although the learner in extract 35, makes a pronunciation mistake and does repetitions for several times during lines 1, 2, 3 and 4, s/he is able to make structurally correct sentences in the end. These elements do not interrupt the flow of conversation in a negative way. This also indicates that the learner has the knowledge of both structure and vocabulary of target language to some extent. In line 6, the learner initiates an utterance which includes an incorrect use of demonstrative adjective 'this' and there is no repair

for this error. After a short pause s/he continues the sentence with a self-initiation of self-repair for another grammatical mistake which is about the learner's inserting the verb 'to be' between the subject and the main verb in line 6. S/he can't be regarded as completely successful while doing this. On the other hand, the learner does a few errors and repetitions in line 7, but then s/he rearranges the statement which is in line 6 and does self-initiated self-repair successfully in line 8.

4.1.1.11. Using Prepositions

Extract 36 (Learner 29)

1 T: tell us about weekends

2 L: umm generally umm I I am with my umm boyfriend

3 T: huh uh

4 L: and some my friends umm I I have umm homemate umm she is Zeynep we umm

5 always with ummm I am always with her and we spend a lot of time in home

6 → at home

7 T: huh uh

In extract 36, the interlocutor directly tells the learner to talk about the weekends in line 1. The learner responds to the interlocutor without a mistake in line 2. However, in line 4, s/he initiates a statement with minor mistakes such as the absence of an article and a preposition, but in line 5, s/he can't organize the sentence at first successfully and initiates the statement incorrectly. After gaining some time by using a discourse marker, s/he reproduces it and repairs the erroneous statement in line 5. There is also one more self-initiated self-repair about the incorrect preposition in lines 5 and 6.

4.1.2. Successful Lexical Repair Patterns

Extract 37 (Learner 27)

1 L: → but at the last year I found her umm I umm::: like I meet– umm:

2 ((hand gestures)) I met umm with her umm (1.7) like new hhh

3 T: huh uh

4 L: umm and ((tidies her hair)) umm it was umm really important umm year for

- 5 me
 6 T: huh uh
 7 L: → umm and place umm: it was amazing because umm:: I (1.3) discover - I
 8 visited a lot of places ((hand gestures))
 9 T: huh uh
 10 L:→ umm and umm the students umm who umm:I'm-I was umm stay-I stayed
 11 umm at house ((hand gestures)) umm ta- took me umm::
 12 (1.0) umm very important umm museums
 13 T: huh uh
 14 L: umm:: and umm I was with my best friend umm: we were umm (.) we (.) umm
 15 ((gazes at the wall)) we went parties together

In extract 37, the learner initiates a sentence to talk about an important day and place in his/her life. The memory is about a trip to Sweeden. The learner uses 'the past simple' correctly in the first sentence in line 1, but s/he makes a mistake in the following sentence in the same line and uses 'present simple' instead of 'past simple'. In line 2, after making hand gestures, s/he modifies the erroneous usage. There is another repair initiation in line 7 and completion in line 8 about the incorrect word choice. In line 10, the learner does self-initiated self-repair for the incorrect use of 'past simple' sentence structure. It is remarkable that s/he has done several attempts until s/he completes the repair successfully. In line 11, the learner has the self-initiation and self-repair for the incorrect form of a verb. Similarly, the learner uses the past form of verb 'to be' with a place phrase successfully in line 14, but s/he misuses it in the same line. Then, s/he repairs it in line 15 in a successful way.

Extract 38 (Learner 9)

- 1 L:→ umm::and um really umm (1.0) ((hand gestures)) living my brother umm
 2 (1.0) ((hand gestures)) living with my brother is really umm hard
 3 T: huh uh
 4 L: for me and my parents ((hand gestures))
 5 T: huh uh
 6 L: umm (1.2 because umm (1.0) he only umm do this umm he umm comes umm

7 (1.0) ss comes (hand gestures))

8 T: // home?*

9 L: from school

10 T: huh uh

11 L: → umm and umm he sit umm sits umm in front of computer

12 T: huh uh

13 L: and also he umm ((hand gestures to explain 'eat')) he eats anything any

14 → umm hard - harmful things

15 T: huh uh

16 L: and also he fat ((hand gestures to explain 'fat'))

17 T: huh uh

18 L: → he is fat

Extract 38 is presented to demonstrate the repairs due to the errors such as word formation, grammar and vocabulary at the same time. In line 1, the learner initiates a sentence using 'gerund' as a subject but forgets the preposition 'with' in the same sentence. S/he realizes this in line 2 and does self-repair successfully. On the other hand, in line 6, the learner uses the verb 'do' without third person singular 's' and thus, makes an incorrect statement. Right after this word, s/he utters another verb with the correct usage of third person singular 's' in the same line. In line 7, the learner can't recall a word and tries to explain it with gestures. Seeing that s/he can't find the right word, the teacher overlaps and tells the word in line 8. However, it can be understood from the learner's utterance in line 9 that the learner wasn't looking for the word 'home' which was reminded by the speaker but the phrase 'from home'. In line 11, there is another self-initiated self-repair for the error about the use of third person singular 's'. In line 13, it can be seen that the learner uses non-verbal elements again while uttering the word 'eat'. In line 14, there is a successful self-initiated self-repair for the use of wrong word choice. The learner initiates the word 'hard' instead of 'harmful' but right after the his/her utterance, s/he repairs it. Also the learner uses the adjective without verb to be in line 16. Although there is no interruption by the teacher s/he realizes and repairs it successfully in line 18. Hand gestures are also noticeable here.

Extract 39 (Learner 19)

- 1 L: umm (.) mobile phones umm has an important place in our life of of
 2 course and umm (1.6) ((leans her head from left to right)) there are a
 3 lot of advantages and disadvantages ((smiles))
 4 T: huh uh
 5 L: → umm:: advan-we can say umm advantages umm we can umm (1.7) ((hand
 gestures))
 6 communicate umm with people and we can umm connect umm our
 7 → family ((gazes at the wall)) relation - relate -relatives and umm
 8 friends who are umm far away from us
 9 T: huh uh

Extract 39, displays a clear example of a self-initiated self-repair on a vocabulary basis. The language performer begins talking about the advantages and disadvantages of mobile phones in lines 1,2,3. There is no structural or semantic mistake in these lines except for the one which is about ‘subject verb agreement’ in line 1. In line 5, the performer pauses for a while before initiating an utterance and then completes that utterance successfully. The remarkable self-initiated self-repair in this extract is in line 7. The performer utters the word ‘relation’ at first, but tries to repair it by using the word ‘relate’. Then s/he finds the correct form of that word and uses the correct word ‘relatives’ successfully. Also, in line 8, the learner makes a complex sentence using ‘adjective clause’ which must be valued.

Extract 40 (Learner 37)

- 1 L: my class - classmate’s umm:: name is (1.0) Büşra
 2 T: huh uh ((coughes))
 3 L: → umm:: (1.0) Büşra's country is İstanbul - umm city is İstanbul
 4 T: huh uh
 5 L: umm: and umm she is nineteen years old

Extract 40 demonstrates a clear example of self-initiated self-repair about the the wrong word choice. The learner begins talking about a class mate in this conversation. S/he first tells her name in line 1 and tries to tell where she is from in line 3. However, s/he chooses

the wrong word in this statement. After initiating the word ‘country’ s/he realizes that it’s inappropriate and replaces it with the appropriate one. This explains the existence of the vocabulary knowledge but the confusion about where to use them.

Extract 41 (Learner 74)

1 L: umm we go to umm cit city center we go to city center

2 T: huh uh

3 L: → umm read a ride a bike

4 T: okay

5 L: umm we have fun

6 T: okay that's good

In extract 41, the speaker talks about the weekend activities and does some repetitions to make an accurate statement in line 1. In line 3, s/he initiates an utterance using the word ‘read’ instead of ‘ride’ but she completes the self-repair successfully in line 3. The rest of the conversation in this extract is a smooth and simple one. Moreover, when the whole transcription is analysed it can be seen that this learner does the same mistake and a repair it in the conversation one more time.

Extract 42 (Learner 44)

1 T: huh uh no problem ((laughter))

2 T: what do you do together for example?

3 L: we umm go to Akyaka sometimes umm we play table tennis umm and umm Salah

4 → and I umm try to talking umm speaking English

Extract 42 is taken by the researcher not because the learner achieves a self-initiated self-repair completely but s/he does it partially yet in a considerable way. In lines 1, 2 and 3, the conversation moves smoothly without any errors or repairs. However, in line 4, s/he initiates an incorrect word at first, then realizes the mistake and replaces it with the correct one. Although the learner uses the verb in the wrong form in this line, there is something here more important than that. The confusion about the words ‘talk’ and ‘speak’ is very common in a Turkish context because these two words have the same meanings in Turkish. Despite this case, the learner in this extract identifies the difference between them and modifies the utterance successfully.

Extract 43 (Learner 74)

1 L: umm I usually umm go umm I usually go to Akyaka with my friends

2 T: huh uh

3 L: umm we we are we swim in the sea

4 T: okay

5 L: umm we umm we go to restaurants

6 T: huh uh

7 L: → and we eat umm toast and lemonade

8 T: hmm

9 L: → toast and drink lemonade

10 T: yes okay

In extract 43, the learner does both structural and vocabulary based self-initiated self-repairs. First, the learner initiates an incorrect utterance by adding verb 'to be' before an action verb in line 3. Then s/he modifies it successfully in the same line. Also, in line 7, s/he uses the verb 'eat' for both toast and lemonade and realizes the trouble in line 9, then repairs the error in a correct way.

Extract 44 (Learner 61)

1 L: [if if I were umm billionaire we were a bllionaire I would umm

2 → take I would buy buy a very umm clear and umm very expensive cars]

3 T: huh uh

4 L: because I love the car

5 T: huh uh

In extract 44, the learner initiates a complex statement using if conditional type 2 in line 1, but chooses the incorrect verb 'take' at first. Then, s/he replaces it with the correct word 'buy' in line 2. As the words 'take' and 'buy' can be used interchangeably in Turkish, the learner might get confused and probably chooses the wrong word in this line. There is also misuse of article 'a' with singular nouns but this doesn't cause a big trouble in the sentence. In other words, there is no ambiguity in the meaning because of this mistake.

4.1.3. Successful Semantic Repair Patterns

Extract 45 (Learner 57)

- 1 L: my favourite person is my old classmate umm her name is Deniz
 2 T: huh uh
 3 L: →he is in he is from Eskişehir umm we are met we met in high school
 4 T: huh uh
 5 L: ss six years ago I think
 6 T: huh uh
 7 L: umm she is my favourite person because umm our thoughts are about always
 8 umm same
 9 T: huh uh
 10 L: → we always think same things

Extract 45 presents an analysis of a conversation which includes examples about self-initiated self-repairs for both structural and semantic reasons. The speaker begins the conversation by telling about his/her favourite person in line 1. S/he uses an incorrect preposition which causes an ambiguity in meaning in line 3. There is also another successful self-initiated self-repair for the incorrect use of verb in line 3. Moreover, the learner utters a statement which seems to have a simple correct structure in lines 7 and 8. However, in line 10, s/he rearranges it with different subject and different verb to make the meaning clearer. The remarkable point is that the learner does this repair although there is no structural mistake in the statement. S/he does this only to express his/her opinions in a better way and be better understood in response. This is also an indicator of the learner's using both cognition and metacognition at the same time.

4.2. Unsuccessful Self-Initiated Self-Repair Patterns

4.2.1. Unsuccessful Structural Self-Initiated Self-Repair Patterns

4.2.1.1. Using Verb 'to be'

Extract 46 (Learner 5)

1 L: → is a umm umm I think umm I,m I'm choose the bus

2 T: huh uh

3 L: → because I'm live in Eskişehir

4 T: huh uh

5 L: →Eskişehir is air don't have umm haven't don't haven't umm airport

In extract 46, the learner initiates an utterance using the verb 'to be' incorrectly in line 1 and repeats the same incorrect usage in the same line. There is no interruption by the interlocutor here. Then, in line 3, the learner makes another incorrect statement by doing the same error. In line 5, there are several attempts to repair similar erroneous statements, but the learner can't manage to rearrange them successfully. The trouble which is done once, twice even sometimes three times depending on the context can be regarded as a minor mistake but the breakdown which is repeated more than three times without any repairs, indicates that learning doesn't take place there. The learner does not have enough proficiency to make the conversation such a smooth one. The teachers should identify these kinds of problems in the classrooms or the exam settings, and then should rearrange their their lesson plans and oral exams accordingly.

4.2.1.2. Using the Correct Form of the Words

Extract 47 (Learner 2)

1 L: → umm there are too many umm differences umm between umm teenagers and
2 their families

3 T: huh uh

4 L: umm for example umm their their families umm don't umm umm allow don't

5 → have them

6 T: huh uh

7 L: don't let them

8 T: huh uh

9 L: → umm umm to go everywhere

10 T: huh uh

11 L: umm in the evenings

12 T: huh uh

- 13 L: → umm or umm they don't let umm to umm go everywhere without umm
 14 permission
 15 T: huh uh
 16 L: → umm but their families umm want to umm umm they teenagers umm have a
 17 umm good life

Extract 47 displays a conversation between the interlocutor and learner about the differences between teenagers and their families. In line 1, the learner initiates a statement without a mistake. However, in lines 4 and 5, s/he makes another statement which is grammatically incorrect. Even though s/he tries to reproduce it within the same lines, s/he can't manage it successfully. As the learner is still aware of the trouble in the structure, s/he tries to rearrange it once again by using another word in line 7. Then, in line 9, s/he completes it incorrectly. Also, in line 13, s/he utters the same statement in a complete version this time, but s/he can't be successful at this attempt too. Finally, the learner utters another statement in line 16, which has ambiguity, so it makes the readers get confused about the meaning. In short, we can not claim that this learner is qualified enough in the target language, s/he still needs some practice. Identifying the common mistakes of the learners like this, there should be some modifications in the curricula, classroom materials and the content and the procedures of oral exams.

Extract 48 (Learner 1)

- 1 T: huh uh how does she spend her days what does she do?
 2 L: I couldn't hear
 3 T: what does she do? with her days
 4 L: → (.) she cooked
 5 T: huh uh
 6 L: → she clean house
 7 T: huh uh
 8 L: → umm she spending umm she spending her time umm at home
 9 T: huh uh

In extract 48, the teacher initiates a question about how the speaker's mother spends her days in line 1. The learner asks the teacher to repeat the question by saying 'I couldn't hear' in line 2. After the teacher repeats the question in line 3, s/he initiates a simple but

incorrect sentence in line 4. The speaker most probably realizes the incorrect form of the verb s/he uses in line 4. Then, s/he decides to repair this trouble in another verb in line 6. However, this usage is also grammatically incorrect. The speaker tries repairing it one more time in line 8, but s/he fails again at this attempt. It can be deduced that this speaker has trouble using the verbs in present simple with third person singular. This indicates that the learning doesn't take place here.

Extract 49 (Learner 3)

1 L: umm in Muğla and this game umm umm relaxing relax I played when I umm

2 → play American football umm I feel relax

3 T: huh uh

4 L: → and umm in last five in last five years umm I played umm I box I played

5 boxing

6 T: huh uh

7 L: → and ((coughs)) umm also umm I when I cook when I cooking I feel umm relax

8 → umm actually umm cooking umm interesting for me

Extract 49 provides an example of a conversation in which there are more than a few incorrect utterances, repair attempts and failures. In line 1, the performer uses the word 'relax' incorrectly at first, then s/he makes an attempt to repair it, but can't be successful. In the rest of the sentence s/he tries it once again. However, it ends with a failure too in line 2. There is also another repair initiation in line 4 about the incorrect form of the words. The performer completes the repair about incorrect form successfully, but s/he uses the wrong tense this time in lines 4 and 5. In other words, the performer's attempt of repair ends up with another inaccuracy. Additionally, the performer initiates a statement using time clause 'when' in line 7, but s/he can't do it successfully. Even though s/he tries to repair the incorrect utterances in this line, there is no achievement in the end. What's more, the performer makes one more inaccurate statement using a different sentence structure this time in line 8.

4.2.1.3. Adjectives

Extract 50 (Learner 37)

- 1 L: → umm (.) I think umm teacher teachers umm have three month
 2 T: huh uh
 3 L: for holiday
 4 T: yes
 5 L: → (.) umm but umm not enough salary
 6 T: yes but their salary isn't enough
 7 L: isn't enough
 8 T: huh uh

In extract 50, line 1, the speaker utters a singular form the word ‘teacher’ but then replaces it with a plural form as s/he aims to generalize it for all teachers. This is a successful self-repair but in line 5, s/he initiates an incorrect statement in which there is no subject and a verb. Hearing this, the interlocutor interrupts the the learner and tells the correct utterance in line 6. The learner approves the interlocutor and repeats the correct version in line 7. This is called other-initiated other-repair.

4.2.1.4. Conjunctions

Extract 51 (Learner 1)

- 1 L: umm (.) my child is (.) was very difficult
 2 T: huh uh
 3 L: umm because my umm parents umm decided to get divorced
 4 T: huh uh
 5 L: → umm but umm because I stayed my grandmothers (.) and (.) umm I lived in
 6 umm her house yes
 7 T: what what did you do there what was what was your life like? there
 8 L: (.) good

In extract 51, the learner initiates an utterance using the incorrect word ‘child’ instead of ‘childhood’ in line 1. S/he continues the conversation with a correct and to some degree complex statement in line 3. However, in line 5, there is an incorrect choice of conjunction. First, the learner chooses the conjunction ‘but’ then replaces it with ‘because’. However, none of them are appropriate in this context. This indicates that, although the learner tries to repair the trouble source, s/he can’t do it successfully in this

conversation. As he can also make a complex statement like the one in line 3, we cannot say that this learner does not have any knowledge of the target language. These kind of learners may be provided with some activities according to their needs.

4.2.1.5. Pronouns

Extract 52 (Learner 6)

- 1 L: sometimes he is very he do very annoying things
 2 T: huh uh
 3 L: → but still I love it
 4 T: huh uh
 5 L: → because it is very silent
 6 T: huh uh
 7 L: for example while I was sleeping he never umm make noise

In extract 52, the learner speaks about his/her roommate. S/he initiates an utterance using the verb 'to be' incorrectly in line 1. Then, there is a repair initiation for this trouble, but this time the learner makes another problematic statement resulting from the absence of third person singular '-s' in present simple sentence structure. In line 3, the learner makes a mistake by using an incorrect object pronoun. What's more, s/he uses the same pronoun as a subject this time in line 5. However, there is no initiation of repair for this mistake as well. In line 7, s/he makes one more inaccurate statement which results from not using parallel tenses with time clause 'while' and the absence of third person singular 's' in present simple.

4.2.1.6. Pronunciation

Extract 53 (Learner 4)

- 1 T: yeah did you sleep well?
 2 L: umm no
 3 T: no why not?
 4 L: → umm I watched umm serie

5 T: → series

6 L: umm series last night

Extract 53, is taken from the warm-up section of the oral proficiency exam. The interlocutor asks the learner if s/he slept well the previous night in line 1. After the learner gives a short answer ‘no’ in line 2, the interlocutor asks the reason for it in line 3. Then, the learner mispronounces the word ‘series’ as ‘serie’ in line 4. Hearing this, the interlocutor overlaps the learner and tells the correct version of it in line 5. The learner repeats the correct word after the interlocutor in line 6, which is also an example of other-repair.

4.2.2. Unsuccessful Lexical Repair Patterns

4.2.2.1. *Confusing Words*

Extract 54 (Learner 7)

1 L: yes because the internet umm always useful

2 T: huh uh

3 L: thing

4 T: huh uh

5 L: and umm you can umm talk to family on the internet

6 T: huh uh

7 L: → and umm research on the internet

8 T: huh uh

9 L: umm if for example if you umm if you want to umm go holiday

10 T: huh uh

11 L: → umm you can research on the internet and umm you find better place

12 T: huh uh

In extract 54, the speaker talks about the advantages of internet. In line 1, there is a sentence which includes an error due to the absence of verb ‘to be’ before an adjective. The interlocutor does not make any interruptions, so the speaker completes the statement in line 3. The speaker utters another statement with a minor mistake in line 5, but s/he uses the incorrect word ‘research’ instead of ‘search’ in line 7. There is no self or other

initiation for this trouble in the following lines. Furthermore, the learner uses the same incorrect word for the second time in line 11 without even realizing that it is inaccurate. It can be inferred that the learner probably confuses these two words as they are very similar in terms of spelling and pronunciation.

Extract 55 (Learner 15)

- 1 L: → huh I have got cycle
 2 T: huh uh
 3 L: umm I love umm I love reading umm konuşamıyorum (I can't speak) umm I
 4 → prefer reading ride karıştırdım
 5 T: riding
 6 L: huh riding umm
 7 T2: a bike?
 8 L: riding on bike yes
 9 T: huh uh

In extract 55, the learner initiates a sentence using an incorrect word in line 1. S/he utters the word 'cycle' instead of the words 'bicycle' or 'bike'. As the words 'cycle' and 'bicycle' are similar in spelling and pronunciation, the learner probably thinks there is no trouble in this word. As a result, there is no repair initiation in this line. In line 3, the learner utters a statement without a grammatical error, but pauses in the middle of it and code switches to L1 stating that s/he can't speak. In line 4, we can understand that the learner thinks s/he utters the wrong word in the previous line. S/he explains in Turkish, that he gets confused about using 'read' or 'ride'. The interlocutor does other-completion in line 5. However, the learner can't remember the word 'bike' again in line 6. One of the assessors reminds the correct word in line 7 and the learner repeats the whole sentence again completely.

4.2.2.2. Making Up New Words

Extract 56 (Learner 21)

- 1 L: and umm I really want to umm travel umm around the world like such as
 2 → umm Spanish Spain France
 3 T: huh uh
 4 L: umm Italy
 5 T: huh uh
 6 L: mostly Spain

7 T: huh uh

8 L: because of umm cultural things umm some people umm tells me you're looks

9 → umm looks like you are look like a Spanien (means Spanish)

10 T: huh uh

In extract 56, the speaker talks about the countries s/he wants to travel. In line 1, the speaker initiates a statement which seems incorrect due to the use of extra word. In line 2, there is another mistake but the speaker repairs it in the first attempt. The speaker utters some countries sequentially until line 8. In this line, there are also several grammar mistakes due to the correct form of the words. It is remarkable that, in line 9, the speaker not only makes ungrammatical statement but also makes up a new word 'Spanien' instead of the word 'Spanish'. Although the speaker uses the correct word previously in line 2, s/he probably can't recall it at the moment of speech, and s/he produces this new word as a kind of strategy.

4.2.3. Unsuccessful Semantic Repair Patterns

Extract 57 (Learner 5)

1 T: did you sleep well?

2 L: not because Alperen is call me

3 T: (laughter) so you couldn't sleep

4 L: → yes

5 T: haa yeah did you eat breakfast today?

6 L: → no

7 T: no you don't eat breakfast do you?

8 L: → yes

9 T: yeah

10 L: I I I usually don't I usually eat breakfast

11 T: you usually eat breakfast

12 L: → no

13 T: huh

14 L: you I usually don't eat breakfast

15 T: I see that's normal for you

Extract 57 is also from the warm-up part of oral exam. The interlocutor initiates a question as 'did you sleep well' in line 1. In line 2, the learner answers this question by making an incorrect statement resulting from the use of verb 'to be' where it is unnecessary and the verb 'call' in the wrong form. In line 5, the interlocutor asks the learner whether s/he ate breakfast before the exam. The learner responds by giving short answer 'no' in line 6. The interlocutor asks a general question this time about breakfast in line 7. The learner answers this question by saying 'yes' but in the rest of the conversation s/he tells just the opposite in line 10. After the interlocutor repeats the learner's statement to make sure that they both mean the same thing in line 11, the learner rejects this again in line 12 and utters just the opposite of it in line 14. All these attempts of self-repairs cause ambiguity in meaning. The interlocutor has difficulty in understanding the learner's statements, which also influences the flow of conversation in a negative way.

Extract 58 (Learner 5)

1 L: umm so umm faster than the bus and comfortable

2 T: huh uh

3 L: → but umm you can find a lot of plane is umm yeah plane the other country

4 or other city umm because air airport area not Turkey is think about

5 Turkey umm Turkey is airport in umm only "İstanbul and Ankara and İzmir"

6 T: huh uh

7 L: → umm so you can find umm a lot of you can't go to umm one you can can't

8 use to use umm plane

9 T: huh uh

The learner is speaking about the comparison of the means of transport in extract 58. In line 1, the learner states the differences between plane and bus with a minor trouble in the sentence. Then, in lines 3, 4 and 5, the learner's utterances are so inaccurate that it makes the comprehension almost impossible. Whenever the learner initiates a repair, it ends with a failure in these lines. It is apparent that the learner does not have the proficiency in making even simple correct statements in target language. Also, in line 7, s/he can't

complete the repair initiations successfully after several attempts. As a result of these troubles, the whole conversation becomes obscure.

Extract 59 (Learner 14)

1 L: fight huh fight umm we umm we fight them them and I come I came to came

2 to here

3 T: huh uh

4 L: → I umm inter. in it meet umm other friends umm Cemre and Esra umm her umm

5 she they are umm beautiful girls and I love them

6 T: huh uh

7 L: → umm we umm same age we are same age and umm their characteristic is umm

8 same with me

9 T: huh uh

10 L: umm they are shy person

11 T: huh uh

12 L: and umm we we can we we meet them we umm we umm we come with come with

13 umm our shy shyness

In the background of extract 59, the interlocutor asks the learner to talk about his classmates. However, the learner first utters a few sentences about the importance of friendship. Then, s/he begins talking about his/her old friends. After a while, the learner changes the topic from friends to the activities which he usually does with his/her friends. While doing that, the learner overgeneralizes the topic and causes confusion. The interlocutor interrupts the conversation and asks the learner to talk about specifically one or two friends. Right after this, the learner asks the interlocutor about the word ‘fight’ because s/he can’t remember it, and then utters the first statement in line 1, in which the meaning is not clear. There are also some separate utterances in line 2, which have no relation or cohesion. Only in line 5, there are two grammatically correct statements. In line 7, the learner makes repair initiations for a few times but s/he can’t complete them successfully. Also, in line 10, s/he uses the singular form of the word instead of plural. However, there is no repair initiation by the learner for this statement as well. Finally, the learner initiates another statement in lines 12 and 13, which is grammatically inaccurate. Although s/he does self-initiation for the trouble, s/he can’t complete it efficiently.

4.2.4. The Use of L1

Extract 60 (Learner 5)

1 T: okay all right your first question

2 L: (picks a question)

3 L: → bakmasam (what if I don't look)

4 T: (laughter)what's the num what's the number?

5 L: umm can I change it?

6 T: okay number thirty two you know first

7 L: → nasıl gördünüz hocam ya? (How did you manage to see Miss?)

8 L: (picks another question)

9 T: can you read? can you read the number in the question?

10 L: → öncekini anlatsam (can I talk about the previous one?)

In extract 60, the learner code switches to L1 during the whole conversation. Although the interlocutor asks simple instructions about trajectory of the exam in lines 4, 6 and 9, the learner responds to all these instructions in L1 instead of English. The learner speaks English only in line 5. This affects the flow of conversation negatively. Also, it is against the oral proficiency exam rules. It can be inferred that the learner doesn't have enough knowledge about the target language and practice of speaking this language.

4.2.5. The Dominance of Fluency over Accuracy

Extract 61 (Learner 10)

1 L: yeah without my friends life could be really boring

2 T: huh uh

3 L: → for example while we are in the university and we are hanging out and we

4 are travelling we are going a lot of a lot of different places and we

5 are meeting a lot of different students and that makes up us really

6 happy and after that I can talk about my school my hobbies for example

7 → I'm sporting almost everyday I'm going to gym

8 T: huh uh

9 L: → and it's my hobby when I'm doing it I feel myself I feel really umm

10 happy

11 T: huh uh

12 L: that's why that makes me feel happier

13 T: huh uh

14 L: and my family is also another important point I can say my father my

15 mother my umm brothers meanwhile we are five brothers

16 T: huh uh

17 L: and I am I am the ss (about to say small) youngest one

18 T: huh uh

19 L: and they are also making me hap.

20 T2,3: (overlap) thank youuu, thank you ((laughter))

21 T: all right it's good ((laughter))

22 T2: that's good thank you

23 T: it's good it was enough for that

24 T2: we got the idea we got the idea so thank you so much

25 L: okay

Extract 61 is relatively longer than the other extracts in the data analysis part of this thesis. The reason for this is, during the whole conversation the learner speaks so fluently that at some point of the conversation the assessors interrupt the speech by implying that they find the learner successful enough to pass the exam. In other words, they generally seem to ignore the incorrect statements in the speech and pay attention to the fluency. To make it clear with examples, the learner initiates an utterance without a mistake in line 1. However, in lines 3, 4, 5, 6 and 7, s/he speaks with several mistakes but without a pause. There is an incorrect choice of tense in these lines and also the incorrect use of preposition 'in' article 'the' and a phrasal verb 'make up' in these same lines. Similarly, in line 9, there is no parallelism in the tenses while using time clause 'when'. In the rest of the conversation there aren't any mistakes by the learner. Furthermore, the learner uses some conjunctions such as 'that's why' and 'meanwhile', which shows his/her proficiency in target language. Both the fluency and the use of such words might affect the assessors that they interrupt the learner in line 20 by implying that s/he performs well enough.

Extract 62 (Learner 26)

1 L: umm the internet umm up to me the internet can has made the world better

2 place because the internet is a is important device for human kinds and
 3 when we umm discovered this device and this line and lots of people umm
 4 will umm communicate each other and I thinks umm teacher umm teach for
 5 teacher for other professional other professional is important and umm
 6 when we look at the history we lost (might mean lots) of thing umm umm
 7 without internet and umm nowadays we can found immediately a a vivid
 8 picture when we click a button and when we when we look to umm other
 9 deviced umm material umm near near to internet umm they are beneficial
 10 for us and I think it's it umm I would choose a device I would choose a
 11 internet a computer system this system is mechanism it's umm umm umm for
 12 for engineering especially for engineering they are umm a research lots
 13 of thing and they umm attribute theirs their field (mispronounced) their
 14 science field and then when they umm want to speech when
 15 they want to speech umm they umm get get in a hole they talk all umm all
 16 human all people
 17 T: huh uh
 18 L: and umm what can I say I can say umm
 19 T2: you don't have to say anything else (laughter)
 20 T: (laughter)enough

Extract 63 is presented by the researcher on purpose because it is another clear example of the dominance of fluency over accuracy. As it is a longer extract compared to most of the other ones, the troubles, repair initiations, completions or failures will be summarized in brief. The learner talks about the advantages of internet here. The first noticeable feature of this conversation is; the learner speaks successively without a pause from line 1 until line 17. It is obvious that this learner pays more attention to fluency rather than accuracy. All these lines above include minor or major errors except line 18. However, there is no outstanding successful self-initiated self-repair example among them. Even though the learner uses wide range of vocabulary to express his/her ideas, s/he can't succeed in making maningul sentences. There is also no coherence and unity in the whole conversation. It can be concluded that making too many mistakes may impede successful

speech production. It can also be inferred from this extract that sometimes learners ignore accuracy while trying to be fluent.



CHAPTER V

DISCUSSION and CONCLUSION

5.1. Discussion

5.1.1. Native Speakers of English vs. Non-native Speakers of English

Since native speakers are born in an English speaking country or acquire the language at early ages, they have high linguistic competence. They obtain and use the language naturally in a real environment. They also have pragmatic awareness of the language as they use it communicatively in daily conversations. They can easily exploit the short forms of the words/sentences, idioms and the terminology in their native language. Another characteristic of native speakers is that they are socio-linguistically competent, which means it is easy for them to recognize the social meanings of the words in English and pick out the appropriate vocabulary/phrases in various contexts. Thus, they feel more confident while interacting with others. Moreover, native speakers live through the culture, and they learn almost all aspects of that culture, so it can be stated that their cultural awareness is quite high.

On the other hand, non-native speakers learn the target language consciously and systematically in a period of time. English is not their native language, so they learn it as a second or foreign language. In other words, they learn the structure and vocabulary explicitly in formal settings such as state or private schools/courses etc. rather than grasping it in a natural environment. Non-native speakers are also good at using strategies both in spoken and written language. As they are conscious learners of the target language, their language awareness is higher than native speakers. While native speakers just use it fluently without thinking or hesitation, non-native speakers meditate on it. They make connections, comparisons or inferences about different uses of the target language.

Consequently, it takes more time for non-native speakers to produce utterances both accurately and fluently. Even though they are more aware of the rules and better at explaining structural forms and features, they might have breakdowns in conversations.

Another important point is that, non native speakers live in a culture where traditions, beliefs, life styles and social life expressions are completely different. As a result, they know more about their own culture but less about the foreign culture. Furthermore, when given enough time non-native speakers can form grammatically correct sentences, but when it comes to use and connect these utterances coherently in new situations, they might be incompetent. Throughout their foreign language learning experience, these people are less exposed to target language in their real life conversations, so they are not fully provided with cohesive devices. This accounts for the pauses and hesitations in their speeches.

As explained above, EFL learners definitely have a long and complex mental process while comprehending and producing sentences in a foreign language. Non-native learners' faulty utterances are mostly related to their poor cognitive skills which include understanding, remembering, analyzing and also metacognitive skills in which they evaluate their own progress during the conversations. Focusing on all these details at the same time is challenging for the non-native speakers. They also tend to translate sentences from their native language to target language in their minds before uttering them. As a result, they might naturally make incorrect statements in different settings. Teachers should be more tolerant about learners' mistakes and pave the way for their self-evaluation and self-repair in the future.

5.1.2. Accuracy

Speaking accuracy shows how the language which is produced by the learner complies with the standards of the target language (Yuan & Ellis, 2003). Turkish learners have been encouraged to learn the structure of English systematically since childhood. They have been exposed to various types of exercises on paper throughout their educational life. Although there has been a shift in this old-fashioned perception in recent years, there are still numerous teachers who employ traditional methods in their classes which prioritize accuracy. Learners have been found successful as long as they give correct

answers to questions or choose the best options in tests. No matter how they perform in class during the year, their success has been determined solely by their scores in the exam.

It is not surprising that learners pay too much attention on accuracy while schools and other formal institutions are always doing so. In the environment where exams are indicators of achievement, accuracy becomes the main goal of learners in the process of learning a foreign language. Not only teachers but also parents expect students to receive high marks from the exams and form structurally correct sentences in written and spoken tasks. Also, learners are sometimes forced by parents to take private courses outside of school to make sure that they are able to learn the target language correctly and use it in the exams.

Grown up with the belief that accuracy is far more important than other features, learners tend to make too much effort to use the new language accurately. In writing settings, they constantly erase their statements and rewrite them until they have found the correct forms. Similarly, in speaking, learners repair their utterances more than a few times until they become sure that they have made the correct statements.

Self-initiated self-repair attempts of the participants in this research can be attributed to their beliefs and background about accuracy during their learning experience since young ages. The learners in this research have been observed reformulating their utterances repetitively to make sure that they finally come up with the correct vocabulary and structure. This does not mean that they have become successful with their initiations all the time, but at least almost all of the learners are aware of the trouble utterances and try to do their best to make them more meaningful.

To sum up briefly, when learners are encouraged to focus on accuracy in and outside of the classroom, they tend to transfer this attitude towards their exams as well. This habit stems from their beliefs, learning experiences and classroom practices. I do not claim that accuracy should be ignored and students should not be provided with corrective feedback for their mistakes. On the contrary, teachers should guide and help students use the language accurately without being judgemental especially at the beginning of their learning process. However, when there is too much emphasis on accuracy, this impedes language production and decreases the level of fluency. As a result, there should always be a balance between accuracy and fluency in order not to cause communication breakdowns.

5.1.3. Fluency

Automatic fluency can be described as the smooth and quick production of utterances, without hesitations and pauses, which is accomplished by a frequent use and repetitive practice (Gatbonton and Segalowitz, 2005). Once learners have the opportunity to use the target language in different tasks and projects continually, they become more fluent in speaking. In this research, some of the fluent speakers tell about their interests in foreign culture and their plan to go and live in one of the English speaking countries in the future. This probably triggered them to read some articles on the foreign culture or watch videos about the foreign people and their life styles. In some of the extracts, learners talk about the TV series and makes comments on movies in English, which shows that they have curiosity about the target culture, and they use the language as a tool to learn more about it.

Bortfeld, Leon, Bloom, Schober and Brennan (2001) believe that different types of disfluencies might be interrelated to different processes such as cognitive planning, load and organization of communication. In other words, it would not be wrong to claim that one might have disfluencies more at the beginning of the conversation rather than in the middle or end of it. As an effective conversation entails planning and organization, the speaker is always busy with thinking over how to start his/her utterances before taking initiation. In most of the extracts in this research, it is apparent that the participant learners have pauses before initiating their utterances not only at the beginning but also in the middle or end of the conversations. Learners have been observed while having pauses, discourse markers and sound stretches even in the warm-up section of the oral proficiency exam. Because it was the exam setting and they they were probably over cautious not to make mistakes. As a result, they spent too much time organising their ideas and planning their sentences, so they could not give quick responses to the questions.

There is also a reality that one may have disfluencies more often when s/he produces longer sentences because longer statements include more linguistic features, which makes it hard for learners to recall the rules and vocabulary during conversations. On the other hand, learners always feel anxious about loosing the listeners' attention, so they tend to take risk and make utterances even if they are not sure if those statements are accurate or not. Indeed, they take the risk of being misunderstood and prefer being inaccurate to being disfluent. In this research, as the learners' mind was busy with making a choice between

being accurate or fluent during the exam, they had pauses and repairs without thinking if their statements were short or long.

Last but not least, the learners had double stress and anxiety in this research setting, because the teacher was not allowed to speak in the oral exam and it was only the learners' responsibility to plan, organize, initiate and maintain the conversation as well as handling pauses and self-repairs when necessary.

5.1.4. Using Speaking Strategies

Chamot (1993) summarizes learning strategies as; metacognitive strategies in which learners do planning monitoring or evaluating their own learning, cognitive strategies; which include the actual exploitation of materials by reorganizing, classifying, elaborating or relating ideas, and lastly social-affective strategies where learners ask for the assistance of other person or work collaboratively with peers on a certain task.

When learners are proficient strategy users, they do not have communication problems in their conversations both in and outside of class. As a result, they can do well in the exams as well. This directly increases their success rate and boosts self-confidence.

Miceli and Visocnik Murray (2005) highlight the benefits of strategy training on learners in their empirical study. In their study, learners comment that they are usually unable to tackle learning difficulties independently. They also ascribe these difficulties to external factors such as the methods of teachers and the materials used in the course of teaching time rather than looking for the actual reasons behind their failures. Furthermore, the learners describe themselves as passive strategy users especially when they are studying at home without any assistance of a teacher. However, after strategy training and practice, the percentage of the students who use strategies and find them useful increase dramatically.

Some students might be good at creating their own strategies and using them effectively in different cases. However, there are also countless students who have no idea about strategies and their advantages. Teachers should inform and guide students at all ages about strategies. Also, they should do strategy training in their classes when necessary.

5.1.5. EFL Curricula, Methods and Materials

Gatbonton and Segalowitz (2005) assume that even though teachers always support the use of ‘Communicative Language Teaching’ as a method, they always ignore it by spending more time giving structural explanations and encouraging rule application rather than conducting role-play activities, games, puzzles, and conversations in class.

In today’s exam-focused educational institutions, it is hard for both teachers and learners to stay away from traditional methods and materials. They need to follow certain steps in class to achieve the tests and exams, which are necessary to have a good future career opportunities in Turkey. However, it should be remembered that if a learner receives successful report cards or certificates about foreign language lesson but cannot use it properly in various cases, it is quite meaningless. Only when learners are able to practise the target language in real or real-like activities, can learning become permanent. For that reason, EFL for communicative purposes should be encouraged and emphasized in all educational institutions.

Nation and Newton (2008) suggest that learners can improve fluency when the tasks are meaning-focused, the learners are active participants of classroom activities in which they can connect the new knowledge with previous learning experience, and when they are always encouraged to achieve more challenging tasks. They also highlight the impact of some aspects such as easy tasks, message focus, time limitation and planning and preparation on the improvement of fluency.

Teachers, curriculum and material developers, examiners, administrators and expert educators should act together to make an action plan to provide learners with an effective EFL program. Four skills should be included equally in this program as well as structure.

According to the analysis of extracts in this research, it is apparent that most of the learners feel nervous and unconfident while speaking English. Indeed, this can be easily understood from their voice and body language, also some of them already state this situation in their conversations with the interlocutor.

More communicative activities and tasks should be carried out in language classes in order to reduce anxiety in exam settings. The more practice the learners do during the year, the more accurate and fluent they become at the end of the year. The class materials

should be prepared and utilized according to communicative language teaching principles.

L2 users' mentality is different from monolinguals (Cook, 2005). EFL learners require to do multi-tasking all the time. They use their cognitions, memories, language abilities and communication skills at the same time in order to have effective conversations. In this regard, their effort and hard work should be supported and appreciated.

In brief, learners' individual, social, and educational needs in the changing world should be prioritized and these needs must be met by modifying and improving the EFL curricula, methods and materials to have better learners and social individuals.

5.1.6. Oral Exam Practice

Learners' all efforts and hard work throughout the year are assessed via exams which are administered by the teachers periodically. There are different kinds of tests for learners both for written and spoken language and they have sub-divisions as well.

Direct tests assess speaking skills in real performances such as an interview in which learners mostly interact with an interlocutor or an assessor directly (Ginther, 2012). These tests are easy to observe learners closely, but they are also hard to evaluate them objectively. For that reason, assessors need special training before the administration of oral proficiency exams. There are individual differences between assessors in terms of age, gender, personality, experience, back ground knowledge, linguistic knowledge, cultural knowledge etc. Even being native or non-native speakers influence the scores of learners. As a result their attitudes towards learners' performances might be lenient or harsh.

Another important point is that, rubric for tests should be reviewed regularly and prepared in a careful and detailed way. Institutions should regularly hold meetings with all teachers for the smooth running of oral exams and doing calibration after exams. Additionally, teachers and assessors should be given opportunities for trainings on this area.

5.1.7. Teachers' Roles in EFL Contexts

The purpose of L2 teaching and learning should be to increase learners' eagerness to communicate outside of classroom (MacIntyre, Dörnyei, Clément, and Noels, 1998). As long as EFL learners are curious about foreign culture, and have sympathy to the target language, they will definitely become more willing to learn and use it outside of classroom.

It is teachers who can considerably create curiosity about the target language. They can use numerous materials and provide learners with various examples which introduce the target culture effectively. Teachers should also have a great deal of knowledge about the foreign language, and they need to be proficient users of it in class. Learners always tend to imitate their teachers and take them as a model, so teachers should be good role models.

Interactional organisation of L2 classroom can be better understood and accomplished through the use of self-evaluation of teacher-talk procedures, maintained by reflection and dialogue (Walsh, 2003). Both the quantity and quality of teacher talking time is crucial in an EFL classroom context. Learners should be allocated enough time and opportunities to use and practice the foreign language. In other words, classrooms should be learner-centered rather than being teacher-centered.

Lyster and Ranta (1997) reveal in their study that, learners should be provided with suitable and consistent feedback from teachers and peers in order to produce meaningful output. As long as learners interact with teachers and get feedback from them, they pay more attention to the forms and features of the target language. On the other hand, there is always dilemma on the two distinct notions. The first one is; when teachers do not do error correction, learners have less opportunities to make connections between the language structures and the function of them. The second view is that when teachers correct errors, they interrupt the flow of conversation, which may discourage learners to speak in the class and decrease their motivation. Teachers must equalize this situation in class successfully.

Additionally, teachers should be patient and encouraging as well as being a facilitator and a guide for learners. Once they build a good rapport with learners, there will always be a friendly and safe learning environment, which boosts interaction and success.

5.1.8. Learner Anxiety

Anxiety and self-constraint affect learners' speaking performance as well as cognitive, linguistic and affective factors. Most of the learners avoid speaking in front of others and prefer keeping silent instead of taking risk to produce sentences (Wang, 2014). Tiono and Sylvia, (2004) reveal that one of the learners in their study describes speaking as the most terrifying skill among others. She adds that she always feels nervous and avoids speaking in class. This explains that when there is a difficulty in one setting, there is also anxiety.

On the other hand, if the learner is anxious, s/he feels forced to create some strategies to carry on the conversation successfully. There are mainly three types of anxiety of language anxiety. These can be described as test anxiety, fear of negative evaluation, and communication apprehension. When learners are nervous because of these reasons, their performance will be directly influenced negatively. Even if anxiety can sometimes have a positive effect on learners in terms of using strategies as explained above, in the long term it will decrease their motivation.

Learners are neutral in terms of anxiety when they first begin learning the foreign language. Tuncer and Doğan (2015) emphasize that learners do not have anxiety at the beginning of the academic year, they usually learn this feeling throughout the year and are influenced by it negatively in their exams and during written or spoken classroom activities. Being aware of this reality, teachers should take precautions in order to prevent students learn this feeling.

5.1.9. The Review of Assessment Techniques

In today's world where life-long learning has become important, assessments should serve to this purpose and idea. Language teachers are assessors at the same time, so they are not only responsible for teaching in class but also testing, evaluating and assessing learners' performances. Since learners go through a lot of difficult stages in their EFL learning experience, they should not be judged immediately for their incompetencies during exams especially spoken ones.

Considering that speaking is always harder than other skills, assessments should be constructive not destructive. The exams which are usually implemented twice or three times during the term, are not the exact indicators of learners' success. There are also

other variables affecting their performance. When teachers show empathy towards learners, they will understand their needs and psychology in a better way and assess their performances accordingly.

In this research, learners have been noticed doing self-initiated self-repairs quite a lot of times during oral proficiency exam. Even though they seem disfluent because of their self-repairs, we cannot claim that they do not have any knowledge of foreign language. There might be a lot of reasons behind this situation, so it would not be right to judge them without searching for these reasons. Learners might use self-repairs as a speaking strategy to gain time to plan and organize their ideas. Their anxiety level might be too high that it can block their language production. Moreover, these learners might be proficient speakers in the classroom environment or other social areas. However, the exam settings could make them feel nervous and disfluent. Additionally, the use of video recording might cause learners to produce incorrect utterances and as a result they may try to correct them repeatedly.

Evaluating and assessing learners' speaking skills only in exams is not fair for learners. Their success should not be dependent on their performances in the exam settings only. Learners' classroom performances during the year should be added to the weekly, monthly, or yearly assessments. Alternative assessments should be regarded as an important indicators of success. Learners' both individual and collaborative performances in different tasks must be included to their success rates. Assessments can reflect the real knowledge of the foreign language when every single detail is included to the process.

5.2. Summary and Conclusion of the Study

The purpose of this study was to explore and analyse SISRs of EFL learners at a university level in an oral proficiency exam setting. The participants were EFL learners in the School of Foreign Languages at Muğla Sıtkı Koçman University. The data were collected through video recording. 12 hours of video-based data were transcribed verbatim so as to deeply investigate learners' utterances in the oral proficiency exam. The extracts which include SISR patterns were analysed and categorized according to their functions and purposes. Each extract was explained and presented in details along with the researcher's interpretations. The analysis of data revealed that, no matter how fluent they were, all learners tried to do SISR in their conversations. Some of them were able to do this

successfully but some others could not do so. In other words, it was apparent that they tried SISRs at least once without caring that they were successful or unsuccessful.

Learners' SISRs in this research were mainly attributed to some reasons such as exam anxiety, too much focus on accuracy, and on-on-one conversation with the interlocutor. Also, in this exam, the interlocutors were passive, so they did not take any turn initiations unless it was urgent. They did not make any comments on the learners' utterances. This probably created extra burden and stress for learners because they were expected to utter accurate statements sequentially without so any pauses.

Another interesting finding was that, although prep class was not compulsory for the participants of this research, they preferred to take it during the year. Furthermore, they took the exam so seriously and seemed to be quite determined to pass it successfully. They made great effort not to make mistakes. When they realized that they did errors, they attempted to do SISRs quickly.

5.3. Implications and Suggestions

This present research focused on the spoken section of proficiency exam, but did not disregard other skills and grammar at all. As both writing and speaking are productive skills, they display some similar features in terms of learners' forming new statements independently. The difference is that, in writing, learners can think about their sentences over and over again and erase and rewrite them on the exam paper more than a few times until they come up with the final versions. Teachers as assessors can see these written productions in their final forms at the end of the exam. They do not take learners' corrections into consideration while grading. They can only evaluate their present knowledge and performance by looking over the output which is handed in.

On the other hand, learners' attempts for self-initiated self-repairs in spoken exams can be viewed as incompetencies as a result, learners might get lower marks due to these repair initiations. In fact, learners follow the same mental process and take the same actions in their productions in both spoken and written exams. However, they might be considered as successful in writing but unsuccessful in speaking. This does not seem fair for learners. There should be some adjustments both in the practice and evaluation of oral exams.

EFL teachers and institutions should make use of self-initiated self-repairs in classrooms to increase learners' accuracy in their outputs. Teachers should also bear in mind that, as long as learners are given enough time and opportunity, they will probably do self-repairs in their conversations more often (Sato and Takatsuka, 2016).

Galaczi (2013) emphasises the significance of paired speaking tasks (learner to learner) interaction in her study. There are also other alternative ways to test learners' speaking ability such as computer based activities, collaborative tasks or presentations etc. These types of assessments other than traditional ones, can help students feel safer and more confident during their performances. As a result of this, they produce better statements in a foreign language.

Büyükyavuz and İnal (2008) reveal in their research that, Turkish teachers want to be more involved in professional development activities. They believe that they need to learn things such as professional development, drama techniques and multiple intelligences rather than test techniques, or traditional methods. The participants of their research also state that in Turkish settings, the foreign language exams are usually designed paper based (cloze tests, multiple-choice, completing the sentences etc.). However, the recent approaches support alternative assessment methods which include portfolios, projects, role-play activities, problem solving and critical thinking tasks. With these methods and activities learners can transfer what they learn at school into real life smoothly and easily.

Another point is that, English language departments should be concerned about the effects and advantages of the international status of English and encourage learners to become bilingual and intercultural people in all educational settings (Alptekin, 2002). Also, Derwing, Munro and Thomson (2007) support the idea that, fluency can be improved better if the learners have more opportunities to interact with the native speakers of L2 outside of the classroom.

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APPENDICES

Appendix 1: Video Recorded Data Transcripts

Learner 1

T: Hi

L: I'm a little nervous

T: little nervous that's normal do you have your ID? your ID? yeah (laughter) we know this

L: (shows ID card)

T: all right sign up

L: (signs)

T: all right did you have a good night sleep?

L: yes teacher

T: yeah did you eat breakfast?

L: no

T: why not?

L: I don't eat

T: (overlap)

L: too much

T: you don't eat you didn't want to eat okay all right

T: umm whenever you are ready would you like to begin now?

L: yes

T: yeah okay all right so you are going to choose your first topic umm

T: here's Selvi Hoca Gönül Hoca you know (laughter) all right ready to begin?

L: yes

T: all right choose your first topic

L: bismillahirrahmanirrahim

T: (laughter)can you say the number topic number first?

L: umm twenty four

T: number twenty four talk about a period in your life when you are a child or teenager what did you like/dislike during? what things have you changed when you got older in terms of your hobbies interests world technology your identity your role your music sport fashion taste TV programmes technology your circle of friends? do you understand?

L: yes

T: all right

L: (.)let me think

T: okay would you like this topic? yeah?

L: I have a chance?

T: yeah everyone has a chance (.) to change once

L: (.)(.)

T: are you going to speak on this topic?

L: (.) umm (.) (nods)

T: yeah? yes

L: yes konuşayım (I'll speak)

T: okay all right so umm you have thirty seconds to think

L: (thinks for a while)

T: all right are you ready to begin take a deep breath breath relax okay and you're ready let's start

L: umm I was very happy I was a child

T: huh uh

L: umm (.) my child is (.) was very difficult

T: huh uh

L: umm because my umm parents umm decided to get divorced

T: huh uh

L: umm but umm because I stayed my grandmothers (.) and (.) umm I lived in umm her house yes

T: what what did you do there what was what was your life like? there

L: (.) good

T: huh uh

L: I played my toys

T: huh uh

L: every child like every child

T: huh uh

L: and I went out played outside street

T: huh uh

L: (.) run away

T: huh uh

L: a ball

T: huh uh

L: played football match

T: huh uh

L: umm in my street

T: huh uh

L: (.) that's

T: (overlap) what abo huh uh

L: (.)

T: what about music and TV programmes?

L: TV programmes Hugo

T: huh uh

L: umm everyday I open TV and I watch it Hugo

T: huh uh

L: I want to attend the programme but umm I couldn't umm (.) connected umm Hugo and Tolga (laughter)

T: huh uh

L: Tolga abi

T: huh uh

L: yes I like

T: and now? what are the differences?

L: now

T: huh uh

T: what has changed?

L: the world change

T: huh uh

L: everything change

T: huh uh

L: now

T2: (overlap) what's the differences?

T: huh uh

T2: in what way do you think they changed?

T: yeah

L: (.) I'm getting older and umm I umm now I am living alone I am far away my family umm (.) I can do anything

T: huh uh

L: now umm before umm umm my parent umm umm didn't permit me outside

T: huh uh

L: at night but umm now umm I have umm I have umm I go outside

T: huh uh

L: go outside free at night

T: huh uh (.) anything else different hobbies interests?

L: hobby umm (.) I play my toys

T: huh uh

L: I have a I had a car

T: huh uh

L: (.) I play it but now

T: huh uh

L: I didn't umm but now I haven't playing

T: huh uh

L: umm with my toys (.)now I play my telephone

T: huh uh

L: surf on the internet

T: huh uh

L: (.)

T: tamam (okay) okay next question deep breath (laughter) all right

L: (picks a question)six

T: six can you read it?

L: talk about your favourite person why is he/she your favourite?

T: huh uh are you comfortable with this question?

L: no

T: no?

L: okay

T: yeah

L: (.) let me think

T: all right you are going to answer this question?

L: yes

T: okay thirty seconds

L: (thinks for a while)

T: okay are you ready?

L: (.) yes

T: okay let's begin so Raci umm talk about your favourite person

L: (overlap) my favourite

T: why is he or she your favourite person?

L: umm my favourite person is mum

T: huh uh

L: (coughs) because he is umm she is very understanding umm (.) whatever I think I say them free freely I say her free-ly

T: huh uh

L: umm my mum umm has got green eyes

T: huh uh

L: and blond hair umm she is understanding

T: huh uh

L: umm (.)

T: what else can you tell us about her?

L: (.)

T2: what does she do?

T: huh uh

T2: where does she live?

T: huh uh

L: she is a housewife

T: huh uh

L: umm she lives in Manisa

T: huh uh

L: umm she is a housewife işte (well) she is

T: what does she like?

L: umm (.)she likes me (laughter)

T: huh uh

L: and I like her

T: huh uh can you

T2: (overlap)are you good friends?

T: huh uh

L: yes good friends umm but sometimes gossip

T: huh uh

L: umm with her neighbour

T: huh uh

L: but (.) my father a bit angrier

T: hmm

L: than mum

T: huh uh

L: that's why umm (.) firstly I talk my mum

T: huh uh can you tell us more about her? umm what else she has green eyes what else does she look like?

L: umm she has a fair skin

T: huh uh

L: and umm she

T: a little louder

L: she has got green eyes

T: huh uh

L: umm she has blond umm she is blond hair

T: huh uh

L: umm she is umm she is a little short

T: huh uh

L: Turkish standard

T: huh uh

L: a classic Turkish house housewife

T: huh uh what does that mean?

L: umm (.) overweight

T: huh uh

L: and (.)a little short

T: huh uh how does she spend her days what does she do?

L: I couldn't hear

T: what does she do? with her days

L: (.) she cooked

T: huh uh

L: she clean house

T: huh uh

L: umm she spending umm she spending her time umm at home

T: huh uh

L: umm (.)

T: huh uh all right that's enough thank you Raci (laughter) relax have a good day you're done.

T2: did he sign?

T: he signed

T2: yeah

T: huh uh all right see you bye bye

(Assessors and the interlocutor talk about grading among themselves)

Learner 2

T: hi Ali how are you?

L: fine and you?

T: good keep the keep it there (points the chair) all right okay umm can I see your ID? your ID? you have it?

T: all right all right here we go how are you?

L: fine

T: fine did you have a good night's rest?

L: some

T: some did you have breakfast?

L: no

T: no breakfast why not?

L: because umm I got up late

T: you got up late what time did you wake up?

S: umm almost about umm eight am

T: eight am not bad but yeah I guess

L: but umm I stay city center

T: haaaa (laughter) how did you get here on time?

L: umm (.) I (unintelligible talk)

T: huh uh

L: I prepared in ten minutes

T: haaa very nice good all right are you ready to begin? ummm yeah Gönül hoca you know in the back and Selvi hoca (laughter) yeah yeah all right you ready to begin?

L: yes

T: yeah take a deep breath relax all right let's get started your first question

L: (picks a question)

T: what number is it?

L: eight

T: eight all right and speak up if you can all right?

L: yes

T: can you read it for us out loud huh uh

S: talk about what to do when you don't feel well

T: okay are you comfortable with the question?

L: (.)

T: or do you yeah?

L: yes (picks another question)

T: yeah? can you read the number in the question?

L: fifteen

T: fifteen and speak lou- louder?

L: talk about your most favourite and umm least favourite cities and give reasons

T: huh uh

T2: topic number (inaudible talk) fifteen?

T: huh uh which one do you prefer?

L: (.) fifteen

T: fifteen all right and speak a little bit more loudly so that umm the peop assessors can hear you yeah?

L: yes

T: go ahead think in thirty seconds

L: can I write?

T: huh uh

L: (takes notes for a while) I I can start

T: you're ready? okay and remember to speak up yeah?

L: yes

T: all right so Ali umm talk about your most favourite and least favourite cities and give reasons population transport system night life etc.

L: yes my favourite city is İzmir

T: huh uh

L: because I'm from İzmir and also umm it's beautiful city and big city

T: huh uh

L: umm it has umm very good umm tran- transport system

T: huh uh

L: umm underground bus umm ship umm umm and also umm it has umm very good night life or there are so many touristic places

T: huh uh

L: umm you come also umm doing umm everything

T: huh uh

L: activities or umm if you get a job umm or different opportunities (means opportunities) you can easily find you can find easily

T: huh uh

L: umm population umm population of city umm is almost four or umm five million but umm that increases umm every year

T: huh uh

L: umm one more umm beautiful thing is umm next to the sea

T: huh uh

L: umm when I umm when I want

T: huh uh

L: umm I I can go easily

T: huh uh

L: I have fun

T: huh uh

L: but I'm from İzmir but my umm my umm my life yoo (no) the places where I live

T: huh uh

L: is umm too far from İzmir

T: huh uh

L: it it takes umm two or umm three hours

T: hmm

L: umm because umm umm the places where I live umm in the order (probably means border)

T: huh uh

L: with Aydın

T: huh uh

L: umm umm that umm that is umm so difficult but umm I can go İzmir by bus

T: huh uh

L: umm there is umm there isn't umm another umm transport

T: huh uh

L: umm (.)

T: what can you say about your least favourite city?

L: umm least favorite city (.) actually umm I haven't umm a least favourite city

T: maybe a city you like less than İzmir"

L: umm İzmir I don't umm I didn't live umm before I didn't live another city

T: (overlap) what what about Muğla?

L: what about Muğla?

T: do you like Muğla as much as İzmir?

L: no

T: why not?

L: why not?

T: huh uh

L: because umm I'm here a new umm Muğla is umm some boring

T: huh uh

L: city center but umm um the touristic places umm like Bodrum Marmaris

T: huh uh

L: is very beautiful

T: huh uh

L: but the city center umm is umm small places

T: huh uh

L: small place

T: huh uh

L: umm you don't umm there there aren't umm too much umm there aren't too many umm act too many activities or another things

T: huh uh

L: but

T: (overlap) okay that's enough yeah okay thank you your second question

L: (picks a topic)

T: can you read the number?

L: twenty five

T: twenty five can you read it?

L: umm talk about and import important days umm um important and important place and that are connected with you

T: do you like that question?

L: no

T: no yeah

T2: what is the number of that?

T: number twenty five

L: (picks another question)

T: can you read the number in the question?

L: twenty

T: twenty

L: umm talk about the problems that the young people teenagers and their parents have explain the possible solutions

T: huh uh which do you prefer?

L: umm twenty

T: number twenty okay you can think for a moment

L: (thinks for a while)

T: are you ready to begin?

L: yes

T: okay Ali umm talk about the problems that young people teenagers and their parents have explain the possible solutions and remember to speak up

L: umm there are too many umm differences umm between umm teenagers and their families

T: huh uh

L: umm for example umm their their families umm don't umm umm allow don't have them

T: huh uh

L: don't let them

T: huh uh

L: umm umm to go everywhere

T: huh uh

L: umm in the evenings

T: huh uh

L: umm or umm they don't let umm to umm go everywhere without umm permission

T: huh uh

L: umm but their families umm want to umm umm they teenagers umm have a umm good life

T: huh uh

L: they have good life

T: huh uh

L: umm they want to umm they have umm they don't have umm bad habits

T: huh uh

L: it's good thing but umm sometimes umm they umm there are umm some umm solutions between

T: huh uh

L: them

T: huh uh

L: umm and also umm umm teenagers umm it teenagers umm stay on umm computers

T: huh uh

L: umm or umm they go umm outside and umm until umm they don't come back until the umm umm night umm then umm teenagers umm don't take responsibility

T: huh uh

L: but their families umm say them

T: huh uh

L: umm you you must umm take responsibility

T: huh uh

L: you learn the you learn life

T: huh uh

L: but young people umm generally don't care that

T: huh uh good

L: that's umm bad thing

T: huh uh

L: because umm we have to learn life umm we success umm some something

T: huh uh

L: umm

T: can you think of any solutions possible solutions to the problems?

L: actually I don't

T: (laughter)

L: I don't have solutions

T: (laughter)

L: because I get on well with my family

T: huh uh why?

L: why? because I don't have bad habits

T: huh uh

L: umm when I do something when I want to do something they said I said them

T: huh uh

L: so they umm let me

T: huh uh

L: permission

T: huh uh okay

L: (overlap) but

T: huh uh go ahead

L: but umm when I don't say them

T: huh uh

L: umm they can get angry

T: I see all right thank you that's enough

L: yes

T: thanks Ali you're done have a good day bye by

Learner3

T: behind you is Selvi Hoca (laughter) and Gönül Hoca

L: merhaba merhaba (hi)

T: how are you?

L: I'm fine hocam (Miss)

T: yeah you're gonna want to speak up okay?

L: yes

T: did you have good night last night?

L: yes

T: did you sleep?

L: yes of course

T: yeah let me see your ID? and sign up

T2: which class is he from?

T: he is you're from E4 right?

L: (.)

T: E4 your class

L: evet evet (yes)

T: huh uh E dört

L: (signs the attendance)

T: all right did you sleep well?

L: yes

T: yeah you had some rest did you eat breakfast?

L: (.)

T: did you eat breakfast?

L: (body language)fifty fifty

T: (laughing) fifty fifty okay ohh this is just for notes if you need it okay

L: tamam (all right)

T: all right you can have that are you ready to begin?

L: yes

T: okay your first question

L: (picks a question)

T: can you read that for us the number in the question?

L: fourteen talk about the most interesting the most exciting or the most relaxing experience you have had

T: huh uh are you comfortable with the question? or do you want to change?

L: (picks another question)

T: okay can you read that first number and question?

L: thirteen talk about what people can do protect to environment?

T: huh uh all right which question do you prefer?

L: (.)I don't understand

T: which one? you don't understand which?

L: first one

T: the first one talk about the most exciting interesting umm the most exciting or the most relaxing experience you had you'll choose one of these things interesting exciting or relaxing experience

L: (overlap)for me

T: for you something that you lived something that you experienced in your life

L: tamam (all right)

T: huh uh all right

L: I choose fourteen

T: okay all right you understand the question? you'll tell us a story about something that you experienced that was either interesting or exciting or relaxing

L: okay

T: okay all right thirty seconds to think

L: (thinks for a while)

T: are you ready?

L: yes

T: okay so Alperen question fourteen talk about the most interesting the most exciting or the most relaxing experience you have had

L: yes umm (coughs)I talk about the most relaxing experience umm I I play umm I play American football

T: huh uh

L: umm in Muğla and this game umm umm relaxing relax I played when I umm play American football umm I feel relax

T: huh uh

L: and umm in last five in last five years umm I played umm I box I played boxing

T: huh uh

L: and (coughs) umm also umm I when I cook when I cooking I feel umm relax umm actually umm cooking umm interesting for me

T: huh uh

L: umm then (coughs)

T: (overlap) can you talk about why why why are they relaxing for you?

L: because umm I love cooking I love eating

T: (laughter)

L: for for me umm also I love boxing

T: huh uh

L: especially Muhammed Ali

T: huh uh

L: then umm umm

T: (overlap)why is football relaxing for you why do you enjoy playing it?

L: because umm I'm angry person

T: (laughter)huh uh

L: and umm I I I'm not fight another people

T: huh uh

L: so I play American football

T: (laughter)

L: because I love people

T: huh uh

L: but so I play American football

T: huh uh yeah

L: then umm in my free time I draw picture or comics

T: huh uh

T2: (overlap)can you talk about one single experience

T: (overlap) one thing huh uh huh uh yeah

T2: one thing one experience that you have

T: yeah so can you

T2: (overlap)not everyday life

T: huh uh huh uh so if you can say you're saying maybe choose one of these football playing football game or football match

L: okay sorry

T: and talk about that

L: sorry

T: huh uh and why it was relaxing or exciting or interesting

L: I said umm when I play American football I feel relax

T: huh uh

L: because umm this this game very interesting

T: huh uh what about it talk why why?

L: because different

T: huh uh

L: umm for me

T: huh uh what happens in American football that's exciting or interesting or relaxing?

L: I'm no shackle (probably means tackle) umm in line of scrimmage

T: huh uh

L: and we fighting

T: huh uh

L: o line

T: huh uh

L: and d line

T: huh uh

L: we fighting o line and umm we catch the qb (quarterback) or ball

T: huh uh

L: umm also umm we catch the runner

T: huh uh

L: runback or fullback

T: huh uh

L: and umm (.) (.)

T: that's enough all right good next question?

L: (picks a question) two talk about things you can do in your town

T: are you comfortable?

L: bi tane daha seçeyim hocam (shall I pick one more?)

T: yeah you wanna keep the question

L: I choose another one

T: (overlap)okay choose another one

L: (picks another question)

L: seven I umm talk about umm recent event you have been to an exhibition a sports event a comedy show a play dance (.) umm I choose the first one two

T: number two look for a moment

L: (thinks for a while)

T: all right are you ready?

L: yes

T: okay so Alperen please talk about the things or activities you can do in your town

L: umm I'm from Adana and umm I went to umm Adana

T: huh uh

L: umm I visit umm I visit my umm grandmother

T: huh uh

L: because my grandfather died

T: huh uh

L: and umm especially my cous umm I umm I and my cousins travel in Adana

T: huh uh

L: because I love Adana and I love historical place

T: huh uh

L: umm when when I went to Adana umm I and my cousins umm a lot of eat a lot of umm food

T: huh uh

L: and umm also umm I umm training and play boxing in Adana because umm I've got a umm teacher I have got a teacher in Adana

T: huh uh what about tourists?if a tourist comes to Adana what can they do?

L: umm

T: or if a visitor comes to Adana what can they do there?

L: you should travel in travel historical places

T: huh uh

L: umm you should eat umm food

T: huh uh

L: especially kebab and you should drink umm lots of a lot of alcohol

T: huh uh (laughter)

L: you drink you should drink umm şalgam

T: huh uh

L: and umm

T: what else can they do?

L: umm umm (.)

T: all right huh?

L: umm

T: so that's enough yeah that's enough all right thank you Alperen

L: tamamdır hocam (all right Miss)

T: yeah you can go (laughter)have a good day

L: thank you



Learner 4

T: all right how are you today?

L: umm I'm sick and excited

T: (laughter) umm teachers in the back Selvi Hoca and Gönül Hoca

L: hello good morning

T: yeah did you sleep well?

L: umm no

T: no why not?

L: umm I watched umm serie

T: series

L: umm series last night

T: (overlap)huh uh what did you watch?

L: supernatural

T: hmmm

L: do you know?

T: yeah

L: umm and

T: you didn't sleep (laughter)

L: yes

T: okay all right are you ready to begin? first let me have you sign

T2: (inaudible voice)

T: umm Alperen huh uh U3

L: (signs)

T: all right are you ready to start?

L: umm yes

T: okay choose your first question

L: (picks a question)

T: can you read it first?

L: umm talk about about your dreams

T: (overlap)what number?

L: haa twenty one

T: twenty one huh uh read it

L: (reads the question silently)umm

T: (overlap)do you like that question or do you?

L: (overlap)no I I

T: (overlap)okay

L: (picks another question)ayy

T: can you read it first?

L: umm thirty one

T: thirty one go ahead

L: ayy talk about the film that you have seen type of the film main characters plot location actors actions

T: etc which do you prefer?

T2: what is the (inaudible talk)

T: umm number twenty one and number thirty one

L: (reads the question silently)

T: which one?

L: (body language means just a minute)

T: okay

T2: which one?

T: he is choosing

L: first

T: okay

L: yes

T: all right number twenty one

L: yes

T: all right think you can think

L: okay I'm thinking (thinks for a while)

T: all right are you ready?

L: yes

T: okay so remember to speak up okay

L: okay

T: all right so Alperen talk about your dreams or ambitions in the past and in the future

L: yes

T: compare your previous dreams and your recent ones

L: hmm umm I used to be a footballer

T: huh uh

L: when I was a child

T: huh uh

L: umm I played football very well

T: huh uh

L: umm my friends and my umm teachers said that you would be very good player umm umm and

T: huh uh

L: but my family umm didn't want to didn't want that

T: huh uh

L: umm so umm I didn't improve my skills

T: huh uh

L: so I didn't be a footballer

T: huh uh

L: umm (.)then I give up this dreams

T: huh uh

L: this dream

T: huh uh

L: umm I want to I wanted to be a boxer

T: huh uh

T: huh uh

L: fourteen o civarda (around that)

T: huh uh

L: umm I go I went a gym

T: huh uh

L: for improve my skills

T: huh uh

L: boxing umm I watched Muhammed Ali and Mike Tyson's videos

T: huh uh

L: umm I improved my skills

T: huh uh

L: but again my family

T: (overlap) (laughter)

L: didn't want to umm

T2: (overlap) didn't want you to be the boxer huh like Muhammed Ali?

L: yes because they thought box box is umm a dangerous sport

T: huh uh

L: (.) umm I do şey I do boxing now but I'm not a Professional

T: huh uh

L: just it's a hobby for me

T: huh uh now what are your dreams?

L: dreams

T: what do you want to do now?

L: umm the future I want to be a good computer engineer

T: huh uh

L: because it's my department

T: huh uh huh uh

L: umm

T: enough?

L: that's all

T: okay all right good you ready for your next question?

L: yes (laughter)

T: all right

L: (picks a question) nine

T: can you read that first?

L: nine ahh az önceki (laughter) (ohh just the previous one) umm I want to choose change that

T: number nine you have
L: (picks another question)
T: can you read that what number?
L: twenty three
T: twenty three
L: yes
T2: (inaudible voice)
T: huh?
T2: bir tanesini at onun istersen dokuzu çıkar dokuzu
T3: ikisi aynı
T2: otuzbiri çıkar istersen
T3: thirty one and nine are the same
T: hmmm okay
T3: so (inaudible voice)
T2: so thirty one
T: which one do you are you choosing?
L: umm I choose this
T: twenty three
L: yes
T: okay
L: (thinks for a while)
T: all right are you ready to begin?
L: one minute
T: huh uh
L: okay
T: okay all right so number twenty three Alperen talk abo about the place where you live describe your neighbourhood likes dislikes necessary things things that aren't essential your neighbours etc.
L: yes
T: huh uh
L: I live in Muğla
T: huh uh speak up
L: I live in Muğla and umm I like here
T: huh uh
L: umm there are many students
T: huh uh
L: here umm I like to see young people
T: huh uh
L: umm there are many place that umm you can travel
T: huh uh
L: umm işte for example Akyaka Marmaris Fethiye Bodrum
T: huh uh

L: umm the sea is very clear here

T: huh uh

L: (.)but umm there isn't a big shopping center here

T: huh uh

L: that's a big problem I think

T: huh uh

L: umm (.) I hope (laughter)

T: (overlap) what about where you live? where do you live in Muğla?

L: where do you live in Muğla?(repeating silently)umm I live a dorm

T: huh uh where what neighbourhood?

L: umm residorm °

T: okay huh uh huh uh what do you like or dislike about your neighbourhood your neighbours?

L: umm we stay three people

T: huh uh

L: umm

T: but around you the places around you so the university is in Kötekli yeah can you talk about that?

L: hmm Kötekli

T: Kötekli how is that?

L: umm there are many cafe

T: huh uh

L: in Kötekli umm it's a good thing

T: huh uh

L: because there are many people and umm young people want to umm go somewhere

T: huh uh

L: (.)

T: problems dislikes?

L: problems dislikes? (repeats silently) I think only problem is umm (.) there is there isn't a shopping center

T: huh uh

L: umm I like here I think

T: huh uh

L: there is no dislikes

T: huh uh okay enough? all right thank you Alperen you are all done

L: thank you teacher

T: see you

L: see you later

Learner 5

T: how are you?

L: fine and you?

T: I'm fine thank you Selvi Hoca (laughter) Gönül hoca

L: nice to meet you

T: all right

T2: Arda which class are you in?

T: Arda is E 4

T2: E 4

T: huh uh

L: (signs)(inaudible voice)

T: yeah you have it (laughter) okay how are you today?

L: umm fine

T: yeah

L: umm

T: did you sleep well?

L: not because Alperen is call me

T: (laughter) so you couldn't sleep

L: yes

T: haa yeah did you eat breakfast today?

L: no

T: no you don't eat breakfast do you?

L: yes

T: yeah

L: I I I usually don't I usually eat breakfast

T: you usually eat breakfast

L: no

T: huh

T: you I usually don't eat breakfast

T: I see that's normal for you

L: yes

T: (laughter) all right are you ready to start?

L: not but

(overlap) (laughter)

L: let's start

T: okay all right your first question

L: (picks a question)

L: bakmasam (what if I don't look)

T: (laughter)what's the num what's the number?

- L: umm can I change it?
 T: okay number thirty two you know first
 L: nasıl gördünüz hocam ya? (How did you manage to see Miss?)
 L: (picks another question)
 T: can you read? can you read the number in the question?
 L: öncekini anlatsam (can I talk about the previous one?)
 T2: (inaudible voice)
 T: no we just we just need to know
 T2: the first one is?
 T: the first one is number thirty two
 L: second one is sixty
 T: the second one sixteen
 L: sixteen
 T: okay talk about something that really annoys you why is it annoying what do you do to deal with it?
 L: umm
 T: which do you prefer? do you understand the questions?
 L: umm annoys what's the meaning?
 T: (overlap)annoys something that makes you upset or uncomfortable umm bothers(overlap)
 T2: (overlap)you don't know annoying orange?
 T: yeah annoying orange?
 L: no
 T: something that bothers you
 L: umm if something I feel bad or
 T: makes you feel upset or angry or bad that kind of thing
 L: huh anladım
 T: huh uh
 L: I I got it
 T: huh uh which do you prefer?
 L: umm
 T: so you wanna thirty two or sixteen?
 L: (.)şu an çok kara (unintelligible talk) şununla konuşayım thirty three
 T: thirty two
 L: thirty two pardon (sorry)
 T: okay all right think for a
 L: (thinks for a while)
 T: are you ready?
 L: umm
 T: okay so Arda umm talk about different types of transport umm compare them your favourite the one you enjoy the least give reasons

L: umm my first talking about a plane plane is faster than I'm I'm talking about plane and bus umm plane is faster than the bus

T: huh uh

L: umm so umm faster than the bus and comfortable

T: huh uh

L: but umm you can find a lot of plane is umm yeah plane the other country or other city umm because air airport area not Turkey is think about Turkey umm Turkey is airport in umm only" İstanbul and Ankara and İzmir"

T: huh uh

L: umm so you can find umm a lot of you can't go to umm one you can can't use to use umm plane

T: huh uh

L: umm plai:nt (instead of plane) and expensive than umm bus because is faster than umm bus umm bus is a cheap cheaper than the plane you can find it a lot of time

T: huh uh

L: a lot of umm brands

T: huh uh

L: is a umm umm I think umm I,m I'm choose the bus

T: huh uh

L: because I'm live in Eskişehir

T: huh uh

L: Eskişehir is air don't have umm haven't don't haven't umm airport

T: huh uh

L: so I usu I usually use bus

T: huh uh

L: ummm (.) that's enough

T: yeah is that good for you (to assessors)or more?

T2/3: (inaudible voice / laughter)

T: yeah okay yeah okay all right

L: (inaudible voice) kalbime inecek yaa (I'll have a heart attack)

T: (laughter) all right

T2/3: so focused on the paper

T: yeah what is the question can you read it?

L: umm talk

T: (overlap)what number?

L: umm twenty eight

T: twenty eight huh uh

L: talk about your classmates

T: huh uh is that good do you want to?

L: it's good (laughter)

T: okay all right go ahead and think

T2/3: number?

T: number twenty eight

L: umm I'm talking about one friends or all of

T: mo more than one as many as you choose

L: hmm o zaman bi think (thinks for a while)

T: are you ready?

L: no

T: no (laughter) can you begin?

L: (.)

T: all right we're gonna have to start save your time okay so umm Arda umm number twenty eight talk about your classmates gender, age, characteristics and interests likes dislikes nationality

L: ummm I'm talking about first my best friends Okan

T: huh uh

L: Okan is from Muğla

T: huh uh

L: he is he will be computer engineer maybe

T: huh uh

L: umm he is eighteen years old umm he is a fat man really fat

T: aa I will tell him (laughter)

L: (laughter) umm he likes umm a he likes playing to computer games

T: huh uh

L: umm playing to l-o-l (League of Legends) in always I always umm he is my umm dormitory umm roommate

T: huh uh

L: umm and other friends is Tolga

T: huh uh

L: Tolga is very talkative and very helpful

T: huh uh

L: you he is always help me

T: huh uh

L: umm sometimes umm class sometimes umm differents problems in the classmates umm Tolga's help the what's the problem can I help you şey (well) he is a curly hair have a he have a curly hair

T: huh uh

L: umm he is eighteen years old he is from umm Hatay

T: huh uh

L: İskenderun

T: huh uh

L: umm Alperen other friends Alperen

T: huh uh

L: Alperen's umm likes a American football umm he always he usually go to the American football training

T: huh uh

L: umm he likes the this really like

T: huh uh

L: this sports

T: huh uh

L: umm he is taller than me

T: huh uh

T2: and there are any girl in this class?

T: (laughter)

L: umm girl (laughter)I'm not talking

T: (laughter)

L: talk to girls

T2/3: but you're not friends with them?

L: that's my all umm class umm in my söyleyemedim (I couldn't say) huh uh

L: in my all umm classmates in your in my class umm all of my friends not problem is I think

T: huh uh good

T2: okay it's okay

T: okay all right that's it T2: thank you

Learner 6

T: yeah did you sleep well?

L: no (laughter)

T: you didn't sleep well why not?

L: because I'm stressed I was stressed

T: you were stressed huh why?

L: because of the exam ((laughter))

T: (laughter)because of the exam do you feel ready?

L: so so

T: so so all right we are going to have you sign in use this pen

L: (signs)

T: did you eat breakfast?

L: yes

T: you did? what did you eat?

L: potatoe (pronunciation:potato)with egg

T: that's a good breakfast I didn't eat ((laughter))all right

L: (overlap) because it's cheap

T: it's cheap that's true it's cheap it's easy all right are you ready for your first question?

L: yes

T: all right

L: (picks a question)

T: what number can you read it?

L: umm five

T: five talk about a perfect huh uh

L: (overlap)talk yes

T: go ahead

L: talk about a perfect terrible day

T: huh uh

L: hmm (wants to change the topic)

T: okay

T: what number?

L: twenty seven

T: twenty seven talk about the person/people you live with do you prefer to live alone or with other people why/why not? which question?

L: I think twenty seven(laughter)is

T: twenty seven

L: yes (takes notes for a while)

T: are you ready?

L: yes

T: okay so Barış number twenty seven

L: yes

T: talk about the person/people you live with do you prefer to live alone or with some other people why/why not?

L: umm I live my roommates

T: speak up

L: I live my roommates

T: huh uh

L: umm umm his name is Ferhat

T: huh uh

L: sometimes he is very angry

T: huh uh

L: sometimes he is very he do very annoying things

T: huh uh

L: but still I love it

T: huh uh

L because it is very silent

T: huh uh

L: for example while I was sleeping he never umm make noise

T: huh uh

L: umm another roommate is Burhan

T: huh uh

L: he studying British Culture

T: huh uh

L: also he is very good roommate

T: huh uh

L: umm another last roommate is Zeki ((laughter))

T: huh uh speak up

L: Zeki I don't like Zeki (laughter)

T: (laughter)

L: because while I was sleeping he is he is make very noise

T: huh uh

L: so I don't like (laughter)

T: (laughter)

L: umm I prefer live alone

T: huh uh why?

L: because I can do everything with myself

T: huh uh

L: so that's all

T: what do you think what would be different if you lived alone versus with roommates?

L: umm because

T: alone what can you do versus not having roommate versus having roommates

L: the most important things is I think silence

T: huh uh
L: because I don't like noise
T: huh uh
L: if I live with someone other people make makes noise
T: huh uh
L: so it's because of this is(laughter)
T: huh uh yeah anything else?
L: (body lang. means no)
T: no? good enough? okay all right your second question
L: (picks a topic)
T: can you read it?
L: twenty two
T: twenty two talk about the things that you would do if you had a million dollars
L: (body lang. means he doesn't want)(laughter)
T: no
L: (chooses another topic)
T: (laughter) what number?
L: twenty nine
T: twenty nine
L: yes
T: talk about your perfect holiday
L: yes
T: yeah which one? twenty nine okay go ahead think
L: (thinks for a while)
T: are you ready to begin?
L: yes
T: okay all right so Barış umm talk about your perfect holiday
L: umm my perfect holiday in Kurşunlu
T: huh uh loudly
L: Kurşunlu is part of Bursa
T: huh uh
L: there are umm very good sea and umm funny places here
T: huh uh
L: umm transport is very easy
T: huh uh
L: umm you can go there with public transport
T: huh uh
L: umm accomodation also easy because everywhere is hotel or motel ((laughter))
T: huh uh
L: there are lots of activities here
T: huh uh

L: you can swim
T: huh uh louder
L: you can umm you can make wind surf
T: huh uh
L: anything else? (silently)
T: huh uh
L: I think Kurşunlu is worse than Akyaka
T: worse?
L: worse
T: huh uh
L: because Kurşunlu is part of Bursa but Muğla Muğla's sea is better than Bursa's sea
T: huh uh
L: Marmara sea
T: huh uh
L: so I like this holiday
T: huh uh yeah (unintelligible voice)so you're talking about Kurşunlu right?
L: yes
T: umm (unintelligible voice)are there what other how is transport in Kurşunlu?
L: transport? umm public transport bus
T: huh uh
L: umm you can go there in on bus
T: huh uh
L: but little expensive (laughter)
T: huh uh
L: because Kurşunlu is too far
T: huh uh
L: umm you can't do this with plane ((laughter))
T: huh uh okay
L: because there isn't airport in Bursa
T: huh uh
L: umm
T: okay more?
T2/3: (unintelligible voice)
T: twenty nine huh uh
T2: where can we stay when we go there?
L: umm I stayed in hotel
T: huh uh
L: it was little expensive but very good
T: huh uh
L: I if I go there again I will choose this hotel
T2: we can also camp there go camping is possible?

L: no

T2: no okay thank you

T: huh uh all right thanks that's enough

L: şunu alayım (S wants to take the note-taking sheet)

T: huh uh ohh we keep it thank you



Learner 7

T: huh uh have a seat all right you look so different ((laughter))

L: yes teacher

T: you have hair

L: yes my hair is so short

T: ((laughter)) all right please sign

L: (signs)

T: how are you today?

L: maybe umm (laughter))

T: you're nervous

L: yes nervous

T: take a deep breathe •

L: • okay

T: sit up sit up so you're comfortable sit comfortable you relaxed?

L: I relaxed

T: yeah did you sleep well?

L: umm (.) I didn't sleep well because I thought a lot umm but

T: did you study?

L: no ((laughter))

T: you didn't study?

L: I didn't study

T: you just (overlap)

L: but ((laughter)) I thought a lot

T: huh uh

L: but can I speak

T: huh uh

L: and ((laughter))

T: all right you'll be fine don't worry take relax yeah did you eat breakfast?

L: no

T: no breakfast? see nobody listened to me I said sleep well eat breakfast in the morning take deep breath meditate (to the assessors) (laughter)

L: I got up late

T: haa

L: yes

T: huh uh all right

L: (overlap)I had to umm came come

T: huh uh

L: umm and I ran

T: ((laughter)) you ran?

L: yes

T: haa you got some exercise that's good are you ready?

L: yes ready

T: all right

L: (picks a topic)

T: can you it read the question the number in the

L: (overlap)talk about your childhood interests four and third sey (well)fortieth

T: (overlap)number number four?

L: yes

T: huh uh do you like that one do you want look again?

L: no teacher
 T: this is good?
 L: this is good
 T: okay think about it
 L: umm
 T: you don't want time to think?
 L: let me think
 T: okay
 L: (thinks for a while) okay I (.) I like basketball
 T: huh uh
 L: and in high school umm at high school umm I used to join a basketball team
 T: huh uh
 L: and umm I played two years
 T: huh uh
 L: ago umm then umm I went a lot of went to a lot of matches
 T: huh uh
 L: and sometimes win won
 T: huh uh
 L: umm sometimes lose
 T: huh uh
 L: lost
 T: huh uh
 L: then umm now umm sometimes umm I play basketball umm in my free time
 T: huh uh
 L: umm then umm my hobbies umm (.)I have a lot of hobbies
 T: about your childhood hobbies
 L: childhood hobbies umm (.)
 T: when you were when you were little when you were child what did you like to do?
 L: umm when I was a child umm I didn't like umm swim
 T: huh uh
 L: didn't like swimming
 T: huh uh
 L: umm and umm I scared water umm then two years later
 T: huh uh
 L: I umm yenmek I
 T2: overcome
 L: huh I overcome
 T: huh uh
 L: umm I overcame
 T: huh uh
 L: umm my scared
 T: huh uh
 L: water scared
 T: huh uh
 L: then now umm I swim well
 T: huh uh good what about other things you liked as a child music sport?
 L: (overlap) umm music umm I like pop rock music but umm nowadays (laughter)
 T: huh uh
 L: umm I umm sometimes I umm listen to neydi (what was it?) R&B music
 T: huh uh huh uh

L: yes
 T: huh uh
 L: it's umm more than it's more cooler cool than others
 T: huh uh
 L: and umm I like it
 T: huh uh what about food when you were a child?
 L: (overlap)food umm (.)I I am always I I am always like yok I always like umm fast food
 T: huh uh
 L: and now (laughter) neydi (what was it?)I am eat fast food
 T: huh uh
 L: and başka bi şey
 T: (overlap) yeah all right that's good all right that's enough
 L: can I second?
 T: yes ((laughter))
 L: (picks a question)
 T: all right what number?
 L: umm eighteen
 T: eighteen
 L: (reads the question silently)
 T: (overlap)do you like the question or would you like?
 L: (.)
 T: are you comfortable with the question?
 L: umm yes I speak
 T: okay go ahead think first
 L: umm I agree this statement
 T: (overlap)huh uh all right number eighteen?
 L: yes because the internet umm always useful
 T: huh uh
 L: thing
 T: huh uh
 L: and umm you can umm talk to family on the internet
 T: huh uh
 L: and umm research on the internet
 T: huh uh
 L: umm if for example if you umm if you want to umm go holiday
 T: huh uh
 L: umm you can research on the internet and umm you find better place
 T: huh uh
 L: umm and umm iletişim haricinde (apart from communication)umm can you can talk to family demiştik (we said this)
 T: huh uh
 L: and umm görüntülü arama neydi ya umm
 T: you can
 L: you can görüntülü aramak neydi?
 T: umm the match you can see them
 L: (overlap) lively call
 T: you can see there
 T2 (overlap) video chat
 T: video

L: the lively chat

T: huh uh

L: and you saw you can see your family and

T: huh uh

L: you can speak easily

T: huh uh huh uh

L: comfortably

T: huh uh is the world better because of it?

L: umm world better yes umm and (.) umm for example a country umm has a be a wonderful internet connection

T: huh uh

L: and umm it's always umm yeah it's always umm win yok (no)it's always wins umm it's always wins the connection ((laughter))

T: huh uh huh uh

L: and umm (.)

T: anything else?

L: (.)

T: is it good? (to the assessors)

T: good okay that's enough don't worry ((laughter)) all right thank you

Learner 8

T: okay ((laughter)) how are you today?

L: fine

T: yeah

L: and you?

T: I'm fine (points other teachers)Selvi Hoca Gönül Hoca Büşra umm have you sign

L: yes°

T: did you sleep well?

L: I couldn't sleep

T: (overlap)you couldn't sleep nobody slept

L: I was ill

T: you were ill

L: haa I am still ill

T: ohh I hope you feel better soon

L: eh (hand movements)

T: ((laughter))yeah did you eat breakfast?

L: yes

T: yeah

T2: (overlap)stomach problems °

T: huh stomach problems?

L: yes

T: yeah all right well you'll better okay are you ready to begin?

L: yes

T: all right did you write the class you know your classroom?

T2: yes

T: yeah all right

L: (picks one topic)

T: can you read read it first Büşra?

L: umm talk about your weekends

T: (overlap) what number?

T: it's the question

L: ten

T: ten talk about your weekends huh uh

L: hmm

T: do you like the question?

L: no (but means yes)

T: is it fine or?

L: yes

T: yeah okay go ahead and think

L: umm let me think

T: huh uh

L:(thinks for a while)can I start?

T: yeah go ahead all right so question number ten

L: ten

T: right? talk about your weekends what do you do where do you go who do you spend your time with?

L: yes umm what do you do umm

T: and speak up

L: tamam (okay)

T: huh uh
 L: umm I past?
 T: what do you talk about your weekends in general
 L: (overlap)general I go to Akyaka with my friends
 T: huh uh
 L: umm I spend time with my friends
 T: huh uh
 L: umm I go to cafe
 T: huh uh
 L: umm başka (what else?)umm I go to cinema
 T: huh uh
 L: umm
 T: take a still normal day right take a still the day Saturday how does your Saturday start and then how does it continue? You know Saturday? Friday Saturday Sunday
 L: huh
 T: from the beginning to the end how does
 L: (overlap) huh on Friday
 T: huh uh
 L: umm I go to school
 T: huh uh
 L: umm I finish school umm half past twelve
 T: huh uh
 L: umm I go to lunch time
 T: huh uh
 L: umm I go to city center
 T: huh uh
 L: with my friends
 T: huh uh
 L: I go to shopping
 T: huh uh
 L: I go to cinema I go to cafe
 T: ((laughter))
 L: siradan yani (just ordinary)
 T: huh uh and then on Saturday?
 L: umm I go to yok (no)I wake up
 T: huh uh
 L: umm late
 T: huh uh
 L: umm I have breakfast
 T: huh uh
 L: umm I go go out
 T: huh uh
 L: I go swimming
 T: huh uh where?
 L: Akyaka
 T: huh uh
 L: umm I riding bike
 T: huh uh
 L: that's all
 T: yeah that all right good thank you your next question

L: yes (picks a topic)
 T: can you read it first what number?
 L: twelve
 T: number twelve talk about a new experience umm a new place a new course or new school
 L: (.) can I try again?
 T: huh uh
 L: (picks another topic)hmm thirteen
 T: thirteen thirteen talk about what people can do
 L: (overlap)no thirty
 T: thirty
 L: huh uh
 T: I see talk about the advantages of learning English
 L: hmm bu olsun (this one)
 T: which one?
 L: twelve
 T: number twelve
 L: huh uh umm
 T: so you can think do you understand the question?
 L: no (means yes)
 T: you don't understand the question?
 L: I understand
 T: okay
 L: (thinks for a while)can I start?
 T: yes you can begin so go ahead
 L: umm I was live in İstanbul with my family
 T: huh uh
 L: but umm I went to Muğla
 T: huh uh
 L: umm for the university
 T: huh uh
 L: umm I am living in Muğla
 T: huh uh
 L: umm (.)
 T: tell us about that how has that been for you living in Muğla?
 L: (.)
 T: has it been easy has it been difficult?
 L: difficult
 T: why?
 L: umm I far away my family
 T: huh uh
 L: I miss my family
 T: huh uh
 L: umm but I must live in Muğla
 T: huh uh
 L: for university
 T: huh uh are there any positive things from that experience?
 L: umm Muğla is very good
 T: huh uh
 L: umm there are a lot of friends

T: huh uh
 L: in Muğla
 T: huh uh
 L: umm I good spend time
 T: huh uh
 L: with my friends
 T: huh uh what has what has been different or interesting about life in Muğla?
 L: hmm umm (.)
 T: or compare to you said you are from İstanbul?
 L: no
 T: from Bursa
 L: Sinop
 T: sorry (laughter)I (unintelligible talk) you didn't say what has been different about your experience here versus there?
 L: umm Sinop is umm very small
 T: huh uh
 L: umm city umm Muğla is small city but(.)umm Muğla is fun
 T: huh uh
 L: I am bored in Sinop
 T: huh uh
 L: but umm I didn't bored in Muğla
 T: huh uh
 L: umm I good spend time in Muğla
 T: huh uh
 L: (.)
 T: so all right
 L: (overlap) that's all
 T: that's enough all right thank you Büşra have a good day
 L: thank you
Learner 9

T: what umm what class are you from?
 L: umm A
 T: huh uh
 L: eleven
 T: A eleven?
 T2: pre intermediate?
 L: not A a hundred
 T: intermediate?
 L: yes pre intermediate
 T: pre intermediate
 L: yes
 T: pre int eleven
 T2: E eleven
 T: E eleven
 L: not
 T: huh?

L: A 102(a hundred two)

T: A one oh two

L: yes

T2: no what class number pre one pre two?

L: pre intermediate

T: huh uh one two three?

L: two

T2: pre three?

L: I don't know

T2: you don't know?

L: yes

T2: okay we can write down her name

T: okay

T3: (overlap)hangi sınıftasın bir mi iki mi? (which class are you from one or two?)

L: son kurdayım pre intermediate diye geçiyor A 102 (in the last quarter, it's pre intermediate)

T2:(overlap)ama 102'de bir tane sınıf var iki sınıf var (but there is one there are two classes in 102)

L: üç tane sınıf var (there are three classes)

T2: üç sınıf var hangi sınıftasın?(there are three classes which class are you from?)

L: iki oluyor yüz iki (two one oh two)

T2: P iki diyelim (let's say P two)

T3: yes yani classroom değil de pre iki diyelim (not classroom p two)

T: huh uh we can find out I guess all right so for your topics actually (shuffling the topic cards)you can - how are you today sorry ((laughter))I didn't ask

L: I am nervous

T: you are nervous

L: yes

T: don't be too nervous did you have a good night last night?

L: yes

T: yeah did you sleep?

L: yes

T: did you eat breakfast today?

L: not

T: no breakfast right?

L: after exam

T: okay ((laughter))after you you finish you can relax

L: (overlap) yes

T: and then you eat okay

L: (overlap)yes

T: are you ready to begin?

L: yes

T: all right your first question

L: (picks a topic)

T: can you read it first what number?

L: yes top. four

T: number four

L: (reads the question for a while)

T: are you comfortable with that or do you?

L: can I

T: huh uh?

L: (picks another question)

T: can you read that one what number?

L: umm twenty three

T: twenty three

L: (thinks for a while) okay

T: which do you prefer?

L: twenty three

T: do you understand the question?

L: yes

T: okay so twenty three can you read it first?

L: talk about the place where you live describe your neighbourhood

T: huh uh

L: yes

T: go ahead you can think

L: umm (takes notes)

T: are you ready?

L: yes

T: yeah okay umm so umm Cem Cemre

L: Cemre yes

T: Cemre umm talk about the place where you live describe your neighbourhood likes and dislikes necessary things things that are not essential your neighbours

L: yes umm I live in İzmir

T: huh uh

L: and İzmir is umm the third thirdest?(means the third biggest) city in Turkey

T: huh uh

L: not the third biggest city in Turkey and umm I love İzmir umm because umm I don't umm I haven't seen umm any city umm from ap- 11 (no) ((laughter)) umm

T: (inaudible voice)huh uh?

L: yes umm and umm there are a lot of a lot of activities umm in İzmir and umm you can do umm a lot of things easily

T: huh uh

L: umm if you live in İzmir umm and do you have any do you have umm some umm not do you you have a lot of umm İzmir has a lot of qualifications

T: huh uh

L: about health

T: huh uh

L: education and umm the other things

T: what about your neighbourhood in İzmir? where do you live in İzmir?

L: yes umm neighbourhood umm we live in apartment

T: huh uh

L: and umm we umm this apartment umm was old

T: huh uh

L: and so umm our neighbourhood umm is good

T: huh uh

L: umm but umm of course umm this umm this umm relationship umm change to people from people

T: huh uh

L: and umm we have umm two three neighbourhood neighbour sorry

T: huh uh

L: and umm for example umm one neighbour ummm ((laughter))

T: (overlap) fine

L: umm our neigh some of some of them

T: huh uh

S: one of them sorry

T: huh uh

L: one of them umm is umm I can't

T: yeah how is so one of your neighbours is how? how are they?

L: umm we are we fought (means fought)bef

T: (overlap)ohh with them before?

L: yes actually their son fight me (laughter)

T: really? ((laughter))

L: yes and so umm

T: (overlap) ((laughter))yeah

L: we umm never talk umm after this event

T: huh uh

L: and also umm the the other umm neighbour umm also umm

T: (overlap)you don't like them

L: yes

T: huh uh huh uh

L: umm because he is old man he always ummm (.) (laughter)

T: he is always how?

L: umm he umm and my mother umm also umm

T2: (overlap)argues?

L: has yes argues

T: huh uh

L: umm umm and also

T: (overlap) yeah all right huh uh good go ahead

L: we(.)

T2: (inaudible voice)

T: it's okay that's enough

L: I'm excited

T: (overlap)all right don't worry that's good all right umm next question don't worry relax deep breath •

L: • (picks a question)

T: right what question?

L: hmm six

T: six talk about your favourite person why is he or she your favourite person

L: yes

T: is that fine?

L: can I choose another one?

T: huh uh

L: (picks another topic)

T: what number?

L: twelve

T: twelve?

L: oww twenty sorry

T: (overlap)twenty twenty talk about the problems that young people teenegars and their parents have explain possible solutions

L: hmm yes

T. which do you prefer?

L: umm twenty

T: twenty okay question twenty go ahead and think

L: yes (takes notes for a while)

T2: ° twenty (silently)

T: are you ready?

L: yes

T: all right so question twenty umm Cemre talk about the problems that young people teenegars and their parents have explain the possible solutions

L: yes umm I want to mention about my brother

T: huh uh

L: because my brother is teenager and also umm he is a sick umm he is a hyper hyperactive person

T: huh uh

L: and so umm we have a lots a lot of problem with this with him umm he umm also he umm ss he have he have umm had this problem umm since umm child 1 1 (means no)for child chidhood

T: huh uh

L: yes and umm now umm she he is a teenegar

T: huh uh

L: and umm at the sa ummm umm

T: huh uh huh uh what prob?

L: (overlap) anyway

T: what problems does that cause?

L: umm what problems umm he is an aggressive

T: huh uh

L: and he umm he don't doesn't umm listen my parents and also me

T: huh uh

L: umm and really umm living my brother umm living with my brother is really umm hard

T: huh uh

L: for me and my parents

T: huh uh

L: umm because umm he only umm do this he umm comes umm ss comes

T: (overlap)home?

L: from school

T: huh uh

L: umm and umm he sit umm sits umm in front of computer and also he umm he eats anything any hard harmful things

T: huh uh

L: also he fat

T: huh uh

L: he is fat

T: huh uh

L: umm unfortunately

T: huh uh

L: and this situation really umm makes me sad

T: huh uh

L: but umm I don't do anything

T: huh uh

L: umm ummm but umm

T: what are the possible solutions do you think?

L: yes my umm my brother umm go to umm rehab

T: huh uh

L: center

T: huh uh

L: and he take a takes a lesson some lessons about their illness

T: huh uh

L: umm and he try to umm try to umm (laughter)

T2: feel beter?

T: huh uh

L: yes feel better and umm my parents umm support my brother it's really important thing because umm some parents some family not umm do this

T: huh uh

L: don't do this umm yes

T: huh uh that's good thank you that's enough you're all done you can relax go eat ((laughter))



Learner 10

T: huh uh

L: (signs the attendance sheet)

T: did you eat breakfast this morning?

L: Yes I had

T: haaa see the first student

T2: (overlap) someone

T2/3: (overlap) someone had breakfast ((laughter))

T: he slept early he ate breakfast you are prepared

T2,3: (inaudible voice)

T: huh uh ((laughing)) nice are you ready to begin?

L: yes

T: okay your first question can you read it first?

L: okay talk about the things that make you happy friends family school hobbies free times activities

T: what number?

L: it's number nineteen

T: number nineteen okay do you like the question or would you like to choose another?

L: yeah I I can talk about it

T: okay go ahead you can think for a little bit

L: okay firstly umm in life there are a lot of things umm making me happy

T: huh uh

L: first of all I can talk about my friends

T: huh uh

L: yeah without my friends life could be really boring

T: huh uh

L: for example while we are in the university and we are hanging out and we are travelling we are going a lot of a lot of different places and we are meeting a lot of different students and that makes up us really happy and after that I can talk about my school my hobbies for example I'm sporting almost everyday I'm going to gym

T: huh uh

L: and it's my hobby when I'm doing it I feel myself I feel really umm happy

T: huh uh

L: that's why that makes me feel happier

T: huh uh

L: and my family is also another important point I can say my father my mother my umm brothers meanwhile we are five brothers

T: huh uh

L: and I am I am the s.. (about to say small) youngest one

T: huh uh

L: and they are also making me hap.

T2,3: (overlap) thank youuu, thank you ((laughter))

T: all right it's good ((laughter))

T2: that's good thank you

T: it's good it was enough for that

T2: we got the idea we got the idea so thank you so much

L: okay

T: you want almost you want to keep

T2: I mean this is positive okay?

L: okay okay no problem

T: it's a good thing all right? they could understand from ((laughter))

L: yeah yeah I see

T2: what makes you happy it's clear ((laughter))

L: (picks a topic)

T: what number?

L: talk about the advantages of learning English

T: okay what number is that? thirty yeah?

L: it's thirty yeah

T: okay do you like that question or would you like a different one?

L: I can talk about it or

T: ((laughter)) okay would you like to pick

L: yeah I can I can pick maybe

T: all right

L: it's better one ((laughter)) talk about three main problems in your country

T: what number?

T2: number?

L: twenty twenty six

T: which question do you prefer? do you understand the question

L: yeah all are okay no problem

T: which one?

L: so this better

T: okay

L: okay well my department is English language teaching that's why

T: haaa

L: umm I like learning language first of all my father is Kurdish my mother is Arabic

T: ha

L: and I like learning languages and I speak four languages that's why I like it when I speak foreign language I feel really happy and there are a lot of advantages as we all know English is international language if we know English very well we can have fine we can find different jobs good jobs anywhere it can be especially in big cities I'm from İstanbul meanwhile I can find easily jobs in İstanbul

T: huh uh

L: and I have my peers as well they are already qualified but umm as they don't have English at good point at good level they cannot find job easily that's why I can say it and I like teaching also umm in İstanbul umm I have nephews nieces I all the time teach them English and I want them to improve their English because I know it they'll they'll need this language in the future that's why I can say and other languages I feel myself really comfortable really happy while I'm talking those foreign languages it can be for Arabic as well and that's makes us really happy as I as I said bef (before) other questions

T: huh uh

L: umm

T: it's good

T2: thank you ((laughter))

T: enough ((laughter))

L: you're welcome

T2: and congratulations

Learner 11

T: hello ((laughter)) did you sleep well?

L: no teacher

T: no ((laughter)) why not?

L: I sleep very well yani

T: you did?

L: aynen

T: yeah?

L: of course

T: yeah did you eat breakfast this morning?

L: no teacher

T: no ((laughter)) why not?

L: I don't ho:v (misspell) I don't have anytime

T: no haaa did you wake up late?

L: yes

T: ((laughter)) I see

L: ten o'clock

T: ten o'clock haa luckily you're later in the day

L: yaa işte

T: yeah are you ready?

L: yes I'm ready

T: ((laughter)) okay °

L: çekiyorum (picking topic from the envelope)

T: huh uh what's the question?

L: al işte film geldi"

T: huh?

L: bi tane daha deniycem

T: what number?

L: one time

T: one more

L: aynen one more time

T: number nine was the first one

T2,3 : (inaudible voice)

T: yeah I don't know

L: wuhuu

T: what number?

L: 12 ay şey twelve

T: twelve? umm talk about a new experience you want that one

L: aynen

T: number twelve

T2/3: so the first one was something

T: number nine

T': number nine and then number twelve

T: (overlap) the next number twelve and he chose twelve

T2: and he chooses twelve

T: huh uh a new experience a new place a new course new school think

L: all right başlıyorum

T: huh uh you wanna start you don't want to think?

L: efendim hocam ben kafamdan bulurum bişeyler siz rahat olun

T: ((laughter))

L: hayal gücü yüksek insanlarız çünkü yani

T2: you're speaking Turkish

T: yeaah

T2: you see that? ((laughter))

T: English English so talk about umm a new you're ready now?

L: aynen

T: okay go ahead

L: I'm starting

T: okay

L: umm I moved a I lived a I lived in a İstan.. in İstanbul umm but I graduated I I I gradut.. I graduated from primary school umm I move move to Muğla

T: huh uh

L: umm I I'm I'm stay studying at at the university umm now I'm living in Kötekli umm I didn't get used to

T: huh uh

L: very well

T: huh uh

L: umm umm I met new people

T: huh uh

L: umm I met new friends

T: huh uh

L: umm I moved to new house

T: huh uh

L: umm

T: huh uh what are the things that are that you haven't gotten used to? you said there are somethings

L: (overlap) umm the environment

T: huh uh

L: because I don't know people

T: huh uh

L: umm I don't know the peop. umm şey the people experience

T: huh uh huh uh

L: that's all yani

T: yeah? umm a little more umm what else about living in Muğla is is new or different for you?

L: umm because umm

T2: (inaudible voice) dorm maybe

T: huh? huh?

T2: (inaudible voice)dorm

T: yeah but your living environment your living environment your home? here

L: umm in İstanbul umm İstanbul is big city

T: huh uh

L: umm but Muğla isn't big enough

T: huh uh

L: umm

T2: for what? big enough for what you can see

T: huh uh

L: umm I find I found umm what I want in İstanbul but Muğla'da umm in Muğla I sometimes

T: huh uh

L: find umm (cough)

T: what about your home? where you live

L: Muğla in Muğla?

T: huh uh

L: umm my home is small umm and umm a lot dirty

T: huh uh

L: because I don't clean

T: huh uh ((laughter))

L: umm umm

T: okay that's enough

L: bu kadar

T: huh uh

L: tamamdır

T: okay next one

L:(picking a topic) bu ne?

T: umm what's the number?

L: eighteen

T: eighteen

L: one more time teacher (inaudible voice)

T: okay

T2/3: ((inaudible talk))

L: (a hand movement and the voice which shows pleasure)

T: twenty nine?

L: umm twenty nine aynen

T: you want twenty nine

L: evet

T: okay so not eighteen twenty nine you understand the question?

L: yes

T: huh uh

L: diğeri (taking notes for a while) I'm starting umm

T: okay

L: I went to Ordu

T: huh uh

L: umm because I was I was born in Ordu umm I s.. I go to Ordu every summer umm I went to by car umm I if şey umm my holiday is start umm I first of all I'm I go swimming

T: huh uh

L: umm I went swimming umm I went spo.. I did sport

T: huh uh

L: umm (thinking for a while)

T: huh uh what else did you do?

L: sunbathing

T: sun?

L: sunbathing güneşlenmek

T: sunbathing huh uh good

L: I was sunbating

T: huh uh

L: umm I went fishing

T: huh uh

L: umm I pick pick picked up nuts

T: huh uh

L: because nuts is precious in Ordu

T: huh uh where did you stay?

L: umm my grandpaarents' home

T: huh uh

L: umm the house is near sea the sea

T: huh uh all right

T2: what a lucky grandson

T: yeah ((laughter))enough? all right

Learner 12

T: did you sleep well?

L: yes I did ummmm yess

T: you did?

L: I I moved to

T: huh uh

L: yesterday

T: oww yeah that's right

L: I'm very tired

T: oww I see but you slept?

L: yes I slept

T: did you eat breakfast?

L: no I don't have

T: huu

L: I didn't have

T: is your father still here?

L: yes he is here

T: he didn't make you eat breakfast?

L: no

T: no all right umm how is your house?

L: I'm I love it yani

T: yeah?

L: umm little small

T: huh uh

L: but I love that

T: yeah all right do you have your phone back?

L: okay

T: no do you have your phone? you dropped you dropped your phone

L: no I don't have it

T: you still don't have a phone

L: yes

T: owww nice ((laughter))

L: I don't have

T: all right are you ready to begin?

L: okay yes

T: all right

L: (picking a topic from the envelope)

T: what number?

L: umm talk about your daily routine

T: number one

L: yes

T: huh uh do you like the question or?

L: yes

T: okay ((laughter)) would you like to think for a few moment?

L: I want I start?

T: if you need time you can think or you can start it's up to you

L: okay (thinking for a while)

T: are you ready to begin?

L: yes

T: okay so Dilek talk about your daily routine
 L: okay umm I gets up umm generally seven o'clock
 T: huh uh
 L: umm and I wash my face
 T: huh uh
 L: I wear my clothes daily clothes and umm I am go to school
 T: huh uh
 L: and umm then I went I meet the my friends and ((laughter))
 T: after that?
 L: after left umm I meet five (misspell of my) friends and we go to cafe
 T: huh uh
 L: and umm than umm I meet my cousin we go to home
 T: huh uh
 L: and we cooked umm we cooked ((laughter))we eat eat I'm very exciting
 T: huh uh relax that's okay
 L: okay
 T: deep breath after that?
 L: and then
 T: what do you usually do after dinner?
 L: after dinner we umm yeah I and my cousin we go to cafe or friends' home and then umm we talk about umm my friends talk
 T: huh uh
 L: and then umm we gets home and umm we slept
 T: huh uh
 L: generally umm one o'clock or two oclock
 T: huh uh
 L: but sometimes we go to Marmaris or Bodrum umm party
 T: huh uh
 L: go to party
 T: huh uh
 L: and umm we come seven o'clock or seven o'clock or six o'clock
 T: huh uh
 L: that's it
 T: okay good thank you it's enough for that one
 L: uffff
 T: ((laughter)) question two?
 L: okay (picking a topic)
 T: what number?
 L: umm thirteen
 T: thirteen talk about what people can do to protect the environment
 L: I want to another one (picking another topic)
 T: what number?
 L: eleven
 T: number eleven talk about the most important things for people who work are long holidays um friendly boss or coleagues or big salary why are they important?
 L: (reading again silently)talk about the most important things for people who work
 T: huh uh
 L: hmm
 T: which one would you prefer? question eleven or thirteen?
 L: eleven

T: eleven okay you understand the questions yeah?
 L: yes
 T: okay question eleven you think okay?
 L: (taking notes)
 T: are you ready to begin?
 L: okay
 T: all right Dilek talk about the most important things for people who work
 L: I think umm work important things friendly boss
 T: huh uh
 L: friendly boss and ummm long holiday
 T: why?
 L: why friendly boss umm söyleyeceklerimi unuttum
 T: huh uh
 L: friendly boss because umm i think umm comfortable umm working umm comfortable working umm
 T: environment
 L: yes environment and umm talk about your job
 T: huh uh
 L: I and other one umm and another long holiday
 T: huh uh
 L: long holiday because and really tired
 T: huh uh
 L: in year
 T: huh uh
 L: umm so long holiday umm söyleyeceklerimin hepsini unuttum
 T: huh uh what so what happen so if you're very tired during the year what does a long holiday do for you? How do you feel after a long holiday?
 L: because umm you very hard-working in year and umm you're tired so you have a long holiday
 T: huh uh
 L: and another umm big salary
 T: huh uh
 T: umm you umm if you got to the long holiday
 T: huh uh
 L: and very good plus (misspell of place)go to big good plus
 T: huh uh
 L: do you have yani you have a big salary
 T: huh uh
 L: you should have a big salary
 T: huh uh and
 T: what does what does a big salary help a worker to do?does it help a worker at all?
 L: yes
 T: huh uh how?
 L: and umm I don't understand
 T: umm what's what are what's the benefit of a big salary? what can you do with that?
 L: you can umm I said that hardworking and ummm hardworking and another I don't know that's it
 T: okay that's enough thank you you're all done Dilek
 L: huh?

T: you're all done have a good day, I pick that (pointing the topic the student holding in her hand)thank you take care see you
L: see you



Learner 13

T: not bad yeah? did you sleep well last night?

L: no

T: no why not?

L: I don't know

T: hmm you couldn't sleep

L: I slee.. I slept but umm I woke up early

T: huu I see did you eat breakfast?

L: no

T: noo are you nervous?

L: yes

T: don't worry all right? umm are you ready to begin or?

L: yes

T: yeah yeah and then are you going to eat breakfast when you're finished?

L: yes

T: okay good all right your first question

L: (picking a question from the envelope)

T: what number is it?

L: three

T: number three can you read it?

L: talk about your favourite place in your city where is it why is it your favourite what do you do there?

T: or?

L: (waiting for a while)

T: do you want to keep the question or?

L: yes yes I want to

T: okay go ahead think about it

L: (taking notes for a while)

T: all right so umm are you ready?

L: yes

T: okay so number three Ecem umm talk about your favorite place in your city where is it why is it your favourite what do you do there?

L: yes umm I want to talk about

T: and speak up

L: I want to talk about umm Ak. Kennet (probably Cennet) restaurant in Akyaka

T: huh uh

L: umm it's near Azmak umm it's near Azmak

T: huh uh

L: why it's my favourite because I love there it's really green place

T: huh uh

L: umm their umm meat their meat is really delicious

T: huh uh

L: umm what do you do there? I I met I meet with my friends in there or I go there with my family

T: huh uh

L: I read book or I study my lessons in there

T: huh uh

L: umm it's really quiet place

T: huh uh

L: it's umm I
 T: huh uh yeah okay that's enough all right
 L: okay
 T: all right next question
 L: (picking a topic from the envelope)
 T: what number?
 L: umm seventeenth
 T: seventeen talk about the advantages and disadvantages of having a mobile phone
 L: yes can I choose another?
 T: yeah
 L: (picking another topic)
 T: what number?
 L: um twenty seven
 T: do you understand the questions?
 L: yes
 T: which do you prefer?
 L: (waiting for a while) I prefer twenty seven
 T: twenty seven okay
 L: yes (taking notes)
 T: all right ready?
 L: yes
 T: okay so number twenty seven Ecem talk about yeah? talk about the person/people you live with do you prefer to live alone or with some other people why/why not?
 L: umm I prefer my family or my best friend
 T: huh uh
 L: umm I don't live my myself because I don't live alone
 T: huh uh
 L: umm my I prefer with live I prefer live with my family because umm they know me
 T: huh uh
 L: they do they do everything for me
 T: huh uh
 S: umm for example my mother cook my meal wash my dresses
 T: huh uh
 L: or he clean the house I study lesson
 T: huh uh
 L: this time or my best friend umm we know each other very well
 T: huh uh
 L: and umm we have fun together we do everything together
 T: huh uh
 L: umm (waiting for a while)
 T: huh see umm what why not live alone? why why don't you want to live alone?
 L: because I don't like live alone
 T: huh uh
 L: umm I feel nervous I feel bored
 T: huh uh
 L: if I live alone I do everything to myself umm for example cooking
 T: huh uh
 L: umm cleaning and I don't find any time
 T: huh uh
 L: to study or met my friends

T: huh uh okay thank you all right

L: thank you

T: have a wonderful day



Learner 14

L: (signing the attendance sheet)

T2: (inaudible voice)

T: what class do you know?

L: pre intermediate umm

T: one two?

L: two

T: all right how are you?

L: umm I'm so nervous

T: you're so nervous why why are you nervous?

L: umm

T: you don't know

L: I my characteristic

T: I see I see did you sleep well?

L: yes

T: yeah did you eat breakfast?

L: no

T: no breakfast

L: after the umm

T: exam I see I see where are you from?

L: I'm from umm Soma

T: from Soma haa

L: yes

T: your town one there are a lot of difficulty

L: evet

T: how is it is it better now?

L:(showing signs that she didn't understand)

T: are things better in Soma? or

L: I didn't understand↓

T: is life better in Soma now or is it still difficult?

L: haa yes yes

T: yeah

L: now umm better than past

T: yeah okay good

T2: do you know Savaştepe?

L: yes

T2: do you still live/eat there?

L: no

T: yeah all right are you ready to begin?

L: yes

T: all right and your name again is Elif right?

L: yes

T: do you prefer Elif or Ceren?

L: no matter

T: doesn't matter all right so your first question take a deep breath

L: •

T: all right ((laughter))

L: I hope I will can I hope (picks a question)

T: you you can what number?

L: umm ten

T: number ten

L: yes

T: all right talk about your weekends what do you do where do you go who do you spend your time with do you like the question?

L: (points to the envelope)

T: another? okay

L: (picks another question)

T: what number?

L: umm twenty two

T: twenty two talk about the things you would do if you had a million dollars charity organisations travelling shopping education which do you prefer?

L: (thinks for a while) umm twenty two I choose

T: twenty two okay yeah all right I'll take ten think for a bit

L: yes umm for..

T: you want to start do you want to think a bit?

L: think

T: huh uh

L: (thinks for a while)

T: you ready?

L: yes

T: okay go ahead

L: first

T: umm so you're going to talk about the things umm that you would do if you had a million dollars

L: yes umm firstly umm I I can umm I can buy umm a car

T: huh uh

L: umm a this umm may maybe this umm jeep

T: huh uh

L: and umm I

T: what else would you do?

L: umm I I travel umm abroad and umm I I travel abroad umm London and Po Paris umm I can umm I can see umm any umm different umm place

T: huh uh

L: also I can umm I can visit umm Indian umm I can umm I lo I live I I like th them

T: huh uh

L: umm and also umm umm I I want to I want to go shopping and I umm buyed (instead of bought) something without umm umm look at umm price

T: huh uh

L: umm look at price umm on the other hand umm I umm raise I raise money I raise money for umm chari charity umm organisations umm I umm especially (mispronunciation)children umm abondon children

T: huh uh

L: for instance abondon children

T: huh uh

L: I can char umm raise money umm and umm when when see umm when see is happy happy I can and also I can I happy about this

T: huh uh

L: umm

T: good all right that's enough all right

L: okay
 T: your second question
 L: (picks a topic)
 T: what number?
 L: umm five
 T: number five talk about a perfect or terrible day when was it? who were you with?
 what happened? etc. do you like the question?
 L: (overlap)can I choose other one?
 T: huh uh of course
 L: second change (probably chance)
 T: what number?
 L: umm twenty eight
 T: twenty eight talk about your class mates
 L: yes umm
 T: which do you prefer?
 L: I talk about which one (has difficulty to choose one) my class mates
 T: about your class mates number twenty eight
 L: yes umm (starts to talk)
 T: dou you need to think or do you want to start?
 L: think little
 T: okay
 L: (thinks for a while)I think I
 T: (overlap) you ready?
 L: yes
 T: okay so uumm talk about your classmates gender age characteristics interests likes
 dislikes nationality
 L: yes umm friends umm is important thing umm friendship umm is important thing
 umm because umm umm friends effective me
 T: huh uh
 L: umm all umm all life
 T: huh uh
 L: umm umm or bad bad or umm good
 T: huh uh
 L: umm for umm I talk about my class mate in the past
 T: huh uh
 L: umm before the umm before the come here
 T: huh uh
 L: umm I have umm I have umm seven umm seven friends umm my town
 T: huh uh
 L: umm we get on well together and we can spend of we can we spend of a lot of time
 umm we umm we go to we go to we go out umm and doing something umm we umm
 speak each other umm and umm but then we umm something than umm umm
 T: what how do you can you talk about some specific friends friends and one or two of
 them? thair names who they are where they are from
 L: than we umm kavga etmek
 T: huh?
 L: kavga etmek?
 T: fight
 T2: (overlap)fight
 L: fight huh fight umm we umm we fight them them and I come I came to came to here

T: huh uh

L: I umm inter. in it meet umm other friends umm Cemre and Esra umm her umm she they are umm beautiful girls and I love them

T: huh uh

L: umm we umm same age we are same age and umm their characteristic is umm same with me

T: huh uh

L: umm they are shy person

T: huh uh

L: and umm we we can we we meet them we umm we umm we come with come with umm our shy shyness

T: huh uh huh uh good all right that's enough

L: okay

T: all right thank you again Elif you're all done ((laughter))



Learner 15

T: you can we are not giving you this ((laughter))sign here

T2: is E four?

T: huh uh E four how are you today?

L: I'm fine

T: did you sleep?

L: yes

T: yeah

L: but umm I'm I'm sti.. umm I'm tired still

T: why?

L: I don't know

T: yeah did you eat breakfast?

L: no I'm hungry now

T: you're hungry

L: yes

T: ((laughter))this is Gönül hoca there ((laughter))

L: merhaba

T: yeah you're hungry

L: yes

T: so after after you finish you're going to

L: yes

T: go straight

L: bre for breakfast

T: yeah for breakfast yeah have you talked to your friends who finished the exam?

L: no

T: no no ((laughter))you'll be fine yeah

L: umm

T: did you practise?

L: no

T: ((laughter))

L: ((laughter)) I forgot I forgot the exam

T: yeah

L: until now

T: you forgot about you just just think all right so how about umm let's look at the questions choose the first one what what number?

L: otuz umm thirty two

T: thirty two talk about different types of transport compare them your favourite one the one that you enjoy the least give reasons do you like that?

L: okay

T: do you like that or do you want to?

L: I don't know (picks another topic)

T: okay what number?

L: umm sixteen

T: sixteen talk about something that really annoys you why is it annoying what do you do to deal with it

L: I will choose them

T: one of them

L: one of them

T: do you understand the questions?

L: yes

T: huh uh

L: I choose one

T: number thirty two

L: yes

T: with Elifnaz (talks to the other teacher)all right number thirty two she had numbers sixteen and thirty two she chooses thirty two so think for a bit

L: (thinks for a while)

T: you ready?

L: yes

T: okay all right so Elif talk about different types of transport compare them

L: umm I usually I usually use the umm bus for transport

T: huh uh

L: umm I I want to I want to get on umm plane but I'm afraid of plane

T: huh uh

L: umm I think plane umm more comfortable umm other other transport

T: huh uh

L: şey

T: huh uh

L: umm

T: why? why do you think it's more comfortable?

L: plane?

T: huh uh

L: ummm you um for example you will you are going to go to Van

T: huh uh

L: from umm from Muğla

T: huh uh

L: umm to umm one hour by plane

T: huh uh

L: umm but you umm ay sorry

T: huh uh what happens if you travel by bus?

L: umm it's it's too long

T: huh uh

L: it's tired

T: huh uh

L: umm •

T: but you say you prefer the bus

L: yes

T: why?

L: because of my afraid umm because of because umm I afraid of plane

T: huh uh

L: umm for example I umm I get yo no no konuşamıyorum I can't talk ((laughter))

T: ((laughter))relax relax check it

T2: no you can talk

T: huh uh

T2: you are very good

T: yeah

L: I'm excited

T2: it's okay

T: take a deep breath relax yeah

T2: you're fine

T: yeah what about other forms of transport? for instance can you compare a bus with something else other than a plane?

L: umm

T: for instance travelling by

L: (overlap) I don't know I umm I didn't get on train

T: huh uh

L: still

T: huh uh

L: umm I don't know how train

T: huh uh

L: umm

T: (overlap) what about bus and cars? what what's the difference between travelling by bus and travelling by car?

L: umm I choose bus

T: huh uh

L: because umm petrol?

T: huh uh

L: petrol is too expensive

T: huh uh

L: umm and umm I don't know I don't know how use to car

T: huh uh

L: umm I haven't got drive license

T: huh uh

L: mıydı? umm so I prefer getting on umm bus

T: huh uh

T2: what's bike plane?

L: huh I have got cycle

T: huh uh

L: umm I love umm I love reading umm konuşamıyorum umm I prefer reading ride karıştırdım

T: riding

L: huh riding umm

T2: a bike?

L: riding on bike yes

T: huh uh

L: umm I went to İzmir last week I usually umm ride bicycle

T: huh uh

L: my bicycle

T: huh uh

L: I love umm I love ((laughter))

T: okay yeah all right that's enough relax ((laughter))all right we did one question right? your first one what number?

L: umm twenty one

T: twenty one talk about your dreams or ambitions in the past and in the future compare your previous dreams and the recent ones do you understand?

L: yes but I don't know this means

T: your previous dreams dreams you've had dreams you had umm from before

L: hmmm

T: huh uh when you are younger

L: okay umm seçebilir miyim?

T: huh uh what number?

L: umm two

T: number two talk about the things activities you can do in your town

L: things you can do in your town (silently)in Muğla?

T: you choose Muğla or your hometown

L: okey bu

T: all right

L: yes

T: number two all right do you need to think?

L: yes

T: okay go ahead

L: (thinks for a while) okay

T: ready?

L: umm I choose İzmir

T: okay

L: umm İzmir is big city

T: huh uh

L: umm İzmir has got umm sea

T: huh uh

L: you can you can walk around the seaside umm İzmir is crow umm İzmir is crowded

T: huh uh

L: umm umm you can you have got a lot of ac activity umm for example you you can go to the concert you can go to the cinema

T: huh uh

L: umm İzmir has got umm bicycle road

T: huh uh

L: you can umm ride bicycle umm başka

T: what about umm the evenings?

L: evenings

T: or at night

L: umm for example summer nights umm you can go to the theatre

T: huh uh

L: umm outdoor theatre umm you can go to the you can go to the mountain

T: huh uh

L: umm for the see the for see the view

T: huh uh

L: it's wonderful view

T: huh uh

L: umm for example I don't know(silently)

T: yeah what else what else makes umm İzmir fun or interesting city?

L: ya umm (waits for a while)• umm I bi dakika

T: huh uh or on the weekends are there certain things that are fun to do?

L: umm for example I live the İzmir umm whe when I lived the İzmir umm I usually went to mountain trek for trekking

T: huh uh

L: weekend

T: huh uh

L: at weekend umm I umm I went to sea

T: huh uh

L: umm I usually went to sea

T: huh uh

L: at the weekend

T: huh uh

L: umm

T: that's enough

L: enough

T: yeah relax ((laughter)) you're all done

L: okay

T: yeah

Learner 16

T: did you sleep well?

L: yes

T: yeah did you eat?

L: yes

T: yeah good another prepared student ((laughter))all right are you ready?

L: no I am

T: no you're not ((laughter)) you say no you're not ready yeah all right we'll start with the first topic okay?

L: okay

T: relax • breath all right ((laughter) what number?

L: twenty five

T: twenty five can you umm do you wanna read it?

L: talk about an important day an important name an important place that are connected with you?

T. do you like that or would you prefer different question?

L: may I choose other?

T: yeah

L: (picks another question)

T: what number?

L: eight

T: huh uh talk about what to do when you don't feel well physically emotionally which do you prefer?

L: umm • I think I can speak

T: about what

L: my arm sey an important day

T: okay all right number twenty five okay do you need to think of it? do you want to take note?

L: (takes notes for a while)okay

T: you ready? okay so Ertuğrulumm number twenty five talk about an important day important name and an important place that are connected with you

L: yes I want to talk about umm

T: and speak up a little bit

L: I want to talk about umm on first May

T: huh uh

L: because umm that day I was broken (points his arm) it was broken

T: huh uh

L: umm I passed thro.. passed through umm at the Serpil park

T: huh uh

L: umm somebody attacked me

T: huh uh

L: umm and my friend

T: huh uh

L: umm I diffic. I I tried to defend myself

T: huh uh

L: umm and I walk than I walk to police station

T: huh uh

L: I umm informed the. them than I umm came for ourselves

T: huh uh

L: they were aras. arrested me arrested us

T: huh uh

L: but they don't umm they don't arrested other ones

T: hmm

L: than umm I went to the hospital because of my arm

T: huh uh

L: doktor (doctor) umm look at my arm and said it was broken in a very badly

T: huh uh

L: and he says it swallpt (swelled)

T: huh uh

L: it umm have must with umm an on Monday I have had operation

T: huh uh

L: and umm after that umm this that day's night my uncles came with umm with me with my side

T: to you huh uh

L: yes than on Monday umm we I'm come out to hospital

T: huh uh

L: I went to the hospital per two days because of refresh my bandage

T: huh uh

L: than I umm go to hospital last Monday

T: huh uh

L: I see the doktor (doctor) it's umm pull of my bond ummm and he said you can umm put off pull off put off your umm

T: cast

L: cast

T: huh uh

L: and I'm I'm happy

T: yeah ((laughter))good all right enough all right next topic

L: next topic no (silently) ((laughter)) (picks a topic)

T: what number? it looks long but

L: twenty four(overlap)

T: twenty four talk about a period in your life when you were a child or teenager what did you like or dislike doing what things have chang. what things have changed umm

when you got older in terms of your hobbies interests world technology your identity
your role your music sport fashion taste TV programmes noologies circle of friends

T2,3: °

T: do you like the topic or do you wanna different topic?

L: (points the envelope to pick another topic)

T: okay

L: (picks another topic)fourteen

T: huh uh fourteen talk about the most interesting the most exciting or the most relaxing
experience you have had

L: I think that one

T: number twenty four all right so do you understand what you are doing?yeah? you're
going to talk about umm a period in your life when you were a child or when you were
a teenager talk about the things you liked to do umm what's changed? huh uh you can
think for a bit

L: (thinks for a while)

T: all right are you ready?

L: yes

T: okay so Ertuğrul number twenty four talk about a period in your life when you were
a child or a teenager

L: I want to talk about my childhood

T: huh uh

L: I grown up a small city

T: huh uh

L: and I umm grown I have grown up umm far

T: huh uh

L: umm technology

T: huh uh

L: I umm play I usually played my neighbourhoods children

T: huh uh

L: umm be do a lot of thin.. done we have done a lot of things

T: huh uh

L: umm we stole neighbours' fruit

T: ((laughter))oow naughty children ((laughter))

L: orange plums

T: huh uh

L: they were up.. upset but they umm they have known we are good

T: huh uh

L: child

T: huh uh

L: and I like my umm fix my toys

T: huh uh

L: umm

T: what else did you do? as a child

L: ummm

T: umm what were your interests as a child?

L: I it is box

T: huh uh

L: I collect warns(worms)and cut them or release them

T: huh uh

L: I like animals

T: huh uh

L: umm I umm tame umm cat

T: huh uh

L: when I was a child but he disappear suddenly

T: oww (overlap)huh uh what's changed what about your life now? How are you different now? than when you were a child and speed up just a little

L: I spend umm before I ben (been) spent time outside

T: huh uh

L: but now I spend time my own

T: huh uh

L: not I'm not umm I don't usually my spend time outside

T: huh uh

L: umm sports umm when I was child I'm interested I was interested in sports a lot basketball playball/valleyball??? football

T: huh uh

L: but I'm I play football just I just play football

T: huh uh

L: umm TV programmes TV I when I was child I don't umm I didn't watch a lot TV

T: huh uh

L: umm now I'm I watch umm serious a lot

T: huh uh

L: very a lot

T: okay good it's good thank you you're all done see you have a good day

T2/3: get well soon

T: get well soon

T2/3: we are sorry about your arm

Learner 17

T: huh uh did you sleep well last night?

L: yes (overlap)

T: yeah

L: I sleep well I slept well

T: huh uh and did you eat breakfast this morning?

L: yes

T: yeah or lunch? it's lunchtime now ((laughter)) did you eat lunch?

L: no (overlap)

T: no not yet all right are you ready?

L: yes

T: okay let's start sorry let me take this (probably the envelope) sorry I'm going to (probably mix the topics in the envelope)okay

L: (picks a topic)

T: what number?

L: umm twenty six

T: twenty six talk about three main problems in your country health education economy traffic environment and what are your suggestions to solve these problems?

L: umm

T: do you like the question? do you want to choose another?

L: yes

T: huh uh

L: I want (picks another topic)

T: what number?

L: twenty four

T: twenty four talk about a period in your life when you were a child or teenager what did you like dislike doing what things have changed umm when you got older in terms of hobbies interests world technology etc.

L: hmm yes I can speak that this

T: huh uh okay umm number twenty fo.

T2: which one? (overlap)

T: huh?

T2: which one?

L: twenty four

T: twenty four

L: four kalem alabilir miyim?

T: huh uh go ahead and think

L: let me think umm (thinks for a while and takes notes)

T: ready?

L: yes I am ready

T: okay (overlap)okay so Esin talk about a period in your life when you were a child or a teenager

L: umm when I was a child I like I usu.. like umm movies

T: huh uh

L: umm I usually umm watched film ((laughter))

T: huh uh

L: ummm

T: relax you usually watched films huh uh

L: not relax ((laughter))

T: huh relax

L: umm I ate sweet usually

T: huh uh

L: umm

T: where did you grow up?

L: where did you grow up? umm in Merzifon

T: huh uh

L: my hometown

T: huh uh

L: umm I lived there eighteen years

T: huh uh

L: I burn (means born) up I burn and I grew grew up

T: huh uh what was life like there?

L: what was life? umm I live my grandmother

T: huh uh

L: because my mother has work

T: huh uh

L: had work

T: huh uh

L: umm she still had work

T : huh uh

L: has work ((laughter))

T: huh uh

L: ummm

T: what did you do in your free time?

L: I watched TV

T: huh uh

L: umm

T: for examp..(overlap)

L: I play games with my friends

T: huh uh

L: ummm

T: did you listen to music?

L: no

T: huh?

L: no

T: no huh uh how has that changed? now how is your life different?

L: umm now I'm I listen music

T: huh uh

L: listen to music and I watch TV

T: huh uh

L: still

T: huh uh

L: umm I live in Muğla now

T: huh uh

L: •

T: yeah all right good all right next question

L: (picks a question)

T: take a deep breath

L: efendim?

T: deep take a deep breath

L: •

T: ((laughter))number twenty five

L: (overlap) twenty five

T: talk about an important day an important name and an important place that are connected with you do you like that?

L: yes I like that

T: okay (overlap)

L: (thinks for a while)umm

T: you're ready?

L: I'm ready

T: okay (overlap)okay

L: umm I went to İstanbul umm two or three years ago

T: huh uh

L: umm it's important for me umm but umm soon pardon (sorry) because ((laughter))

T: huh uh

L: I love İstanbul so much

T: huh uh

L: umm İstanbul is my dream

T: huh uh

L: umm I want to learn umm sub. my subject in İstanbul

T: huh uh

L: but umm not İstanbul in Muğ. I'm in Muğla

T: huh uh

L: umm işte İstanbula gitmişim I went to İstanbul

T: huh uh

L: umm with my school friends umm we stayed there two days

T: huh uh

L: umm başka (what else?)we umm went around a historical place in İstanbul

T: huh uh

L: and universities

T: good

L: it's important for me it was important for me

T: all right what about an important person?

L: person hmm

T: or name

L: my teachers umm was important for me umm

T: what's their name?

L: Hüseyin

T: huh uh why?

L: why umm because I love him

T: huh uh

L: I love still him

T: huh uh

L: ummm

T: what made him important? Why was he an important teacher for you?

L: ummm he loves me

T: huh uh

L: me too

T: huh uh

L: umm we speak a lot

T: huh uh

L: hala (still) we speak a lot still

T: huh uh

L: umm he is a good person

T: huh uh

L: really good person

T: huh uh

L: umm I know him about five years

T: huh uh

L: umm bu kadar (that's all)

T: okay all right thank you you're finished go relax have a good weekend okay?

L: ((laughter))

T2: see you

T: ((laughter)) see you

L: see you

T2: yazılıları iyi ama sözlüde şey yapmıyor (inaudable voice)

T: sınıfta daha iyi konuşuyor genelde ama bazen tembel oluyor



Learner 18

T: how are you today?

L: umm I am excited

T: yeah ((laughter)) that's normal did you have a good night last night?

L: (.)

T: did you have good night did you sleep well?

L: yes

T: yeah okay good all right my name is Rasheedah umm Selvi hoca Gönül hoca umm

L: nice to meet you

T2/T3: you too

T: ((laughter)) all right are you where are you from?

L: I am from Manisa

T: from Manisa

L: yes

T: nice do you like Muğla?

L: yes I love deni. I love sea

T: huh uh

L: umm there is umm sea

T: huh uh

L: in Muğla

T: yeah okay you ready for your first question?

L: yes

T: okay

L: (picks a question from the envelope)

T: what number? number question number?

L: umm twent. twenty seven

T: number twenty seven talk about the person/people you live with do you prefer to live alone or with some other people why/ why not?

L: yes

T: do you like the question or would you like to choose another?

L: one minute

T: huh uh

L: umm

T: okay

L: can I choose? (picks another question)

T: what number?

L: umm seven

T: okay number seven talk about a recent event you have been to an exhibition a sports event a comedy show a play

L: (overlap)I chose twenty seven

T: twenty seven okay you can think take notes if you'd like

L: (takes notes)

T: are you ready to begin?

L: umm yes

T: okay

L: I am ready

T: so your name again is Esra?

L: yes

T: you're going to do question number twenty seven

L: yes

T: talk about the person/people you live with do you prefer to live alone or with some other people why/ why not?

L: okay umm I I live in umm center of Muğla

T: huh uh

L: umm I live umm my with my with my friends

T: huh uh

L: I love my friends umm because umm my friends umm are sensitive

T: huh uh

L: my friends interested umm I my friends get on well me me

T: huh uh

L: umm umm I I prefer umm I prefer to live umm my umm to live with my friends

T: huh uh

L: umm every time umm my friends help me umm every time umm friends my friends umm umm

T: huh uh think huh uh

L: umm every time one every time my friends ummm ((laughter))

T: huh uh

L: I am excited

T: no don't don't worry ((laughter)) what do you

L: (overlap) sometimes umm I live alone umm because I am sensitive person

T: huh uh

L: umm umm I I am umm when I when I am sad when I am umm excited when I am umm annoyed umm I prefer to live umm alone

T: huh uh

L: (.)

T: huh uh so what what's the difference between when you're living alone or umm living with your friends when you feel that way?

L: umm if I umm live alone umm umm I must umm I must do everything

T: huh uh

L: umm myself

T: huh uh

L: umm but my friends umm my friends umm is near me

T: huh uh

L: (.)

T: yeah umm umm why why umm what happens when your friends are with you? so if you're alone you have to everything yourself when you are living with your friends what do you do?

L: umm I don't understand

T: umm you're saying umm when you're living alone you have to do everything yourself cleaning taking care of things

L: yes (overlap)

T: but when your friends if you live with your friends

L: umm umm if I live my friends umm I share umm everything

T: huh uh

L: umm for for instance umm umm my friends is Tuğba Tuğba is wash umm wash umm wash umm bir dakika (just a minute)"

T: she

T2: does the washing huh?

T: she washes

L: washing clothes umm

T: huh uh

L: umm my friend is Seda Seda is cleaning the house

T: huh uh good

L: for instance

T: okay thank you your second question (hands the envelope)

L: (picks a question)

T: what number?

L: umm umm thirteen

T: number thirteen talk about what people can do to protect the environment recycling using public transport etc? Do you like the question or?

L: yes (wants to pick another question)

T: what number?

L: umm tal. umm thirteen umm thir. thirty one

T: huh uh

L: talk about a film that you have seen

T: okay (.)which do you prefer?

L: umm thirteen talk about what people can do to protect the environment

T: okay do you need to think a bit or?

L: (.)

T: do you want to think or

L: huh okay

T: or okay (coughs)

L: (takes notes)(.)

L: umm

T: are you ready?

L: (nods her head)yes

T: okay so number thirty thirteen?

L: yes

T: talk about what people can do to protect the environment

L: umm people umm some umm some people umm are not umm sensitive umm the environment umm environment is important for people umm because umm I live umm when I live umm I umm we can we can protect umm we can protect the environment

T: huh uh

L: umm we live umm we live now we are living umm now

T: huh uh

L: umm but umm in the future

T: huh uh

L: umm the children umm (.) umm we we should umm we should better environment for children

T: huh uh

L: umm we are umm we should recycle umm plastic umm umm plastic is umm harmful umm for environment

T: huh uh

L: (.)

T: what else can we do in our daily lives? to protect the environment?

L: umm

T: recycling is one anything else?

L: (overlap) yes using public transport

T: huh uh

L: umm umm we we should umm use umm use public transport umm I I use public transport

T: huh uh

L: umm for instance I umm I come school

T: huh uh

L: umm I come umm everywhere

T: huh uh

L: umm because umm everybody umm has umm own car

T: huh uh

L: umm every car umm every car umm much harmful umm is much harmful umm for environment

T: huh uh

L: (.)

T: is there anything else?

L: umm

T: that we can do no?

L: umm I I am thinking

T: huh that's enough

T': that's all

T: that's enough

T2: enough

T: huh uh yeah all right thank you very much

L: ((laughter))

T: (laughter))take care have a good day



Learner 19

T: do you have your ID?

L: umm pre intermediate two?how are you?

T2: okay

T: huh uh do you have your ID?

L: yes

T: huh uh okay how are you today?

L: fine

T: yeah

L: yeah

T: did you have a good night? sleep

L: yes

T: yeah

L: yes

T: nice good ummm please sign

L: (signs)

T: all right and are you ready?

L: yes

T: okay you can use this to take notes if you need

L: huh uh

T: have first question

L: (picks a question)

T: what number?

L: umm twenty six

T: all right twenty six talk about three main problems in your country health education economy traffic environment etc. and what are your suggestions to solve these problems do you want to try another?

L:(overlap) again try

L: (picks another question)

T: what number?

L: umm nineteen

T: talk about the things that make you happy friends family school hobbies free time activities etc.

L: umm umm there

T: what do you choose?

L: umm nineteen

T: nineteen did you want to think about it or just start?

L: okay I

T: it's up to you

L: (thinks for a while)

T: are you ready to begin?

L: yes I think

T: okay so number nineteen talk about the things that make you happy

L: umm actually umm some people umm make happy with little things

T: huh uh

L: and I'm I think I I'm in that person

T: huh uh

L: I can umm everthings every little things umm make me happy easily

T: huh uh

L: umm for instance umm umm a little present or a a little kiss or a little hug

T: huh uh

L: make me happy and umm the other things umm which I which makes me happy is umm umm being with umm people which I love and umm who loves me too

T: huh uh

L: and umm I umm love my famiily and my friends so umm hang out with them is makes me happy too

T: huh uh

L: and I umm have umm hobby umm about draw and umm when umm my tree in my free times umm I like drawing and umm something else

T: huh uh

L: and

T: good that's good thank you

L. thank you

T: all right question two

L: (picks a question)

T: waht number?

L: sixteen

T: sixteen talk about something that really annoys you why is it annoying what do you do to deal with it?

L: umm I have to think about it

T: do you want the question or?

L: umm I don't know I I choose

T: huh uh okay

L: (picks another question)

T: what number?

L: seventeen

T: talk about the advantages and disadvantages of having a mobile phone do you understand the question?

L: yes yes I understand both of them

T: okay

L: I choose seventeen

T: okay

L: (.) umm mobile phones umm has an important place in our life of of course and umm there are alot of advantages and disadvantages

T: huh uh

L: umm advan. we can say umm advantages we can umm communicate umm with people and we can umm connect umm our family relation relate relatives and umm friends who are umm far away from us

T: huh uh

L: in in this umm in this case it's most important thing I umm up to me

T: huh uh

L: umm but there are a lot of disadvantages too nowadays people umm really umm umm

T: what happens?

L: use umm mobile phones and they spend a lot of time with them and

T: huh uh

L: I think that umm makes people un unsocial

T: huh uh

L: and umm in little childs especially

T: huh uh

L: they umm all all the time I can see children umm umm who umm play games in mobile phones

T: huh uh

L: and umm

T: okay it's good

L: thank you

T: thank you ((laughter))nice to meet you Esra right?

L: yes

T: huh uh take care have a good weekend

L: thank you

Learner 20

T: let's see you ID

L: yes

T2: which class Faik?

L: umm 102

T: okay

L: 102

T2: pre three

T: (overlap)umm pre intermediate

T2: (overlap)pre intermediate three

T: okay here you come how are you?

L: I'm okay and you

T: I'm fine have a seat please

T2: nice shirt by the way

L: thank you

T: it is good colour yeah

T2: ((laughter))

L: (signs the attendance sheet)

T: right here (points his name on the sheet)

T: where are you from

L: I'm

T: Faik Faik am I pronouncing it Faik or?

L: Eyüp is better

T: Eyup Eyüp

L: Eyüp is better

T: where are you from Eyüp?

L: I'm from Kırıkkale

T: Kırıkkale where is that?

L: (.)

T: where is that?

L: it's at the middle of Turkey

T: I see

T2: it's near Ankara

L: it's near Ankara

T: near Ankara okay nice welcome umm I'm Rasheedah ((laughter)) Selvi hoca Gönül hoca

L: nice to meet you

T: all right? are you ready to begin?

L: (.) yes

T: ((laughter))all right relax okay your first question yeah do you need a deep breath do you need a shake out ((laughter))

L: • actually I'm never get umm nervous
T: really?
L: but
T2: (overlap) this is the first time?
L: this time yes
T: this is the first time
L: at last umm at I I get nervous on university exam
T: haa really?
L: yes
T: all right
L: for one year
T: yeah
T2: this this is more difficult than that ((laughter))
T: ((laughter))
T2/3: noo it's not it's not
T: ((laughter)) no no no you're fine okay
T2/3: you'll be fine
T: yeah you'll be just fine relax happy friendly group okay?
L: ((laughter))
T: ((laughter))all right
T2/3: they are only lauging non-native speaking countries
T: ((laughter)) what number do you have?
L: umm ten umm thirty
T: thir thirteen or thirty
L: thirty
T: thirty talk about the advantages of learning English
L: yes
T: do you like that question or do you wanna try a different one?
L: umm I like it
T: okay all right you can think for a bit if you'd like you can take notes
L: (takes notes)
T: are you ready to begin? yeah
L: yes
T: all right deep breath can you breath?
L: •
T: all right relax okay
L: yes okay
T: all right so Eyüp Eyüp right?
L: evet (yes)
T: you're going to talk about the advantages of learning English
L: yes umm first of all I need to say that umm English is umm not a difference umm nobody is umm the poi. at the point of languages it's a necessity (means necessaty)

T: huh uh

L: and umm it's a worldwide language we umm have to learn it

T: huh uh

L: and umm on the umm job interviews umm they think umm you umm know English

T: huh uh

L: you need to know a an extra language

T: huh uh

L: and I'm I will be an engineer student

T: huh uh

L: and this is really what I need to know very need to know

T: huh uh

L: and

T: why?

L: why because I think to work foreign countries

T: huh uh

L: and I've got too many dreams about my job I want to umm build my own business

T: huh

L: and I want to help people and umm for all these umm reasons I need to learn English

T: huh uh

L: on easiest way and better way

T: huh uh

L: and umm at twenty years ((laughter))

T: are there any other advantages for?

T2/3: you can date with girls from (inaudible voice) countries

T: (overlap)((laughter))

L: ((laughter))yes

T: (overlap)yeah what about with people?

L: (overlap)actually I think

T2: open your eyes ((laughter))

T3: open your green blue eyes brown eyes ((laughter))

T: ((laughter))

L: ((laughter))

T2/3: blue I think yeah?

L: yes I I like England girls

T: ((laughter))huh

T2: so maybe this is why you started learning English?

T: ((laughter))

L: no actually this is my umm hobby I start learning English at fourth umm class

T: huh uh

L: fourth class and my friends don't like it but it's like umm a hobby like me not like lesson

T: huh uh

T2/3: huh uh

L: and I umm started learning with games with movies

T: huh uh

L: I listened and readed English subtitles (mis pronounced it)

T: huh uh

L: and in my

T2: (overlap) you are a very good student you're a very good speaker ((laughter))

T: yeah

L: I before this year I didn't get any English practice

T: huh really?

T2: wauv

L: really

T2: so you are excellent

L: (overlap) with my hearings I learnt that

T2: (overlap) very good

T: huh uh huh uh

L: and I didn't umm effort too much

T: huh uh

L: work on my English

T: huh uh well

L: I like it

T: (inaudable voice) nice ((laughter))yeah

L: at last I have to say that

T: okay

L: umm not umm I think in I don't get together English and advantage if person don't have umm English umm language it's like umm not umm umm capable of umm walking or talking

T: ((laughter)) it's very important for you

T2: yeah

L: yes

T: all right thank you

T2: it's like your arms legs or

T2: yeah it's your arms your legs ((laughter)) good one down yeah?

L: yes

T: feel better?

L: feel better now

T: good all right

L: (picks a question) umm it wasn't like my thoughts

T: no ((laughter)) I'll ask you about that later

L: (overlap) thirty two

T: thirty two

T2: (inaudable voice)

T: yeah all right talk about different types of transport compare them your favourite one the one that you enjoy the least and give reasons do is the question fine or

L: umm

T: would you like to select a different question?

L: no this is

T: okay

L: •

T: thirty two

L: (takes notes)

T: you ready?

L: yes

T: ((laughter)) all right okay so talk about different types of transport and compare them

L: I'm a bus umm bus passenger man

T: huh uh

L: I like umm bus travelling

T: huh uh

L: but umm lots of time umm when the distance is became too long

T: huh uh

L: umm I'm a little bored

T: huh uh

L: I umm and I choose um plane

T: huh uh

L: umm most of times I used buses but I like planes because it is the umm shortest umm way of travelling

T: huh uh

L: you get umm time you you save time

T: huh uh

L: and my hometown is too far from here

T: huh uh

L: like umm eight eighty hundred kilometers

T: huh uh

L: and if I had umm umm choice but I don't have I choose plane

T: huh uh

L: because in my hometown in my hometown there isn't a a airplane ummm sta station

T: huh uh airport

L: airport

T: ((laughter))okay

L: okay and • if I like I said if I had a umm choice I choose umm plane and it's more comfortable

T: huh uh

L: you see umm world from a higher distance and I like visuals

T: huh uh

L: umm seeing umm a place like umm eag eagle eye

T: huh uh

T: okay

L: and I don't know umm I like mapping

T: huh uh

L: world like memorizing

T: huh uh

L: when I need to umm know somewhere I need to look there on the top

T: huh uh

T2: now time to choose another one ((laughter))

T: another question ((laughter))well thank you is very good



Learner 21

T: wellcome what's your name?

T2: (overlap)nervous or excited which one?

L: umm excited (inaudible voice)

T2: nervous?

L: no

T2: you're happy?

L: yes because I'll I will have a free time after exam (laughter)

T: woow look at that do you have your ID?

L: umm ID yes

T: huh uh

L: where was it?

T2: pre which class pre two three?

L: umm one oh zero I'm studying in this class

T: huh uh do you the pre intermediate pre intermdiate three?

L: three yeah three

T: three

L: one oh zero three yes which Öykü teacher's class

T: Öykü's class? I don't know

L: yes one oh zero pre int

T2: you don't know whether it's pre intermediate one or two? Are you in the same class with Faik?

L: three Faik yes yes

T2: same one then pre three

L: yes

T: okay

L: one oh zero yeah oww I'm sorry not zero three yes

T: (laughter) okay

L: I'm sorry

T2: öyle bir sınıf yok yani (there isn't a class like that)

T: (laughter)

L: yes (laughter)oh'dan sonra direkt zero çıktı birden kontrol edemedim

T: all right where are you from?

T2: (overlap) eksi puanı aldın (laughter)

T: (laughter)

L: okay (laughter) I'm from Adıyaman

T: huh uh

L: but I was born in İstanbul I and I live in there

T: huh uh

L: I live in there my parents still in there

T: huh uh

L: ya işte (well) so

T: wellcome I'm Rasheedah Selvi hoca Gönül hoca (laughter)

L: merhaba (hi)

T: all right are you ready to begin?

L: • yes all right (laughter) your first question

L: first question oh my god (picks a question)

T: what what number is it?

L: umm two

T: number two

L: talk about things you can do in your town my hometown?

T: huh uh

T2: number?

T: two

L: two

T2: two

L: (.)

T: do you like the question or do you want to?

L: (overlap) yes I like

T: okay you can think for a minute you can take notes if you'd like

L: (thinks for a while)

L: okay I'm ready

T: okay all right ummm

T2: Filiz

T: Filiz umm please talk about the things activities you can do in your town

L: okay umm as I said I I'm from İstanbul and umm which is the best city in the in Turkey

T: huh uh

L: and you can do lots of things umm in İstanbul because it's umm metropolia city (metropolitan?)

T: huh uh

L: and umm I there are lots of things to do in Turkey

T: huh uh

L: firstly I like spend time spend my time with my family and friend my friends

T: huh uh

L: umm mostly with my dad

T: huh uh

L: umm when I was a child umm I usu I usually wanted to go stadiums

T: huh uh

L: umm I'm a girl but I love watching football matches in stadium because there is umm extremely different atmosphere

T: huh uh

L: and umm my favourite sport team is Beşiktaş and

T: hmm (laughter)

L: (laughter) and umm our stadium was incredible places in İstanbul but they we try to new umm build new one umm when I was child umm I usually went to go there and umm if I if I couldn't see umm in terms of two week I would umm have bad feelings

T: (laughter)

L: yes umm and umm I have some umm memories about that umm three or two years ago umm when we played our last match in umm İnönü

T: huh uh

L: after match we umm brought some umm some chairs from the stadium

T: (laughter)

L: yes (laughter) umm and

T2: holiganism

L: and when we umm went out to the stadium we umm we had to take take umm umm umm take a train tramway tram tram

T: huh uh

L: yes and there was some umm Spanish and she umm looked like what's going on there they are holigans and she she I think she were struct (means stuck) in a road in this time and she was lost forward

T: huh uh (laughter)

L: and umm

T2: the police were looking for you

T: (laughter)

L: (laughter)

T: now we have foud you (laughter) what other things can you do in İstanbul?

L: umm in İstanbul um we can umm go to cinemas

T: huh uh

L: and because we have lots of malls

T: huh uh

L: umm around the İstanbul and umm we can travel with different republic transportation (means public transportation)only umm one dot ten kuruş

T: huh uh

L: liras yes because as you know here is really umm umm I

T2: expensive (whispers)

L: expensive (laughter)

T: (laughter)

L: in here and when we want to go umm near the sea or umm when we want to umm travel umm the seaside the Bosphorus in İstanbul we can easily get it

T: huh uh

L: umm and I love umm umm spend my time with my friends and I miss them so much

T: okay all right that's enough that's enough (laughter)

T2: (overlap)thank youu

L: (laughter)

T: thank you too okay all right (laughter) thank you
 L: second one yeah?
 T: seond one
 L: okay (picks a question)camera is recording yes? (laughter)
 T: yeah (laughter)
 L: yeah umm
 T: what number?
 L: eight but I don't want to go with that
 T: okay let's try another one
 L: (picks another question)
 T: what number?
 L: umm twenty two
 T: twenty two
 L: talk about the things that you would do if you had a millon dollars
 T: huh uh which do you prefer?
 T2: (overlap) buy a stadium?
 L: second one
 T: (laughter)
 L: (laughter) yeah maybe
 T: okay you can think for a bit if you'd like
 L: • okay I will start
 T: okay
 L: umm at this (???) age life is umm extremely expensive
 T: huh uh
 L: umm in terms of umm İst to live in İstanbul
 T: huh uh
 L: and umm as you know I'm studying in Muğla because I want to earn money
 T: huh uh
 L: about five or six years later
 T: huh uh
 L: and umm if I had a million dollars umm I would stop studying
 T: (laughter)
 L: yes firstly because umm I'm studying because of it umm umm we umm
 T2: need it
 L: we need money of course yes and umm charity organisation travelling shopping
 education (reads from the question) and umm I'll start umm umm travelling
 T: huh uh
 L: umm because umm we as you know we umm had an ottoman empire in our history
 T: huh uh
 L: and umm we umm we had really big part on earth
 T: huh uh
 L: but now we don't

T: huh uh

L: and umm I really want to umm travel umm around the world like such as umm Spanish Spain France

T: huh uh

L: umm Italy

T: huh uh

L: mostly Spain

T: huh uh

L: because of umm cultural things umm some people umm tells me you're looks umm looks like you are look like a Spanien (means Spanish)

T: huh uh

L: a Spanish and umm I really want to umm go there and other one is umm education but I told it I don't I'm I will stop

T: huh uh

L: I will improve myself

T: huh uh

L: umm because I if I want to umm umm travel or if I want to do something umm umm for me

T: huh uh

L: umm I would improve myself I have to improve myself

T: okay that's good okay (laughter) I think you can talk all day (laughter)

L: yes (laughter)

Learner 22

T: huh uh Fulya how are you today?

L: • not bad hocam I'm I'm stayed up all all night

T: why did you stay up all night?

L: I'm excited yani I was very excited

T: (laughter)very nervous don't worry were you studying or were you talking or what were you doing?

L: (facial expression means nothing)

T: nothing (laughter)all right relax okay?

L: (inaudible voice)

T: (laughter) all right you wanna start okay your first question

L: • (picks a question)

T: what number?

L: six

T: number six talk about you favourite person why is he or she your favourite person do you like the question?

L: yes

T: all right so you can think about

T2: (overlap)number?

T: number six

L: (thinks for a while)başlayayım mı? (shall I start?)

T: whenever you are ready

L: • my favourite pe person umm is firstly my mum

T: huh uh

L: umm because she is very friendly and polite and helpful

T: huh uh

L: person ummm and (laughter) my best friend is Şeyma Şeyma is umm

T: relax

L: I'm forgot forgot hocam hepsini unuttum

T: relax first tell me tell us about your mum describe your

L: umm

T: why do you like her?

L: my mum is umm climb moun mountain (laughter)

T: you mum climbs a mountain huh uh

L: huh huh umm she is •

T: relax (laughter)

T2: why does she climb mountains?

L: umm Doruk Doruk dağcılık club

T2: and she is fom Muğla? she lives in uğla?

L: yo no she lives in İzmir

T2: oow there is a Doruk club

L: Doruk Doruk club huh uh
T: huh uh yeah nice what else does she do what does she look like? Describe her
L: umm she look like blond blond hair
T: huh uh
L: umm umm she is very thin
T: huh uh
L: yani
T: huh uh
L: (laughter)
T: anything else?
L: more nasıl diyeyim (how can I say) more thin than me
T: huh uh
L: •
T: (laughter)you're well huh uh why is he your favourite person? any other reasons why is she your favourite person?
L: yeah because she she is (laughter) she is very friendly
T: good
L: so umm she teach a lot of thing
T: huh uh
L: for me
T: huh uh
L: yok (no) bana (to me)
T: (laughter)
L: hocam
T: relax huh uh huh uh good and than your other friend your friend Şeyma tell us about Şeyma
L: umm we have known umm each other for five nearly five years
T: huh uh
L: so I talk I talk about anything (.) her yani sh she ayy hocam (oh miss)
T: relax relax you talk about everything with her what else?
L: umm what else °
T: can you talk describe her first what does she look like?
L: she look like •
T: huh?
L: she (laughter)
T: huh uh
L: has got long hair
T: huh uh
L: and umm hocam (madam)
T: huh uh
L: can I change
T: okay all right

L: konu

T: okay that's fine you don't (inaudible voice) next question

L: (picks a question)

T: don't worry what number?

L: umm fifteen (mispronounced faifteen)

T: fifteen talk about your most favourite and least favourite cities and give reasons
population transport system night life

L: okay tamam

T: huh uh

L: • my most umm favourite cities firstly in İzmir

T: huh uh

L: yani I'm from in İzmir

T: huh uh

L: umm it was it was very yok (no) evet (yes) it was very great (mispronounced greet)

T: huh uh

L: gre great

T: huh uh why?

L: place •

T: (laughter) what makes İzmir your favourite city? why do you like it?

L: •

T: umm do you about the what about the city is nice is it the umm transportation what
about things you can do in İzmir what do you what what can you do in İzmir?

L: public transport it was terrible for me

T: huh uh

L: because crowded very crowded

T: huh uh

L: • umm and umm it • summer is very difficult

T: huh uh

L: umm trouble

T: huh uh what about the positive things you said it' your favorite city what are the
positive things about umm about life in İzmir?

L: İzmir is yani (well) near near the sea Mordoğan for example yani (well) I like
Mordoğan Mordoğan in İzmir dahil (included)yani

T: huh uh

L: •

T: relax relax (inaudible voice)so it's near the sea what else do you like about İzmir?
what else can you do there?

L: I was born in İzmir

T: huh uh

L: so umm it it was very peaceful for me •

T: huh uh

L: umm my best friend live in İzmir

T: huh uh

L: Şeyma

T: huh uh

L: I like her

T: huh uh

L: çok çok (a lot)

T: what do you do together?

L: (.)

T: it's okay relax relax what about your least favourite city?

L: least?

T: your least favourite what city you don't like

L: (.)

T: your least favourite city the city you don't like very much

L: don't like hmm (.) it was very pollu polluted polluted

T: which city? so so not about İzmir so İzmir is the city you like the most the city you like the least the city that you don't like what is the city you don't like?

L: in Muğla

T: huh uh why?

L: bcause I feel very alone

T: huh uh

L: umm I didn't I didn't get used to my friend

T: huh uh

L: umm I don't trust trust noone

T: huh uh

L: yani (well)

T: huh uh

L: so I feel very bad

T: huh uh

L: umm I would like to umm I would like to go to in İzmir

T: huh uh

L: and I would like to change my department

T: huh uh

L: because I don't like poli politic poli politic

T: the politics

L: huh uh

T: huh uh

L: umm and Muğla is very small

T: huh uh

L: cit city

T: huh uh

L: because umm I haven't got a car

T: huh uh

L: so I umm I want to for example I want to umm go to Marmaris but umm
(laughter)yani (well) ummm

T: huh uh

L:I didn't

T: huh uh

L: go to Marmaris

T: huh uh

L: yani (well)

T: it's good it's enough it's enough it's enough relax relax that's it

T2: okay thak you thank you



Learner 23

T: and we get started yeah? your first question

L: okay (picks a question)

T: what number?

L: umm twenty

T: number twenty talk about the problems that young people teenagers and their parents have explain the possible solutions do you understand?

L: huh uh

T: do you like the question or do you want a different question?

L: no

T: this one okay you can think you can think if you'd like

L: my problems

T: you want to start or do you want to think

L: think

T: think go ahead

L: okay (thinks for a while)

T: are you ready?

L: no

T: (laughter)oww just try yeah? you need another second?

L: no

T: okay all right relax deep breath breath

L: •

T: okay all right so Gamze you are going to do question twenty right?

L: huh uh

T: talk about the problems that young people umm or teenagers and their parents have and explain possible solutions

L: okay sometimes my parents umm ya da (or) umm sometimes umm their parents don't understand

T: huh uh

L: we

T: huh uh

L: and umm for example umm I want to go to cinema

T: huh uh

L: umm she is she said me

T: huh uh

L: umm you don't

T: huh uh

L: and (.)

T: huh uh

L: (laughter)

T: what are other examples?

L: umm (laughter)

T: what other what other problems can parents and or teenagers have with parents?

L: (.)

T: or maybe examples from your life problems that you had as a teenager with your family

L: ya (well) umm I haven't got problems

T: huh uh

L: with my family

T: huh uh why?
 L: umm because they are understand me everthing
 T: huh uh
 L: umm I don't problem with they
 T: huh uh what about about your friends have they had problems with their parents?
 L: umm I umm problems with my family usually
 T: huh uh
 L: umm for example in my class
 T: huh uh
 L: umm I argued umm someone else
 T: huh uh
 L: (laughter)umm that's it
 T: hu you said teenagers have problems with other teenagers
 L: yes
 T: huh uh
 L: yes
 T: like what?
 L: umm
 T: about what?
 L: umm ya (well) for example my class classmates umm isn't good for me
 T: huh uh
 L: umm because umm they laughed (pispronounced as loud) me my face
 T: huh uh
 L: to my face but umm they talked my back
 T: huh uh huh uh
 L: and umm I umm hear
 T: huh uh
 L: to another people
 T: huh uh
 L: I didn't talk them
 T: huh uh yeah all right umm what are some ways that parents and children can and their children can get along better?
 L: umm
 T: do you understand? what are what are some solutions umm for problems that tenagers face?how can parents help?
 L: I don't think
 T: huh?
 L: really I don't think
 T: no no okay it's fine all right relax next question
 L: I didn't talk
 T: you're speaking you're speaking
 L: okay
 T: all right
 L: (picks another question)
 T: what number?
 L: four
 T: number four talk about your childhood interests music sport film food drink hobbies etc.
 L: huh uh umm
 T: do you like the question?

L: yes

T: okay do you want to think a little?

L: no

T: you want to speak

L: huh uh

T: okay go ahead

L: umm (interest okay)(silently)umm I I played volleyball

T: huh uh

L: umm when I was umm six

T: huh uh

L: umm my hobbies umm spend time with my cats

T: huh uh

L: umm my favourite foods umm broccoli (laughter)

T: huh uh

L: umm I listen to music everyday



Learner 24

T: you don't have to worry we are friendly (laughter)umm so where are you from Gizem?

L: I'm from Bursa

T: from Bursa how do you like Muğla?

L: umm I like Muğla

T: yeah what's your department?

L: umm teaching English

T: okay all right so are you ready to start?

L: yes I am ready

T: okay yur first question

L: (picks a question)

T: what number?

L: umm five

T: number five talk about a perfect or terrible day when was it? who were you with? what happened? how do you feel about the question? do you like it? do you want a different question? five

L:ummm (.)

T: would you like to choose a different one or?

L: (overlap) yes I would choose different

L:(picks another question)

L: twenty nine

T: huh uh

L: talk about your perfect holiday I like this subject (laughter)

T: okay (laughter)all right

L: yes

T: do you want to think for a moment or are you ready?

L: no I can start no problem

T: okay go ahead

L: (overlap)umm

T: tell us about your umm perfect holiday

L: yes perfect holiday my perfect holiday was three years ago

T: huh uh

L: umm my mother my sister and I umm went to Erdek umm with my best friends' families

T: huh uh

L: umm Erdek is a town and the street (might be ditrict) of Balıkesir

T: huh uh

L: province (mispronounced)

T: huh uh (mispronounced)

L: umm I my umm my umm the most enjoyable part of my holiday umm was umm umm was umm umm we are on the road because my best friend is very funny girl and umm we umm we had fits of laughter (mispronounced twice)

T: laughter (with the correct pronunciation)

T: laughter (with the correct pronunciation)

L: laughter (with the correct pronunciation)

T: huh uh

L: yes umm I call umm I call my umm perfect holiday umm umm girl to girl holiday umm because umm we only umm my fat (father) my mother my sister and I and umm my best friend's mother

T: huh uh

L: my best friend's sister

T: huh uh

L: umm we stay we stayed umm during umm two weeks

T: huh uh

L: and umm I can't swim so umm I my best friend and I umm have had a swim umm but I can't swim

T: huh uh

L: umm also umm that umm that umm that year was bad year for each family umm my family and my friend's family umm had a good holiday

T: huh uh

L: very good holiday

T: huh uh

L: (.)

T: huh? okay? what you?

L: okay

T: all right enough okay thank you

L: (picks another question)

T: next question (.) what number?

L: umm three

T: number three talk about your favourite place in your city where is it? why is it your favourite?

L: umm

T: good or?

L: no umm good

T: okay

L: answer umm my favourite place in my city is my home

T: huh uh (laughter)

L: umm (laughter) umm I am addicted to my home

T: huh uh

L: umm umm since I went to umm this city umm I went to go home every umm month

T: huh uh

L: umm and umm my home umm is placed umm in is placed umm next to Uludağ

T: huh uh

L: umm Uludağ umm in Uludağ is other favourite place in my city

T: huh uh

L: and um I love umm Uludağ so much and umm umm

T: what about your home do you like?

L: umm I like everything

T: huh uh

L: in my umm home especially kitchen

T: huh uh

L: kitchen is my favourite place in my umm home because my father cooked very very well taste food

T: huh uh

L: and we cooked umm together

T: huh uh

L: umm dinner

T: huh uh

L: umm also umm what can I say (laughter)

T: (overlap)good all right that's enough that's enough thank you (laughter)

L: thank you

T: all right take care have a good day

L: thank you

T: bye bye



Learner 25

T: all right

L: and can I put the my mobile here?

T: yeah tat's fine

T2: Gökhan Türkbey Kuloğlu which class?

T: yeah which class umm pre intermediate one

L: (overlap) yes

T: two or three?

L: think two I don't know (laughter)

T: (laughter) why don't any of you know?

L: I don't know

T: yeah it's interesting

L: I think two

T: you think two

T2: what is your department?

L: umm political science and international relations

T: okay all right did you sign?

L: (signs)

T: where are you from Gökhan?

L: İstanbul but I came from Kuşadası Aydın

T: from Aydın I see

L: yes

T: not far

L: not far yes

T: yeah all right umm are you ready?

L: no but we can start (laughter)

T: (laughter)okay for your first question

L: (picks a question)

T: also this is yours if you need it (pen) what number?

L: twelve

T: number twelve talk about a new experience a place a new course or a new school do you like better or would you like a different question?

L: can I try again?

T: yeah absolutely

L: (picks another question)

T: what number?

L: umm twenty three

T: twenty three talk about the place where you live describe your neighbourhood likes and dislikes necessary things

L: I choose this

T: okay number again?

L: twenty three

T: number twenty three

L: yeah it can stay here d you like to think or start?

L: I'll start

T okay go ahead

L: umm as I said before I came from Kuşadası

T: huh uh

L: and it's like umm paradise to me and it's always sunny

T: huh uh
 L: and people are really umm how can I put this umm
 T2: friendly
 L: friendly yes friendly
 T: huh uh (laughter)
 L: (laughter) and umm umm in summers lots of tourists came to Kuşadası
 T: huh uh
 L: and it's really crowded
 T: huh uh
 L: in summers
 T: huh uh
 L: and it bothers me because umm for example I go to a place a bar
 T: huh uh
 L: and it's always crowded
 T: huh uh
 L: and it's make me really bored
 T: huh uh
 L: and I can describe my neighbour neighbourhood because the question says umm we live in a apartment
 T: huh uh
 L: and our apartment is in third floor
 T: huh uh
 L: and we can umm see the sea
 T: huh uh
 L: right there
 T: huh uh
 L: and when the umm sun goes down I can see this pretty view in my apartment
 T: huh uh
 L: that's all I want to share my home
 T: yeah all right (laughter)next question?
 L: yes I'm ready (picks a question)
 T: what number? umm twenty four
 T: number twenty four talk about a period in your life when you are a child or teenager umm what dd you like dislike doing what things have changed when you got older in terms of hobbies
 L: (overlap) okay
 T: huh uh it's good?
 L: good yes
 T: do you want to think or?
 L: yes I want to think a little bit
 T: okay okay
 L: (.) okay I can start
 T: okay number twenty four
 L: yes umm I wants to start I want to talk about my teenage years
 T: huh uh
 L: (laughter) it's really awful
 T: huh uh awful (laughter)
 L: I'm always angry
 T: huh uh (laughter)
 L: I'm always umm be opposite to my parents

T: huh uh
L: I always umm scream at them
T: huh uh
T2: shout
L: shout at them yes
T: huh uh
L: and umm
T: why were you so angry?
L: because I'm teenager and it's biological (laughter)
T: (laughter)
L: all teenagers get angry
T: yeah (laughter)
L: with no reason and umm in my that years I loved to play football
T: huh uh
L: and computer games
T: huh uh
L: I have no interest in studying (laughter)
T: huh uh
L: and umm it's really good
T: huh uh
L: I have lot lots of friends
T: huh uh
L: and we hang out together
T: huh uh
L: and (.)
T: how has how has your life changed or your interest changed?
L: (.)
T: now that you're older
L: I quit watching umm cartoons
T: huh uh
L: I start watching movies
T: huh uh
L: real movies
T: huh uh
L: bloody adventure horror movies (laughter)
T: huh uh(laughter)
T2,3: (laughter)
L: and my fashion umm my clothes changes
T: huh uh
L: umm I umm I start wearing shirts
T: huh uh
L: umm jeans
T: huh uh
L: and umm I start listening rock music (laughter)
T: huh uh (laughter)
T2: and listen to a family as well
T: yeah (laughter)
L: yes (laughter)
T2: now your father and mother are right
T: huh uh

L: and I I became rebellious character

T: huh

L: yes umm and that's all (laughter)

T: okay (laughter)

L: I am done (inaudible voice)

T: (laughter) that's fine thank you

L: I can talk

T2: (inaudible voice)



Learner 26

T: all right where are you from again?

L: umm Çanakkale

T: Çanakkale yeah I still haven't visited I want to I need to

T2: yeah it's a nice town

T: yeah all right are you ready to begin?

L: umm yes I'm ready

T: okay this is yours if you need it (a pen)all right your first question

L: (picks a question)

T: what number?

L: umm umm eighteen

T: eighteen

L: I can agree I can talk about

T: you want to talk about this?

L: yes I want talk about

T: okay all right so do you want to talk for a minute or start?

L: yeah I can start

T: okay (laughter)

L: umm the internet umm up to me the internet can has made the world better place because the internet is a is important device for human kinds and when we umm discovered this device and this line and lots of people umm will umm communicate each other and I thinks umm teacher umm teach for teacher for other professional other professional is important and umm when we look at the history we lost (might mean lots)of thing umm umm without internet and umm nowadays we can found immediately a a vivid picture when we click a button and when we when we look to umm other deviced umm material umm near near to internet umm they are beneficial for us and I think it's it umm I would choose a device I would choose a internet a computer system this system is mechanism it's umm umm umm for for engineering especially for engineering they are umm a research lots of thing and they umm attribute theirs their field (mispronounced like faild)their science field and then when they umm want to speech when they want to speech umm they umm get get in a hole they talk all umm all human all people

T: huh uh

L: and umm what can I say I can say umm

T2: you don't have to say anything else (laughter)

T: (laughter)enough

L: enough?

T: yeah (laughter)question two you ready?

L: I'm ready (laughter)

T: okay

T2: (inaudible voice)

L: and

T: what number?

L: (.)

T: what's your number?

L: number umm four fourteen

T: fourteen talk about the most interesting the most exciting or most relaxing experience you have had

L: experience yes I can umm talk about umm when I was a child I am only child and I have got a father father is as my friend and we always umm go hiking somewhere and once upon a time we went to climb a mountain

T: huh uh

L: with together and we climb a mountain but we saw a a bear and my father's come from Kastamonu and you know it's some funny joke about bear

T: (laughter)

L: and he he said me he said me it's about Turkish bears can be come you

T: huh uh

L: and and I went to umm it's my age age is umm um fifty

T: huh uh (laughter)

L: and it's a crazy fathers he went to climb a mountain

T: huh uh

L: with them and I saw a bear I want to touch them and my my my father always scream scream me you have to stopped because you can attacked you

T: huh uh (laughter)

L: and and I'm really exciting and then my mother is emotional woman she emotional woman can umm could can be umm could can be umm put me

T: huh uh

L: and he umm pull umm themself

T: huh uh

L: and umm we survive I didn't umm I didn't

T2: get hurt

L: get hurt (mispronounced) and I didn't damage by umm bear

T: huh uh

L: so it's my exciting

T: (laughter)

L: umm moment for me

T2: (overlap)sorry I I I missed your age how old were you?

L: I how old were you? I am umm fifty fifty

T2: fifteen?

L: not fifteen five

T2: five

L: I forget I'm I'm ELT student but I'm hate numbers (laughter)

T: (laughter)

L: and and then umm and then umm nowadays I want to climb a mountain

T: huh uh

L: when we compare these moments and I I want to umm resolve something

T: (laughter)

L: when when I went to climb a mountain reagain I saw a bear

T: huh uh

L: and then really I've umm umm

T2: remember

L: I think umm my father and I call I saw a umm bear reagain and but you without me I want to I want to you but you didn't umm you will not come here

T: huh uh

L: and umm but this bear is a imagine not is in real

T: huh uh (laughter)

L: it's a picture

T: oww

L: umm umm in a mountain

T: huh uh

L: and it's my exciting moment according to me

T: huh uh

L: umm

T: that's it

L: that's it

T2: was the bear a big one or a small one?

L: umm bear is umm imagine

T2: (overlap)no no

T: (overlap)the first one

T2: there when you saw when you were five years old was it a big one or a small one?

L: umm small one it's a umm as a toy as a umm a baby bear

T2: no in in in the forest you and your father were hiking you saw a cub bear

L: cub bear bear cub

T: huh uh

L: and

T2: it wasn't a toy a real bear

Learner 27

T: where are you from Güldal?

L: I'm from from Sakarya

T: from Sakarya

L: near İstanbul

T: yeah do you miss it?

L: yes

T: yeah

L: I miss

T: (laughter)well how do you like Muğla what do you think of Muğla?

T2: pre int umm

L: I like Muğla but umm sometimes umm I miss Sakarya

T: huh uh

L: umm more than

T: yeah umm what are you pre int one two three pre intermediate group one two or three do you know?

L: umm two I think

T: two two

T2: in the middle are you in the middle class? (laughter)

L: umm I'm student of

T2: one oh two one oh two or one oh three which class you are in? everybody is (inaudible voice) student if you are going to (laughter)

T: yeah it's true (laughter)do you have anyone from one oh two on the list?

T2: like umm Gizem Mantar

L: umm yes we are the same class

T2: okay Gizem is pre int three I think or Faik is your classmate Faik Filiz Kaymaz?

L: no no Gizem

T: Eyüp

T2: (overlap) Gizem two pre two okay? so you learn your class when you need it

L: (laughter)

T: yeah (laughter)okay are you ready?

L: yes I'm ready

T: okay this is for you if you need it (a pen)

L: okay

T: all right choose your first topic

L: (picks a topic)

T: what number?

L: umm number eleven

T: number eleven talk about the most important things for people who work long holidays a friendly boss or colleagues a big salary why are they important? do you like the question?

L: umm I'm thinking

T: or do you want a different question?

L: I want choose

T: okay

L: (picks another question)

T: what number?

L: umm number twenty five

T: talk about an important day an important name an important place that are connected with you do you have a preference?

L: I prefer this

T: all right what number?

L: umm twenty five

T: number twenty five

L: yes

T: did you guess here eleven twenty five she chose twenty five

T2: (laughter)

T3: so twenty five okay

T: huh uh (laughter)

T2/3: (inaudibl voice)

T: all right you can think

L: umm can I start?

T: absolutely Gldal umm number twenty five

L: yes

T: umm talk about an important day name umm and place

T2: (overlap) important place

L: huh uh umm it was my last year umm at high school

T: huh uh

L: umm and we went umm Sweeden together my friends

T: huh uh

L: it was important date for me

T: huh uh

L: umm last year

T: huh uh

L: umm and umm the place is was important for me Sweeden of course umm because umm different place umm and I met I saw different places I met umm different umm peoples

T: huh uh

L: umm who is umm umm foreign (mispronounced)

T: huh uh

L: umm and umm the the last one is um was diff important name for me umm my best friend umm actually umm we didn't umm sincere with her so much

T: huh uh

L: but at the last year I found her umm I umm like I meet umm I met umm with her umm like new

T: huh uh

L: umm and umm it was umm really important umm year for me

T: huh uh

L: umm and place umm it was amazing because umm I discover I visited a lot of places

T: huh uh

L: umm and umm the students umm who umm I'm I was umm stay I stayed umm at house umm ta (about to say take) took me umm umm very important umm museums

T: huh uh

L: umm and umm I was with my best friend umm we were umm we umm we went parties together

T: huh uh

L: umm we took a lot of photo photos

T: huh uh

L: and umm I download umm on facebook (laughter)
T: huh uh
L: umm as a important year for me I opened umm a umm I opened a blog
T: huh uh
L: umm and umm I will never forget this I guess
T: it's good that's enough
L: yes all these are connected with me
T: huh uh
L: umm because I umm I'm interested in umm foods
T: huh uh
L: actually umm I taste umm every foods in Sweeden
T: (laughter) nice
T2: did you like them? did you taste did they taste good?
L: no (laughter)
T: oowww
T2: because I'm planning to go there too and if (laughter)
L: umm um they tasted to me fishes umm fish
T: fishy
T2: I like fish
L: Sweeden Sweeden is famous
T2: (overlap) for fish
L: for with fish umm I liked fish but umm they have umm bread
T2: huh uh
L: at at the mornings at breakafast umm it taste umm
T2: fish
L: no it tastes like umm like no fla flavor
T2: flavor
L: flavor yes um I couldn't eat it umm and umm they haven't got any water like normal water
T2: what do they have?
T3: sparkling water they always have
L: they have this and they have umm umm flavors with a strawberry and limon (lemon)
T2: water
L: yes I couldn't find any normal water
T2/3: (inaudible voice)
T3: they don't they don't they never drink normal water as we drink
T2: a aaa
T: strange
L: I went I went shopping I said umm I want normal water but they didn't understand me
T: interesting
L: yes it was interesting umm but umm it was unforgettable (laughter)
T: (laughter) very good thank you
T2: thank you
L: for me
T: huh uh all right you next question
L: (picks another question) I'm so anxious
T: yeah? (laughter) no worries what number?
L: talk umm ten

T: number ten talk about your weekends what do you do where do you go who do you spend your time with do you like it?

L: yes I like

T: okay

T2: what is it?

T: number ten

T2: ten

L: huh uh

T: whenever you're ready

S: umm

T: you can think if for a bit if you need

L: (.)

T: do you need to

L: (overlap) no I can start

T: okay

L: umm at the beginning of the year umm I went Russian kurs (means course)

T: huh uh

L: at the weekends

T: huh uh

L: umm Saturday and Sunday umm regularly umm but umm my kurs (course) umm is finished

T: huh uh

L: umm no my kurs (course) finished

T: huh uh

L: now umm and I'm free umm so summer

T: huh uh

L: is close (laughter)

T: huh uh

L: and umm we generally umm umm arrange trip with my friends

T: huh uh

L: umm umm for example umm last weekend (mispronounced) umm we went umm Bodrum

T: huh uh

L: with our friends

T: huh uh

L: we swim (mispronounced) umm we went umm it was the first time I have been in Bodrum

T: huh uh

L: umm and now umm we we are planning to go umm umm Marmaris

T: huh uh

L: this weekend (mispronounced)

T: huh uh

L: umm and umm I usually spend my time like this

T: huh uh

L: sometimes umm I umm sometimes I I'm attending to the German courses but someimes whenever I want

T: huh uh

L: it is not intereseting like umm Russian language to me

T: huh uh

L: umm but I like German teacher

T: huh uh

L: umm my teacher umm umm

T: that's good yeah nice thank you



Learner 28

T: did you sleep well last night?

L: yes

T: yeah good so you got some rest what did you do today so far?

L: umm um I will

T2: got up late I think it's related with the type of exam

T: yeah did you do anything? did you relax? did you go to lunch? did you?

L: umm yeah I I study

T: huh uh you studied for the exam

L: studied yes

T: all right so you're ready right?

L: yes (laughter)

T: (laughter)relax deep breath

L: • okay

T: all right relax relax all right

T2: we are friends

T: we are friends

T2: not enemies

T: exactly you signed? did you sign yeah? (inaudible voice)

L: yes (picks a question)

T: okay what number?

L: umm twenty three

T: twenty three talk about the place where you live describe your neighbourhood likes and dislikes necessary things things that are essential your neighbours

L: yes

T: do you like the question or do you want to?

L: umm I want to choose

T: okay

L: (picks another question)

T: what number?

L: um fourteen

T: fourteen

L: talk about the most interesting the most exciting or the most relaxing experience you have had

T: okay do you have a preference?

L: umm fourteen

T: number fourteen

L: yes

T: okay go ahead you can think for a bit

L: (takes notes)

T: are you ready?

L: yes

T: okay so number fourteen talk about the most interesting the most exciting or the most relaxing experience you've had

L: umm I want to talk about umm the most exciting experience

T: huh uh

L: ummmm learn to drive a car

T: huh uh

L: umm because umm it's important for me
T: huh uh
L: umm umm first of all umm I umm drove a car umm with my teacher and my father
T: huh uh
L: my father umm more exciting than me
T: huh uh
L: umm my teacher umm said umm I (.) I was good
T: huh uh
L: umm (.)
T: how did you feel?
L: umm yani (well)I'm I was I felt umm very exciting
T: huh uh
L: relaxing
T: huh uh
L: and nervous (laughter)
T: huh uh yeah
L: and (.)
T: where did you drive can you tell us about it? umm your first time where did you go when you drove?
L: umm I drove umm in Muğla
T: huh uh
L: umm I started drive umm driving
T: huh uh
L: umm in garage
T: huh uh
L: umm the end of the garage umm (.) umm I I went to umm umm Gazi Anadolu Lisesi (Gazi Anatolian high school)
T: huh uh
L: and umm turn umm turned right umm I went to umm parking umm place
T: huh uh
L: umm I parked the car
T: huh uh
L: (laughter) I umm I done I did umm very well
T: huh uh
L: umm so umm I was happy
T: good
L: then umm umm I turned the in garage
T: huh uh good
L: yes
T: huh? okay that's enough
L: (overlap)that's all
T: all right thank you
L: (overlap)thank you
T: all right question two you're halfway there (laughter)
L: (picks a question)
T: what number?
L: umm twenty nine
T: twenty nine
L: talk about your perfect holiday
T: huh uh is that a good question?

L: (laughter)
 T: or do you want a different one?
 L: I want to choose (picks another question)
 T: what number?
 L: umm twenty one
 T: talk about your dreams or ambitions in the past and in the future compare your previous dreams and the recent ones which one do you want to talk about?
 L: umm I want to talk about umm my perfect holiday
 T: what number is that?
 L: umm twenty nine
 T: number twenty nine
 L: yes (takes notes)umm
 T: all right you ready?
 "L: yes I'm ready umm I went to Akbük
 T: huh uh
 L: umm I went with umm my aunt's family and my brother
 T: huh uh
 L: and my mother
 T: huh uh
 L: umm
 T: when did you go?
 L: when did you go? umm (.) when I was umm eight
 T: huh uh
 L: umm we went to Akbük and umm I swam in Akbük
 T: huh uh
 L: and umm we umm prepared umm cook
 T: huh uh
 L: then umm (.) umm we we ate umm dinner
 T: huh uh
 L: then umm (.) then again umm I swam
 T: huh uh
 L: then umm umm we turned the home
 T: huh uh you didn't stay there? (cough)
 L: no
 T: huh uh
 L: because it isn't far
 T: huh uh I see huh uh what was special about it about Ak Akbük?
 L: sea
 T: huh uh what about?
 L: (overlap) sea is beautiful and (.) umm şey (well) blue colour
 T: huh uh
 L: umm it's great place to relax
 T: huh uh
 L: (.)
 T: yeah? all right all right that's enough thank you
 L: teşekkür ederim (thank you)
 T: you're all done
 L: (inaudible voice)
 T: huh?
 L: ben alayım hocam(let me take it)(grabs note taking sheet)

T: oww we have to keep it I'm sorry (laughter)or I can save it for you for another time

L: I didn't try

T: (laughter)all right take care

L: (overlap)thank you

T: see you

T2: bye do you wanna give a break or shall I call the next one? (to the interlocutor)

T: umm just one minute for me

T3: one minute

T: sorry



Learner 29

T: you have a seat

L: (laughter)thank you

T: are you pre intermediate?

L: yes

T: one two or three?

L: three

T: three

L: three

T: pre intermediate three

L: yeah

T: huh? (to the assessors)

T2: sorry?

T: any problem?

T2: no no no

T: okay (laughter)

T2: which which?

T: (overlap)pre intermediate three

T2: pre three

L: yeah

T: all right where are you from Gülsüm?

L: I'm from Yozgat

T: from Yozgat haaa it's umm Utku's umm hometown

T2: (overlap) haa yeah

T: my husband's family's hometown he grew up in Datça but his family is from Yozgat all of them are back there

L: yeah

T: maybe your family knows his family (laughter)

L: maybe

T: probably

L: because Yozgat is very small town

T: exactly exactly they've all worked there too as teachers from time to time

L: yeah okay

"T: all right how do you like Muğla? Muğla must be very different from Yozgat

L: yeah very different

T: huh uh

L: umm but I like there

T: yeah? you like it here

L: yeah

T: yeah? are you going to go back to Yozgat or you going to stay in Muğla?

L: umm I live in Ankara but I'm from Yozgat

T: owww I see I see I see

L: yes

T: so Ankara is also very nice

L: yes very nice

T: are you ready?

L: yes I'm ready (laughter)

T: all right you first question

L: (picks a question)

T: what number do you have?

L: umm ten

T: number ten talk about your weekends what do you do? where do you go? who do you spend your time with?

L: yeah

T: do you like the question?

L: yeah I like

T: okay if you need you can think and take notes

L: okay (.) can I start? (laughter)

T: yeah you can start go ahead

L: umm

T: (overlap) tell us about weekends

L: umm generally umm I I am with my umm boyfriend

T: huh uh

L: and some my friends umm I I have umm homemate umm she is Zeynep we umm always with umm I am always with her and we spend a lot of time in home at home

T: huh uh

L: umm we cook and we umm sometimes we dancing we singing (laughter)

T: yeah

L: and umm I go cafes

T: huh uh

L: and (cough) I (cough) I go Marmaris Bodrum Akyaka

T: huh uh

L: umm and I umm want to learn Muğla and I umm always go there

T: huh uh yes

L: and I have umm (laughter) some umm (laughter) I'm very nervous

T: relax it's okay it's okay you always go there how does how does your day usually start on the weekeds?

L: (facial expression that shows she didn't understand the question)

T: how does your day usually start on the weekends?

L: umm I am always wake up early (laughter)

T: huh uh

L: because umm I accustomed to because my lessons classes are start early

T: huh uh

L: and umm always I am umm early wake up

T: huh uh huh uh good

L: and umm

T2: enough

T: yeah all right good one down (laughter) next question

L: (picks a question)

T: what number?

L: sixteen

T: number sixteen talk about something that really annoys you why is it annoying? what do you do to deal with it? Dou you understand the yeah?

L: (overlap) yeah

T: do you like the question or a different?

L: I don't like it (laughter)

T: okay

L: (picks another question)

L: two

T: (overlap) what number? number two? talk about the things activities you can do in your town

L: umm

T: which question?

L: two (laughter)

T: all right I'll take the other

L: (cough) umm I am live in Ankara I said

T: huh uh huh uh

L: umm there there are a lot ofs umm umm shopping center in Ankara

T: huh uh

L: and I really like shopping

T: huh uh

L: and I always go shopping there and umm I have I have got a lot of friends in there and umm we go umm Kızılay and we spend our time there

T: huh uh

L: we go some cafes and sometimes we (laughter) umm (.) (laughter)

T: yeah sometimes what do you do sometimes?

L: (laughter)

T: so you go cafes also

L: and umm we sometimes I go I go (laughter) I go their home and they came our home and

T: huh uh what else can you do in Ankara? If I was visiting Ankara what would you tell me to do?

L: umm

T: where would you tell me to go?

L: umm you can go some umm areas to picnic

T: huh uh

L: in Sincan there are umm umm Harikalar Diyarı umm sorry (laughter) wonderland

T: huh uh

L: and it's name is wonderland Alice

T: huh uh

L: in Wonderlands

T: huh uh

L: umm we go there umm and we there are there are alot of umm picnic areas in there and umm we have barbecue at there

T: huh uh

L: (.)

T: yeah any other?

T: (to the assessors) huh enough?

T2: umm yes

T: yeah okay okay all right

T2: something to add?

T: yeah do you have anything to add? do you want to say anything else about Ankara or things you can do places you can go?

L: (laughter) actually there are a lot of things

T: huh uh

L: and umm (.) no yes

T: no okay all right that's fine thank you very much take care

Learner 30

T: (laughter) your teacher hunted you (laughter)
 T2: (laughter)
 T: you're tired did you run here?
 L: umm (gulps)oh fast walk
 T: umm I see from the dorm?
 L: yes
 T: okay welcome (laughter)
 L: thank you
 T: catch you breath yeah
 L: •
 T: did you slepp well today or last night?
 L: yes
 T: yeah
 L: umm I slept umm ten hours
 T: haa
 L: huh uh
 T: nice
 T2: (inaudible voice)
 T: I know (laughter) more than I did (laughter)
 T2: more then both of us
 T: yeah (laughter)okay are you ready?
 L: yes
 T: okay did you sign did I give it to you this?
 L: huh uh
 T: all right you can choose your first question
 L: (picks a question)
 T: what number?
 L: umm seventeen
 T: all right talk about the advantages and disadvantages of having a mobile phone?
 L: yes
 T: do you want the question or do you want to choose a different?
 L: no good
 T: okay if you need this (gives him a pen)
 L: (takes notes) wtite English?
 T: huh?
 L: write an English
 T: it's up to you
 L: or Turkish
 T: you you you know best it's up to you I'm not going to read the paper so
 L: (laughter)
 T: you're right?
 L: yeah
 T: huh?
 L: let
 T: what's wrong?
 L: let me
 T: for what
 L (takes his mobile out of his pocket)

T: you can't use the phone
L: umm dictionary umm write an for write an English
T: yu can't use the dictionary
L: oww okay
T: yeah
L: (.) okay
T: yu're ready
L: huh uh
T: all right Burak umm number seventeen talk about the advantages and disadvantages of having a mobile phone
L: yes umm umm • advantages of umm mobile phone are umm we can umm talk ab (was going to say 'about') talk umm (.)
T: huh uh
L: other people
T: huh uh
L: umm who away
T: huh uh
L: who away umm and umm we can search engine
T: huh uh
L: umm on the mobile phone
T: huh uh
L: and umm it's contain umm internet
T: huh uh
L: or dictionary
T: huh uh
L: umm so therefore umm mobile phone have very advantage
T: huh uh
L: umm but disadvantages are umm mobile phones umm make unsocial
T: huh uh
L: umm unsocial people umm or umm radiation radiation
T: huh uh
L: umm is very (mispronounced)bad thing you know umm it is very (mispronounced) bad my healthy
T: huh uh
L: umm mobile phone umm you you know mobile phone is discovered umm new
T: huh uh
L: new umm and umm in the past in the past umm people make umm connection with people umm very hard
T: huh uh
L: umm so umm mobile phone advantages umm that's it
T: huh uh okay that's good thank you question two
L: (picks a question)
T: what numer?
L: twenty
T: number twenty talk about the problems that young people teenagers and their parents have umm
L: no
T: no okay
L: (picks another question)

T: number fifteen talk about your most favourite and least favourite cities and give reasons

L: umm (.) okay

T: yeah which number? number fifteen

L: (overlap) yes

T: all right whenever you're ready

L: huh uh umm let me think

T: go ahead

L: (thinks for a while)

L: okay

T: you're ready?

L: yes

T: okay

L: (overlap) I want to huh

T: so go ahead

L: I want to compare between İzmir and İstanbul

T: okay

L: umm in İzmir umm population is umm low (mispronounced)

T: huh uh

L: than İstanbul lower than İstanbul

T: huh uh

L: umm but umm transport is umm very bad than İstanbul

T: huh uh

L: umm so umm people are complain about that

T: huh uh

L: umm in İstanbul umm night life is very nice

T: huh uh

L: and umm (.) are well than İzmir

T: huh uh

L: umm umm transport system umm metro

T: huh uh

L: umm you know in İzmir umm very umm good but but umm people is isn't umm use less use that umm in İstanbul umm transport transportation very expensive

T: huh uh

L: than İzmir

T: huh uh

L: umm so umm but but sorry

T: huh uh

L: but umm taxi taxi

T: huh uh

L: umm is very cheap umm because umm very people live in İstanbul

T: huh uh

L: umm (.)

T2: which one is favourite which one do you want to live?

T: huh uh

T2: which city?

L: which city umm İstanbul I like İstanbul

T: why?

T: huh uh

T2: why do you like it?

L: umm why because umm nightlife umm I like nightlife
T: huh uh
L: umm in İstanbul umm Caddebostan or Beşiktaş umm is very good and actually umm İstanbul is better than İzmir
T: huh uh
L: I think
T: huh uh
T2: you don't need to compare İzmir and İstanbul you should tell a very favourite city for yourself
T: huh uh
T2: and a city that you don't like okay?
T: huh uh
L: okay
T2: we know that you like İstanbul a city that you don't like
T: yeah
T2: somewhere you don't like
L: umm I don' like umm Hakkari
T2: have you been there?
L: no but umm terrorism is very there
T2: huh uh
T: huh uh
L: umm technology is very low
T: huh uh
L: umm than İstanbul
T: huh uh
L: so İzmir the people moved Hakkari from Hakkari to İstanbul
T: huh uh
L: umm (.)
T: because of why did they move?
L: umm because transportation system umm night life or social life
T: huh uh
L: umm is better than Hakkari
T: huh uh
T2: that's enough thank you
T: okay good
T2: that's enough both of them are okay
L: thank you

Learner 31

T: (laughter)

T2: (inaudible voice)

T: yeah right

T2: now she failed

L: (laughter)

T: that's funny where are you from?

L: Rize

T: from Rize

L: yeah

T: oww very nice do you miss Rize?

L: umm not much

T: not much

L: yeah

T: really why not?

L: I like this I like the umm actually Rize and Muğla is the same of like fora weather

T: huh uh

L: umm the other thing

T2: forest seaside

L: yeah

T: huh uh yeah

L: is similar

T2: are you from Güneysu or from city center?

L: city center but I know the Güneysu

T2: I know too

L: my village there

T2: your?

L: village there

T: yeah?

L: Pazarköy maybe

T: huh uh nice are you ready?

L: yes

T: all right (laughter)

T2: we are going to there

T: I haven't been to yet but I want to visit

T2: (inaudible voice)

T: yeah I have to go

L: (picks a question)

T: what number?

L: nine

T: number nine umm talk about a film that you have seen

T2: please (laughter)

T: huh uh (laughter) the type of film the main characters the plot the location actors actions

L: umm

T: do you like that or a different question?

L: (thinks for a while) umm which film may I take ?

T: okay (laughter)

T2: no one talks about films

L: (picks another question) twenty four

T: twenty four talk about a period in your life when you are a child or teenager what did you like or dislike doing umm what things have changed umm since you've got older older interms of your hobbies interests the world

L: umm

T: which question would you prefer?

L: this

T: huh?

L: this question

T: twenty four

L: yes

T: of course (laughter) yeah all right do you need a moment to think or you ready?

L: I'm ready

T: okay go ahead tell us about your childhood

L: my my all of my my neighbours my family told me that you when you when you were a child you were so naughty

T: (laughter)

L: umm you break all all your family's toys

T: (laughter)

L: all their fami (about to say family) their child's toys

T: huh uh

L: and umm I think I remember that umm we we were going mer (about to say merkez) city center

T: huh uh

L: umm with my mother and we were going to take some something I don't remember

T: huh uh

L: and umm I saw a toy and umm I was going to take it but my mother didn't let me

T: huh uh

L: and I cried so much I remember can

T: huh uh

L: umm I like umm I like yeah it's funny but I like fight my brother I always beat him

T: (laughter)

L: and I didn't like umm I didn't like eating some vegetable

T: huh uh

L: my my mother always forced me

T: huh uh

L: umm what things have changed? umm I was too naughty but now umm my aunt say that you were so naughty but now you are so umm so

T2: cute

L: yeah cute so

T2: well behaved

L: yes

T: (laughter)

L: and all of my family said that

T: huh uh

L: umm my hobbies umm I have I had a lot of toys cars

T: huh uh

L: umm cars cars lots of cars

T: huh uh

L: and I always umm how can I say play with play with them

T: huh uh

L: and umm I remember that when we umm we went Ayder

T: huh uh

L: Ayder do you know any?

T: ı ıı (means no)

L: Ayder

T2: Ayder yaylaları

L: yeah

T: huh uh

L: and

T2: the most beautiful place

L: umm the president Recep Tayyip were there and I get a toy from them

T: hmm

L: yeah

T: (laughter)

L: yeah he gave me a toy a car I remember that (laughter)

T: (laughter) and now

L: now

T: is there anything different? do you still like cars?

L: I like not toys but I like real cars

T: huh uh

L: real cars

T: huh uh

L: umm when I was child umm then I always umm play with cars but when I high school I play with computer games

T: huh uh

L: but now umm I don't have computer

T: huh uh

L: umm so I I no I have no chance to play and

T: okay it's enough

T2: thank you

L: enough

T: yeah all right question two (laughter)

L: (picks a question)four

T: (overlap)what number?

L: four

T: four talk about your childhood interests (laughter)

L: same

T: yeah do you?

L: (picks another topic) five

T: five talk about a perfect or a terrible day when was it? who were you with? what happened etc.?

L: hmm

T: you can choose which one?

L: five I've choose

T: five okay

L: umm first I want to talk about my terrible day

T: huh uh

L: umm when I was ten or twelve umm I went home and I saw a lot of people near my home and my işte (well) cousin my umm people who I don't know

T: huh uh

L: and I saw that umm men are talking but I when I go inside I saw that all woman were crying

T: hmm

L: I didn't know what to happen and I saw my mother and she was crying too and I said that what happen

T: huh uh

L: and she told me that umm go and go and talk your aunt say sorry for your um how can I say sorry fr your dead

T: for your loss

L: for your loss (mispronounced)

T: huh uh

L: I didn't know umm even who who were dead who died

T: huh uh

L: and I said that işte (well) umm sorry for your loss (mispronounced)

T: huh uh

L: lost

T: huh uh

L: umm when we then umm I realized something and I I run away that run away my home and I saw my cousin were crying too then I realized that umm something happened my my uncle

T: hmm

L: and two days after umm we buried buried him

T: huh uh

L: and that was my terrible day

T: yeah sorry

L: (overlap)perfect day umm perfect day the day when I met my girlfriend

T: huh uh

L: one of the perfect day (laughter)

T: huh uh

L: and actually umm

T: huh uh

T2: one is enough

T: yeah

T2: you you talk about either of perfect day

L: haa okay

T: yeah it's fine

T2: or terrible day so (inaudible voice)

T: yeah

L: that's all

T2: yeah that's all that's all

T: thank you for sharing (laughter)

L: (laughter)

T2: what happened to your uncle?

Learner 32

L: I umm spend time with my friends

T: huh uh

L: good time

T: yeah now you're here

L: (facial expression that means she doesn't understand)

T: now you're here

L: umm yes (laughter)

T: yes (laughter)

L: I'm here (laughter)

T: (laughter) all right ae you ready?

L: yes I'm ready

T: okay your first question

L: (picks a question)

T2: (inaudible voice)

T: haa

L: I need one more

T: one more what what was the number first?

L: umm thirteen

T: thirteen

L: yes

T: okay

L: (picks another question)

T: what number?

L: umm twenty eight

T: twenty eight

L: yes

T: so twenty eight talk about your classmates

L: yes

T2: twenty eight

T: which one would you like to do twenty eight or thirteen?

L: one person or generally?

T: you can talk about one more than one person if you want you can talk about two people you can talk in general huh uh

L: let me think

T: huh uh

L: (thinks for a while)

T: you ready?

L: yes

T: all right all right Kamer umm question number twent eight talk about your classmates gender age characteristics etc.

L: umm yes umm I am starting umm my classmate umm is umm name is Büşra umm Büşra is a is umm nineteen years old

T: huh uh

L: and umm Büşra has got blue eyes and umm (.) blue eyes and umm blonde hair

T: huh uh

L: and umm umm Büşra is umm a kind person

T: huh uh

L: and polite person umm Büşra makes me happy

T: huh uh

L: umm we umm spend time umm we spend we spend good time together

T: huh uh

L: umm Büşra doesn't like liar person and umm liar person and (.) umm unkind person

T: huh uh

L: umm she umm likes umm swimming

T: huh uh

L: and umm watching film

T: huh uh

L: films

T: huh uh

L: umm walkings

T: huh uh

L: and (.) umm

T: what about your other classmates?

L: classmates

T: on general in general or specific

L: gneral umm there are umm several good person in my class umm one of umm one of good person is umm Sevcan

T: huh uh

L: umm Sevcan is umm Sevcan is a polite person and umm umm she is umm eighteen years old

T: huh uh

L: and she likes umm also swimming

T huh uh

L: and umm laughing

T: huh uh

L: umm you make umm Sevcan makes me happy umm we also umm spend time well

T: huh uh

L: together

T: huh uh

L: that's all

T: okay thank you all right all done

T2: (inaudible voice)

L: thank you

T: oww wait wait did we do only one question?

L: ha bi tane daha mı var? (is there one more?)

T: the right (laughter)

L: unuttum (I forgot) sorry (picks another question)

T: what number?

L: umm twelve

T: number twelve

L: yes

T: talk about a new experience a new place a new course or a new school etc. do you like that?

L: I want to umm

T: okay

L: one more topic (picks another topic)

T: what number?

L: umm twenty six

T. talk about three main problems in your country health education economy traffic environment etc. and what are your suggestions to solve these problems?

L: umm

T: which one?

L: I think it's difficult

T: huh uh

T2: (laughter)

L: (laughter)

T: (laughter)

L: umm I am talking talking about this topic

T: what number?

L: twelve

T: number twelve

L: yes

T: talk about a new experience a new place a new course a new school etc.

L: (overlap) a new experience (thinks for a while)

T: are you ready?

L: yes I'm ready

T: all right so number twelve talk about a new experience

L: yes • umm umm my new experience is umm new place

T: huh uh

L: umm now I am umm I am living umm at umm Muğla

T: huh uh

L: umm because I am I am a student of Muğla university

T: huh uh

"L: umm I am umm starting I am sta I started umm this year umm Muğla is a umm good city but umm undevelopment city

T: huh uh

L: umm so umm I can't found find find umm a lot of things

T: huh uh

L: umm only umm we spend time with my together friends together

T: huh uh

L: umm we go to a lot of cafes

T: huh uh

L: and umm umm go to cinema

T: huh uh

L: and walking

T: huh uh

L: walk

T: huh uh

L: um Muğla is a small city umm so umm I umm miss Bursa

T: huh uh

L: umm I think (silently)my new expeience is new school umm

T: huh uh

L: umm new friends

T: huh uh

L: umm I like my new friends

T: huh uh

L: umm

T: is anything difficult about having new friends?

L: no it's not difficult umm that's all (laughter)

T: (laughter) all right thank you

L: see you

T: see you

Learner 33

T: yeah (laughter)so how are you? you're the last student umm of the day for us
 L: mostly nervous
 T2: (overlap)we are celebrating
 T: yeah you're mostly nervous
 T2: (inaudible voice)
 T: why are you nervous?
 L: umm I don't know
 T: you don't know
 L: I'm kinda (kind of)shaking
 T: yeah what department are you going to?
 L: engineering
 T: engineering what kind?
 L: computer
 T: computer engineering okay yeah where are you from?
 L: umm İstanbul
 T: from İstanbul haa the big city
 L: but I live in Marmaris since I was four
 T: aaa so you're from here
 T: huh uh
 T2: another big town (laughter)
 T: not Marmaris (laughter) I don't know if does Marmaris count as a big town? I'm not sure
 "L: bigger than Muğla
 T: bigger than Muğla that's true do you go to Marmaris every weekend?
 L: I will go umm today
 T: yeah usually usu
 L: (overlap) my bag is out there
 T: haa nice exciting all right are you ready to begin?
 L: not really but I can (laughter)
 T: (laughter)
 T2: he had to (laughter)
 T: yeah all right here we go
 L: shall I read it loudly?
 T: (overlap) what number? go ahead huh uh
 L: talk about the statement 'The internet has made the world the world a better place' do you agree or disagree with this statement why?
 T: huh uh what number is that?
 T2: eighteen
 L: eighteen
 T: all right do you want that question or do you want to pull another question?
 L: umm may I change it after I?
 T: (overlap) yeah if you if you prefer that you can check and if you
 L: (overlap) okay
 T: you choose which one you want to talk about
 L: (picks another question)
 T: what number?
 L: three talk about your favourite place in your city where is it? why is it umm your favourite? what do you do there?

T: huh uh
L: this easier (laughter)
T: okay (laughter)all right so which number?
L: three
T: number three
L: yes
T: all right you can think if you'd like or you can start whenever you're ready
L: okay
T: okay
L: (thinks for a while)
L: umm
T: huh uh
L: I mean in my city Marmaris is in my city also can I talk about it or
T: so
L: it should be like a place?
T: umm so Marmaris is your city you can
L: umm Muğla is my city but Marmaris is a statement like
T2: no no no
T: well don't worry Marmaris
T2: where are town you come from
T: yeah
L: haa okay okay
T: you can consider Marmaris a city so you can talk about a place in Marmaris
L: (overlap) a place in Marmaris
T: huh uh
L: okay I'm I will start
T: okay
L: umm my favourite place in Marmaris is 'Friends cafe' is a cafe it's a cafe in seaside
T: huh uh
L: we go there with my friends we have fun together I used to have my birthday there
T: huh uh
L: when I was umm sixteen years old yes
T: huh uh
L: we had fun umm my friend whose name is Deniz she she is my closest friend
T: huh uh
L: in Marmaris she likes there too we we've been there a lot of times we have parties
T: huh uh
L: you can see the amazing view
T: huh uh
L: when you sit on a chair and you can see all those ships and umm yachtes they are really cool
T: huh uh
L: and pretty amazing
T: huh uh
L: umm also I like umm why why is it my favourite?
T: huh uh
L: because umm nice question
T: huh uh compared to other places what makes it special?
L: it's no speciality actually
T: huh uh

L: umm it has got a terrace
 T: huh uh
 L: and umm (laughter) it's it's the oldest place in Marmaris
 T: hmm
 L: that's why it's my favourite I guess
 T: huh uh
 L: and it has got a great milkshake
 T: huh uh
 L: I love it
 T: haa
 T2: that's enough
 T: yeah?
 T2: good job
 T: thank you
 T2: enough thank you
 T: also good
 T2: (overlap) milkshake is enough (laughter)
 T: good information 'Friends cafe' right?
 L: yeah
 T: all right I like good milkshakes so I'm gonna try it (laughter)
 L: (laughter)
 T: all right question two
 L: (picks a question)
 T: what number?
 L: (overlap)thirty one
 T: thirty one talk about a film that you have seen the type of film main characters plot etc.
 L: umm it's kinda (kind of) hard (laughter)I don' know mostly main characters
 T: huh uh
 L: because I don't look at the names
 T: I see
 L: may I choose?
 T: huh uh
 L: okay oww talk about your daily routine
 T: (laughter)
 T2: number one?
 L: one (laughter)
 T: (laughter) number one okay
 T2: for the last student
 T: huh uh
 L: yeah I will start with present simple (laughter)
 T: (laughter)
 T2: noo (laughter)
 L: I wake up early (laughter)
 T: (laughter)
 L: and umm I live in actually I am living in residorm umm because I live in Marmaris mostly
 T: huh uh
 L: actually
 T: huh uh huh uh

T2: actually (inaudible voice)(laughter)

T: huh uh (laughter)

L: umm I wake up early umm I guess seven fifty and my alarm clock starts ringing and at seven fifty but I don't get up early (laughter)

T: huh uh (laughter)

L: I get up at eight twenty five (laughter)I

T: (laughter)

L: bare barely catch the school time

L: huh uh

T: and I get in to my class like eight thirty two

T: huh uh

L: and I'm not umm a student who is late for class all the time umm our routine starts at umm when I reach to school

T: huh uh

L: umm we have our lessons

T: huh uh

L: my friend umm İsmet was

T: huh uh

L: my mate (laughter)

T2: (inaudible voice)(laughter)

T: it's enough

L: haa it's enough?

T: yeah (laughter) she is in shock

T2: that's it (laughter)

T: yeah now it's good

T2: thank you so much

T: yea all right

T2: it's a very good job your daily routine

T: yeah (laughter)huh uh

Learner 34

L: good morning

T: good morning wellcome how are you?

L: I am fine and you?

T: fine thanks umm what's you name?

L: Makbule

T: wellcome Makbule please sign next to your name how old are you?

L: I am nineteen years old

T: where are you from?

L: I am from Uşak

T: okay and what do you like doing?

L: umm I like drawing

T: huh uh

L: and I I am trying I am trying to write a poem

T: huh uh

L: and I read book

T: you read books okay if you are ready umm you can take umm topic from the envelope

L: okay (picks a topic)

T: you have a thinking time umm nearly a minute when you are ready you can start talking about your topic

L: okay

T: and please umm read your topic out loud and our teachers (inaudible voice)

T2: and the number of the topic

T: number of the topic yes

L: number of topic is twenty seven

T2: twenty seven okay

L: talk about the person or people you live with do you prefer to live alone or with some other people? why or why not?

T: you may think and you may take notes if you need then when you are ready you may start

L: (thinks fr a while)okay I can start

T: okay

L: the person who who I live (mispronounced)with is my best friend

T: huh uh what's her name?

L: her name is Nesibe we met with her in last year beginning of the university

T: huh uh

L: and we stay at same dorm dormitory and our department is the same

T: huh uh

L: umm we met umm last year in summer holiday on the facebook

T: okay

L: umm and then we came to the Muğla and we met in there and our parents met
T: each other
L: in Muğla each other and I want to I prefer to live umm with her
T: huh uh
L: you like living with her
L: yes umm we we share a lot of things we always together
T: huh uh
L: and umm
T: what do you do together for example?
L: for example we have four lessons everyday
T: huh uh
L: and after the school we go the the shopping or umm go to the cinema
T: huh uh
L: and weekends we go to the Akyaka and we we swim
T: huh uh
L: or we rent a house in the Akyaka and we cook umm cook meal
T: huh uh
L: and we invite the our friends and we all together eat something
T: huh uh
L: and then and then
T: you had fun together
L: yes yes
T: so you prefer living with your best friend
L: yes
T: okay do you want to add something more or that's all?
L: umm that's all
T: okay now you may take your other topic and after you are ready in a few minutes
you may start talking please tell us the number of the topic again
L: number of topic is nine talk about a film that you have seen type of film the main
characters the plot the location actors actions umm
T: if you don't like you may change
L: change
T: okay
L: I don't remember I talk
T: huh uh choose another one
T: number
L: umm fourteen
T: fourteen
L: talk about the most interesting the most exciting or the most relaxing experience you
have had
T: you will talk about this one fourteen
L: yes

T: okay

L: (thinks for a while) can I start?

T: yes if you are ready

L: yes umm I have had a lot of experience umm the most interesting is the first time I go to the sea and I I tried to swim

T: huh uh

L: with my father

T: huh uh

L: it is it was so exciting exciting for me umm I I was scare of water

T: huh uh

L: umm it is it is it was very difficult difficult for me and first time I umm I am in sea

T: huh uh

L: I start to cry

T: yes

L: umm my father take me and umm later (mispronounced 'letter')I try again but I don't like it

T: huh uh

L: umm the most exciting experience I have had is university exam

T: huh uh

L: of course umm it is so difficult for me

T: huh uh

L: because it is my future

T: yes

L: umm everything depend depends on the

T: (overlap)exam

L: exam

T: huh uh

L: and umm I my mother and me I go to the umm exam together

T: huh uh

L: umm when I look at the exam paper firstly I start started to cry

T: huh uh

L: umm umm five minutes later I breath and I start to think umm I say myself to be calm

T: huh uh

L: and start umm it's very difficult for me

T: and you can't umm forget this moment

L: yes

T: okay

L: umm

T: the most relaxing experience do you want to talk about it or that's all?

L: I go on

T: okay

L: umm the most relaxing experience I have had is umm

T: (coughs)

L: I go to the I went to the camp

T: huh uh

L: and it's it's about two years ago

T: yes

L: umm I and my friends went to the Düzce

T: huh uh

L: umm it is umm (.) it is a mountain and we set up our umm (.)

T: campsite in a campsite you stayed with your friends

L: yes and it is silence (mispronounced) place

T: huh uh

L: and I went to seaside alone

T: huh uh

L: umm it it's wonderful picture

T: (overlap) atmosphere

L: atmosphere and it is it makes me very relaxed

T: okay

L: that's all

T: that's all thank you so much

T2: thank you for your performance thank you for the good performance I want to ask you what class are you in? what level of English are you?

L: intermediate

T2: elementary or intermediate? intermediate or pre-intermediate? did you start pre-intermediate?

L: inter pre intermediate

T: (overlap) pre intermediate I think because you have four hours in a day so I understood from that

T2: yeah

T: she is pre intermediate

T: yeah

T2: she is (inaudible voice)

T: (coughs)

T2: thank you for the performance

T: okay thank you

T3: thanks and you were not excited you were not nervous also good

L: thank you

T3: have a good day enjoy the rest of your day

L: you too

T: thank you

Learner 35

T: welcome please sign with this pen

L: (signs)

T: how are you Medine

L: I'm nervous (laughter)

T: (laughter)sure you are nervous and umm your level elementary or pre intermediate?

L: pre intermediate

T: pre intermediate okay and where are you from?

L: I'm from Osmaniye

T: Osmaniye okay umm and what do you like doing in yur free time?

L: umm I like umm listening to music

T: huh uh what else?

L: umm I like reading a book

T: okay when you are ready you may pick a topic please tell us the number of the topic

L: (picks a topic)umm eight

T: eight

L: huh uh

T: if you don't like te topic you may change it

L: umm when I don't umm feel well umm umm I listen to music

T: huh uh

L: umm for example if I am umm very sad umm I am listen to rock music

T: huh uh

L: umm umm and I'm I'm thinking about umm about my problem

T: huh uh

L: umm for example umm what I should do

T: huh uh

L: umm what I am am I

T: huh uh

L: umm or I talk to my mother and umm she is dealing with my problem

T: huh uh

L: she helps you

L: yes umm or umm umm or when I don't feel well umm I go out and umm fresh air is umm good

T: huh uh

L: umm for me (.)

T: physically for example you are ill what do you do when you are ill?

L: umm when I umm when I am ill umm mostly umm I sleep

T: huh uh

L: or umm I drink umm tea

T: huh uh

L: herbal tea

T: okay

L: (.) maybe you take a shower to relax

L: umm no umm I don't take a shower

T: huh uh

L: umm because umm umm I try to this problem umm to think

T: huh uh

L: you need time to think

L: yes

T: so you don't want to umm get away from it you think and you solve your problem do you want to add something more to this topic or that's all?

L: that's all

T: that's all okay let's pick another one

L: (picks a topic) twenty four

T: huh uh

L: (thinks for a while) umm last year umm it was a umm terrible year

T: huh uh

L: umm for me because it was the exam year

T: yes

L: umm and umm and my future umm depended on umm the exam

T: yes

L: umm I was umm stressful and I was thinking my future

T: huh uh

L: umm what what my department is

T: huh uh

L: umm (.) umm I did umm I I tried to study regularly

T: huh uh

L: • umm and umm much as umm it was an only exam umm it it what about me

T: huh uh

L: umm so umm it is it was only an axam but umm

T: it's very important

L: (.)

T: important for you

L: •

T: the thing about umm when you were a teenager umm when you were a child what did you like doing umm what did you dislike doing?

L: (.)

T: when you were a child look at the topic

L: umm when I was a child umm umm I was umm playing I was playing with my friends

T: huh uh

L: and I went to the park

T: okay

L: umm when I was a child umm a day umm was like a year umm for me
T: huh uh
L: umm because umm I was umm doing a lot of thing umm in a day
T: huh uh
L: umm that tmes umm days were nice
T: huh uh
L: umm
T: you were just playing having fun with your friends
L: (.)
T: and what did you dislike doing what did you hate when you were a child?
L: umm umm I hated umm some some of my friends
T: huh uh
L: umm it wasn't umm hating but umm I I didn't like them
T: huh uh
L: umm because while we are umm playing umm they umm they weren't they eren't rule
T: yes I see they umm weren't following the rules so you don't like these people
L: huh uh
T: do you want to add something more to this topic or that's all for you?
L: umm no yeah umm I want to speak more
T: okay add what do you want to talk?
L: umm when I got older • umm when I got older umm umm I I want to umm true my dreams all of my dreams um and my goals umm because umm umm life is umm a long period
T: huh uh
L: and umm umm and I think umm we can do whatever umm we want
T: huh uh
L: umm and umm when I umm when I got older umm umm umm I will be good teacher
T: huh uh
L: and I will umm I will be an expert
T: yes
L: in umm
T: teaching
L: yes teaching
T: huh uh
L: and foreign (pispronced)language (.)umm and umm I umm umm when I when I die umm I umm (.) umm maybe umm I will write a book
T: huh uh
L: umm or umm I will the best umm in my department
T: okay you want to be umm an expert in your umm job
L: yes

T: so umm time is over thank you for your umm speech

L: thank you

T: okay

T2: have a good day

T: thank you have a good day

L: thank you



Learner 36

T: wellcome Berke good morning how are you?

L: umm good (laughter)

T: okay please this one (attendance sheet)

L: (signs)

T: okay

L: seçeyim mi?

T: in a minute how are you today how do you feel?

L: umm (laughter) umm exciting today

T: huh uh

L: because umm I have exam my exam

T: yes because of the exam you feel umm nervous

L: huh uh

T: so umm when you are ready you may pick a topic and after umm thinking time you may start

L: (picks a topic)

T: if you want you may take notes tell us the number of the topic

L: huh uh

T: which one?

L: umm thirty

T: thirty talk about the advantages of learning English

L: yes

T: you may think

T2: thirteen?

T: (overlap)thirty

L: (overlap)thirty

T2: thirty?

T: huh uh

T2: huh uh

L: konuşabilir miyim?

T: yes but you have a thinking time in a minute when you are ready you may start

"L: (overlap) umm avantajları (advantages) ne söylesem şimdi? (what should I say?) umm I think umm a lot advantages of learning English birçok neden var (there are a lot of reasons) umm because umm English language is umm global language

T: huh uh

L: umm so umm if I learning English language umm umm I speak I I speak hani (well) (laughter) cümleyi toparlıycam Türkçe düşünüyorum şu anda (I'll fix the sentence I'm thinking in Turkish right now) umm Türkçe düşündüm (I thought in Turkish)

T: to speak with foreign friends maybe

L: no no umm şey (well) everybody

T: huh uh in the world

L: huh uh national

T: huh uh

L: people speak English umm for example Indian

T: yes

L: umm England hani (well) Germany USA Brazil

T: yes

"L: umm başka (what else?) umm (.)

T: for job offers English?

L: (.)

T: finding a better job?

L: huh yes make a better job başka? (what else?) anything else topic should seçsem? (shall I pick?)

T: do you want to add something more to it or you want to change the topic?

L: change the topic

T2: you can't change the topic

L: umm you can't change the topic

T: because you started umm talking

L: haa

T2: because you started

L: haa anladım (I got it)

T2: Berke you started

T: go on talk more

L: ay aklıma gelmedi bir anda (I couldn't recall)(laughter) (.) umm more (.)

T: for your department

L: huh uh department (.) umm I don't mind hani (well) example (.) (inaudible voice) umm if I umm learning English o kadar saçmalayacağım ki (I'll talk nonsense) gelmiyor aklıma yaa hiçbir şey (I can't think of anything)(.)

T: go abroad maybe when you go abroad

L: huh uh evet (yes)when I go abroad çıkarsam (if I go abroad) umm yaa neydi ya (what was it) benefit (laughter)hiçbir şey gelmedi aklıma (nothing came to my mind) when I go abroad umm everywhere herhangi bir yer gidersem (if I go anywhere) umm I benefit umm learn English

T: huh uh

L: talk about people

T: yes

T: you can do your shopping on your own

L: huh uh

T: you can talk

L: (overlap) I can buy umm hmm I went to shopping

T: huh uh

L: ya da (or)umm I bought umm everyone hiç isim de gelmedi aklıma (I can't think of any name)(.) (her neyse başka(anyway what else?) umm (laughter)

T: okay don't umm talk let's move to your second topic

L: huh uh

T: okay

L: (picks a topic)

T: number of the topic

L: umm twenty one aman (sorry) thirty one

T: thirty one (.) talk about a film you have seen

L: (overlap) huh uh

T: if you don't like the topic now you can

L: ha yes

T: umm change it before starting

L: değiştireyorum

T: okay

L: (I'll change) I change it

T: okay

L: my topic (picks another topic) umm

T: number of the topic?

L: umm twenty

T: twenty talk about the problems that young people have which one you wanna talk (.) about?

L: umm thirty one

T: thirty one okay (.) you will talk about a film you have seen (cough)

L: umm I talk about (inaudible voice) şimdi (laughter) (.) I talk about (inaudible voice) umm I talk about 'Hello Ladies'

T: huh uh

L: Hello Ladies is romantic omedy film

T: huh uh

"L: umm baş karakter (main character) umm ana karakter neydi yaa (what was the main character?) (.) umm

T: (overlap) is a woman or a man umm if you can't remember the name of the person

L: umm Jame James man huh uh

T: James huh uh okay

L: his name is James umm James is very comic and umm smart

T: huh uh

L: boy umm (.) furthermore (mispronounce) he is rich

T: huh uh

L: but he is alone (laughter)

T: okay

L: ummm umm he is umm he has 'his' diyeyim ya da (or I'll say 'his') he is long age mi? aynı zamanda (at the same time) furthermore he is fat (laughter)

T: huh uh he is old and fat

L: huh?

T: old and fat

L: (overlap) no young and fat

T: young and fat

L: young but fatty umm second character is Elizabeth Elizabeth is very beautiful girl

T: huh uh

L: umm but he she is very poor

T: huh uh

L: umm James and Elizabeth umm live with same home

T: huh uh

"L: live same home umm başka main character? (other main character)main actors umm the film çekilmek neydi ya (what was shooting a film?)action mı diyeyim (shall I call it 'action'? umm

T: it took place

L: huh uh

T: in

L: Los Angeles

T: Los Angeles okay

L: umm (inaudible voice)

T: Los Angeles you said so USA

L: huh uh

T: huh uh and do you remember actors actors name of the actors

L: (overlap) actors umm Jordan Jordan third character

T: huh uh

L: umm Jordan is very serious boy

T: huh uh

L: umm but umm very lonely person umm

T: why do you like that film?

L: umm because the film is very funny

T: huh uh

L: komik (funny) umm umm th film moves umm one hour sürüyor (lasts) süre aklıma gelmedi şimdi (I couldn't remember the duration now)

T: it lasts one hour

L: huh uh lasts one hour umm furthermore umm film and umm series 'Hello Ladies' is film and series umm (.)

T: that's all because time is up

L: bitti mi? (has it finished?)

T: huh uh

L: aa tamamdır haa okay (laughter)

T: okay thank you have a good day

L: (laughter)

T2: have a good day

Learner 37

L: umm

T2: the topic number is?

T: ten

T2: ten

L: umm

T: are you ready?

L: can I change the topic?

T: you will talk about this one or that one twenty eight or ten decide which one you will talk as your first topic

L: umm twenty eight

T: okay (laughter)

L: (laughter)

T: but this is your last decision you can't change it anymore umm think and start talking

L: my class classmates umm name is Büşra

T: huh uh

L: umm Büşra's country is İstanbul umm city is İstanbul

T: huh uh

L: umm and umm she is nineteen years old

T: huh uh

L: umm Büşra and I umm department I department is umm same

T: huh uh

L: Political Science and International Relations

T: okay

L: umm she is very hardworking umm she is honest

T: huh uh

L: very friendly for me

T: huh uh

L: umm (.)

T: what she likes doing or what she doesn't like doing?

L: she likes umm play basketball

T: huh uh

L: playing basketball umm cooking

T: huh uh cooking study lesson study lesson

T: huh uh

L: umm she has umm two sister umm (.)

T: their names?

L: umm I don't know

T: you don't know their names okay

L: umm (.)

T: where does she live?

"L: umm Muğla

T: huh uh

L: umm (.)

T: do you want to add something ore or that's all about this topic?

L: this topic that's all

T: okay choose your second topic

L: (picks a topic)

T: number of the topic?
 L: (.)
 T: tell us the number of the topic
 L: eleven
 T: eleven okay (.) you don't talk about eleven
 L: can I choose second?
 T: if you don't like yes but if you like the topic you may start talking about it
 L: (picks another question)
 T: which one you will talk?
 L: eleven
 T: are you sure?
 L: yes (laughter)
 T: okay number eleven think and start talking
 L: (thinks for a while)umm I can start
 T: okay
 L: umm for example umm teacher
 T: huh uh
 L: umm teachers
 T: okay
 L: umm (.) I think umm teacher teachers umm have three month
 T: huh uh
 L: for holiday
 T: yes
 L: (.) umm but umm not enough salary
 T: yes but their salary isn't enough
 L: isn't enough
 T: huh uh
 L: (.)
 T: what what is their job? what do they do? (.) explain the job and what is important in umm teaching what's important for teachers
 L: they should love umm their job
 T: huh uh
 L: umm (.) umm (.) for example police
 T: okay you will talk about another job policemen
 L: policemen
 T: huh uh
 L: umm their job is very dangerous
 T: yes
 L: umm very difficult (.)
 T: working hours maybe for policemen?
 L: (. (laughter)
 T: they work at night for example
 L: at night yes they work at night umm they haven't umm long holiday
 T: huh uh
 L: umm they work hard
 T: yes
 L: umm (.) (laughter)
 T: huh uh that's all
 L: that's all
 T: okay thank you so much

L: you're welcome
T: have a good day
L: (laughter)thank you
T: see you



Learner 38

L: but umm I came here with my my family

T: okay you are lucky (laughter)

L: (laughter) yes I am

T: okay let's start please pick a topic

L: (picks a topic)

T: if you don't like the topic you may change once umm before starting but please pick once and read

L: umm

T: tell us the number

L: umm five

T: number five (.) you want to talk about it or do you want to change it?

L: umm I will talk about it

T: okay

L: umm

T: number five

L: talk about the perfect umm

T: (overlap) you may think first

L: okay

T: in a minute you will start when you are ready

L: umm I talk I will talk about both of them or one perfect or terrible?

T: (.)

L: can I choose?

T: (overlap) not sure you can choose one of them and you can talk both of them if you want

L: thank you umm at first umm I want to talk about my perfect day

T: huh uh

L: umm it was three years ago

T: huh uh

L: umm I was a volleyball player

T: huh uh

L: umm umm I have umm played umm volleyball for nine years

T: huh uh

L: umm and we umm took part in many umm different regional tournaments

T: huh uh

L: and we won umm many cups and medals

T: huh uh

L: and needless to say I I took three medals as best scorer

T: huh uh

L: umm best server and the most valuable player

t: huh uh

L: and it was perfect umm it was amazing actually

T: huh uh

L: umm umm because everyone umm was applauding us and my

T: (laughter) feel proud

L: yes (laughter) I was very proud of myself

T: huh uh

L: and my coach umm said that oh you are very good you are amazing and as I said I it was amazing and but umm I had to give up playing volleyball umm at the end of the tournament because my parents umm didn't allow me to do to do it

T: huh uh

L: and they said that umm you must study English (laughter)

T: yes

L: you must go to university

T: huh uh

L: and I had to umm give up playing volleyball umm and

T: (overlap)but you miss those days

L: yes so much (laughter)

T: (laughter)

L: umm I wanted to continue playing volleyball

T: huh uh

L: because it's my umm it's my hobby

T: huh uh

L: actually and

T: (overlap) you may relax while playing volleyball

L: yes yes and I have umm come to umm players elimination umm of some clubs and I were chosen

T: huh uh

L: umm but I couldn't go

T: huh uh

L: and (.)

T: do you want to talk about terrible umm?

L: terrible day terrible day umm

T: (overlap) or terrible times

L: was my umm umm day of university exam

T: huh uh

L: (laughter)

T: (laughter)

L: it was terrible because umm I was so excited and I couldn't eat meal umm for three days

T: huh uh

L: before the exam umm and so I'm here (laughter)

T: actually you managed

- L: umm I wanted to go to umm Gazi University
 T: huh uh
 L: but I couldn't do it (.)
 T: okay that's all
 L: yes I think that's all
 T: okay now choose your second topic
 L: (picks a topic)
 T: number of the topic?
 L: umm ten
 T: ten okay
 L: (.) my weekends umm umm usually I go to a cafe with my best friends
 T: huh uh
 L: umm her name is Filiz
 T: okay
 L: and we play backgammon and drink tea umm
 T: at together?
 L: yes umm actu actually we go umm usually umm 'Bayram Efendi Osmanlı Kahvecisi'
 it's name (laughter)
 T: yes I know
 L: and umm and we go umm Marmaris and Bodrum
 T: huh uh
 L: once a month
 T: huh uh
 L: actually umm umm we umm actually don't umm do many things at weekends
 T: huh uh
 L: just we just go a cafe and play play backgammon
 T: huh uh
 L: (laughter) drink tea
 T: huh uh
 L: it's simple
 T: (overlap) sometimes maybe cinema?
 L: yes yes and umm umm we went to umm 'Fast and Furious'
 T: huh uh
 L: umm seven
 T: huh uh
 L: umm it was good umm sometimes umm Filiz umm came my home and we study
 English
 T: huh uh
 L: umm (.) umm (inaudible voice) sometimes umm I umm don't umm go outside
 T: huh uh
 L: umm I umm read a book (.) can I say it's name?
 T: yes

L: Turkish but

T: okay

L: umm 'Baltacı Mehmet Paşa ile Katerina'

T: huh uh

L: and Katerina (laughter)

T: huh uh (laughter)I'm sorry

T: no problem

L: umm and I play umm computer games

T: huh uh

L: umm I like bad umm I play games on my phone umm actually card games

T: huh uh

L: (laughter)poker and uno (laughter)

T: okay

L: (overlap) maybe you know (laughter)

T: (laughter)

L: umm (.)

T: okay I think that's enough

L: yes

T: yeah very good (laughter) thank you have a good day

L: thank you too

T2: Merve hava a god day enjoy the rest

Learner 39

T: how are you?

L: I'm fine thanks what about you?

T: thank you please sign next to your name here

L: (signs)

T: where are you from?

L: I'm from Syria but I was living in Egypt

T: okay in Muğla where do you live?

"L: in Yeniköy

T. what?

L: (overlap)Yeniköy

T: haa okay umm now you will choose a topic if you want umm you may change change it once here

L: (picks a topic)

T: and what's your level?

L: (overlap) number umm fourteen

T: (overlap)number fourteen

L: (overlap)talk about the most interesting the most exciting or the most relaxing experience you have had

T: okay but first what is your level? pre intermediate or elementary?

L: (overlap) umm ele elementary

T: elementary okay

L: umm I will choose another one

T: you will choose another one okay pick

L: (picks anoter topic)number thirty seven talk about a person or people you live with you prefer to live alone or with ome other people why why not?

T: okay which one you will talk? choose one of them

L: (.) I will choose fourteen

T: okay fourteen (coughs) you may think for minute when you are ready please start

L: (thinks and takes notes for a while)yes

T: okay

L: umm the most ex experience for me when I was when I came to Turkey umm first say it was umm very umm it was very different for me

T: huh uh

L: umm I umm I went umm I came Turkey by car

T: huh uh

L: when I was walk when I were with a car I saw every place is was different for me

T: huh uh

L: umm I haven't seen like that my life umm I the fast when I came the I came to Denizli Denizli firstly I didn't know Turkish

T: huh uh

L: and nobody know English in the same time

T: huh uh

L: it was so different to speak with the people

T: yes

L: (overlap)and it's umm I was so alone umm I was I was living with the umm with people Türk people umm the most umm experience umm I was all the time umm walking around umm Denizli and so all different place umm it was umm the most experience because I haven't seen like that my life umm and same time umm I saw a lot different people

T: huh uh

L: different language umm different places I umm yes it's was the best experience for me

T: it was the best for you okay you will talk about umm others most relaxing experience for example or that's all for this topic?

L: (.)the most relaxing for me umm it was my home

T: huh uh

L: umm because because I was umm foreign student

T: huh uh

L: umm another people just wanna help me about everything umm about just Mohammad come with us

T: huh uh

L: come with us to play football to play umm to (inaudible voice)people come yani (well) it was so relaxing for me

T: okay okay now umm if that's all choose another topic

L: (picks another topic)

T: number?

L: fifteen talk about your most favourite and least favourite cities and give reason population transport system night life

T: yes you will talk about cities

L: umm I want change

T: another one okay

L: (picks another topic)

T: number?

L: twenty three talk about the place where you live describe your neighbours like and dislike necessary thing not essential thing your neighbours (.)

T: which one?

L: fifty

T: fifteen huh uh

L: (thinks for a while)

T: let's start

"L: umm the most umm favourite place for me umm it's Muğla

T: huh uh

L: umm the first thing umm I visit umm istanbul

T: huh uh

L: and Denizli and a lot of Konya a lot of place but the first the most favourite place for me Muğla

T: huh uh

L: lot a lot of reason and same time disadvantages and dis umm advantages

T: okay

L: umm the advantages for me umm they are small city

T: huh uh

L: and umm it's calm

T: safe

L: safe

T: huh uh

L: and umm you can around the Muğla a lot a lot of sea Bodrum Marmaris Akyaka

T: (overlap)huh uh yes

L: you can go there but I feel umm exhausted I wanna feel tired

T: yes

L: I go there umm for get a relaxing

T: huh uh

L: for I can go with my friends there I can have have fun

T: huh uh

L: about the population because they are small umm city the annual trans umm umm not very much population

T: (overlap) traffic

L: not traffic very much but but they are umm disadvantage a lot of disadvantage

T: huh uh

L: umm some she they are small city

T: huh uh

L: but in (inaudible voice) very there no more bus for us

T: huh uh

L: example umm I will wait umm wait fifty minute or thirty minute just for take one bus

T: yes you're right

L: umm

T: transportation system is not very good so

L: (overlap) not very good

T: huh uh

L: umm as you can think umm for me there are not a lot of shopping

T: huh uh

L: not modern a lot modern for get shopping umm about the neighbours the best of thing for neighbours neighbours everybody study umm like students

T: huh uh

L: umm can a lot of umm near home umm students

T: huh uh

L: so you can get friends with them you can go with them example umm I live with in Newköy (probably means Yeniköy)

T: huh uh

"L: Newköy there new village they are new my home

T: huh uh

L: friends umm he saw me I'm funny student

T: huh uh

L: umm we speak umm meet with me and now we speak together

T: huh uh

L: now really is with my best friend

T: yes

L: and will are all one one week we'll go to Katar to Marmaris

T: huh uh

L: yes I think Muğla it's the best best one

T: okay and least favourite city?

L: least favourite city umm İstanbul

T: okay why?

L: İstanbul because umm it's so big

T: yes

L: same time there are aot of foreign student and all İstanbul because you were a foreign student nobody maybe like you

T: huh uh

L: same time because it' normal

T: yes

L: umm there are a lot of population a lot of transport there are a lot to of umm people

T: yes

L: umm I don't like a lot of people I just wanna be relax get a relax

T: okay you're right (.) that's all?

L: that's all

T: okay thank you so much

L: you're welcome

T: have a good day

L: thanks

Learner 40

T: now choose a topic and tell us the number (cough)

L: (picks a topic)thirty

T: thirty

L: talk about the advantages of learning English can I choose another topic?

T: yes

L: (picks aother topic)

T: talk about something

T: (overlap) number?

L: sixteen • (laughter) I'm going to talk about the first topic

T: (overlap) thirty okay

L: (overlap) yes

T: thirty advantages of learning English when you are ready you will start you may take some notes if you want

L: (takes notes for a while)can I start?

T: yes sure

L: and I think English is necessary for us nowadays

T: huh uh

L: and it help helps us to communicate someone who is foreign

T: huh uh

L: and it helps us to get good job

T: huh uh

L: and it's I think it's necessary for us and if you are foreign somewhere you can communicate easily

T: huh uh

L: and is it's world language it's very common

T: huh uh

L: and (.) on the other hand every technology depends on the English

T: huh uh

L: and if you (.) speak English very well you can live (mispronounced)very easily and it's enough (laughter)

T: (laughter) okay do you want to add something more to this topic?

L: something more to this topic (.) something for to this topic

L: yeah I think

T: (overlap)for your department for your department for example you need English

L: yes I need English I need to speak English clearly

T: huh uh

L: like a native speaker

T: yes

L: and language is very good if you speak

T: yes you have to use it

L: yes

T: okay now let's choose another topic

L: (picks a topic)

T: number?

L: number eleven

T: eleven

L: (laughter) can I choose another topic?

T: sure

L: (picks another topic)

T: talk about a film that you have seen thirty one type of film main characters plot location actors actions • I'm going to talk about

T: thirty one

L: thirty one

T: okay

L: hangisi? which one? (.) (takes notes for a while)

T: are you ready?

L: yeah (laughter)

T: okay let's start

L: and I'm going to talk about Caribbean Korsanları (Pirates of Caribbean)

T: huh uh

L: and main character is Johnny Depp

T: huh uh

L: and type of film is adventure film

T: huh uh

L: it's very fantastic because it's (.) is (.) about ship and kor korsan neydi? (what was pirate?) ship (laughter)

T: huh uh

L: and (.) location is Caribbean I think (.) it's wonderful film

T: yes do you like adventures so you have chosen umm that film

L: yeah

T: umm any • other actors or actresses for this film you can remember? (cough)

L: I can't remember because I'm very nervous now (laughter) I can't speak (laughter)

T: okay

L: clearly of (laughter)

T: do you want to add something more?

L: something more? I think everyone should see should watch this film

T: why?

L: because I like (laughter)

T: because you like so we will like it okay it's all?

L: it's all (laughter)

T: okay (laughter) thank you

L: thank you so much

Learner 41

T: welcome good morning

L: thank you

T: please sign next to your name

L: (signs)

T: how are you?

L: I'm fine but I will be be ill I think umm yesterday we tried to umm study at Tolga's home

T: huh uh

L: after Najim called us come with come with umm my home

T: huh uh

L: eat your friend to eating something

T: huh uh

L: it was cold

T: (laughter)okay umm now please chose a topic

L: (picks a topic)

T: tell us the number

L: one (laughter)

T: one (laughter)

L: talk about your daily routine

T: okay

L: (.) umm

T: when you are ready you will start

L: okay "(thinks for a while) okay I have a really ordinary life at Muğla

T: huh uh

L: umm I get up nearly seven seven or seven (.)

T: fifteen?

L: half past seven o'clock umm I can't get up umm easily so I need a a lot of minute to umm ready to school umm I not always umm two or three times a week I umm take a shower

T: huh uh

L: umm try to to try to umm get ready to school

T: huh uh

L: umm I don't have a breakfast at my home umm umm I try to eat with my friends in school

T: huh uh (cough)

L: umm I I always late to school you know (laughter)

T: (laughter) yes

L: I'm very sorry of of it umm the first lessons it's really hard for me

T: huh uh

L: umm umm when the umm break time comes umm I and my friends goes go to Maviçatı to eat something

T: huh uh

L: umm school umm yani (well) not yani (well) sorry (laughter) school can be umm very boring for me

T: huh uh

L: umm but I can handle it handle it

T: huh uh

L: um after the school I go home with Mücahit or Barış umm when I arrive home umm I try to relax umm if my friends at home umm I say him that umm let's let's umm let umm let make a eating something

T: huh uh

L: umm I can't umm I can't

T: cook?

L: I can't cook yes (laughter)

T: (laughter)

L: I haven't got a really cooking skill

T: huh uh

L: but my friends can can do it

T: okay

L: umm some days my friends call me let's do something at outside in outside

T: huh uh

L: umm we went go to umm playing card games

T: (overlap) yes

L: or something umm umm after

T: (overlap) in the evening?

L: in evening umm I can't umm sleep early umm I need to get out my energy to out

T: huh uh

L: some days umm I watch the film

T: okay

L: umm (.) anything else

T: anything that's enough

L: (laughter)

T: okay choose another topic

L: (picks a topic)

T: number?

L: umm twenty two

T: twenty two

L: not twenty two thirty two (laughter)

T: thirty two

L: talk about different types of transport compare them your favourite one the one of at enjoy the least give reason umm let me think

T: if you want you may take another one

L: (picks another topic) talk about your perfect holiday okay

T: which one you will talk?

L: umm (.) I choose it

T: okay

T2: which one Murat which one you choose

T: twenty nine

L: (overlap) twenty nine yes

T: okay my perfect holiday (.) okay umm it was the last last February umm I went to Kıbrıs Cyprus with my family umm it was really good for me umm it was very relaxing holiday

T: huh uh

L: umm first of all we we we went to airport to umm fly to Cyprus

T: huh uh

L: umm flight was really short

T: huh uh

L: umm it was good I think I don't like the umm long trips

T: huh uh

L: umm umm when we arrive there umm it was a really hot weather

T: huh uh

L: umm hotter than our country

T: yes because it's February

L: yes umm first of all umm we went to our hotel umm it was near the sea and umm we we had a umm room which is the umm looking at the sea

T: huh uh

L: umm

T: what did you do there during your holiday?

L: umm we we traveled to umm you know there there was a big war in Cyprus

T: huh uh I know

L: we we traveled to umm what umm adı aklıma gelmiyor (I don't remember it's name) (laughter) sorry in Turkish it's name is 'Şehitlik' (martyrdom)

T: okay

L: we went there umm we we umm give our thanks to

T: huh uh

L: soldiers umm after that umm we eat special food I don't remember that name

T: okay no problem

L: umm we went we went to where? it's name is Gazi Mause and it it was a really different cities it was it was a umm dis discrete area not discrete umm there there were a any people live here

T: huh uh

L: umm umm what did we do umm? anything else? we we swam a lot of time umm but I couldn't play gambling (mispronounced) they don't let me in they didn't let me in

T: yes of course (laughter)

L: (laughter) umm when I when I became umm older I will be I will go there

T: again? (laughter)

L: again (laughter) for playing gambling

T: okay

L: umm anythng else (.) umm it was good for me

T: yes and that's enough I think thank you

Learner 42

T2: Mustafa what is your lang level of English?

L: I'm studying pre intermediate level

T2: okay

L: and finished I can say

T: you started pre intermediate or elementary?

L: I started from pre intermediate

T: pre intermediate okay please sign next to your name

L: (signs)

T: here

L: okay

T: how are you today?

L: feeling good (laughter)

T: where are you from?

L: I'm from Afghanistan

T: okay please (cough) choose a topic and when you feel ready you will start talking about it please tell us the number

L: number nine

T: number nine

L: (.)

T: and you may change it if you don't like

L: okay it's good

T: yes okay you will talk about number nine

L: should I start or I have to time to collect my thoughts

T: yes you can think a minute

L: okay

T2: so is the topic number nine?

T: nine yes you may take some notes if you need

L: okay (takes notes for a while)

T: are you ready?

L: yeah okay I can start

T: okay let's start

L: umm I have watched umm this film recently it's call it's an Indian movie and umm the story of the movie is about umm it's romantic movie it's about love

T: huh uh

L: and the actors are umm Hrithik Roshan and Katrina Kaif

T: huh uh

L: it's played umm they played in India and it's umm there is a cheating someone cheats on umm umm the boy cheats on the girl

T: huh uh

L: and they umm their husband also fought with them and there is a lot of actions and at the end of the movie the girl suicides and umm after that the boys umm the boy hear hears about this

T: huh uh

L: the situation and umm culdn't bare this and he also suicides at the end of the movie so it's a sad finishing movie

T: huh uh

L: and romantic movie umm it's also umm they recorded this movie in India and in umm Spania (means Spain) also end end of the movie is in Spania (Spain)

T: huh uh

L: Spain yeah and I think that's all that's written here type of the movie the main characters location actors

T: and why did you like it? why did you like this film?

L: umm the movie was umm I like Indian movies a lot so and of course Hrithik Roshan is my favourite actor

T: huh uh

L: he is umm an Indian actor and he plays very good umm movies and I like all of his films

T: huh uh

L: umm and specially romantic movies I like I prefer to watch

T: okay

L: and umm that's why I choose this movie and it was one of the best movies I have ever watched

T: okay thank you umm do you want to add something or that's all?

L: I can say that major thing that's all

T: okay

L: the movie

T: choose another one

L: (picks a topic)

T: number?

L: number twenty eight

T: yes

L: (.)

T: did you like the topic?

L: okay yeah

T: okay

L: I can start umm my classmate umm his name is Cihat

T: huh uh

L: and he is probably waiting outside for speaking exam also and he will come after me

T: twenty eight yes sorry

L: okay he will come after me and he has a very good personality he is a male of course

T: huh uh

L: aged twenty three

T: huh uh

L: if I'm not wrong and studying English department I first when I entered to umm my class I met with him

T: huh uh

L: he is Turk and his mother is I think umm Arab

T: huh uh

L: yeah and he is a good by very good having very good personality

T: huh uh

L: and umm he likes umm walking to mountains so I mean that kind of activities

T: adventure

L: adventure I can say yeah and umm he doesn't like too much about politics and umm other stuffs I'm very close to him but although in class we speak with each other and he is one of the closest friends

T: huh uh

L: which I have in my class now and he is a good person

T: okay likes dislikes?

L: umm I told I think and he likes umm swimming

T: yes

L: umm watching movies

T: huh uh

L: and walking to mountains adventure like this things

T: okay that's all or do you want to add something more

L: umm I think it's all I can speak about

T: (overlap) yes thank you I think that's enough

L: you're welcome

T: have a good day

L: thank you teacher



Learner 43

T2: Muzaffer what's your level what class are you in?

L: elementary imza mı? (signature?)

T: yes signature but not in this one next to your name

T: (cough) how are you?

L: fine you?

T: thanks

L: I'm (inaudible voice) because I'm very angry

T: (laughter) okay please choose a topic

L: (picks a topic)

T: tell us the number

L: (.) yirmi altı (twenty six) umm twenty six

T: twenty six (.) if you don't like you may change

L: umm change maybe

T: huh uh

L: (picks another topic)

T: number?

T: umm twenty four

T: yes

L: let me think teacher umm (.)

T: which one you will talk?

L: I want to talk about twenty six

T: twenty six okay

L: (thinks for a while)okay I try

T: okay

L: umm it should be note that umm Muğla's traffic is very bad because umm there is too crowded umm and umm very expensive

T: huh uh

L: nowadays it's change umm and education is I think is very well because Muğla umm is the best university in Turkey umm I'm proud of umm study in Muğla

T: huh uh

L: and umm economy umm I can't talk about economy because I'm not interesting in economy (laughter) umm (.)

T: think about Turkey because it says country

L: country sorry teacher umm Turkey (laughter) umm Turkey umm there is a lot of umm best farmer and umm farming umm farm sorry farm in Turkey umm there is a lot of umm organic food umm I prefer umm organic umm food umm traffic is change it's change umm in country umm I said that umm Muğla is very bad but umm İzmir İzmir's traffic is very umm best in Turkey umm (.) education (.)

T: what's wrong with our education system?

L: can you repeat that?

T: problems about education

L: umm education (.) I think umm Turkey Turkish education umm not umm bad or not best umm in middle

T: huh uh

L: (.) but umm it's (.) umm I forget this (laughter)

T: okay talk about enviroment

L: environment umm in Turkey umm there is alot of umm historical place and umm parks and umm (.) umm clubs (laughter) umm and (.) there is something place (laughter) like something place (.)

T: do you want to add something more or?

L: change teacher I can't

T: let's move your second topic

L: it's hard question

L: (picks a question) okay

T: number?

L: umm eight

T: eight yes

L: change teacher (laughter)(picks another topic)

T: number twenty?

L: twenty

T: problems of young people or umm what do you do when you don't feel well

L: I'm not lucky teacher (laughter) °

T: choose one of them because

L: okay (.)

T: we have to keep up the time

L: (.) I want talk about twenty

T: twenty

T2: (overlap) twenty

L: yes

T: (cough)

L: (.)

T: problems you have (.) young people

L: umm first of all umm umm teenagers umm don't umm listen to your umm their umm parents

T: huh uh

L: umm teenagers always umm shout umm their parents umm (.) umm their parents umm I can't (laughter) I can't remember (.) umm (.)

T: think about problems and solutions

L: umm problems

T: okay

L: (.)

T: school maybe

L: school (.) maybe school umm it's hard question teacher I I can't

T: which problems do you have think about yourself

L: umm (.) I know umm teenagers (.) umm smoke umm in school

T: huh uh

L: in umm (.) that's all teacher I can't

T: okay thank you

L: I'm very excited

T: nervous thank you so much have a nice day

L: thank you



Learner 44

T: welcome Mücahit please sign next to your name

L: (signs)

T: how are you today?

L: fine and you?

T: what did you do yesterday?

L: umm yesterday (.) I'm study I was study I studied sorry (laughter)

T: huh uh no problem

L: umm I studied umm this exam

T: huh uh

L: with Barış

T: okay

L: umm and umm I played table tennis

T: with your friends

L: yes

T: huh uh okay choose a topic

L: (picks a topic)

T: think about it in a minute you can start (.)number?

L: twenty seven

T: twenty seven (.)

T2: twenty seven

T: huh uh (.)

T: you don't think

L: (overlap)I want to choose another one

T: (overlap) another one okay

L: (picks another topic)(.)

T: number?

L: twenty five

T: which one you will talk about?

L: I think twenty seven

T: twenty seven okay when you are ready you may start talking

L: (thinks for a while)

T: okay let's start

L: I'm going to talk about umm I live with umm people

T: huh uh

L: umm I live with umm I live in dormitory

T: huh uh

L: in the umm I live with Salah and Mert

T: okay

L: umm they are my roommate umm I prefer to live with they umm because umm they are very kind and friendly for me

T: huh uh

L: umm when I came here first umm they umm help me

T: huh uh

L: almost everything umm and (.) Salah is very funny

T: where is he from?

L: umm he is from İzmir

T: okay

L: umm and we are umm (.) we are (.) how can I say (.)

T: what do you do together for example?
L: we umm go to Akyaka sometimes umm we play table tennis umm and umm Salah and I umm try to talking umm speaking English
T: huh uh
L: umm and umm (cough) Salah umm help me about my homework (.) and
T: so you like living with
L: (overlap) yes
T: your roommates
L: yes
T: okay do you want to add something else or that's enough for you?
L: umm that's enough
T: okay let's choose your second topic
L: (picks a topic)
T: number?
L: number twenty one
T: twenty one
L: (.) I want to
T: (overlap) another one
L: choose another one
T: huh uh
L: (picks another question)
T: number?
L: one
T: one which one you will talk about?
L: one of course (laughter)
T2: number one?
L: yes (laughter)
T2: okay
T: (inaudible voice)
L: (takes notes)
T: are you ready?
L: yes
T: okay
L: I'm going to talk about my daily routine
T: huh uh
L: umm I said I live in umm dormitory umm and I have a roommate
T: okay umm I always play table tennis almost everyday umm and umm I watch TV series every day
T: huh uh
L: umm then umm I go to Akyaka sometimes with my friends umm I play basketball with Barış in dormitory (.) and umm
T: during school what do you do?
L: umm school umm I go to school umm every week umm and umm after that the after school umm sometimes umm we we watch umm football umm TV on TV and umm we study umm lessons umm with Barış
T: huh uh
L: I study lessons with Barış (.) umm
T: in evening in the evening what do you do?
L: umm evening umm I usually umm watch series
T: huh uh

L: on evenings umm we umm I and Barış umm go to the dinner (.) umm then (.) that's over yani (well)

T: that's all okay thank you

L: you're welcome

T: have a nice day

L: have a nice day



Learner 45

L: thank you

T: welcome please sign next to your name

L: (signs)

T: how are you?

L: I feel really nervous (laughter)

T: (laughter) okay

L: my hands are shaking my heart is beating so fast (laughter)

T: (laughter) yes I can feel it

L: (laughter)

T: and where are you from?

L: Mersin

T: Mersin okay please choose a topic

L: (picks a topic)

T: a number? twenty nine?

L: umm twenty nine (.) umm talk about your perfect holiday

T: huh uh

L: umm may I hold it?

T: yes and you may take notes before start talking

L: okay

T: in a minute after umm thinking time you can start

L: okay

T2: sorry Nesibe what number is it you talk about?

T3: twenty nine

T2: thanks

L: umm (takes notes)

T: let's start

L: okay umm it was umm a month ago

T: huh uh

L: umm it was my perfect holiday umm I went there umm on the weekend

T: huh uh

L: umm it was my birthday party

T: huh uh

"L: umm we went to Akyaka and it was my first holiday in Muğla

T: huh uh

L: umm umm I felt really surprised because umm my boyfriend and my best friend umm made me a surprise

T: huh uh

L: umm we went to Akyaka and we umm stay there for two days

T: huh uh

L: in in a hotel

T: huh uh

L: which is name is Arın

T: huh uh

L: umm we went there by umm bus umm (.) umm we went to seaside we we swam we played voleyball we umm walked around

T: huh uh

L: umm walk around and umm by the seaside

T: huh uh

L: umm and my friends umm went went there
T: huh uh
L: umm came to my party umm at night umm we went to bar
T: huh uh
L: umm we dri drank umm drunk something
T: huh uh
L: umm we umm bought a birthday cake (.) umm the place was umm organised for me
T: huh uh
L: umm by my friends and my boyfriend umm I went there and umm they umm (.)
threw the balloons umm umm on me
T: huh uh
L: and umm the lights umm get umm got off
T: huh uh
L: and my birthday cake came to me and umm
T: (overlap) party started
L: huh uh (laughter)and I started crying because it's my umm umm actually I don't like
umm celebrating birthdays
T: huh uh
L: and it was very surprising for me
T: but you liked this one (laughter)
L: yes I think that's enough
L: thank you
T: umm you have mentioned all of the subject now please take another (.) one
L: (picks a topic)
L: it's nineteen
T2,3: thanks
T: nineteen
L: umm talk about the things that make you happy
T: huh uh
L: may I think a little bit?
T: yes and if you want you can change the topic if you don't like it
L: no I like it
T: okay in a minute you can start
L: huh uh
L: (.) I can I can talk about the things umm umm more than a thing right?
T: sorry?
L: umm more than one thing
T: yes
L: I can talk about
T: huh uh
L: okay (thinks for a while)umm may I start?
T: yes sure
L: I love smiling and I love make people happy
T: huh uh
L: and umm people around me are are happy when I was umm when I am with them
T: huh uh
L: and I love umm spend time I'm I love spending time with my friends
T: huh uh
L: umm umm sometimes we umm go a cafe
T: huh uh

L: and drink something or eat something
T: huh uh
L: umm we have breakfast or dinner together and I don't like staying alone
T: huh uh
L: I'm always with my friends umm I came to Muğla umm about about a year ago
T: huh uh
L: and umm since that time I I'm I have been always with my friends
T: huh uh
L: and when I go to Mersin to my hometown
T: huh uh
L: umm I spend my time with my family I love going to seaside and I love going to picnic with my family
T: huh uh
L: umm spending time with umm umm chatting together
T: yes
L: and sharing something with them
T: huh uh
"L: umm but when I umm come to Muğla umm I miss them so much
T: huh uh yes
L: because they are (.) they are far away from me
T: huh uh
L: and because of my university I can't see them
T: whenever you want
L: huh uh (.) but I'm happy here umm I love my school
T: huh uh
L: very much I love my friends and I love spending time in Muğla
T: huh uh
L: I can I can go wherever I want
T: huh uh
L: and whenever I want
T: yes
L: with my friends I actually I umm don't go umm anywhere so much
T: huh uh
L: umm but I I do activities
T: huh uh
L: with my friends I I am umm doing umm roller skating
T: huh uh
L: playing voleyball umm swimming
T: huh uh
L: in the pool and that's it that's makes me really happy I'm happy in Muğla and in Mersin (laughter)
T: okay thank you so much
L: thank you too
T: and have a nice day
L: okay thank you
T2: have a nice day Nesibe

Learner 46

T: and sign here
 L: (signs)I am very excited
 T: I know (.) what did you do yesterday?
 L: umm sleep
 T: (laughter)
 L: and
 T: you slept (laughter)
 L: I slept yesterday (laughter)
 T: okay if you are ready please choose a topic
 L: (picks a topic)
 T: number?
 L: (.) fourteen
 T: (overlap) in elementary level
 T2: haa elementary level
 T: huh uh
 T2: thank you
 T: you will talk about this one or you will choose another topic?
 L: okuyayım hocam (let me read miss)
 T: huh uh
 L: ° choose
 L: (picks another topic)(.) thirty
 T: thirty which one?
 L: umm •
 T2: Nil what did you say thirteen or thirty?
 L: hangisini seçsem? (which one shall I choose?)
 T: she didn't choose
 T: haa okay
 L: (.)
 T: speak one of them we have time limit you know
 L: thirty olsun (I'll have thirty)
 T2: thirty
 T: (overlap) thirty yes
 T2: talk about the advantages of learning English?
 T: yes
 T2: yes
 T: in a minute
 L: (overlap)düşünebilir miyim? (can I think?)
 T: yes huh uh in a minute you may start after thinking
 L: (thinks for a while)• I didn't speak (laughter) I won't speak
 T: no you can
 (.)
 T: are you ready?
 L: no (laughter)
 T: but you have to start (laughter)
 L: advantage
 T: why are you learning English?
 T2: (cough)
 L: (.) umm I'm ready

T: okay start please
L: (.) I am learning English because (.) I think (.) yok gelmiyor (I can't remember)(laughter)umm (.) my umm in the future my job
T: huh uh
L: (.) umm
T: better job
L: (.)
T: finding a better job
L: bayılcam burda (I'm going to faint)(laughter) (.)
T: you need English finding a better job and what else?
L: (.) umm ay nasıl diyeceğimi şey yapamıyorum resmen (I don't know how to say)(.)
T: but you have to
L: (.)
T: if you can't speak you can go with your second topic
L: bu gitti artık yaa (this one is over)
T: okay let's choose another one and talk about the second topic
L: (overlap)Allahım çok kolay gelsin bu sefer (God please easier one this time)ten
T: ten talk about your weekends
L: bir daha çekeyim ben yine (let me pick again anyway) (picks another topic)
L: twenty talk about
T: twenty? (.) which one you will talk about?
L: ten
T: ten okay please start when you are ready
L: umm (.) talk about my weekend
T: huh uh what do you do at the weekends?
L: I usually umm get up late
T: huh uh
L: umm I go to cafe with my friends
T: huh uh
L: umm play card
T: huh uh
L: (.) umm sometimes I go I go to cinema
T: huh uh
L: (.) any film (.) umm (.) then (.)
T: Akyaka?
L: (.)
T: Akyaka maybe
L: umm (inaudible voice)umm
T: (overlap)at the weekends
L: I go to umm Akyaka umm at the weekends umm but umm sometimes
T: sometimes okay
L: (.)
T: what else? what do you do more?
L: umm now the weather is hot
T: huh uh
L: umm I will go to Akyaka (.)
T: more often
L: more often (.) umm
T: shopping?
L: yes umm but umm I go shopping on the internet

T: huh uh

L: umm haft. (week.)umm weekend at the weekend umm I go shopping umm outlet

T: huh uh

L: in outlet in Muğla

T: huh uh

L: (.) umm ° umm

T: go home sometimes?

L: umm usually go home

T: huh uh

L: with my housemate (.) and (.) we watch film

T: huh uh

L: umm cook meal

T: okay

L: (.) that's all

T: that's all okay thank you and have a nice day



Learner 47

T: how are you?

L: umm I'm good but little bit tired

T: huh uh

L: because it's hard to find here

T: (laughter) yes it's far away please sign

L: okay

T: next to your name

L: (signs)here •

T: please choose a topic

L: (picks a topic)

T: tell us the number and elementary level (to the assessors)

L: umm thirty one

T: thirty one

L: yes

T: talk about a film if you don't like you may take another one

L: (.) okay it's good

T: okay you can take notes here if you (.) want

L: umm umm okay (thinks for a while)okay

T: okay if you are ready please start

L: • (cough) umm I want to talk about a film umm it's name Harry Potter

T: huh uh

L: series umm Harry Potter series is my best is umm the best film I have ever seen

T: huh uh

L: because yani (well) because umm it it includes umm magic

T: huh uh

L: umm and love (.) umm magic is very interest interseting thing

T: huh uh

L: (.) umm Harry Potter is very brave character in the film

T: huh uh

T: (overlap)umm it's also adventurous

L: yes

T: huh uh

L: it's very adventurous umm every time the world needs a hero he delivers in the school

T: huh uh

L: in his school umm it's a very good film and it takes seven films it's the serie takes seven films

T: huh uh

L: umm of couse Harry Potter is my best character

T: and what else? umm characters

L: characters umm umm

T: (overlap) any any other

L: yes Hermione Granger is Harry Potter's best friend

T: huh uh

L: umm also Ron Weasley is Harry Potter's friends umm Dumbledore the school's presidence

T: huh uh

L: president umm umm Severus Snape the teacher actually

T: (overlap)so many characters
 L: yes so many characters
 T: but these ones main characters
 L: yes main characters
 T: huh uh and umm location?
 L: umm location generally location umm in school
 T: yes their school
 L: yes because in school they learn how to how to use magic
 L: huh uh
 L: how to make poisons (mispronounced)
 T: yes (.) that's all or do you want to add something?
 L: umm
 T: to the film
 L: no that's all that's enough I think
 T: okay thank you choose your second topic
 L: (picks a topic)
 T: tell us the number
 L: twenty three talk about the place where you live
 T: yes
 L: (.)
 T: your hometown or Muğla you can talk about
 L: my hometown is Muğla (laughter)
 T: (laughter)sorry okay talk about Muğla
 L: okay umm I want to talk about the place where I live
 T: huh uh
 L: I'm living in Muğla umm it's a a very beautiful city I think
 T: huh uh
 L: umm because it's a small and umm silent and I love silence
 T: huh uh
 L: umm there is no umm there is no a lot of people there is the Muğla isn't crowded
 T: yes
 L: umm
 T: no traffic
 L: no traffic of course there umm Muğla is very green city
 T: huh uh
 L: I'm I live in a village umm near the Akbük
 T: huh uh
 L: umm and umm when I umm wake up in the mornings I see I see the sea
 T: huh uh
 L: and this umm awesome thing
 T: yes
 L: this is a beautiful
 T: this is wonderful you're right
 L: yes
 T: (cough)
 L: umm describe your neighbourhood (.) in my village I have I have two neighbour
 because it's very small
 T: huh uh
 L: village umm one of these neigh one of these is my grandmother he is umm very old
 umm I go to umm her house every day and the other neighbourhood neighbour umm

T: is huh uh

L: is umm just neighbour hani (well) (laughter)

T: you don't know very much

L: (overlap)yeah I don't know very well

T: huh uh

L: (.)

T: so you like umm (.) this situation

L: what?

T: you like your neighbours your neighbourhood

L: yeah of course because umm like I said umm one of these is my grandmother

T: huh uh okay do you want to add something else? (.) to this topic

L: (.) no that's enough I think

T: thank you so much

T2: Okan what class are you in?

T: elementary

L: yes

T2: elementary?

T: huh uh thank you

L: that's all?

T2: what's the name of the

Learner 48

T2: he is get seated

T: welcome sign (.) next to your name

L: (signs)

T: how are you?

L: I'm fine

T: (laughter) what did you do yesterday?

L: umm I watched film umm I didn't sleep very well

T: (overlap) well okay (.) please choose a topic

L: (picks atopic)

T: and tell us the number

L: yirm alti (twenty six)

T: twenty six

L: (overlap twenty six)(.)

T: you can choose another one if you don't like

L: (.) (picks another topic)

T: number?

L: umm seventeen

T: seventeen yes you have to talk about this one

L: seventeen?

T: huh uh seventeen (.) think about a minute and you can start when you feel ready

L: (takes notes for a while)

T: let's start I think

L: • umm there are many advantages umm of having a mo mobile phone

T: huh uh

L: because for example you join sosyal (social) social media and umm messages friends or umm didn't meet people (.) umm I also phoned my fri friend every every day every time

T: huh uh

L: umm I can read news or I search on the internet my on my mobile phone I play game everyday

T: huh uh

L: umm in my opinion umm there are no disadvantages of having mobile phone (laughter)

T: are you sure? (laughter)

L: yes

T: okay do you want to add something to advantages?

L: umm no

T: okay let's move your second topic then

L: (picks a topic)

T: number five

L: (.) five (.)

T: your perfect or terrible day

L: five

T: (overlap) five

L: (.)

T: you will talk about this topic?

L: umm do you want to see one more?

L: thank you (picks another topic)

T: eighteen?

L: °

T: whih one?

L: five

T: okay five think and start

L: (takes notes for a while)

T: let's start

L: umm I I'm talking about a perfect day

T: okay

L: umm I I joind a tournament a basketball tournament with my friends

T: huh uh

L: umm and umm I umm we won it we won a cup and three medals

T: huh uh

L: umm it was perfect day and I was happy

T: when was it?

L: umm it's one years ago

T: huh uh

L: umm (.)

T: who were you with?

L: umm with my friends in Silivri Silivri umm İstanbul

T: huh uh

L: umm they are my school friends

T: huh uh

L: (.) umm we also play umm a club in in

T: (overlap)you played for a club

L: (overlap)for a club

T: huh uh

L: umm it was good day

T: okay do you want to add something more for your perfect day?

L: umm no

T: that's enough you say okay thank you have a nice day

Learner 49

T: welcome Osama
 L: thank you teacher
 T: (overlap) please sign next to your name
 L: (signs)
 T: how are you?
 L: I'm fine teacher and you?
 T: thanks what did you do yesterday?
 L: yesterday Sunday I went to dance
 T: you danced
 L: yes
 T: with your friends or?
 L: yes yes my with my friends
 T: okay
 L: because we are preparing now to we have a show
 T: hmm when?
 L: I think twenty seven of this month
 T: okay
 L: yes
 T: good luck (laughter)
 L: thank you
 T: please choose a topic
 L: (picks atopic)
 T: tell us the number
 L: five
 T: five
 L: yes
 T: • you can change it if you don't like
 L: no
 T: okay number five think in a minute you can start (.)
 T: five yes (whispers to the assessors)
 L: (thinks for a while)
 T: are you ready?
 L: yes teacher
 T: okay which one umm you will talk about (.) perfect or?
 L: (overlap) I'll talk about perfect day
 T: perfect day
 L: yes
 T: okay
 L: my perfect day it was before umm one years ago
 T: huh uh
 L: when I came to Turkey
 T: okay
 L: yes umm it start umm sorry it start at ten and half actually
 T: huh uh
 L: yes at evening
 T: huh uh
 L: yes I my my one of my friends he went to Antakya
 T: huh uh

L: yes and he told me come to with me if you need join me
 T: huh uh
 L: I told him 'no' I don't need
 T: huh uh
 L: yes then I was sit with my friends and we decide to go to Antalya not Antakya
 T: huh uh
 L: they said it's too far from Ankara
 T: huh uh
 L: I told him no it's not far we can we not going walk on walk
 T: yes
 L: (cough)we are going by bus
 T: huh uh
 L: they said no no I told them I'm going to prepare my bag (laughter)
 T: huh uh (laughter)
 L: they said no it's now around eleven o'clock
 T: huh uh
 L: I said no I'm going I'm going
 T: huh uh
 L: yes and I'm with my room and preparing my bag
 T: (overlap)stuff
 L: yes
 T: huh uh
 L: and then you went to otogar (bus station)there
 T: huh uh
 L: and they they called me we are coming (laughter)
 T: (laughter) so
 L: (overlap) they were two person yes
 T: huh uh
 L: and we talk umm we bought about ticket umm it's around at twelve two thirty
 T: huh uh
 L: it's like this from Ankara
 T: huh uh
 L: yes and the bus go go we went to Antalya around seven seven o'clock yes
 T: in the morning?
 L: in the morning yes
 T: huh uh
 L: and we was • how can I say like a
 T: exhausted?
 L: yes very exhausted sorry
 T: huh uh
 L: we were very exhaust exhausted and because of that we went we 've gone from the otogar (bus station) from Antal in Antalya
 T: huh uh
 L: to the sea by walking
 T: huh uh
 L: on foot and we went there to 'Düden' şelale (waterfall)
 T: huh uh
 L: and we went to 'Atatürk park' really it was amazing
 T: huh uh
 L: yes and we walk there and actually there we met two people we met them in Ankara

T: huh uh
L: yes we had a seat and we talk and talk and talk we stayed in Antalya around two day
T: huh uh
L: and then we go back to Ankara
T: so it was a perfect experience for you and you can't rem umm forget it
L: and actually it wasn't too expensive
T: yes
L: yes
T: okay
T: let's move to your second topic
L: (picks atopic)
T: number?
L: six
T: number six talk about your favourite person
L: (.) can I choose yes?
T: huh uh
L: (picks another topic)(.)no I'm going to talk about this (inaudible voice)
T: okay huh uh you can talk (.) about six
L: (.)
T: start when you are ready
L: (thinks for a while)umm I'm going to think to talk about one of my favourite friends
T: huh uh
L: his name Abdurrahman
T: okay
L: he is from Palestine
T: huh uh
L: and he he is living now in Ankara is now
T: huh uh
L: he is umm mechanical engineering
T: huh uh
L: in Yıldırım of medi. Yıldırım (cough) Yıldırım Beyazıt university
T: huh uh
L: yes actually I met him before one years ago
T: huh uh
L: yes the first time I was care (probably means came)in Ankara
T: huh uh
L: we met in umm students' umm dorm
T: huh uh
L: the first time umm he came when he saw me like look like Arabian people
T: huh uh
L: he came to me and say 'Selam'(hi) I umm really interesting to met like Arabian people in Turkey
T: huh uh
L: to help me
T: yes
L: yes and that day (cough)he was known a lot of Turkish language
T: huh uh
L: because he studied around four months five months
T: huh uh
L: yes the first day he said I'm let's go to Kızılay it's the city center of Ankara

T: yes I know

L: yes we went there and we've been to good restaurant there

T: huh uh

L: and we ate and enjoyed our time

T: he helped you

L: yes he help me a lot and he actually he help me when I umm when I when I was umm connecting with umm university student have help accept to my

T: (overlap) yes

L: yes he told me there umm Yıldırım Beyazıt you can emailed with send email to Yıldırım Beyazıt or ODTÜ university

T: huh uh

L: or he yes he help me a lot and umm (.) Abdurrahman he is umm is actually he is funny

T: huh uh

L: and he is look like crazy like me I think

T: huh uh

L: yes he was with me when we went to Antalya

T: huh uh

L: yes umm one of the best moments with Abdurrahman when we made a par birthday for his umm brother

T: huh uh

L: and his brother studying ODTÜ university

T: huh uh

L: yes and Abdurraman actually he likes driving

T: huh uh

L: and actually drifting

T: huh uh (laughter)

L: yes yes

T: okay

L: he he like red colour I don't know why

T: huh uh

L: actually he boy but I don't know he likes red colour yes

T: okay I think that's enough

L: huh uh

T: thank you so much

L: thank you teacher

Learner 50

T: welcome umm sign
L: huh uh
T: here next to your name
L: (overlap) okay
T: how are you?
L: I'm fine but umm a little a little bit nervous
T: nervous yes where are you from?
L: Ankara
T: Ankara okay please choose a topic
L: umm (picks a topic)
T: tell us the number
L: umm twenty seven
T: twenty seven
L: umm umm may I choose another one
T: yes
L: (picks another topic)
T: number?
L: umm ten
T: which one you will talk about
L: twenty seven I want to talk
T: twenty seven
L: yes
T: okay and I want take it
L: umm
T: yes when you feel ready please start
L: (.) okay I want to start
T: huh uh
L: umm I live with I live with my umm three friends umm in my apartment
T: huh uh
L: umm I don't like them a lot because umm they choosing randomly
T: huh uh
L: um in next year I want to umm live with my umm classmate
T: huh uh
L: umm we hire apartment for
T: huh uh
L: next year umm and I don't want to live alone because umm all of us sometimes umm need talking to someone
T: yes
L: try to umm say talk about our day or something
T: huh uh it can be boring to live alone
L: yes all of us needs friends
T: huh uh
L: and umm I don't like ummwith random people because I don't know them I don't know how to umm tre treat with them
T: huh uh
L: umm
T: and in have some problems
L: yes I have some problems with my

T: huh uh
L: mates umm one of them umm never say hi to me umm he just umm live his room
T: huh uh
L: and I I'm rarely see him
T: huh uh
L: and the other one always sit sit in umm saloon
T: huh uh
L: and umm he talks too much
T: (laughter)
L: it's make me annoyed
T: okay
L: umm and three people umm is too much I think for a umm little apartment
T: yes because a they are too small
L: yes
T: and umm talk about the people you want to live with your
L: yes
T: umm classmate
L: yeah yes umm my classmate his name is Kutay
T: (overlap) why do you why do you want to live with him?
L: umm we ares we are in same department umm our thinking ways are(mispronounced like (ice/eyes) are same
T: huh uh
L: umm sometimes umm we (.) complete our sentences
T: huh uh
L: I like him and I think we can umm get on well with each other
T: so you want to live with him
L: yes
T: okay I think that's enough choose another topic
L: umm umm that's really good
T: (overlap) number?
L: two second
T: number two okay
L: huh uh umm yes I think I can talk
T: okay please start
L: in my town in Kocaeli I live in Kocaeli bu I was born in Ankara
T: huh uh
L: in Kocaeli I have a lot of friends from high school from elementary school
T: huh uh
L: umm and I know the place in Muğla I don't know everywhere I umm go and see but being a stranger are umm not really comfortable for me
T: huh uh
L: if I know the place I can umm really know what am what am I want to do
T: huh uh
L: in my town umm I can hang out with my friend in everywhere in umm in a cafe umm near the sea drink tea and we can do alot of things with my friend because I know them I know the place I know everything with them
T: huh uh
L: umm now I'm a stranger umm I don't know what am I to do
T: you know cheap places in Kocaeli
L: yes

T: and best places maybe

L: (overlap) and friends really important for hang out and doing something

T: huh uh

L: umm and sometimes we go for tre umm trekking

T: huh uh

L: because all of my friends love umm walking sometimes we walk umm twenty kilometres

T: huh uh

L: per a day

T: huh uh

L: umm and the weekends we umm stay over umm with in my one of my friends

T: huh uh

L: and they are my close friends for me they are close friends they are my close friends

T: huh uh

L: and umm we umm we are in same interest

T: you are similar to each other

L: yes we areb really similar to each other we umm we never umm conflict each other to what we want to do and umm I think we the best thing we do together is trekking (mispronounced) trekking (correct pronunciation)

T: huh uh

L: we walk and talk talk about everything

T: huh uh

L: because we know our family our families knows us (.) I think umm that's the what we do

T: that's all I think and that's enough thank you so much

Learner 51

T2: Öykü what class are you in?

L: umm one hundred three

T2: elementary?

L: pre intermediate

T2: okay

T: okay please sign here

L: (signs)

T: how are you

L: I'm nervous •

T: (laughter) and where are you from?

L: umm İzmir

T: İzmir okay please choose a topic

L: (picks a topic)

T: and tell us the number

L: umm talk about your favourite place in your city where is it? why is it your favourite? what do you do there?

T: number?

L: umm three

T: three okay talk about your favourite place in your city you will talk about this one or another (.) topic?

L: umm I'm talk about this

T: (overlap) okay think in a minute you may start

L: (thinks for a while) umm my city is İzmir umm and my favourite place in İzmir is Alsancak

T: huh uh

L: umm because umm it's always crowded there are always a lot of people there

T: huh uh

L: and umm there are alot of thing to do because there are a lot of cafes umm bars pubs

T: huh uh

L: umm when I went to hang out with my friends umm we are always going to umm Alsancak

T: huh uh

L: umm we we can umm sit near the sea

T: huh uh

L: umm or we can sit street umm it's famous Kıbrıs Şehitleri caddesi (street)

T: huh uh

L: umm (.) umm

T: what else what do you do?

L: umm when we go went to there umm we are always umm sitting near the sea and umm night in nights at nights umm we are going to bars

T: huh uh

L: umm (.) always crowded umm so umm we have fun there

T: huh uh there are a lot of activities to do

L: yes

T: you say and do you want to add something more here?

L: no

T: okay let's move to your second topic choose another one

L: (picks a topic)

T: and tell us the number

L: umm eighteen

T: eighteen

L: (.) umm may I choose another one?

T: huh uh sure

L: (picks another topic)fourteen

T: fourteen

L: umm talk about the most interesting the most exciting or the most relaxing experience you have had umm (.) (thinks for a while)umm I want to talk about my exciting experience

T: huh uh

L: last year umm I had bungeejumping

T: huh uh

L: in İzmir Alsancak

T: huh uh

L: umm when I umm going up umm I can see the sea

T: huh uh

L: umm and umm when when I went up umm I think umm that umm are we not doing this umm because it it's so high

T: huh uh

L: umm the person who check my equipments umm ask me umm do you want to do this?

T: huh uh

L: umm and I and I said no

T: (laughter)

L: umm then she he asked are you ready? and I said again no umm but umm he said you have to umm jump or we can (.) we can (.) never umm then umm I looked into and umm I jumped umm it was so exciting umm because so high and umm I can see I can see the sea umm it's most exciting experience I have had umm but umm I think umm I'm not doing this again

T: huh uh

L: I won't

T: (laughter)

L: umm (.) it's all

T: that's all okay thank you have a nice day

L: thank you

T2: Öykü have a good day

L: thank you

Learner 52

T: • yes which one?

L: these are the best topics (laughter) (.) this one twenty two yeah

T2: (overlap)twenty two

T: (overlap) okay this one you can take notes if you need (.) and when you are ready please start

L: (takes notes for a while)I'm done

T: okay let's start

L: (unintelligible talk) umm I'm going to talk about the things that if I would umm won a million dollars

T: huh uh

L: if I had have a million dollars what should I do umm I I never think think about that but umm when I have a million dollars umm I should umm I first of all I will help umm poor people in Afghanistan there are a lot of umm people that umm don't have umm food to eat or umm houses to live I would build umm apartments houses for them and umm umm about schools umm there is umm less umm school that umm our government can't umm our government can't umm can't build schools because the economic umm because the economic reasons

T: huh uh

L: and I should I will I would umm build school for womens and girls and umm for shopping umm I will shop according to my needs and

T: (overlap)huh uh

L: nothing I will not umm waste my money for shopping

T: huh uh

L: umm and for charity organisation we have umm umm organisation that is called umm peace peace (unintelligible talk) that umm help muslim umm countries who poor muslim countries umm for example umm umm umm for example umm they are umm making meetings in umm around the world for umm for umm the nonmuslim peoples umm they making umm big umm big umm meetings and they have umm conversation with them to umm to umm to visit them to Islam and umm umm I will umm pay money for them I will donate money and for travelling umm I always dream to umm go for a long holiday with my three friends and I will I will go with them for umm to Paris and umm I will yeah that's all

T: okay thank you and another topic

L: (picks a topic)

T: number?

L: umm thirteen

T: thirteen •

L: umm talk about what people can do to protect the enviroment recycling using public transport

T: (overlap) if you don't like you can (.) take another topic

L: (thinks for a while)

T: which one? number?

L: umm seven

T: seven

L: talk about a recent event you have been to an exhibition a sport event a comedy show a play that (.) so (.) umm

T: which one?

L: umm can I have the second?

T: okay

L: (.)

T2: topic number is

L: seven and thirteen

T2: seven or thirteen?

T: yes

L: (overlap) yeah

T2: which one seven?

L: umm I didn't choose yet

T: he is thinking

T2: okay (laughter)

L: umm

T: yes you have to choose one

L: so umm thirteen

T: thirteen okay talk about what can do umm what can one talk about what people can do to protect environment

T: huh uh

L: so umm people people must umm take care of all the umm environment because our future our children can umm can be in umm danger

T: huh uh

L: and their life and they must umm they mustn't umm cut the umm jungles and other the don't cut the umm trees and they must umm use another things to warm up or they must use gases or something else and use umm some umm according to Afghanistan umm there are buses that people use to transport

T: huh uh

L: and there are very less and people umm must umm fulfilling the umm buses

T: huh uh

L: and they are using very bad umm the transport the transportation and they umm they must umm do a little they must care a little about the umm buses about the drivers

T: huh uh

L: because they are very umm they don't umm take umm give attention to drive driers and umm sometimes umm they are just umm annoying them

T: huh uh

L: they are just just destroying the buses sometimes

T: yes

L: umm the transportation system and umm for recycling the umm for example umm umm when umm factories the factories umm the umm what was that umm for the factories umm releasing gases umm chemical gases

T: huh uh

L: and we must take care of umm that because the ozones umm part of the earth can be damaged and

T: yes

L: when at the damaged sun sun is umm releasing some umm stones some umm

T: (overlap) dangerous

L: fires dangerous things that can umm come to earth and destroy the earth and we must umm umm decrease the average of umm our factory chemical gases

T: yes you're right

L: and what else (laughter)

T: I think it's enough

T2: yes

T: thank you so much

L: welcome



Learner 53

T: welcome please sign (.) next to your name

L: (signs)

T2: Seray what class are you in?

T3: she is elementary

T: elementary

T2: (unintelligible talk) she has to answer (laughter) I didn't ask (laughter)

L: çok heyecanlıyım şu anda (I'm too nervous now)

T: she is stressed so okay how are you?

L: umm not bad

T: (laughter) okay when you feel ready you can umm pick

L: okay

T: a subject

L: (picks a topic)

T: please tell us the number

L: umm talk about different types of the transport compare them

T: (overlap) thirty two (.) types of transport if you don't like you can take another one

L: (points the topics)

T: huh uh

L: (picks another topic)

T: number?

L: talk talk about umm one

T: huh uh

L: talk about your daily

T: (overlap) daily routine okay

L: one (laughter)

T: you can start when you are ready

T2: what's the topic sorry?

T: one number one

T2: number one okay

L: umm (.) umm I get up early

T: huh uh

L: every every day

T: huh uh

L: umm (.) I have breakfast every morning

T: huh uh

L: umm then (.) umm I got to school

T: huh uh

L: (cough) umm umm (.)

T: what do you do when you are at school?

L: umm I am iş listening to lesson

T: huh uh

L: (.)

T: after school?

L: I go to home sometimes umm I go to (.) umm restaurant

T: huh uh

L: (cough) sometimes umm I I am playing the violin

T: huh uh

L: (.) then umm (.)

T: you have lunch? lunch with your friends?
L: umm I have lunch with my family
T: huh uh
L: (.) then sometimes I watching TV
T: huh uh
L: read a book umm then I sleep (laughter)
T: you sleep
L: (overlap) sleep
T: okay (.) okay
L: that's it
T: take another topic
L: (picks a topic)
T: number?
L: two
T: number two (.) yes where are you from?
L: (.)
T: Seray where are you from?
L: umm I'm from Muğla
T: okay now you will talk about the things you do here in Muğla what do you do?
L: umm (.) I always (.) go to Akyaka
T: huh uh
L: umm sometimes I go to Bodrum
T: huh uh what do you do there?
L: umm I'm swimming
T: you swim
L: (.)
T: what else?
L: umm my relatives are staying
T: huh uh
L: in there umm (.)
T: visit?
L: umm yes I visiting
T: huh uh
L: them (.) that's it
T: activities talk about what do you do (.) in Muğla?
T: in umm Bodrum
L: umm (.) I am playing voleyball
T: huh uh
L: in Muğla (.) (laughter)
T: that's all?
L: (nods her head)
T: okay thank you have a nice day

Learner 54

T: please sit down(.) sign next to your name

L: umm şuraya (here)(signs)"

T: how are you?

L: umm I'm excited

T: why?

L: (.)

T: because of the exam?

L: yes

T: okay umm pick a topic

L: (picks a topic)

T: and tell us the number

L: (.)

T: number?

L: umm twenty nine

T: number twenty nine

L: yes

T: your perfect holiday

L: umm

T: you will talk about this one?

L: yes

T: or you will take another

L: no umm I can talk about this

(overlap) okay think think about a minute and when you feel ready you can start

L: huh uh

T: number twenty nine

L: (thinks for a while) umm two months ago umm

T: huh uh

L: I went to umm visited my friends

T: huh uh

L: I went to visit my friend

T: huh uh

T2: pardon pardon (sorry) can you speak up please?

T: loudly loudly

L: haa okay

T2: and can you please umm tell us what topic that is? what is the topic?

T3: twenty nine

T: twenty nine

T2: thanks

T: okay go on please

L: (.)

T: when did you go to that holiday?

L: umm two months ago umm I went to visit umm my friend umm with umm my friends umm to İzmir

T: huh uh

L: (.) umm they (.) they recommended to me umm (.)

T: what did you what did they recommend you to do?

L: umm we we go to umm we go to umm they say they said umm we umm we went to Urla

T: huh uh
 L: I said okay
 T: huh uh
 L: umm (.) we we arrived umm one one hour
 T: after one hour
 L: yes after one hour umm Urla
 T: huh uh
 L: umm by bus umm firstly umm we was very hung hungry umm so umm we we looked for we looked for a restaurant
 T: huh uh
 L: for breakfast
 T: yes
 L: (.)
 T: after breakfast?
 L: after breakfast umm we discovered to Urla
 T: huh uh
 L: umm we we walk around to Urla
 T: huh uh what did you do there?
 L: (.) we we just walk and umm saw (.) old house
 T: huh uh
 L: then umm
 T: (overlap) why was it umm your perfect holiday? why did you like it?
 L: (.) because it's first time
 T: huh uh
 L: it was first time umm and umm my friends is my life umm my life
 T: huh uh
 L: and (.) Urla is beautiful place
 T: huh uh
 L: so it's perfect holiday
 T: okay (.) that's enough I think choose another topic
 L: (picks a topic)
 T: tell us the number
 L: twenty five
 T: twenty five • if you don't like you can change
 L: is umm different or?
 T: you can talk about one of them
 L: hmm
 T: important date or important name important place for you
 L: (.) • umm
 T: (overlap) which one?
 L: I want I want to talk an important name
 T: okay twenty five
 L: I talk about umm my grand (.) father
 T: huh uh
 L: I was a when I was a child umm (.) always umm we we went to every place
 T: huh uh
 L: every where
 T: together?
 L: yes together (.) I umm I love him (.)
 T: why?

L: why (.) he loved me (.) other umm grand child

T: more than other grand umm sons

L: yes grand sons (.)

T: do you want to add something more?

L: no

T: okay thank you

L: bu kadar? is that all?

T: huh uh



Learner 55

T: please sit down and sign next to your name

L: (signs)

T: how are you?

L: I'm excited (laughter)

T: (laughter) okay you can pick up ummm pick a topic when you feel ready you can start

L: I'm not ready (laughter)

T: but you have to (.) be

L: (picks a topic)

T: please tell us the number

L: (.) thirty

T: thirty umm advantages of learning English yes if you don't like take another one

L: (picks another topic)

T: number?

L: eleven

T: eleven

L: (.)

T: which one?

L: thirty

T: thirty okay think about a minute you can take some notes and when you are ready start thirty

L: (takes notes)

T: are you ready?

L: (says no with body language)

T: okay (.) let's start

L: umm I'm ready

T: huh uh

L: I will talk about the advantages of learning English

T: huh uh

L: first umm you can easy work (.) umm and

T: for your department

L: I'm studyin Metalurji and materials engineering

T: huh uh

L: so

L: umm I can learn English

T: for your department

L: yes umm it's all

T: foreign umm (.) to talk with foreign people maybe

L: yes umm umm before I chat to friends umm foreign friends

T: huh uh

L: umm so I practice for English

T: huh uh

L: (.)

T: where do you use English?

L: umm at school at work daily routine

T: huh uh

L: umm

T: that's all?

L: yes
 T: okay pick your second topic
 L: (picks atopic)
 T: tell us the number
 L: twenty eight
 T: twenty eight talk about your classmates
 L: (.) bir tane daha çekebilir miyim? (can I pick one more?)
 T: yes
 L: (picks another one)
 T: umm twenty seven
 L: (.) twenty eight
 T: twenty eight okay I'll take this one
 L: (takes notes)
 T: let's start I think
 L: umm
 T: okay
 L: I will talk about umm my classmates
 T: huh uh
 L: umm her name is İl Nil umm she live it in Bursa
 T: huh uh
 L: but umm she moved to Muğla for studying
 T: huh uh
 L: umm she is twenty years old
 T: huh uh
 L: umm she has got blonde hair
 T: huh uh
 L: umm she she is a slim and tall umm she is a elegant umm so she spend money for shopping
 T: huh uh
 L: umm she like umm cooking meals
 T: huh uh
 L: she hates eat meat
 T: huh uh
 L: umm (.) she she is very friendly umm umm and she umm chat to me umm for umm bad times
 T: huh uh
 L: she umm always with me umm in class
 T: huh uh
 L: (.)
 T: one more? different person
 L: (.)
 T: do you want to talk about another classmate or just Nil?
 L: umm umm her name is İl Nil Sevcan umm she live in İzmir
 T: huh uh
 L: lived in İzmir umm umm she is an an engineer study student
 T: huh uh
 L: umm she (.) nineteen years old
 T: huh uh
 L: umm (.) umm she likes (.) swimming
 T: huh uh

L: umm she don't like playing voleyball

T: huh uh

L: (.) she is very kind

T: huh uh

L: that's all

T: okay thank you have a nice day

L: thank you



Learner 56

T2: class are you in?

T: your level?

L: your level?

T: level of English?

L: elem i int

T2: int?

T: now int but elementary she started elementary

L: (overlap)huh uh

T: please sign (cough) how are you?

L: fine thanks and you?

T: (laughter) I am fine umm when you feel ready please umm pick a subject

L: (picks a topic)

T: and you can take notes

L: haa (smiles)

T: number ten

L: huh uh

T: yes when you feel ready you can start

L: okay

T2: is the topic ten?

T: ten yes

L: (takes notes)

T: okay let's start talk about your weekends

L: umm I I wake up at eleven o'clock

T: huh uh

L: umm I I talk yeah • I told my friend umm we go to umm cinema

T: huh uh

L: umm and umm we went to cinema umm with Denizhan umm and then umm we bow we play we played bow bowling umm about one hour one hour umm we ate dinner

T: you are talking about umm your last weekend?

L: huh uh last last weekend

T: (overlap) last weekend okay

L: umm we ate dinner umm I ate kitchen (probably means chicken) umm my friend ate umm meatball

T: huh uh

L: umm after eat after eating umm we went to amusement (mispronounced) park

T: huh uh

L: umm we umm (.) we get gondol mu? we get on gondol (laughter)

T: okay

L: umm then umm şey umm we came to Kötekli

T: huh uh

L: we go to went to umm cafe umm we played background

T: backgammon?

L: ha back backgammon (laughter)

T: okay

L: we won umm I won the game

T: huh uh

L: bu kadar (that's all)

T: that's all okay

L: (overlap)that's all
 T: choose another topic
 L: • (picks a topic)
 T: number?
 L: a one more?
 T: yes
 L: (picks another topic)
 T: four
 L: haa tamam (okay)
 T: okay number four (.) think in a minute
 L: huh uh
 T: you can start
 L: tamam (all right)(takes notes)
 T2: what topic is it sorry?
 T: umm four
 T2: thanks
 T: okay let's start
 L: umm umm I I listen listened to umm rock music umm Murat Kekilli Turk Turkish rock
 T: huh uh
 L: Murat Kekilli when I was umm umm four year
 T: four years old
 L: four years old
 T: huh uh
 L: umm I umm I played voley voleyball with my friends umm in in umm in İstanbul
 T: huh uh
 L: in İstanbul
 T: okay
 L: umm I (.) I I ate chocolate and fruit juice very yani (that is) more umm
 T: where did you use to go?
 L: where did you
 T: use to go?
 L: (.)
 T: when you were a child
 L: (.) use to?
 T: park for example
 L: haaa evet (yes) umm I I used to go park and umm amusement park umm and ssi s sirk (circus) neydi sirk? (what's circus?) (laughter) umm I umm I draw drawed (wrong use) umm (.)
 T: pictures
 L: pictures (laughter) umm I umm ha I watched umm umm 'Selena' and 'Sihirli Annem'
 T: huh uh
 L: umm every week (.)
 T: that's all
 L: that's all
 T: okay thank you

Learner 57

T2: elementary or pre intermediate?

L: pre int

T2: pre int

T: pre intermediate okay welcome please sign next to your name with this

L: (signs)

T: how are you?

L: umm so so (laughter)

T: (laughter) okay where are you from?

L: I'm from Eskişehir

T: okay

L: it's too far

T: when you umm after pick umm topic when you feel ready you can start

L: (picks a topic)

T: you have thinking time about a minute

L: okay

T: and tell us the number of the topic (.) six?

L: six

T: yes number six you will talk about this one or you will choose another topic?

L: I can talk

T: okay number six

T2: okay

T: you can think and take notes if you need

L: (.) (takes notes)

T: are you ready?

L: • yes

T: okay please start

L: my favourite person is my old classmate umm her name is Deniz

T: huh uh

L: he is in he is from Eskişehir umm we are met we met in high school

T: huh uh

L: ss six years ago I think

T: huh uh

L: umm she is my favourite person because umm our thoughts are about always umm same

T: huh uh

L: we always think same things

T: huh uh

L: umm also when I have a problem he she always help me

T: huh uh

L: umm physically or with talking

T: huh uh

L: umm (.) also umm our political thoughts are same

T: huh uh

L: umm maybe that's why we are good friends and

T: (overlap)and you are close to each other

L: yes and that's why she is my favourite friend

T: okay do you want to add something more or that's all?

L: • that's all

T: okay take another one
L: (picks a topic)
T: number?
L: seventeen
T: seventeen (.) if you don't like the topic you can choose another one
L: seems a bit hard but (.) I can (.) seventeen
T: (overlap) okay seventeen
L: (thinks for a while)
T: okay let's start
L: umm first I wanna start with advantages of mobile phone
T: huh uh
L: umm if you have a mobile phone you can communicate with other peoples umm for example another country
T: huh uh
L: or continent umm you can call them or message them
T: huh uh
L: or umm skype
T: yes video call
L: umm also you can do different things umm like taking photo
T: huh uh
L: listening music if you don't have a mobile phone you have to carry umm music player
T: huh uh
L: photographer and umm more a lot of big things
T: huh uh
L: but we all have a mobile phone
T: huh uh
L: we just umm carry small thing and we can do research when we want
T: yes
L: umm and disad disadvantages (.) umm some umm scientific (probably means scientists)view umm (.)
T: for your health
L: it's bad for our health but umm it's a view scientical view umm (unintelligible talk) and umm we spend much a lot of time
T: huh uh
L: with mobile phone we always have to umm touch it
T: huh uh
L: we can't
T: (overlap) take it
L: live we can't live without mobile phone
T: huh uh
L: we if we don't touch the mobile phone umm we feel ourself bad
T: huh uh
L: that's all
T: okay thank you
L: thank you

Learner 58

T: welcome umm first please sign umm next to your name

L: (signs)

T: how are you?

L: umm yes I'm fine thank you how are you?

T: fine thanks where are you from?

L: I'm from umm Turkey and umm I live in Milas

T: huh uh

L: and umm I'm near to umm here

T: okay do you live in Muğla or Milas?

L: umm I live in Milas

T: huh uh

L: because umm I get at u get "a university umm and umm so umm I live in Muğla

T: huh uh

L: umm but umm often umm we can umm go to umm home

T: huh uh because you are near

L: (overlap)yes

T: here okay please pick a topic

L: (picks a topic)

T: and tell us the number

L: umm nineteen

T: nineteen

L: umm

T: talk about the things that make you happy

L: yes

T: you will talk about this one or choose another topic?

L: umm yes umm I umm want to

T: (overlap) okay

L: talk this one

T: okay think in a minute you can start and you may take notes if you need

L: (thinks for a while) yes umm I can talk about

T: (overlap) okay please start

L: umm small things umm small things umm make me happy umm for example umm one umm one friends umm give a present

T: huh uh

L: give a present umm then I am happy and umm we are umm we are umm with family and I'm happy and umm for example umm one day umm I have an exam

T: huh uh

L: and umm my family umm support umm me

T: huh uh

L: and umm then umm I feel happy and umm I feel relaxed

T: huh uh

L: and umm for example umm school umm my school is umm really good because this city umm is umm very big and umm development and umm the umm firstly I want to umm I want to pass the umm pre umm pre umm exams because I want to start umm university umm one class

T: huh uh

L: and umm this is umm this umm this this makes umm me happy

T: huh uh

L: and umm for example umm we are umm we are going to umm go to umm cinema or cafe (mispronounced)with umm with my friends and then umm I feel happy and umm I umm I'm comfortable comfortable and my hobbies umm are umm reading umm reading book and listening to music

T: huh uh

L: this activities umm are umm relaxed me relaxed me and umm ge generally umm fre my free my free activities and umm ride a bicycle and then umm when I when I make this umm I umm I feel umm umm I feel relaxed

T: huh uh

L: (overlap) and umm

T: excited

L: excited and umm my family umm is umm really umm good family because umm they are umm they are umm every umm they are everything umm my umm family and umm my family umm my family don't umm ang don't angry with me because umm generally we talk about umm some topics and umm for example umm never umm my father sh don't shout me

T huh uh

L: and umm because umm umm then umm if umm if he umm makes umm if he umm if he umm angry umm me umm then umm I can cry

T: huh uh

L: and umm I umm my sister umm the other umm example my sister umm is umm very important person and umm because umm we share umm with many things

T: huh uh

L: and

T: that's all?

L: that's all

T: okay thank you for this one please choose another topic

L: (picks a topic)

T: tell us the number of (.) topic

L: umm twenty three

T: twenty three (.) talk about where you live

L: yes umm (.)

T: when you are ready you can start talking

L: yes (takes notes)

T: are you ready?

L: yes umm I'm thinking about one (.)

T: okay

L: (overlap)yes yes

T: (overlap) okay

L: I I start I can start and umm I live in Milas umm umm I umm I like umm Milas because umm this city is umm umm very big and umm very beautiful and umm when umm because umm I live in Milas and umm Milas umm has umm many thing scenery (mispronounced)and for example sea mountain and umm other umm other topics and umm I umm I live in umm I live in small umm places and umm for example I have a umm garden and umm I have umm I have umm there umm there are vegetables and animals

T: huh uh

L: because umm this umm this umm things umm makes me relaxed and umm I like umm umm I like home and umm also umm I like umm my neighbourhood neighbour

(mispronun.)umm my neighbour umm is umm really umm very good umm people and umm we are umm we ssh we can share with umm many things

T: huh uh

L: and for example umm one umm one day umm I don't have umm I don't have sugar umm and umm bread and umm tea umm it can't umm it can't be umm at home and umm then umm I want to umm I can go umm I can go umm my neighbourhood home

T: huh uh

L: and umm umm I umm I knock th firstly I knock the I knock the door and umm my neighbour umm open the door and umm I said that umm I umm want to umm I want to take umm sugar bread umm and umm

T: something else

L: something else and umm then umm he or she and umm absolutely umm she umm you can umm you can take umm because umm we umm we need to umm we need to each other

T: huh uh

L: and umm then umm we share umm we share with and umm the umm some days umm and umm we are umm we are all together and umm for example umm we are umm sitting umm sitting all together and we are umm drinking tea or we are drinking coffee or we ate umm we can ate umm cakes

T: huh uh

L: (overlap) and we can drink cokes and umm then umm we are umm happy umm because umm we can umm so we can socialize with other people that's umm this is umm very important for me

T: okay

L: yes umm because umm generally I don't umm I don't like unsocial person

T: huh uh

L: (overlap) umm this person umm this person umm don't understand umm other people

T: huh uh

L: and umm

T: I think that's enough

L: yes

T: because you have mentioned all of the ss umm topic all of the subject thank you so much have a nice

Learner 59

T: pick (unintelligible talk) umm topic
 L: (picks a topic)
 T: and tell us the number of the question
 L: umm (.)
 T: number?
 L: twenty three
 T: twenty three umm you will talk about where you live
 L: where you live describe your neighbourhood
 T: huh uh if you don't like you can change
 L: no
 T: okay
 L: it's perfect
 T: (overlap) think and you can take notes if you need
 L: okay
 T: when you feel ready please start
 T2: what topic is it sorry?
 T3: twenty sey
 T: twenty three
 L: (overlap)twenty three
 T2: twenty three okay
 L: (.) let's begin hocam (Miss)
 T: okay please start
 L: umm (cough)umm my neighbourhood umm is Kötekli
 T: huh uh
 L: Kötekli is yeah I think Kötekli is umm village
 T: huh uh
 L: umm where students live
 T: huh uh
 L: umm everybody knows everyone
 T: huh uh
 L: umm you you can see umm the people you you met before
 T: huh uh
 L: umm easily (.) umm Kötekli is non non umm developed because is very small and umm the people who umm born born in
 T: huh uh
 L: umm like money
 T: huh uh
 L: umm umm talk about money every every time
 T: okay
 L: umm there is umm no shop center
 T: shopping center
 L: shopping center mall
 T: huh uh
 L: so umm if you want umm want to buy something you will go to center
 T: huh uh
 L: the city center
 T: okay
 L: (.) that's all is like yes that's all

T: okay (.) and choose your second topic
L: okay talk about what (.) thirteen
T: thirteen
L: talk about what people can do protect the environment
T: what can you do to protect the environment?
L: can I change?
T: sure
L: okay (picks a topic)(.) umm twenty seven talk about the person people you live with
T: huh uh
L: do you prefer to live alone or with someone other people why why? hmm (.)
T: which one you will talk about? this one or that one?
L: yes in there or my hometown?
T: doesn't matter
L: umm I'm a only child
T: huh uh
L: an on umm an only child
T: huh uh
L: so
T2: (overlap) sorry which topic is this?
L: twenty seven
T: twenty seven
T2: twenty seven okay
L: I'm an only child so I stay alone umm in my room
T: huh uh
L: I live with my mother and my father
T: huh uh
L: three people in there (.) I live alone yes I prefer to live alone because I'm always alone
T: do you like being alone?
L: yes
T: why?
L: umm (cough)when umm when I was a child umm I played my toys alone because my parents worked went when umm they went to school umm I stayed umm in my home alone
T: huh uh
L: so I (.) umm if I was alone I would feel better
T: huh uh
L: it
T: so you like being alone
L: yes
T: and you don't want to live umm another person
L: sometimes
T: sometimes you need somebody
L: yes
T: when?
L: when umm when I was (.) really boring
T: huh uh maybe you can call your friends
L: maybe but
T: huh uh
L: I prefer to talk face to face

T: huh uh

L: so sometimes I call them to organizate (means organise) meeting

T: huh uh

L: (.)

T: that's all?

L: that's all

T: okay thank you thanks have a nice day

L: thank you



Learner 60

L: no I didn't started elementary I (unintelligible talk) to start pre intermediate
 T2: okay (inaudible voice)
 T: (inaudible voice) and sign next to your name
 L: 8 signs)
 T: how are you?
 L: fine and you?
 T: thanks I'm fine where are you from?
 L: I'm from Trabzon
 T: okay umm please pick (.)
 L: okay
 T: a topic
 L: (picks a topic) I am excited
 T: (laughter)
 L: okay
 T: number?
 L: ten
 T: number ten talk about your weekends
 L: (overlap talk about your weekends
 L: yes
 T: if you like the topic you may think first and then when you feel ready you can start
 L: okay
 T: talking
 L: okay I can start
 T: please okay
 L: I usually umm spend my weekends
 T2: sorry what topic is it I missed that?
 L: ten talk about your weekends
 T2: thanks
 L: I usually spend my weekends with my boyfriend
 T: huh uh
 L: or if I had a chance to go have a chance to go to another city I would umm I always
 go umm another citted (means cities?)with my umm friends to shopping
 T: huh uh
 L: and I always prefer to umm do have my breakfast umm out
 T: huh uh
 L: and umm it is the umm chance it's a opportunity for me to rest to have a rest
 T: huh uh
 L: at weekends and umm I always watch films umm to make myself relax more
 T: (overlap)huh uh
 L: and reading books I always do that I always try to finished one books in a weekends
 T: huh uh
 L: every weekends and I always umm wri now I've umm I have been start I have start
 ne (what?) I am I have writing books articles
 T: huh uh
 L: about some topics and I try to keep on writing every weekends
 T: huh uh
 L: and umm yes umm last weekend I remember umm I went to Akyaka with my friends
 to swimming

T: huh uh

L: and umm but I umm didn't swim actually because umm it was re water was really cold

T: huh uh

L: and I said it's real it's not enough to

T: huh uh

L: (laughter)

T: swim

L: swim yes and but umm yesterday it's free because of the there is no lesson because of the speaking exam and I planned to go Akyaka again with my boy friend to swimming

T: huh uh

L: and I didn't know actually if I umm were in Ordu in my hometown

T: huh uh

L: umm my father umm don't doesn't work at weekends and we always together umm go out umm to have to do some shopping and umm just chilling around

T: huh uh

L: and it's the type of activities that are you that I always do

T: at the weekends okay thank you please choose another umm topic

L: okay (picks a topic)

T: number of the topic please tell us

L: third one talk about your favourite place in your city (.) in my city

T: yes talk about your favourite place in your city three

L: okay first of all I can start with the Kocaeli because I ss umm spend my holiday actually every summer I'm I'll I will be next my next plan will be in umm Kocaeli umm because my parents live there

T: huh uh

L: and favourite place umm umm it's famous for about their umm picnic area

T: huh uh

L: (overlap) Maşukiye

T: huh uh

L: because you can see umm every shade of green everywhere nature

T: huh uh

L: and it really makes to relax and more umm (.) umm I don't know how I (.) it is umm chance to umm swing

T: huh uh

L: you can swing there because there is a umm lake near the swing and it's the best view I've ever seen

T: huh uh

L: and umm about my umm hometown umm there is a 'Boztepe' and for take some photos and umm for umm see the view from the umm mountain

T: huh uh

L: (overlap) it is really good for travel and peop when tourist umm go there there is visited visits there and because to talk with the umm foreign foreign people and to talk with the tourists it's really beneficial for people and umm I was in my umm English course and they we pl (probably about to say plan) arrange a umm tour to Trabzon umm there is a umm type of mountain and we climb there and it's the I don't remember the exactly name of the mountain but we climbed and it was really extraordinary experiment for me

T: huh uh

L: and in Muğla actually truth be told I don't find any place (laughter)umm like the other cities but umm

T: seaside maybe

L: seaside because umm Muğla famous for about their famous for their umm touristic places and but umm when I umm go any of the places I really liked because I really like because it's really umm fresh for fresh air for umm clean sea and and you can't see everywhere

T: huh uh

L: this view and it's really good

T: okay

L: okay

T: thank you so much

L: it's finish?

T: yes

L: yeah okay

T: have a nice day

L: thank you

T2: good bye

L: good bye

Learner 61

T2: Talha are you in the elementary class or pre intermediate?

L: I'm in elementary

T: okay welcome please sign next to your name

L: okay (signs)

T: how are you?

L: good I'm good you?

T: thanks I'm fine

L: rest of you?

T: (laughter)

T2: thanks

T3: thanks and you? is everything all right?

L: yes yes hopefully

T: umm what did you do yesterday? before your exam?

L: umm I didn't do it I didn't umm work study umm for my exam

T: huh uh so it's just an ordinary night for you

L: (overlap) yes

T: okay please pick a topic

L: okay (picks a topic)

T: and tell us the number

L: talk about the advantages and disadvantages of having a mobile phone

T: twenty umm?

L: twen umm seven seventeen

T: huh seventeen okay

L: if you don't like you can change before start

L: no

T: okay

L: maybe I think

T: (overlap) think about your topic and in a minute you can start whenever you feel ready

L: okay (takes notes for a while)it's good

T: okay

L: umm if you ready I'm start

T: okay please start

L: umm I wanna talk about to disadvantages and advantages of having a mobile phone

T: huh uh

L: ummm first of all umm several advantages of ummm having a mobile phone umm it can be umm contact umm your family

T: huh uh

L: and your firends umm and if what do you umm if you want a ummm contact with someone umm you can umm fast and umm clearly umm contact umm without

T: huh uh

L: haa with umm mobile phone and disadvantages several umm of the disadvantages are I think mobile phone is very umm complicated now umm because umm not mobile phone umm anymore it's smart phone

T: huh uh

L: umm smart phones umm you can use internet umm and umm also you can umm smart phones umm what do you do umm internet and umm (.)

L: with

T: (overlap) which would use
 L: with haa what do you want to umm you can do it umm with your smart phone
 T: huh uh
 L: umm you you can take a lot of umm pic picture
 T: huh uh
 L: it's same like umm photograph umm camera
 T: huh uh camera
 L: yes umm it's it I think it's a umm good thing umm mobile phone
 T: huh uh
 L: because umm (.) is mobile phone are umm mobile phones are very important thing of my umm of our life
 T: huh uh
 L: umm we can't umm (.) we can't contact umm with without him
 T: (overlap) without them?
 L: without them
 T: disadvantages? any of them?
 L: disadvantages umm are ummm we we always using the u mobile phone
 T: huh uh
 L: umm because umm we losing the time umm loosing the life
 T: yes
 L: ummm with umm we use to mobile phone
 T: huh uh
 L: it's dis disadvantage I think
 T: yes you're right
 L: umm
 T: fo your health maybe?
 L: umm what?
 T: health
 L: health
 T: for your health yes
 L: (overlap) yes umm because umm mobile phones are umm umm how can I umm say that I don't know umm rand/rend (I don't know what he means) umm umm in the mobile phones ranch
 T: huh uh
 L: it's very electrical ummm
 T: (overlap) yes some waves (??not sure)
 L: umm um aeros
 T: huh uh
 L: because umm because of the umm this things umm are umm şey (well) umm health health problems umm
 T: occur
 L: occur
 T: huh uh okay I think that's enough please pick another topic
 L: okay (picks a topic)(.) talk about the most important things for people who work ummm long holiday a friendly boss a big salary
 T: (overlap) eleven
 L: eleven
 T: (overlap) if you don't like you may change
 L: talk about the umm how can I explain it? how can I talk about?
 T: oportun opprtunities umm of a job

L: is it with umm I talk about this with someone umm someone?
T: a job maybe
L: haa mo most important things
T: yes (.) when you are searching for a job for example
L: umm
T: or you can change the topic
L: I can (picks another topic) talk about the things that you would do if you umm had a millioners (means million dollars) umm cherry (means charity) origin orgi
T: (overlap) organisations
L: organisation travelling shopping education umm it's good umm better than the other one
T: okay umm twenty two
L: twenty two
T: you can think in a minute you can start
L: (thinks for a while) okay it's me
T: okay please start
L: if I were umm a billionaire umm I would many things umm I would do many things
T: huh uh
L: umm because umm the money is every umm everything
T: huh uh
L: umm of the life umm somebody says money is a important thing umm of the life
T: huh uh
L: umm I think it's true because umm every everythings umm
T: (overlap) depend on
L: (overlap) happen to happen to umm goes on the umm şey (well) ummm money
T: yes so what would you do if you had so much money?
L: (overlap) if if I were umm billionaire we were a bllionaire I would umm take I would buy buy a very umm clear and umm very expensive cars
T: huh uh
L: because I love the car
T: huh uh
L: umm sup super cars I like it umm super cars that you know umm it's very expensive
T: yes
L: I think I umm ss umm how can I say umm (.) buying a car
T: okay
L: (overlap) lots of car
T: firstly you will you woud buy a car
L: and umm
T: (overlap) what else?
L: secondly I would umm change my umm house
T: huh uh
L: or a apartment
T: huh uh
L: umm and umm I would umm buy a umm new umm house but umm another city
T: yes (inaudible voice)
L: (overlap) it's maybe Bodrum maybe umm (.) the umm another one
T: İzmir
L: another city
T: İzmir maybe different city
L: (overlap) maybe

T: okay

L: because different city it's very umm good for me

T: huh uh

L: I'm in umm I'm in İstanbul

T: huh uh

L: I I living in İstanbul umm I was living in İstanbul

T: okay

L: Is İstanbul is very crowded city but umm if you are a millionaire you have to umm been umm you have to be in İstanbul

T: yes

L: yani (that is) umm

T: (overlap) because you had

L: (overlap) yes everythings is

T: (overlap) you had so much money

L: (overlap) yes everything is in İstanbul

T: huh uh

L: umm that's it if umm I go if if I were umm a billionaire I would go umm abroad

T: abroad huh uh

L: travel to abroad

T: okay

L: umm it's good thing I think

T: okay I think that's enough

L: okay

T: thank you so much

L: no problem

Learner 62

T2: Tolga are you an elementary student or pre intermediate level student?

L: elementary student

T: welcome please sign (laughter)

L: okay (signs)

T: how are you?

L: fine (.) thanks how are you?

T: I am fine thanks

L: (cough)

T: please pick a topic

L: okay (picks a topic)

T: and tell us number

L: okay

T: of the topic

L: umm two

T: number two

L: yes number two talk about things you can do in your town

T: yes

L: and

T: where are you from?

L: umm I'm from Hatay (not clear)

T: (.)

L: I'm from Hatay

T: Hatay

L: yes

T: okay

T2: is it number two?

T: two yes

T2: (overlap) yes

L: (overlap) yes number two umm

T: (overlap) you will talk about activities or you will change the topic if you don't like it

L: umm I'm umm I just want to

T: (overlap) you want to see it

L: yes I want to see it

T: yes

L: umm number thirty one

T: thirty one

L: talk about a film that you have seen

T: yes

L: umm

T: choose one of them

L: umm I want to describe it number two

T: number two okay

L: (overlap)yes

T: think in a minute

L: (overlap) okay

T: when you feel ready you can start talking

L: (takes notes for a while)okay

T: okay please start if you are ready

L: umm I'm ready now umm in Hatay umm I live in a village

T: huh uh

L: umm and umm it has really fresh air

T: huh uh

L: and umm it's really small village

T: huh uh

L: and umm if you want to do something I have to go city

T: huh uh

L: and umm in my village umm you can if you want you can go to swim

T: huh uh

L: and umm if you want to go umm cinema or umm social activities do with friends you have to go city

T: huh uh

L: umm for cinema I go c umm I have to go city and umm maybe in a AVM (alışveriş merkezi = shopping center) umm super market

T: huh uh shopping center

L: or shopping center yes umm maybe in shop shopping center or umm in the ci city as a cinema too

T: huh uh

L: and umm we just go there and watched films

T: huh uh

L: umm and umm Hatay is historical place historical city and umm you can see a lot of historical things everywhere

T: huh uh

L: umm you can go to see them umm in my city actually I umm every (.) every week umm actually three times in a week

T: huh uh

L: umm I play football

T: huh uh

L: and with my friends umm you can do it and umm İskenderun is umm in Hatay is a city and İskenderun has a really good umm seaside

T: huh uh

L: you can walk around that and umm it's really good

T: huh uh

L: it's feel really good umm (.) in the evening umm summer nights umm of course (cough) in Arsuz it's in city too

T: huh uh

L: in Hatay and umm Arsuz has a really good night clubs

T: huh uh

L: and really good night life umm you can go night clubs and umm

T: have fun with your friends

L: yes have fun with your friends and umm you can go cafes too

T: huh uh

L: there is alot of cafes night clubs and umm things to do

T: huh uh

L: um that's all

T: okay thank you choose your second topic

L: okay (picks a topic) it's number one

T: okay (laughter)

L: talk about your daily routine (laughter) I just want to see another one (picks another topic) umm number twenty one talk about your dreams and or ambitions in the past and and in the future compare your previous dreams and the recent ones umm (laughter) yes I want to describe first one

T: sure

L: number one

T: I will take this one

L: okay

T: okay when you feel ready please start

L: okay (takes notes for a while)

T: I think you can start

L: yes umm I usu umm I usually wake up at umm half past seven

T: huh uh

L: and umm and then I umm I have breakfast

T: huh uh

L: umm umm um actually fifteen minutes later

T: huh uh

L: umm then umm I preparing for school and umm (.) then I out of home umm at eight a.m

T: huh uh

L: then my school starts at umm half past eight

T: huh uh

L: I (.) join to lessons umm my school is changing umm the my school and is changing umm sometimes it's umm (.)

T: four hours

L: no not four hours it's late umm and late sometimes it's end umm

T: early

L: early and umm (.)

T: after school

L: after school actually I umm met with my friends

T: huh uh

L: umm meet my friends because umm I have a lot of friends um umm I everytime do it and umm (.) mostly I (.) go umm with my girl friend

T: huh uh

L: first of all umm after the school and umm I spend some umm I spend time with umm her

T: okay

L: and umm then actually I usually umm walk with Melis umm to her dorm

T: huh uh

L: then umm come back to umm Alperen's home

T: huh uh

L: umm because umm he is my best friend in Muğla

T: huh uh

L: then umm we are a spend umm time umm one hours or one hour or two hours

T: huh uh

L: and umm then I go home umm um midnight at midnight at midnight

T: huh uh

L: umm and I start watch umm TV

T: huh uh

L: with my homemate umm I usually go bed umm late (.) three a.m or four a.m

T: okay
L: then I sleep (laughter)
T: (laughter)sometimes umm I fell to sleep
T: huh uh
L: in the umm living room
T: okay
L: in the weekends it's really changing I haven't got an routine
T: huh uh
L: for weekend
T: okay
L: umm because umm everything umm can be (.) eve eve umm how can I say that I don't know umm
T: itdepends on the activity you will do
L: yes
T: so
L: (overlap) umm so it's changing
T: (overlap) you don't know huh uh
L: I don't any routine for weekend
T: (overlap) okay thank you that's enough
L: thank you
T: have a nice day

Learner 63

T2: or a pre intermediate level?

L: I'm pre intermediate student

T2: okay please get seated

T: yes please

L: yes thank you

T: sit down umm sign next to your name

L: (signs)

T: okay

L: thank you

T: (overlap) how are you?

L: (.)

T: nervous (laughter)

L: actually I am very nervous (laughter)

T: no problem please be umm relaxed calm down and when you feel ready please pick a topic

L: • can I choose?

T: yes choose one of them

L: (picks a topic)

T: please tell us the number of the topic

L: umm eight

T: eight if you don't like you may change it

L: no I don't like

T: you don't like

L: to change

T: you don't want to change okay

L: (overlap) you don't I don't

T: and you can think in a minute when you feel ready please start talking

L: umm (.) umm can I umm can I read question (.)my topic?

T: (overlap) if you want but there is no need to do it

L: okay umm when I am umm when I don't feel well

T: huh uh

L: umm umm I speak umm I speak umm with my friends umm or umm for example um last last week umm I am really bad physically

T: huh uh

L: in terms of physically umm I go to psychologist

T: huh uh

L: I went to psychologist umm we spoke a lot umm umm I'm really umm I was really relaxed

T: huh uh

L: umm by by the time umm we spoke

T: huh uh

L: each other umm I stayed in dormitory umm residorm

T: huh uh

L: umm when I umm when I don't feel well umm umm I've I speak with my boy friend

T: huh uh

L: umm and with my roommate

T: okay

L: umm if it if it is umm if it if it does umm I I will umm really relaxed umm umm

T: what else what do you do to calm down? maybe listen to music

L: yes umm I like listening to music umm umm it it relax it it relax me it relaxes me üff

T: okay

L: I'm confused (laughter)

T: no problem go on please

L: umm umm umm I am umm walking umm I am walking umm outside

T: huh uh

L: umm

T: fresh air

L: I feel well

T: huh uh

L: that's all thank you

T: okay okay thank you choose your second topic please

L: (picks a topic) nine

T: number nine

L: (.)

T: talk about a film that you have seen

L: umm

T: if you don't like you can change

L: no I don't like

T: okay

L: I don't want to change umm (.) umm actually I forgot it's name umm because umm I watched in advance

T: huh uh

L: umm but umm umm his actor his main character is umm Brad Pitt

T: huh uh

L: umm because I like Brad Pitt Brad Pitt

T: huh uh

L: umm umm I really li I really like umm his films

T: huh uh

L: umm and umm I follow umm his umm his private life

T: huh uh

L: umm because umm I like his films and umm umm in his films umm in his film this film umm I like umm plot I like it's plot

T: huh uh

L: umm umm and it's really umm interesting for me umm umm they save umm he saved the world

T: huh uh

L: as usual

T: huh uh

L: umm (.)

T: what is the type of the film?

L: ummm umm I'm sure I sure (.) fantastic

T: fantastic film

L: (overlap) maybe yes

T: (overlap) okay

L: umm location its location is umm umm USA

T: huh uh

L: umm umm there are many people umm they umm he umm he was in love with a girl

T: huh uh

L: umm umm after that umm he started to save a lot of location

T: huh uh

L: a lot of place umm (.) umm he is a also he is a sol he was a soldier

T: huh uh

L: umm (.) umm

T: you want to add something more that's all?

L: that's all

T: okay thank you so much

L: thank you

T: have a nice day

Learner 64

- T: how are you?
 L: I'm fine thank you and you?
 T: fine thanks what did you do yesterday?
 L: umm yesterday I went to school at the morning
 L: in the morning umm and after the school I slept about three or three hours
 T: huh uh
 L: (.) I'm really excited but
 T: okay no problem
 L: okay
 T: calm down and please (.) pick a topic from the envelope (but the topics are on the desk not in the envelope)
 L: huh uh
 T: choose
 L: (picks a topic) can I look?
 T: yes tell us the number of the topic
 L: (.)
 T: number?
 L: umm seventeen
 T: seventeen advantages and disadvantages of having a mobile phone
 L: yes
 T: have you liked the topic?
 L: umm
 T: will you talk about it or choose another one?
 L: umm can I think about it just a minute?
 T: yes (.) you can take notes if you need
 L: (takes notes for a while) if I choose another one can I turn it to this topic?
 T: yes sure
 L: okay one (inaudible voice)
 T: huh uh
 L: twenty one
 T: twenty one which one will you talk about?
 L: (.)
 T: yes which one?
 L: (.) umm I think seventeen
 T: okay seventeen
 L: yes
 T: please start (.) when you feel ready
 L: okay umm in the subject first of all I have a mobile phone and I can call my family whenever I want
 T: huh uh
 L: because they are umm in my hometown
 T: yes
 L: (overlap) and I'm now in university
 T: umm in mo with mobile phone I can call them whenever I want I said as I said and I call my friend I can umm call them and I can say them where where I am
 T: huh uh
 L: umm and to plan something to do for example after school and I can talk umm if my for example my cousin is in İstanbul now

T. huh uh

L: and another cousin in Mersin umm yeah it doesn't matter where we are but I can speak with them always

T: (overlap) you can communicate

L: yes and with this is of course an advantage about mobile phone but umm with calling umm there is another disadvan umm not not there is disadvantages

T: yes

L: umm as well umm for example you can I can waste my time if I call them too much

T: huh uh

L: umm as you know umm there is too much time umm that companies give us

T: yes

L: in mobile phone so umm we can talk them umm whenever we want and umm too much

T: what else what can you do with your mobile phone?

L: (overlap) so umm umm next advantages is message umm we can message umm with my friends I can message with my friends umm very cheap and it's really too easy this is advantage but umm if I waste time and always message with them umm for example I need study I need to study

T: huh uh

L: but I'm messaging with them this is des disadvantage

T: huh uh

L: and umm I can't stop myself if it s too cheap

T: (overlap) you have to limit the time

L: yeah and there is another subject social social media umm for example twitter face facebook and umm whatsapp this is umm this subject have advantages and disadvantages

T: huh uh

L: I cannot speak (touching his throat) umm (cough) I can speak with them and I can see them with umm vide video calling

T: yes

L: I can speak them umm whenever I want and this is maybe for example instagram I I wasten (means waste) time in instagram always when I at home and I can't study sometimes to şey (well) I can't umm focus to my studies sometimes this is an disadvantages umm disadvantages disadvantage

T: okay do you want to add something more or that's all?

L: umm if you want I can add but

T: we have time limit so

L: haa okay

T: okay that's enough I think choose another one

L: (picks a topic) two

T: number two talk about the things activities you can do in your town

L: in my town

T: where are you from?

L: from I'm from Hatay

T: Hatay okay if you want you can talk about Hatay or Muğla the activities

L: umm the things I can do specially about Hatay?

T: (.)

L: and Hatay or

T: (overlap) when you umm are in Hatay

L: haa

T: what can you do?

L: oky

T: activity

L: umm the things I can do (silently)(.)

T: places for example

L: huh uh

L: okay umm in my in Hatay or in town in my town?

T: doesn't matter

L: okay in Hatay I can

T: (overlap) both of them you can talk about both of them

L: okay in Hatay umm I have I have so much so many friends and I can always umm meet meet with them and we can we are so close

T: huh uh

L: with them so umm in Hatay we do a lot of things and they are very special for me umm in Hatay we umm come together and umm arrangement somethings and umm we always umm for example we play football matches

T: huh uh

L: and we we can turn around neydi o? (what was it?) neyse (anyway)

T: walk around

L: huh walk around umm ad makes different things umm in Hatay I am (.) Hatay umm (.) Hatay (silently)

T: as an activity

L: what can we do in Hatay when we come here?

T: haa

T: (overlap) when we come there sorry

L: if you come to Hatay I will show you umm incredible things incredible places there is so many good places in Hatay for example umm Saint Pierre church it is the first church in the world

T: huh uh

L: umm and we can go umm İskenderun we can go Samandağ they are umm they has beaches dis discreets umm and there is ann Titus Tunnel it is made by Alexander the Great

T: huh uh

L: and we can go like this places

T: okay do you want to add something more or that's all?

L: in Hatay (silently) haa in Hatay umm you can umm meet and umm yes you can meet with so many different people from other countries other cities umm Hatay is umm is a cap like a capital of umm medeniyet (civilisation) what does the medeniyet mean?

T: I can't say

L: (laughter) okay forget it umm as I said you can met with so many people from different countries and you can go a synagogue a church a (.)

T: different cultures

L: yes

T: so?

L: (.)

T: that's all

L: yeah

T: okay thank you so much

L: you're welcome

T: have a nice day

L: thank you



Learner 65

T2: pre intermediate student?

L: pre intermediate

T2: okay

T: welcome

T2: get seated

T: please sit down (.) okay sign next to your name

L: (signs)

T: umm how are you?

L: fine thanks and you?

T: I'm fine thank you where are you from?

L: I'm from Zonguldak but I live in İstanbul

T: okay (laughter) very well lease pick a topic and tell us the number of the topic

L: (picks a topic) four

T: four talk about your childhood interests

L: yes

T: if you don't like you may change (.) if you like think and start talking in a minute

L: will I umm turn the first one later?

T: (overlap) yes

L: (picks another topic)the first

T: which one? one?

L: yes

T: okay choose one of them which one you like

L: and I choose the fourth one

T: four okay (.) when you feel ready you can start talking you may take notes if you need

L: okay (thinks for a while)umm I'm ready

T: okay start

L: when I was a child I umm I was always interested with rock music

T: huh uh

L: and I listen to rock music now

T: huh uh

L: umm actually umm the day when I started to umm listen rock music umm the day I was watching the documentary of Kurt Kobain

T: huh uh

L: and I was very impressed with that

T: huh uh

L: umm because umm we generally see the umm scenes umm we don't see behind the scenes

T: huh uh

L: and thanks to that documentary umm I learn that umm the music is not very easy

T: yes

L: and umm because the in terms of Kurt Kobain umm he had very difficulty in

T: (overlap) in life

L: his childhood times

T: huh uh

L: umm because he said umm he stayed in the st at the street

T: huh uh

L: umm (.) and umm actually the Kurt Kobain umm in um Kurt Kobain in inspires (mispronunciation)me as to

T: (overlap) yes

L: as to be successful

T: huh uh

L: because he says the umm world is umm very small umm and to be successful in some areas

T: huh uh

L: umm it is very straight forward

T: huh uh

L: (.)he says the the world is small and you can do your best

T: huh uh

L: umm

T: okay what else what would you do when you were a child?

L: umm I I'm I wasn't umm (.) I wasn't bad ch cild I wasn't a bad child

T: huh uh

L: but and I had a umm straight forward childhood memories

T: huh uh

L: and I was a straight forward child

T: okay do you want to add something more to this topic?

L: yes umm my family umm consist of umm Galatasaray the supporters of Galatasaray

T: huh uh

L: but when I was a child I always interested with umm Beşiktaş

T: okay

L: and because the I like the umm I like basic things

T: huh uh

L: in terms of colours of the Beşiktaş

T: (overlap) yes

L: umm the the colours are plain

T: huh uh so you are impressed with the colours

L: yes and Galatasaray is better than Beşiktaş

T: huh uh

L: actually umm as to umm accomplishments

T: huh uh

L: umm Fenerbahçe too

T: also yes

L: but Beşiktaş is umm kind of umm public (mispronunciation) public (correct pron.) team

T: huh uh

L: aaand I'm supporter of the Beşiktaş aaand

T: I think that's enough for this topic because of the time

L: (overlap) thank you

T: please choose another one

L: (picks a topic)

T: number?

L: five

T: okay talk about a perfect or terrible day (.) of your life

L: (.) can I think a bit?

T: sure in a minute you can start

L: (thinks for a while) umm I'm ready for that

T: okay
L: umm (.) I I I choose talk about a terrible day
T: okay
L: umm the (.) in 2007 umm my grandfather umm died
T: huh uh
L: and umm we were in İstanbul but my grandfather was in Zonguldak
T: huh uh
L: and (.) he he was (.) maybe a month in hospital
T: huh uh
L: umm and we couldn't go there
T: huh uh
L: umm but umm a new (means news) came from Zonguldak to İstanbul a call actually umm and my grandmother was that umm I don't know the illnesses
T: huh uh
L: umm the Turkish mean meaning of the illnesses is umm bronşit (bronchitis)
T: huh uh
L: and we my mo umm my dad and umm I didn't say my mother because umm she could be very upset
T: huh uh
L: umm and we we went there umm without saying my mum
T: huh uh
L: and (.) when the my mum when the my mum learned the new umm she was very upset and umm (.) she she start to umm throw umm she is she start to cry
T: huh uh
L: and I was very impressed with that
t: huh uh
L: umm because umm she is my mum
T: huh uh you don't want her to be upset
L: yes
L: and I don't want to remember that day
T: huh uh so it was the umm very bad day of your life
L: yes
T: do you want to add something more or that's all?
L: that's all I think
T: okay thank you so much
T2: Volkan by the way 'bronşit' in English is 'bronchitis'
L: bronchitis I don't know
T2: yeah that's okay no problem it's a tech it's a medial term
T: yes
T2: so you don't need to know it
T: okay thank you

Learner 66

T: umm welcome how are you?

L: bad very very bad

T: please sign

L: (his phone calls) oww sorry sorry sorry (laughter)

T: turn off please

L: hatta şöyle koyayım (I'll put it over here)

T: sign its

L: (signs)

T: how do you feel?

L: • umm I'm ready

T: (overlap) tired?

L: no • only umm I can't I couldn't take a shower (laughter)

T: laughter)

L: because cut water

T: okay okay pick a topic from (.)here

L: anyone (picks a topic)

T: yes tell us the number

L: (.) twenty talk about (silently)

T: which one? num number

L: twenty

T: twenty talk about problems young people problems of young people you can change if you don't like

L: (thinks for a while)if I take anyone

T: (overlap) yes you can turn back to this one

L: (picks another topic)

T: number?

L: thirty two

T: thirty two

L: (thinks for a while and take the first one)

T: first one (laughter)

L: (laughter)yes

T: okay think about your own problems and try to talk about

T2: sorry what topic is that?

T: umm twenty

T2: (overlap)what number?

T3: number?

L: twenty

T2: twenty

T3: (overlap)twenty

T: huh uh (.) you can start when you feel ready

L: (thinks for a while)

T: yes what kind of problem do you have? (.) as a teenager as a young person

L: umm I think the young people (.) umm never listen parents

T: listen to their parents

L: listen to their parents

T: please a bit loudly

L: umm (.) umm for example umm nasıl diyebilirim (how can I say?) (.) about about my parents

T: huh uh

L: I never listen

T: why?

L: (overlap) my family

T: why not?

L: because umm parents umm always umm thinking different different think and from us

T: huh uh

L: teenager and young umm (.) if if you want if you want to many thing umm they are always umm think about the danger

T: huh uh dangerous part

L: (overlap) dangers umm (.) maybe umm (.) maybe they think (.) true

T: huh uh (.)but

L: (.)

T: what else your problems?

L: (overlap) what else?

T: in school maybe

L: and for example in school (.) in home umm in outside (.)

T: what kinds of problem do you have?

L: umm (.)

T: smoking for example

L: (laughter) smoking umm always problem (.) for teenagers and young

T: huh uh

L: (.) umm parents are always think true (.) topic

T: huh uh

L: umm if umm if örneğin (for example) for example if I go out with my friends

T: huh uh

L: umm they always (.) endişelenmek neydi? (what's worry?) (.)

T: okay internet maybe

L: umm maybe internet in the past (.) I usually play computer games (.) umm in a day (.) ten or twelve hours

T: (laughter)

L: (laughter)

T: very well

L: (laughter)

T: do you want to add something more or

L: no

T: (.) we will pass to other topic okay

L: (picks a topic)

T: choose another one (.) number?

L: twenty five

T: twenty five

L: talk about important things (silently)^o

T: you can choose another topic

L: (.) (picks another one)hmm seven

T: seven (.) recent event you have been to

L: (.)

T: nowadays past event maybe (.) a game

L: (.)

T: what have you done recently?

L: (.) I think

T: which one?

L: twenty five

T: twenty five okay think

L: •

T: and start talking when you are ready

L: (thinks for a while)umm I think important dates important date is isn't important for me

T: twenty five

L: umm I think umm important date only important for a umm for own umm (.)

T: you can choose one of it important date important name important person or important place for you talk about one of them

L: (.) important date

T: okay (.) why this date is important for you?

L: umm important date (.) umm I think umm only umm for example umm Wednesday umm wedding wedding day

T: wedding day

L: wedding day

T: huh uh

L: or umm

T: birthday of someone

L: haa birthday of someone but umm (.) not I think wed for example valentines date valentines date

T: huh uh valentines day

L: I think not important

T: why not?

L: because important date (.) not important for everyone

T: huh uh

L: only two people or

T: okay huh uh it must be special you say

L: (overlap) yes speacial because it's important

T: huh uh what else what can you add?

L: (.)

T: what is the most important date in your life?

L: (overlap) haa my important date is my birthday

T: huh uh

L: or umm my (.) my sister's son (.)

T: birth

L: birthdayb (.) or (.) my father's or my mother's birthday (.)

T: so the people in your life

L: yes (.) in my life in my lives birthday (.)

T: okay do you want to add something more or that's all?

L: that's all

T: okay thank you

L: thank you

T: have a nice day

L: thank you

Learner 67

T: hello

L: hello

T: good morning

L: good morning

T: Are you Ahmetcan Yar?

L: yes

T: can I see your ID card Ahmetcan?

L: (shos ID)

T: okay how are you?

L: I am fine and you?

T: I'm fine thank you are you from Samsun?

L: no

T: where are you from?

L: Tabzon Of

T: yes it's good I'm from Samsun

L: hmm

T: now umm you are going to choose a topic

L: (nods head)

T: and talk about it you know choose your topic and tell us your the number topic number

L: (picks a topic)

T: what's the number?

L: (.)

T: your topic number (points)

L: (.)

T: one two three what's it?

L: (overlap) haa okay fifteen

T: fifteen

L: yes

T: okay you can think about it for a while and take notes if you want

L: okay

T: and then you can start talking

L: (takes notes)

T: are you ready Ahmetcan?

L: yani (so so)

T: yes okay now you will talk about your most favourite city and your least favourite city

L: (.)

T: why is it your most favourite and why is it your least favourite?

L: my favourite city is

T: huh uh

L: İzmir

T: hmm

L: umm because

T: yes

L: I live in İzmir

T: okay it's good

L: umm it is very beautiful place

T: yes
 L: umm (.)
 T: what else about İzmir?
 L: (.)
 T: the population
 L: population?
 T: what can you do in İzmir?
 L: umm I
 T: (okey) yes
 L: I um (.)
 T: what can you do in İzmir?_why do you like living in İzmir?
 L: I meet my friend
 T: huh uh
 L: umm (.) around the city
 T: huh uh
 L: umm (.) umm I like umm walking in Alsancak Kordon
 T: huh uh yes
 L: umm maybe (.) yoo no no (.)
 T: do you go out at nights in İzmir? Do you like night life?
 L: haa night life umm (.)
 T: okay okay umm what about your least favourite city?
 L: least?
 T: least most you like it very much least you don't like
 L: hmm (.) İstanbul
 T: okay
 L: in İstanbul
 T: why?
 L: because it's very crowded
 T: huh uh yes it's true
 L: umm I think very dangerous city
 T: huh uh yes I agree
 L: umm (.) umm İstanbul is very big city
 T: huh uh
 L: umm so umm I can't live in İstanbul
 T: huh uh
 L: umm (.) and I live in small city
 T: huh uh
 L: umm because (.) healthy
 T: huh uh
 L: city
 T: dishealthy (??)
 L: dis dis dishealthy
 T: huh uh
 L: I understand
 T: güvenli (safe)
 T: safe
 L: safe
 T: huh uh
 L: umm (.)
 T: okay yes

L: yeah
 T: finished?
 L: yes
 T: now we have another topic you will choose another one second one
 L: ne demek istedin hocam (not clear)(what do you mean Miss?)
 T: (overlap)yes okay
 L: (overlap) yani iki tane hakkımız mı var? (do you mean we have two chances?)
 T: (overlap) yes huh uh
 L: tamam
 T: you will talk about two topics not one
 L: okay tamam (okay)(picks a topic)
 T: what's the number?
 L: (overlap) talk about your hobbies interest
 T: what is the number?
 L: thirty four
 T: thirty four
 L: yes
 T: talk about your hobbies and intersets
 L: hobilerim ve interest? (my hobbies and interest?)
 T: yes umm the things you like doing similar to hobbby almost the same
 L: yapmadığım şeyler (the things I don't do)
 T: no no the things you do you like doing what are you interested in
 L: ilginç (interesting)
 T: huh uh
 L: şeyler (things)
 T: for example I'm interested in music okay?
 L: (.)
 T: biraz not alma sürem? (do I have some time to take notes?)
 T: yes you can
 L: (takes notes for a while)
 T: is it okay?
 L: yes
 T: yes (.) Ahmetcan what are your hobbies and interests?
 L: I like (.) listen to music
 T: huh uh
 L: and (.) I like play football
 T: yes
 L: umm basketball
 T: huh uh
 L: run running
 T: what's it?
 L: running
 T: running okay
 L: yes
 T: huh uh
 L: because I'm (.) I'm player
 T: okay yes
 L: (laughter)
 T: yes it's okay
 L: I'm player umm my hobbies is umm spend time with my family

T: huh uh
 L: because my family umm their their love
 T: huh uh okay
 L: (.) umm (.) also umm I am umm I like meet
 T: huh uh
 L: my firends (.) (.) (.) umm I like drive a car
 T: hmm okay have you got a car?
 L: yes
 T: huh uh it's good
 L: umm but fast car fast drive a car
 T: you like?
 L: yes
 T: it's dangerous
 L: yes but
 T: (overlap) you like danger
 L: yeah
 T: huh uh okay
 L: but it's love yani (that is)
 T: really?
 L: fast love
 T: you do it?
 L: yes
 T: okay
 L: umm (.) (.)
 T: okay thank you Ahmetcan
 L: rica ederim (you're welcome) pek bi konuşma gibi olmadı ama (it's not like a real talk but)
 T: okay it's okay thank you can you sign
 L: (signs)
 T: okay thank you
 L: (inaudible voice)
 T: see you
Learner 68

T2: good morning
 T: good morning welcome have a seat please are you Ahmet Türksever?
 L: yes me
 T: can I see your ID card please?
 L: (shows his ID card)
 T: huh uh and please sign here
 L: (signs)
 T: yes how are you today Ahmet?
 L: I'm fine
 T: are you nervous?
 L: yes
 T: (laughter) where are you from?
 L: I'm from Bursa

T: Bursa okay it's a good city nice city

L: yes great

T: I'm I'm from Samsun

L: (.)

T: umm now you are going to choose a topic and think about it

L: (picks a topic)

T: yes what is what is the number? the number?

L: hmm thirteen

T: thirteen okay

L: (.) (.) can I change?

T: yes you can huh uh you can change no problem (.) choose another one

L: (picks another topic)

T: the number?

L: six

T: six okay (.) hmm it's not very difficult

L: haa yes

T: it's okay I think

L: yes

T: you can take notes you can think about it for a while

L: thank you

T: huh uh

L: (takes notes for a while) umm my favourite person is umm Ozan Tufan

T: hmm

L: umm he is Bursa spor football player

T: huh uh

L: he is very young and very hard working

T: yes

L: he is nineteen years old umm (.) (.)

T: yes why are you umm why is he your favourite person?

L: umm because he is very honest

T: huh uh

L: and (.) (.)

T: okay

L: that's all

T: hmm

L: (.)

T: okay thank you now next topic it's good

L: (picks a topic)

T: what's the number?

L: fourteen

T: huh uh

L: (reads the topic silently) can I change?
T: of course
L: (picks another topic)
T: number?
L: umm twenty seven (takes notes for a while) umm my
T: (overlap) is it okay?
L: yes
T: huh uh yes
L: my classmate's name is Bahadır umm umm umm he is twenty years old
T: huh uh
L: he is umm very honest (.) he is played football
T: huh uh
L: umm (.)
T: Ahmet it says talk about your classmates mates not mate not only one all of them
L: classmates okay
T: do you understand?
L: yes
T: okay talk about all of your friends in the class
L: okay umm (.) umm (.) they are very honest
T: huh uh
L: umm (.) umm they like umm sincere
T: huh uh
L: umm they dislikes umm talkative
T: hmm
L: (.)
T: how many of them are girls how many of them are boys?
L: umm six girls
T: huh uh
L: five umm boys
T: okay where are they from?
L: umm İzmir Bursa Eskişehir
T: okay anything else? finished?
L: yes finished that's all
T: okay thank you Ahmet
L: (overlap) thank you
T: huh uh see you
L: see you
T: bye

Learner 69

T: hello welcome

T2: (inaudible voice)

T: Alican Mencir

L: yes

T: okay welcome can I see your ID card please?

L: of course (shows ID)

T: yes you can sit here here please don't sit (laughter)

L: (laughter)

T: is she your teacher?

T2: no

T: do you know her? no okay Alican Mencir yes you can sign

L: (signs)

T: how are you today?

L: umm yeah

T: where are you from Alican?

L: I'm from Bursa

T: Bursa

L: yes

T: huh uh

L: Bursa

T: okay umm do you know who Ahmet Türksever? He is from Bursa he said"

L: no I meet here

T: hmm okay that's good now you will choose your topic

L: of course (picks a topic)

T: huh uh

L: ahh (inaudible voice) (picks a topic)

T: okay what's the number?

L: umm thirty nine

T: hmm

T2: twenty nine (silently)

T: hmm twenty

L: thir thirty

T: thirteen can I see?

L: (overlap) thirty thirty nine

T: yes thirty nine

L: thirty nine

T: yes

L: (thinks for a while)

T: you can have notes if you want

L: okay (.) (.) can I change?

T: yes

L: (picks another topic)yes

T: number?

L: seven

T: huh uh

L: (thinks for a while)

T2: seven

T: huh uh

L: seven
T: number seven
L: (takes notes for a while)
T: it's okay?
L: no
T: no not yet okay
L: one minute
T: okay
L: (takes notes for a while)
T: okay Alican which topic you are talking about? I think thirty nine
L: thirty nine yes
T: okay huh uh yes
L: umm I was loved umm play quitar and
T: huh uh
L: play basketball because umm
T: yes
L: basketball is ama amazing sport
T: huh uh
T: yes
L: umm and and play guitar
T: huh uh
L: umm sing a song and very nice
T: okay I see
L: umm and (.) play basketball going to umm played three years
T: umm school team tournament
T: okay
L: played tournament (.)
T: did you win?
L: (.) um second (laughter)
T: okay it's good better than nothing it's good
L: yeah umm (.) it was amazing and funny play basketball
T: huh uh
L: umm and enjoyable
T: I see
L: (.)
T: and what did you hate when you were a child?
L: hate
T: and why?
L: (.) hate swim
T: yes why?
L: I wasn't swim
T: hmm
L: but after than I was swim
T: huh uh
L: and umm and sea our pool
T: huh uh
L: swim everywhere
T: haa now you like it
L: yeah may yeah
T: okay so so

L: so so yes (laughter)
 T: now the second topic
 L: yes
 T: huh uh
 L: (picks a topic)
 T: the number?
 L: (.)
 T: what's the number?
 L: thirty two
 T: thirty two
 L: yes
 T: huh uh
 L: (thinks for a while) can I change?
 T: yes
 L: (picks another topic)
 T: the number?
 L: (.)
 T: number?
 L: twenty five
 T: okay
 L: (thinks for a while)
 T: it's okay?
 L: yes okay
 T: huh uh
 T2: thirty two? (silently)
 T: yes
 L: twenty five
 T: twenty five yes you can start
 L: my country is
 T: huh uh
 L: umm my country traffic is bad
 T: huh uh yes
 L: because umm Bursa is big city
 T: yes huh uh
 L: umm I always umm late
 T: huh uh yes
 L: (.)and the health is (.) sometimes bad sometimes good
 T: huh uh
 L: (.)but umm it umm always rainy
 T: huh uh
 L: umm always snowy
 T: huh uh
 L: umm but Bursa is (.)
 T: huh uh
 L: umm very nice city (laughter)
 T: yes
 L: yes
 T: okay
 L: finish yeah
 T: okay

L: sorry

T: thank you Alican it's okay it's okay no problem

L: see you

T: (overlap) see you take care



Learner 70

T: good morning Aslı

L: good morning

T: welcome

L: (.)

T: umm can I see your ID card?

L: öğrenci kartı (student ID card)

T: (overlap) your student's card yes

L: ah çantamda hemen alıp geleyim (ohh it's in my bag I'll fetch it)

T: okay waiting

T2,3: ° zaten we are late (we are already late) and we have average yes (among each other)

L: (shows her ID)

T: and you can sign here

L: (signs)

T: you are from Antalya

L: yes

T: okay how are you today?

L: fine

T: fine

L: (inaudible voice)

T: haa okay

L: huh uh

T: recover soon

L: (puts her purse into her bag)

T: now we are going to choose a topic yes

L: (picks a topic)

T: what's the number Aslı?

L: (.)

T: the topic number what is it? can you read?

L: thirty (laughter)thirty one

T: thirty one okay

L: umm second choose

T: you didn't like it? okay you want to change it

L: umm one minute (reads the question)hmm

T: if you want you can change is it okay?

L: düşünebilir miyim? (can I think?)

T: okay yes

T2: thirty one

T: huh uh

L: hmm okay

T: huh uh are you ready?

L: yes

T: yes okay talk about the activities you are good at or bad at it

L: huh uh

L: umm I'm umm I'm very speak and bad activity bad activities

T: yes

L: I'm very speak

T: haa

L: I'm umm late I'm get up late
 T: hmm
 L: very late
 T: huh uh
 L: umm (.)
 T: how many hours a day do you sleep?
 L: umm nine or ten
 T: okay huh uh
 L: umm I I'm I dance hobby
 T: haa
 L: I hobby dance good activities
 T: okay
 L: but umm my leg hurt
 T: okay
 L: and so
 T: (overlap)recover soon I hope it will get over
 L: huh uh so umm so I don't dancing now
 T: yes huh uh
 L: umm (.) umm um I ss I don't smoke good activities
 T: huh uh okay
 L: huh uh umm (.)I'm umm angry (pronunciation is close to hungry)
 T: haa angry?
 L: sinirlenmek (to get angry)
 T: (overlap) okay yes
 L: bad activities
 T: yes okay
 L: I'm slowly slow
 T: hmm yes okay I see
 L: huh uh
 L: umm (.) I love umm sing a song
 T: huh uh
 L: I singing umm good activities
 T: huh uh
 L: umm I'm I'm running
 T: huh uh
 L: good activities maybe
 T: huh uh yes it is
 L: umm (.)I'm umm I ride bicycle umm I watch TV
 T: okay
 L: I surf internet
 T: huh uh
 L: I text a message umm good activities
 T: yes
 L: umm bad activities umm (.) (.) (unintelligible talk) (.)
 T: okay thank you now umm second one second topic you will choose)
 L: (picks a topic)
 T: what's the number?
 L: forty
 T: fourteen
 L: forty

T: forty okay talk about what you use the internet for and why
L: umm (.) umm I use the internet surf
T: huh uh
L: chat online
T: okay
L: and umm listen to music watch a film
T: yes
L: umm (.) umm şey (well) I download (mispronounced) film download
T: huh uh okay okay
L: and download music
T: huh uh it's good
L: umm (.)
T: download (correct pronunciation) okay and do you buy online? do you buy things online? clothes shoes?
L: maybe
T: huh uh
L: umm
T: have you ever bought something?
L: no
T: huh uh okay not yet
L: umm I I haven't credit card
T: haa okay
L: huh uh umm (.) I (.)
T: you said you chat who do you chat? with
L: umm my friends and my mum my father
T: huh uh
L: umm my classmate
T: okay
L: umm (.)
T: okay finished?
L: yes
T: (overlap) thank you Aslı Eralp
L: evet (yes)
T: okay thank you
L: teşekkür ederim (thank you)
T: see you
L: see you

Learner 71

T: hello welcome

L: welcome

T: Atakan can I see your ID card? how are you?

L: fine thanks and you?

T: I'm fine thank you umm have you got your ID card? student's card huh uh can I see?

L: (shows his ID card)

T: Atakan Sarp okay umm you need to sign here

L: (signs)

T: who is your English teacher?

L: umm Mrs. Deniz Mr. Tamer and Mrs. Banu

T: hmm okay it's good Atakan now you are going to choose topic

L: (picks a topic)

T: what's the topic number?

L: umm number twenty

T: okay

L: (thinks for a while) umm

T: you can think and take notes if you want

L: umm what is the teenagers (mispronounced) umm in English?

T: (overlap) teenagers (with correct pronunciation)

L: teenagers (with correct pron.) in English?

T: a person between thirteen years old and nineteen years old

L: haa young people young people

T: young people yes

L: young people

T: if someone is eighteen for example umm he is a teenager

L: hmm umm can I take another topic?

T: yes of course

L: it is difficult (picks another topic)

T: okay I see you can change

L: okay

T: number?

L: umm number sixteen

T: hmm talk about a special event

L: yes

T: is it okay?

L: okay

T: (overlap) you can think about it if you want for a while

L: (thinks for awhile)

T: is it okay?

L: okay

T: yes

L: I'm ready

T: huh uh

L: umm I go Karasu every year

T: hmm huh uh

L: umm I went to Karasu last year

T: okay

L: umm umm

T: (overlap) are you from Karasu?

L: no I'm from İstanbul

T: huh uh

L: but umm I have got a house

T: okay

L: I have got the house

T: yes

L: umm umm I I went to Karasu last year

T: huh uh

L: umm important for me last year important for me

T: huh uh

L: umm because umm there are my family my friend my cousin

T: huh uh

L: my uncle my umm my aunt

T: your relatives

L: every every where umm in Karasu

T: huh uh

L: umm I we swim we swum every every year every day

T: huh uh

L: every everyday

T: okay

L: umm umm we went club every night umm we we went we we went out

T: huh uh

L: with my friends with my darling

T: hmm

L: every night umm another (.) umm hmm umm also we playing I playing I played

T: yes

L: I played football I played football umm with my uncle umm and my father

T: hmm

L: together

T: okay it's good

L: umm once a week playing football once a week

T: huh uh
 L: haftada bir (once a week)
 T: huh uh that's good not everyday
 L: umm on Friday
 T: you played foot football
 L: yeah I played with my umm father and my uncle umm football on Friday
 T: huh uh how many days did you stay there?
 L: umm two week
 T: haa okay
 L: two week
 T: huh uh
 L: umm August August
 T: huh uh
 L: August two week
 T: okay
 L: umm umm aklıma gelmiyor (I can't remember) umm umm umm neydi (what was it?)
 bir yer vardı (there was a place) Topçular Topçular Turkish Topçular
 T: Topçular the place in İstanbul?
 L: umm no
 T: yes
 L: in Karasu
 T: haa
 L: umm nasıl diyeyim (how can I say?) natu natural area
 T: hmm okay
 L: umm very famous in Karasu
 T: huh uh okay
 L: umm umm we went to Topçular
 T: yes okay
 L: umm ° umm there is there is bird
 T: hmm
 L: umm umm there are there are bird
 T: huh uh
 L: cow
 T: hmm
 L: umm a lot of a lot animals
 T: yes I see
 L: (overlap) in Topçular
 T: huh uh (inaudible voice)
 L: and I umm I like animals
 T: huh uh
 L: umm also I have I have got a dog
 T: hmm okay

L: (overlap) umm I had a cat two years ago
T: huh uh
L: umm my cat is Mızımız
T: haa its name
L: my my dog umm name is my dog name is Boyka
T: Boyka okay
L: okay
T: yes thank you that's good now your second topic
L: ikinciye seçeyim (I'll choose the second one)
T: yes you will choose
L: (picks a topic) iki tane seçmişim şöyle bakmadan vereyim (ohh I picked two topics let me give it without looking)
T: (laughter) okay no problem what's the number?
L: umm number twenty nine
T: huh uh
L: umm talk about why people tell lies (mispron.)
T: hmm
L: and why you tell a lie
T: hmm tell
L: give examples örnek vererek (by giving examples) umm (.) can I take another?
T: yes of course huh uh
T: number what?
L: umm number twenty three
T: okay
L: talk about the place umm where you live
T: hmm it's good
L: okay (.) okay okay
T: huh uh yes
L: I can speak
T: huh uh okay
L: I'm ready
T: yes huh uh
L: umm I'm from İstanbul
T: huh uh
L: but umm I live in Muğla
T: yes okay
L: now umm umm but I like İstanbul I like İstanbul
T: huh uh
L: because umm I have live I have lived umm for twenty years
T: huh uh I see
L: umm my fam umm my family my friends
T: huh uh

L: my darling umm live in İstanbul

T: I see

L: umm İstanbul is umm so İstanbul is important İstanbul important for me

T: huh uh you are going to describe İstanbul or Muğla?

L: umm

T: now are you going to talk about Muğla or İstanbul

L: haa İstanbul

T: okay huh uh

L: İstanbul umm umm I live in San I live Sancaktepe in İstanbul

T: okay huh uh

L: umm Sancaktepe is different

T: huh uh

L: umm some different

T: okay I see

L: (overlap) umm because umm different people umm there is different people there are different people in Sancaktepe

T: I see

L: umm so umm bu yüzden (so) başka ne diyeyim (what else?)(.) umm ne anlatabilirim başka? (what else can I tell?) (.)

T: what do you like or dislike about the area?

L: umm yes yes İstanbul has got traffic

T: huh uh

L: a lot a lot traffic

T: yes

L: umm umm it is umm nasıl diyeyim (how can I say?) it is (.)

T: difficult

L: it it it is big problem for me

T: (overlap) yes huh uh

L: umm um nasıl diyeyim mesela (how can I say for example) umm Sancaktepe form Kadıköy

T: huh uh

L: umm (.) two hours

T: I see

L: two hours umm umm but I have got good neighbour

T: huh uh

L: umm the they are kind there they are intelligent

T: okay

L: umm so umm neighbour important for me umm I like them I like them

T: okay

L: umm also umm my neighbour umm my neighbour is my family

T: I see

L: umm my uncle my aunt

T: huh uh

L: umm umm ne diyebilirim (what can I say?)(.) (reads the topic silently)umm
(inaudible voice)

T: that's okay

L: okay

T: huh uh thank you Atakan

L: aklıma gelse konuşucam da hani güveniyorum kendime ama nedense aklıma gelmiyor buraya oturunca bi değişik oluyor (if I can think of anything I will speak I feel confident but I don't know why I can't think of anything it feels kind of different to sit here)

T: yes you are nervous a bit because it's an exam not natural but it's okay you did well

L: okay

T: okay you did well huh uh it's okay

L: thanks alot

T: thank you see you

L: see you later

T: see you later

L: umm bir şey sorabilir miyim? (can I ask something?)

T: yes

L: umm şey ne zaman öğrenebiliriz hani sonuçları? (when can we learn the results?)

T: next week

T2: probably next week

T: huh uh you will learn

L: thanks a lot see you later

T2: see you

Learner 72

T: hello good morning

L: good morning

T: umm can I see your IDs card Aykut?

L: (shows his ID)

T: student's card (.) okay you can sign here

L: (signs)

T: how are you?

L: good you and you?

T: I'm fine thank you where are you from Aykut?

L: I'm from İskenderun

T: hmm it's good now we will choose a topic

L: (picks a topic)

T: what's the number?

L: seventeen

T: okay

L: (thinks for a while) talk about a hero some someone you like very much

T: yes huh uh give reasons

L: (.) I'm favourite hero

T: huh uh

L: (.) superman

T: okay huh uh

L: because of (.) always

T: yes

L: people (.) only people doing

T: huh uh

L: (.) (.)

T: yes what does he always do?

L: (.) I don't have anything

T: you don't have anything

L: (nods head means yes)

T: about it

L: yes

T: umm I didn't understand (laughter) what do you mean?

L: I don't have anything

T: huh uh

L: (.)

T: to say?

L: to say

T: huh okay do you want to choose your next topic then?

L: yes

T: you finished with this one okay Aykut the second one

L: (picks a topic)

T: what's the number?

L: (.) thirty three

T: thirty three okay

L: talk about different types of transport

L: my favourite transp

T: (overlap) just a moment you can think about it and take notes if you want and then start

T2: number?

T: thirty three

L: (takes notes for a while) my favourite transport um by plane

T: huh uh yes

L: because very (unintelligible word)

T: huh uh okay

L: and enjoying

T: okay I see

L: least? your least favourite the one you don't like

L: (.) (.)I don't think

T: huh uh okay finished?

L: yes

T: okay Aykut thank you see you

L: see you



Learner 73

T: good morning welcome have a seat please welcome how are you?
 L: I'm okay and you?
 T: I'm fine thank you
 L: actually I'm not okay (laughter)
 T: you are a bit nervous
 L: yes
 T2: relax relax
 T: okay relax no problem
 L: the words is flying my mind by
 T: (overlap) really?
 L: (laughter)
 T: don't worry be calm no problem we are together my name is Serpil you know
 L: yes I know her
 T: she is your teacher yes
 L: nice to meet you
 T: (overlap) can I see your ID card?
 L: of course (shows it)
 T: okay yes now please sign here
 L: (signs)
 T: okay Balkan you can keep it maybe you will take notes if you want
 L: okay
 T: if you want you will take notes first choose your topic
 L: (picks a topic) this one (silently)
 T: huh uh what's the number?
 L: eight talk about what to do when you don't feel well
 T: hmm
 L: I have thirteen minute (.)
 T: (overlap) to think about it
 L: yes okay
 T: huh uh ohh thirteen minutes?
 L: ohh I I'm so (unintelligible word)
 T: (laughter)
 L: I'm sorry again
 T: if you want you can change the topic if you didn't like it
 T2: eight
 T: huh uh
 L: can I try another one?
 T: yes yes huh uh
 L: (picks another topic) one talk about your daily routine (laughter)
 T: yes it's good (laughter)
 L: yes easy
 T: (overlap) you're lucky
 L: (takes notes for a while)
 T: you are ready?
 L: yes umm
 T: okay Balkan
 L: I'm ready firstly umm in the morning umm I wake up usually (laughter)
 T: (laughter) yes everyone does

L: (overlap) we we have lesson yes umm umm if I wake up I eat something and umm like bread or cheese umm I drink some milk sometimes

T: you mean breakfast

L: yes

T: okay

L: I I have breakfast in the morning and after that I brush my teeth

T: huh uh

L: umm because I want to be umm whi white teeth (laughter)

T: (overlap) huh uh yes huh uh

L: I wear my uniform but we don't have a uniform so (laughter)

T: (laughter) yes

L: we wear a T-shirt

T: yes

L: and umm I go to school

T: huh uh

L: umm I'm in prep school

T: yes

L: you mean that and

T: yes

L: umm we have lesson

T: okay

L: five lessons umm after that we umm (unintelligible word) umm each other in the class with umm my teacher and with some friends

T: huh uh

L: English in English yes

T: yes

L: umm we go to lunch after the lessons

T: okay

L: and we eat something we eat umm lunch

T: huh uh okay

L: becuase we have luch time

T: huh uh

L: so umm I go my dormitory

T: huh uh

L: umm after that sometimes I umm play a game

T: huh uh

L: PC game I have a laptop

T: okay

L: yes umm

T: (overlap) what's your favourite game?

L: umm I I'm playing now I I don't remember what it is what name

T: (overlap) the name

L: Silent Hill you know that?

T: no I don't know

L: haa umm it's

T: (overlap) I never play

L: it's a horror game

T: haa okay

L: and umm a film a movie

T: hmm

L: yes
 T: okay
 L: father find someone
 T: haa
 L: wife I don't know who (laughter)
 T: okay
 L: I I didn't umm finish it
 T: okay I see
 L: I haven't finish it yes and and what I do (.) umm I I chill with my umm roommate
 umm sometimes we play another games (laughter)
 T: huh uh
 L: umm like tavla (backgammon) (laughter)
 T: huh uh
 L: in Turkish
 T: okay
 L: yes umm chess
 T: huh uh
 L: we don't have a chess but umm we play online sometimes
 T: haa okay I see
 L: yes umm that's all
 T: okay do you do anything different at the weekends?
 L: at the weekends umm sometimes we umm go um go to countryside
 T: huh uh
 L: umm I love forest in Muğla
 T: really? it's good
 L: yes
 T: huh uh
 L: I walk sometimes but umm actually umm is just sometimes
 T: okay
 L: (laughter)
 T: that's enough
 L: yes
 T: huh uh it's good thank you Balkan
 L: thank you very much too
 T: now yes your second topic yes
 L: another okay
 T: huh uh
 L: (picks a topic)eleven talk about your favourite job jobs
 T: huh uh
 L: why you like it long holidays a friendly boss or colleagues
 T: huh uh
 L: a big salary etc. umm why are they important?
 T2: number?
 L: eleven
 T2: yeleven
 L: yes (thinks for a while)umm I I have aquestion can I umm can I
 T: change?
 L: chan change another one?
 T: yes you can
 L: okay

T: huh okay
 L: because it's hard a job
 T: yes okay (laughter)
 L: I'm a student
 T: (overlap) I understand you can change
 L: (picks another topic) talk about a film that you have seen
 T: hmm
 L: the type of a film the film the main characters plot (mispronounced as pilot) I don't know the location actors actions etc
 T: huh uh
 L: okay (takes note for a while)
 T: okay Balkan
 L: okay
 T: yes
 L: umm I watched a film
 T: huh uh
 L: umm and umm when? about I watched it ab umm two ohh no seven days ago a week
 T: hmm
 L: yes
 T: okay
 L: umm withmy father and we laugh umm laughed
 T: hmm
 L: very much
 T: huh uh
 L: umm it was it was a comedy film you know taht
 T: yes
 L: because umm it's funny
 T: you laughed yes the name?
 L: umm the name of the film 'Mr. Yes'
 T: hmm okay
 L: yo you know this
 T: (overlap) I know yes
 L: really?
 T: huh uh
 L: okay so umm it's hard to explain (laughter)
 T: (laughter)
 L: if you know yes
 T: okay you can tell
 L: umm a man have to say yes everything
 T: huh uh
 L: and umm some their some friends umm if their some firends say 'come on we chill each other we and we go have a party'
 T: huh uh
 L: 'we go having a party'
 T: huh uh
 L: umm he says 'yes okay' because umm he he's in umm a what um he he he has to
 T: yes I see huh uh
 L: and he meet a girl
 T: huh uh
 L: because of the 'yes' (laughter)

T: huh uh
 L: umm they love each other
 T: hmm
 L: yes umm and they umm no no problem
 T: huh uh
 L: they have no problem but umm the girl umm find (.) find a man lies (laughter)
 T: huh uh okay yes
 L: umm so umm she angry with him
 T: huh uh
 L: umm she know the game
 T: yes
 L: she umm learn the game
 T: okay
 L: yes
 T: huh uh
 L: umm and they umm did they didn't have anything during the umm um a month I think
 T: okay
 L: umm a man call shim call her I'm sorry
 T: hmm
 L: I'm sorry call her umm but she umm didn't answer
 T: huh uh
 L: umm what (.) I don't remember what it umm after that
 T: okay
 L: umm yes but umm he has to 'yes' everything (laughter)
 T: yes he has to say 'yes'
 L: yes
 T: to everything
 L: to everyting
 T: (overlap) okay who were the actors?
 L: umm Jim Carrey
 T: huh uh
 L: yes
 T: yes it's true
 L: he is the best comedition (comedy actor) for me
 T: okay huh uh okay
 L: (laughter)
 T: yes thank you
 L: that's all
 T: that's good Balkan finished?
 L: okay
 T: yes that's enough
 L: finished
 T: huh uh
 L: thank you very much
 T: huh uh thank you see you
 L: nice to meet you again good bye
 T: nice to meet you
 L: thank you
 T: you can have your ID

L: huh okay

T2: I've seen that film as well it's called 'Yes Man'



Learner 74

T: hello

L: hello

T: Begüm welcome have a seat please can I see your ID card?

L: umm (points outside)

T: ID you don't have is she your student?

T2: no my student's friend

T: okay can you bring your ID card please?

L: okay

T: huh uh

T2: quickly

T2: °

T: okay

T2: °

T: right no daughter in law

T2: daughter in law

T: Balkan's friend?

T2: another he will be here number fifteen

T: hmm

(Learner is back)

T: okay you can sign

L: (signs)

T: how are you Begüm?

L: fine and you?

T: I'm fine thank you now you are going to choose your topic

L: okay

T: choose one of them

L: (picks a topic)

T: what's the number?

L: ten

T: okay hmm

L: it's a good question (laughter)

T: yes I agree with you talk about your weekends

L: umm umm usually

T: yes huh uh

L: umm I usually umm go umm I usually go to Akyaka with my friends

T: huh uh

L: umm we we are we swim in the sea

T: okay

L: umm we umm we go to restaurants

T: huh uh

L: and we eat umm toast and lemonade

T: hmm

L: toast and drink lemonade

T: yes okay

L: umm sometimes umm we rent we rent umm a bike

T: huh uh

L: umm (.) umm what do you do (reads the question)

T: you rent a bike and where do you ride?

L: (.)
 T: do you go somewhere else from Akyaka?
 L: no
 T: huh uh
 L: umm we go to umm cit city center we go to city center
 T: huh uh
 L: umm read a ride a bike
 T: okay
 L: umm we have fun
 T: okay that's good
 L: (.) can I
 T: (overlap) finished?
 L: can I choose another one?
 T: umm yes you will choose your second topic but did you finish with it? it's okay? only Akyaka? anything else? the weekends?
 L: no we işte (well)I I go to umm cinema
 T: huh uh
 L: with my family umm
 T: okay
 L: in İzmir
 T: huh uh
 L: umm (.)
 T: okay thank you thank you now second topic
 L: (picks a topic)
 T: number?
 L: two
 T: yes talk about the things activities you can do in your town hmm
 L: in your town
 T: huh uh
 L: umm I (.) I can read a book
 T2: number?
 T: number two
 L: ohh sorry thing activities
 T: yes activities
 L: activities
 T: things in your town you know town?
 L: (nods head means yes)
 T: city
 L: e evet (yes)
 "T: Muğla
 L: yes
 T: what can you do in Muğla?
 L: I can I can go swimming (laughter)
 T: yes it's true
 L: umm I can (.) I I going to city center
 T: yes
 L: I usually going to city center
 T: huh uh
 L: I usually meet my friends
 T: huh uh

L: I sometimes I ride a book read a book
T: yes okay
L: read a book
T: okay
L: umm (.) umm some umm I usually umm go for a walk
T: huh uh
L: in Akyaka
T: okay
L: (.) umm I am I I go to umm Bodrum in summer
T: huh uh
L: umm with my firends
T: huh uh it's good
L: we eat something
T: huh uh
L: we we go for a walk
T: huh uh
L: (.)
T: okay thank you
L: (laughter)
T: thank you it's good nice to meet you
L: nice to meet you too
T: you can go Begüm (laughter)
L: alabilir miyim? (can I take my ID card?)
T: yes yes of course
L: thank you
T: thank you bye
L: bye
T2: bye

Learner 75

T: hello

L: hello

T: welcome

L: (.)

T: umm are you Berk

L: yeah

T: Dorukhan? yes can I see your ID?

L: (shows ID)

T: can you sign here?

L: (signs)

T: how are you Berk

L: umm a little bit nervous but okay

T: it's okay don't worry be relax no problem I'm Serpil

L: nice to meet you

T: nice to meet you umm now you will choose your topic first

L: (picks a topic)

T: what's the number Berk?

L: thirty six

T: thirty six (silently)

L: (thinks for a while)• okay

T: is it okay?

L: (nods head)

T: huh uh yes you can start talk about your future plans for next month

L: umm next month I am going to go to Giresun to visit my friends

T: hmm

L: umm my friends in high school

T: huh uh

L: (.)

T: it's good

L: I think we will going to swimming

T: huh uh

L: going to swimming and cafes or I don't know maybe we are going to play football matches

T: huh uh

L: break breakfast yapıcaz (we will have breakfast)

T: haa you will have

L: yeah (.)

T: is your family there in Giresun?

L: no they are in Kocaeli

T: huh uh

L: but we used to live in Giresun

T: huh uh okay

L: that's all

T: that's all how many days are you going to stay there?

L: umm I don't know maybe two weeks

T: huh uh

L: maybe three weeks

T: okay after that what are you going to do?

L: after that I'll be back home
T: huh uh
L: (inaudible voice) to my family
T: yes where?
L: in Kocaeli they are in Kocaeli now
T: hh uh
L: but I don't know where they live because they moved
T: haa
L: about a month ago
T: haa okay
L: you didn't see
L: yeah
T: you haven't seen the house
L: no no
T: okay
L: then I just relaxed also
T: okay thank you
L: you're welcome (silently)
T: now umm second topic you will choose
L: (picks a topic)
T: what's the number?
L: umm twenty six now
T: hmm you can think about it
L: (thinks for a while)
T: huh uh
T2: which number?
L: twenty six
T: (overlap) number twenty six do you live with someone?
L: umm actually I don't like live with someone
T: at at the moment?
L: at the moment I lived I live my friend with my friends
T: huh yes now you talk about them
L: his name is Yiğit and he is my classmate also
T: huh uh huh uh
L: umm we haven't got any problem but I prefer
T: huh uh
L: to live alone
T: okay
L: umm because I more relaxed when I live alone
T: huh uh okay what problems do you usually have when you live with someone else?
L: we haven't got any problem but umm I lived someone else
T: huh uh
L: before Yiğit
T: yes
L: umm there was some
T: huh uh
L: there were some problems problems
T: yes
L: I don't know (.)
T: huh uh

L: (.)(inaudible voice)
T: okay you prefer living alone
L: yeah
T: why don't you live alone?
L: because it is hard to stay hard to live
T: hmm
L: alone
T: why?
L: I don't know but my mum my mum says me every time
T: about the money?
L: no
T: is it expensive?
L: no no not money I I can't cook for example
T: huh uh
L: or I can't clean
T: haa
L: you share the things house work
L: yeah yeah I live in umm residorm now
T: hmm
L: they are cleaners
T: huh uh okay
L: in the cleans for us
T: huh uh okay
L: (.)
T: finished?
L: finish
T: okay thank you Berk that's good
L: that's okay
T: that's all you can go yes see you

Learner 76

T: welcome have a seat I'm Serpil

L: my name is Berkan

T: nice to meet you

L: nice to meet you

T: can I see your ID card?

L: of course

T: yes Berkan can you sign here?

L: (signs)

T: how are you?

L: I'm fine you?

T: I'm fine thank you now you will choose your topic

L: (picks a topic)hmm

T: what's the number?

L: thirteen ayy (ohh) thirty

T: hmm okay talk about your favourite room at home

L: yes umm my favourite room is hall

T: hall?

L: hall

T: okay (laughter)

L: (laughter)

T: yes describe it why why is it your favourite?

L: because umm hall is umm big room

T: huh uh

L: and umm I play the guitar you know

T: hmm yes

L: umm there are umm television umm (.) that's all

T: hmm there is a television in the hall

L: television and sofa and umm

T: huh uh what else can you do in the hall?

L: umm

T: what can you do there?

L: I play I play the with my brother and sister

T: huh uh

L: umm because they are laugh so much

T: huh uh

L: that's all

T: okay Berkan thank you now next topic

L: (picks a topic)

T: you can think about the topic for a while if you need what's the number?

L: twenty one

T: huh uh

L: (thinks for a while)umm (coughs) I want to I wanted to umm computer engineering

T: huh uh

L: when I was child

T: yes huh uh

L: but I did it (pron. is similar to didn't)

T: huh uh

L: and I would like to umm I would like to work at bank

T: okay
L: in the future
T: huh uh
L: and I would like to married
T: okay (laughter)
L: and (laughter) I would like to have three children
T: three children?
L: yes (laughter)
T: wow it's good
L: yes
T: it's a good idea
L: two boy and a girl
T: haa
L: (laughter)
T: (laughter) it's very good I hope you are going to have
L: umm anything else (.)that's all
T: huh uh umm okay
L: okay
T: huh uh tythank you it's good Berkan Çalış Yüksel
L: yes
T: okay thank you see you
L: (unintelligible talk)
T: nice to meet you

Learner 77

T: good morning
 L: good morning
 T: welcome Berkant
 L: Berkant
 T: okay have a seat please umm can I see your ID card student's card?
 L: (shows ID) (signs attendance sheet)
 T: okay Berkant I'm Serpil nice to meet you
 L: nice to meet you too
 T: okay now you are going to choose a topic
 L: okay (picks a topic)
 T: what's the number?
 L: five
 T: hmm
 L: (thinks for a while)
 T: you can think first
 L: (continues thinking)
 T: are you ready Berkant?
 L: yes
 T: okay a perfect of terrible day
 L: perfect
 T: okay huh uh
 L: umm it was umm last summer
 T: huh uh
 L: umm on August
 T: huh uh okay
 L: itwas my birthday
 T: huh uh
 L: umm my all friends umm come together
 T: huh uh
 L: (.)
 T: where were you?
 L: at cafe in Aydm
 T: okay huh uh
 L: your friends came and what happened?
 T: (.) party
 T: huh uh
 L: my birthday party (.)
 T: okay it was a party what did you do at the party?
 L: (.)
 T: did you sleep?
 L: no
 T: no
 L: no no
 T: what did you do?(laughter)
 L: (laughter) umm we enjoy
 T: huh uh
 L: all together
 T: yes

L: and we dance we
 T: huh uh yes
 L: they umm (.) gave me
 T: huh uh
 L: umm umm
 T: yes
 L: hediyei unuttum da (I forgot the word gift)
 T: presents
 L: ohh presents
 T: yes what were they?
 L: (.)
 T: what were the presents?
 L: T-shirts
 T: huh uh
 L: umm shoes
 T: okay
 L: etc.
 T: huh uh
 L: (.) we eat birthday cake
 T: huh uh okay
 L: (.) there was a DJ
 T: haa DJ
 L: yes
 T: at the cafe
 L: yeah my friend
 T: huh uh
 L: close friend
 T: yes
 L: (.) that's all
 T: (overlap)that's good huh uh thank you and next topic
 L: (picks a topic)
 T: what's the number?
 L: twenty two (thinks for a while) can I change?
 T: yes if you want
 L: (picks another topic) nineteen
 T: huh uh
 L: (thinks for a while) okay
 T: which one?
 L: nineteen
 T: nineteen okay
 L: yes it says talk about the things that make you happy
 L: yes
 T: huh uh
 L: umm sports makes me happy
 T: hmm
 L: umm drive a car
 T: huh uh
 L: also makes me happy meet my firends
 T: huh uh
 L: meet people

T: okay
 L: (.)
 T: what kind of sports do you do?
 L: football play football
 T: huh uh
 L: umm
 T: (overlap) how often do you play football?
 L: umm once a week
 T: huh uh okay
 L: (.)
 T: have you got a an umm a driving licence? you said you like driving
 L: (overlap) yes yes I have huh uh
 T: huh uh car?
 L: father's car
 T: okay it's good
 L: (.)
 T: you said friends make you happy how? what do you do together with friends?
 L: umm when I went to şey (well) when I go to Aydın
 T: huh uh
 L: umm we meet
 T: huh uh
 L: and we go to cafe
 T: yes
 L: (.) yaa eğleniriz nasıl anlatabilirim (yeah we have fun how can I tell)
 T: okay yes you can say you have fun
 L: (nods head)
 T: huh uh
 L: playing playing compu computer games makes me happy also
 T: hmm
 L: (.)
 T: okay
 L: (overlap) that's all
 T: huh uh okay thank you Berkant that's enough
 L: peki (all right)
 T: see you
 L: inşallah (hopefully)

Learner 78

T: welcome
 L: you're welcome
 T: umm can I see your ID?
 L: yes
 T: and please sign here
 L: okay (signs)
 T: how are you Betül?
 L: fine and you
 T: I'm fine thank you I'm Serpil by the way

L: (.)
T: nice to meet you
L: (overlap) nice to meet you too
T: nice to meet you okay no you will choose your topic (.) and then talk about it
L: (picks a topic)talk about the most important moments events in your life
T: hmm what's the number?
L: thirty si thirty eight
T: yes huh uh
L: okay let me think
T: (overlap) okay you can think
L: (overlap) umm I haven't thought umm a very much about it
T: hmm
L: umm let me think yes umm (.) I won I won I won university exam
T: hmm huh uh
L: umm last summer
T: yes
L: umm this is important for me I think
T: (overlap) yes yes
L: (.)
T: it's true very important
L: yes
T: what's your department?
L: umm my department is umm information system engineering
T: hmm it's very good huh uh
L: (.)
T: and what else?
L: what else I think umm
T: it says moments events you can talk about more than
L: umm yes umm I tried umm I tried umm umm give umm yok (no)give university exam
T: huh uh
L: umm this year again
T: okay
L: umm but umm in YGS
T: huh uh
L: umm I'm not successful
T: hmm
L: umm so umm (.) that's all (laughter)
T: you want to change your department
L: yes but umm I I don't suppose to
T: huh uh you can't do it
L: (overlap) umm it seems it's impossible
T: haa okay I see maybe later in the future
L: yes maybe
T: okay umm do you want to alk about anything else about the most important events in your life?
L: umm umm my umm grandfather umm died (mispronuced like did)
T: hmm okay
L: (overlap) two years ago
T: yes

L: huh uh
 L: (overlap) umm it's most umm important moments in my life
 T: I see your grandmother
 L: grandfather
 T: okay huh uh
 L: (.)
 T: okay that's (.)
 L: (.) can I choose another one?
 T: yes okay let's choose the second topic
 L: (picks a topic) talk about a new experience a new place a new course or a new school
 umm okay umm I talk
 T: (overlap) just a moment think think about it first
 L: twelve
 T: yes twelve you have time you can think before talking
 L: (overlap) okay okay thank you (thinks for a while) okay
 T: yes
 L: let me start
 T: yes
 "L: umm last summer umm I moved to Muğla
 T: huh uh
 L: umm a new place it's a new place for me
 T: yes
 L: and umm now umm a new I have a new course umm because umm I regi I register a
 driving course
 T: hmm
 L: and now umm this year I started new school
 T: yes
 L: I'm a student at university
 T: huh uh
 L: now umm umm I'm doing umm course umm about driving
 T: huh uh
 L: umm I'll I'll be umm driver well
 T: huh uh you are going to learn how to drive
 L: yes
 T: okay it's good you moved to Muğla umm where did you live before Muğla?
 L: umm I live in the suburbs umm in Muğla with my brother
 T: haa it's good is he a student?
 L: (.)
 T: your brother?
 L: no no umm he has umm own his business
 T: haa it's good where are you from?
 L: Ankara
 T: huh uh
 L: I'm from Ankara but I come from Kırıkkale umm my father because umm because of
 my father's job
 T: huh uh
 L: umm umm we moved to umm dif different difficult
 T: different
 L: different different places different city
 T: I see

L: yes
T: okay you live with your brother is he married?
L: no
T: huh uh
L: umm he is twenty two years old
T: he works here
L: yes
T: okay
L: but sometimes umm my family umm come to Muğla
T: huh uh
L: now umm they are they live in Ankara
T: okay I see
L: (.)
T: is it difficult for you to live in Muğla?
L: yes
T: (.) in what ways?
L: could you rep?
T: (overlap) why why is it difficult?
L: umm because umm umm umm in Ankara umm there is no sea
T: huh uh
L: umm but umm umm in Muğla umm I have a opportunities
T: huh uh
L: umm like umm going sea
T: yes it's good you like swimming
L: yes I love swimming
T: hmm it's good okay thank you thank you very much
L: you're welcome
T: see you later Betül
L: see you take it easy
T: (laughter)
T2: (laughter)bye
L: bye

Learner 79

L: hi

T2: hi

T: hello

L: hello

T: welcome

L: thank you

T: are you Bilal?

L: yes

T: okay have a seat please

L: thank you

T: (unintelligible talk) sign

L: okay(signs)

T: how are you?

L: I am fine and you?

T: I'm fine thank you my name is Serpil

L: nice to meet you

T: nice to meet you too now choose your topic (.) please

L: (picks a topic)

T: one more?

T: one only one later okay

L: (laughter)

T: yes what's the number?

L: umm thirty one

T: you are good at or bad at (silently)

L: hmm

T: is it okay?

L: one minute

T: okay huh uh

L: (takes notes for a while)yes I'm okay

T: (overlap) yes Bilal huh uh you can start what are you good at and what are you bad at?

L: hmm I'm good at umm football

T: hmm okay

L: umm I I like football

T: huh uh

L: I like playing football and umm I like umm (.) being umm my friends with my friends

T: huh uh yes you are good at football

L: yes

T: umm please give us some more information about it how often do you play?

L: I always umm I always play football

T: huh uh

L: at the weekend

T: okay

L: and can I choose an other one?

T: no you started because you need to go on and after that second topic

L: (overlap) I'm bit a nervous

T: you are nervous

L: yes bit a
 T: you feel nervous
 L: bit a bit a small
 T: haa a bit a bit nervous
 L: yes
 T: okay change let's change the topic
 L: • (picks a topic)
 T: what's the number?
 L: umm forty
 T: huh uh
 L: umm (.) um
 T: are you
 L: yes
 T: ready?
 L: yes I'm ready
 T: (overlap) okay yes please
 L: (overlap) I use the internet everyday and I I yeah I I have to umm because
 T: huh uh
 L: I found everything
 T: huh uh
 L: and it's useful
 T: yes
 L: and (.) it's important for me
 T: huh uh
 L: umm I'm looking for everything
 T: what what are they everything?
 L: umm (.) study
 T: huh uh
 L: and umm watching films
 T: yes
 L: umm (.)
 T: what else?
 L: (.) • I chat in online with firends
 T: yes huh uh
 L: umm
 T: it's good
 L: I speak a lot foreign umm people
 t: huh uh
 L: umm
 T: why?
 L: umm because I yeah I I improve my speaking
 T: huh uh good
 L: umm it's it's important for me
 T: do you chat with girls or boys?
 L: umm (laughter) it's very hard question
 T: yes I will not tell your girl friend promise (laughter)
 L: (laughter) okay everybody I I yeah I said I I speak umm every everyhthing
 T: okay
 L: and
 T: huh uh

L: (.) more umm chat umm omegla and skype
T: huh uh
L: on the internet
T: haa
L: (.)
T: you chat on skype
L: yes
T: okay use the camera
L: yes
T: okay
L: tha's all
T: okay thank you it's good now the second one
L: (picks atopic)
T: what's the number?
L: thirty three
T: thirty three (.) if you don't like the topic you need to change now not later okay?
L: okay
T: if you are not happy with the question
L: (nods head) (thinks for awhile)
T2: which number?
T: thirty three
L: yes
T: you are ready?
L: I am ready
T: okay Bilal
L: umm my favourite public transport is bus
T: hmm
L: umm because it's cheaper
T: huh uh
L: you know I'm student
T: yes poor student (laughter)
L: yes and (laughter) it's safe I think
T: huh uh
L: umm it's umm very useful
T: huh uh
L: and I enjoy the least umm (.) aeroplane
T: hmm
L: because I'm I'm scared
T: really?
L: on on sky
T: yes
L: (.)
T: have you ever flown on a plane?
L: yes
T: have you ever?
L: one
T: once
L: once yes
T: hmm okay
L: umm and umm I'm alone

T: hmm (laughter)
L: yes umm I I went to Samsun
T: hmm
L: umm one hour over the one hour
T: yes huh uh
L: umm
T: from İstanbul?
L: no İzmir
T: huh uh okay
L: and I I was really scared
T: I see
L: and I I don't know umm yaa about
T: huh uh
L: umm I'm alone (laughter)
T: okay huh uh I see some people are frightened of flying
L: yes
T: yes it's normal
L: yes that's all
T: okay thank you Bilal
L: (laughter)
T: thank you



Learner 80

T: hello

L: hello

T: are you Buğrahan?

L: yes

T: okay welcome

L: welcome

T: have a seat please

L: thank you

T: I'm Serpil (.) umm can I see your ID card?

L: okay

T: is it your ID card no?

L: wait (shows ID card)

T: okay Buğrahan Sezgin

L: (signs)

T: okay

L: can I?(points ID card)

T: yes yes please

L: (puts ID card into wallet)

T: how are you today?

L: fine and you?

T: I'm fine thank you

L: thank you

T: now you will choose your topic Buğrahan

L: (picks a topic)

T: you can think about it for a while

L: okay okay can I take some notes?

T: yes yes you can take twenty six

L: ohh sorry

T: huh uh okay no problem

L: (takes notes for a while)

T: it's okay?

L: umm my best friend is Ali umm and I live it I live with

T: huh uh

L: he

T: huh uh

L: umm he is very friendly umm he is so polite

T: huh uh

L: umm he has got a beautiful character

T: huh uh

L: and umm what's in English 'bonkör'(generous)?

T: umm generous

L: gener he is a generous

T: huh uh

L: umm he is intelligent umm

T: huh uh

L: we do everything together

T: it's good

L: and we came here together too

T: yes
 L: umm we do lots of thing together we umm play computer games in dorm
 T: huh uh
 L: umm we stay in residorm together
 T: okay
 L: same do doom same room sorry
 T: yes
 L: umm we do lots of thing
 T: huh uh
 L: eat something buy something
 T: yes
 L: umm go everywhere together
 T: huh uh
 L: umm go school
 T: huh uh
 L: that's all
 T: okay is he in the prep class?
 L: umm he (.) what's in English bırak bıraktı(leave)?
 T: left he left school
 L: he left school yes
 T: haa university left university
 L: yes he is umm he was in umm language school too
 T: I see
 L: but he left
 T: okay huh uh I understand it's good thank you and second topic
 L: (picks a topic) I choose (silently)
 T: huh uh
 L: (reads the question silently)
 T: what's the number?
 L: twelve twelve şey (ell) sorry umm fifteen (mispron.)
 T: huh uh fifteen (correct pron.)
 L: fifteen (correct pron.)
 T: okay
 L: can I take notes?
 T: yes you can of course you can
 L: (takes notes for a while) okay
 T: okay you can start
 L: umm my favourite city in my country is Bodrum
 T: huh uh
 L: and I live there
 T: yes
 L: umm and my family live there umm there are lots of tourist umm there
 T: huh uh
 L: umm the most cheap ohh şey (well) the most expensive umm city
 T: huh uh
 L: most expensive yes
 T: yes
 L: umm there are na natural umm places and umm lots of buildings and all buildings
 white colour
 T: yes

L: they have to paint white colour

T: huh uh

L: umm there are two three marinas there and my father umm working Turgut Reis D-Marine

T: hmm

L: we have been there umm for four month umm four year sorry

T: huh uh

L: umm and my brother work in umm Ytch electrician too in Bodrum marinas

T: huh uh

L: umm there are beautiful city it's a beautiful city

T: huh uh

L: umm I love there because umm I lived in umm Marmaris for I have been sorry I lived in Marmaris

T: huh uh

L: umm ten years

T: oww

L: umm there it's a my child city

T: huh uh yes

L: umm and I love there Bodrum

T: huh uh okay it's

L: (overlap) that's all

T: and it ask about the least umm favourite city

L: favourite city haa

T: the least

L: least umm (.) Muğla

T: huh uh

L: umm first Muğla

T: (overlap) yes

L: second İzmir

T: huh uh

L: third İstanbul I never been there

T: but I love there umm I saw in internet

T: yes huh uh

L: and my friends listen to my friends

T: huh uh

L: umm (.) sorry first

T: (overlap) least

L": (overlap) Mersin Aydıncık

T: hmm okay you don't like Mersin

L: no I don't I like

T: but least favourite

L: haa least sorry ben (I) I

T: not most least do you understand?

L: umm okay umm first I like Mersin

T: huh uh

L: and I like umm Bodrum

T: huh uh

L: umm the least umm the sorry

T: huh uh

L: more least than sorry sorry I'm sorry so sorry umm third I like umm İzmir and I don't like İstanbul (laughter)
 T: huh uh okay huh uh okay that's enough haa thank you thank you Bilal
 L: you're welcome
 T: no Buğrahan
 L: haa Buğrahan
 T: okay
 L: yes
 T: huh uh nice to meet you
 L: nice to meet you too
 T: see you
 L: see you later
 T: you can go huh uh
 L: thank you
 T: thank you umm just a moment can you show the umm page because you wanted to see it just notes he took just notes
 T2: haa yes I wanted to see I was
 T: (overlap) huh uh sadece (only) note note yes not not the sentences
 T2: (overlap) I thought we wrote full sentences because he was really fluent
 T: yes
 T2: thanks to living in Bodrum for many years
 T: (laughter)
 T2: congratulations
 L: (laughter) thank you too
 T2: bye
 L: can I leave there
 T: yes yes
 (teachers talk about grades among each other)

Learner 81

T: hello
 L: hi
 T: Burak Özzengin
 L: yes
 T: okay Burak welcome can I see your ID card? student's card?
 L: umm yanımda yok (I don't have it with me)
 T: you haven't got
 L: yes
 T: haa Serap is he your student?
 T2: no
 T: no
 T2: then let's check with Deniz Deniz Hocaam
 L: unutmşum (I forgot)
 T: just a moment
 L: acele çıktım da (I hurried out)
 T: just a moment please
 L: okay

T2: Burak has no ID do you know him? (silently)
 T3: any?
 L: nothing
 T3: none?
 L: umm
 T3: nothing?
 T2: Burak Özzengin
 T3: driver's licence?
 L: sadece (just) just (shows bank card)
 T2: haa okay Burak Özzengin yes
 T3: haa well this is enough haa okay
 T2: haa ID he he does student card
 T: you have got yes okay Burak did you sign?
 L: yes
 T: huh uh
 L: how are you?
 L: fine and you
 T: I'm fine thank you
 L: •
 T: did you run?
 L: yes
 T: you were late
 L: very late
 T: ohh okay don't worry relax now choose a topic please
 L: (picks a topic)
 T: what's the number?
 L: umm (.) I don't remember
 T: no what's the topic number?
 L: haa twenty
 T: twenty okay (.) you can take notes you can think for a while think about the question
 L: umm again
 T: you want to changeL: yes
 T: okay okay no problem
 L: (picks a topic)
 T: hmm okay
 T: what's the number?
 L: thirty seven
 T: yes thirty seven
 L: (he is so sweaty)
 T: yes I think (laughter) you need a tissue (hold it)
 L: (laughter)
 T: yes
 L: (takes it)
 T: yes Burak you can use this (points note-taking sheet)
 L: umm
 T: did you choose which one are you going to talk?
 L: (points)
 T: yes thirty seven
 L: (takes notes for a while) (coughs) umm I have a plan
 T: huh uh

L: umm I am going to a businessman umm
 T: huh uh
 L: and economist
 T: yes
 L: I want to umm be economist
 T: huh uh
 L: umm that's umm umm I work I went to umm a work no
 T: yes
 L: (overlap) I went to work umm at the company
 T: huh uh
 L: umm so umm I (.) umm so I'm going I'm going to
 T: huh uh
 L: finish at school
 T: yes
 L: (unintelligible talk)
 T: huh uh
 L: and then umm (.) umm I'm umm very working
 T: yes
 L: everyday umm (.) umm °
 T: where would you like to work?
 L: umm I would
 T: (overlap)a city or in the country where?
 L: haa I would like in İstanbul
 T: huh uh
 L: I would I'd like work in İstanbul
 T: yes
 L: umm because I umm my relatives
 T: huh uh
 L: umm and then umm (.) umm after that umm I want to go to hometown umm there is
 umm (.) ° (unintelligible talk) umm (.) enough
 T: okay
 L: another (inaudible voice)
 T: next topic?
 L: olur olur (all right)
 T: okay thank you
 L: (picks a topic)• hmm
 T: what's the number?
 L: six
 T: six
 L: umm my favourite is person umm James Franco umm because umm I love it umm I
 love it movies
 T: huh uh
 L: umm so umm everyday umm I watch is um person movies
 T: huh uh everyday you watch
 L: yes
 T: huh uh
 L: umm (unintelligible talk) sorry sorry umm unuttum (I forgot) oca occasionally
 T: okay okay huh uh
 L: umm because umm (.) umm he is very intelligent umm
 T: huh uh

L: very umm (.) umm very good umm actor
 T: okay
 L: and then he is took umm oscar umm ödülleri bilmiyorum (I don't know awards)
 T: okay huh uh
 L: umm then umm
 T: which films did he act?
 L: umm actually umm special şey (well) you know oen hundred twenty seven hours
 (127 Hours)
 T: hmm okay
 L: and then this and umm there were (.) Spider Man another (unintelligible talk)
 T: okay
 L: umm (.) umm he he is from umm USA
 T: huh uh
 "L: umm (.) (inaudible voice) başka ne olabilir? (what else?)(.) umm
 T: okay
 l: he is beautiful smiling he has a beautiful smile
 T: his hair?
 L: he's have a beautiful smile
 T: huh uh
 L: (inaudible voice)
 T: okay
 L: umm (.) he is laugh me
 T: huh uh
 L: (.)
 T: okay
 L: okay
 T: huh uh thank you
 L: thank you so much
 T: Burak
 L: yeah
 T: nice to meet you
 L: (unintelligible talk)
 T: no it's okay huh uh
 T: (unintelligible talk)
 T. see you
 L: see you
 T2: bye

Learner 82

T2: hi

T: hi Büşra

L: hi

T: have a seat please welcome I'm Serpil

L: I'm Büşra

T: nice to meet you

L: nice to meet you

T: okay Büşra can I see your ID card? student's card?

L: yes

T: okay can you sign

L: (signs)

T: now you will choose your topic among them

L: (picks a topic)(laughter) çok heyecanlıyım (I'm so excited/nervous)

T: don't be nervous it's okay

L: umm

T: what's the number? eight

L: eight you can think

L: huh uh

T: for a while

L: tekrardan çekebilirim dimi sonradan? (I can pick again later on can't I?)

T: if you want yes

T2: not later now

T: now huh uh you can change umm if you don't like this one you can change

L: bakalım bi (let's have a look)

T: huh uh

L: (points another topic)

T: you want to change okay

L: (picks another topic)

T2: eight it was eight

T: huh uh it was eight but she didn't like it (.) what's the number?

L: ayy çok kötü geldi (ohh it's a very bad one) (laughter) ikisi de (both of them)

T: (overlap) what's the topic number?

L: ohh

T: thirteen

L: thirty thirteen söyleyemedim heyecan yaptım (I couldn't utter,I'm too nervous)

T: huh uh

T2: thirteen

T: yes what people can do

T2: thirty or thirteen?

T: thirteen

T2: huh uh

L: (thinks for a while) bunlarla ilgili hiçbir fikrim yok (I have no idea about these) hiç bilmiyorum (I don't know anything)

T: you can talk about number eight if you want

L: (nods means no)

T: talk about what to do when you don't feel well

L: (nods)

T: no?

L: (.)

T: umm you decide one of them let's talk about eight is it okay?

L: anlamadım (I don't understand)

T: eight eight or thirteen choose one of them

L: seçemiyorum çünkü kafam durdu şu an beynim durdu (I can't pick because I can't even think now) bunları şöyle kenara bıraksam ötekini (if I leave them here and take another)

T: (overlap) next one

L: oluyor mu öyle? (is that possible?)

T: umm okay but I want to ask you some questions about eight I mean I choose eight and sometimes you don't feel well you are sad what do you do when you are sad when you are unhappy?

L: umm mutsuzken ne yaparım? (what do I do when I'm sad?)

T: yes

L: umm I'm crying

T: yes huh uh

L: umm (.) umm I don't

TÇ: huh uh

L: I don't umm noisy speak

T: huh uh

L: sessiz konuşmam (I don't speak silently)

T: yes okay

L: umm (.)

T: you stay at home

L: yeah

T: (overlap) you don't go anywhere

L: umm yalnız ne demekti? (what's alone?)

T: alone

L: alone umm I I'm unhappy

T: huh uh

L: umm un I'm an un unhappy umm (.) umm like umm alone

T: hmm what umm what do you do to make yourself happy?

L: mtluymen ne yaparım? (What do I do when I'm happy)

T: huh uh to make yourself happy cheer up to cheer up

L: anlamadım (I don't understand)

T: what umm for example do listen to music umm you are sad you are unhappy

L: (overlap) umm sa sa kendimi sakinleştirmek için mi? (to cool myself down?)

T: yes huh uh

"L: (overlap) umm ne yaparım (what do I do) umm umm read the book

T: huh uh

L: umm people umm to speak

T: huh uh

L: umm my mother to speak

T: huh uh

L: my friend to speak umm my boyfriend to speak

T: huh uh

L: umm ya da (or) um umm my boyfriend to tell

T: huh uh

L: say

T: okay

L: umm başka başka (what else?) umm watching TV I'm watching TV
T: huh uh
L: listen umm and listen to music
T: okay
L: listening to music
T: yes thank you now next topic
L: (picks a topic)
T: what's the number?
L: seven
T: huh uh
L: (.) bir tane daha çekebilir miyim? (can I pick one more?)
T: yes
L: (picks another one)(.)
T: nine
L: nine (.) umm filmdeki umm karakterleri mi şey yapıcım? (am I going to talk about the main characters in a movie?)
T: yes huh uh
L: aktörleri (actors)
T: yes
L: sevdiğim bir film mi? (is it one of my favourite ones?)
T: the type of film you watched you have seen
L: sevdiğim bir film mi? (is it a film I like?)
T: yes huh uh
L: umm izlediğim sevdiğim bir film (a movie that I've watched and liked) (.) 'Titanic'
T: okay
L: Titanic umm (.) umm Leonardo DiCaprio
T: huh uh okay
L: umm my favourite umm act actors
T: huh uh
L: umm güçlü ne demekti? (what's strong?)
T: strong
L: umm he very strong
T: huh uh
L: actors
T: yes
L: umm umm and very nice actors
T: huh uh
L: (.) ödül neydi? ödül ne demekti? ödül? (what's award?)
T: you should know (laughter)
L: (laughter) umm başka ne demeliyim? (what else should I say?) aşağısındaki ne demek oluyordu? (what does the one below mean?) seven?
T: seven you choose nine you you can't talk about seven I think you are talking about nine a film?
L: umm sev burda (here)
T: no no no forget about it you are talking about this one
L: tamam (all right)
T: huh uh
L: (.)
T: okay that's enough
L: okay

T: huh uh thank you

L: ben teşekkür ederim (thank you) başka bir şey yapmama gerek var mı? (is there anything that I'm supposed to do?)

T: (overlap) Büşra

L: yes

T: okay no see you se you later



Learner 83

L: (takes notes)

T: okay

L: umm my best friend is my hero because umm my best friend is umm very intelligent and polite girl umm her name is umm Güner

T: huh uh

L: Güner umm Güner's friends umm started in high school umm since umm two thousand umm and ten (2010)

T: okay

L: umm "Güner is umm eighteen years old and my best friend umm she live in she is live in Muğla but umm she is from umm Antalya Kaş in Antalya

T: huh uh

L: umm Güner start high school umm pardon (sorry) start university in Muğla university umm güzel sanatlar (fine arts)(silently) music

T: huh uh

L: part

T: okay

L: umm arada sırada gider (occasionally goes) (silently)(.) that's all

T: that's all

L: yes

T: okay (.) do do we have another question for for our students? (to T2)

T2: sorry

T: do you have the second part?

T2: huh uh is he finished?

T: finished

T2: second one

T: okay here we go now another one

L: (picks a topic)umm

T: (overlap) you don't like you don't like it

L: (overlap) they same

T: okay

L: (picks another topic)(reads the question silently)hmm okay

T: what number is that?

L: umm thirty nine

T: thirty nine

L: huh uh

T: yes talk about the things you loved or hated when you were a child teenager

L: can I write a about

T: (overlap) of course you can take note yes of course

L: (takes notes for a while) okay

T: ready? very good okay

L: umm when I was a chil chil children

T: huh uh

L: child

T: okay

L: umm I hated umm lie people

T: huh uh

L: and I hated a angry teachers

T: oww

L: yes
T: okay (laughter)
L: umm and umm I loved umm friendly people and
T: huh uh
L: music art umm ondan sonra (then) sports for example umm voleyball basketball
T: all right
L: umm actually umm swim swim
T: huh uh
L: I love swim
T: okay
L: and umm ° I hated umm chilly pepper
T: haa
L: food
T: okay
L: I loved sweet food
T: all right
L: chocolate
T: huh uh
L: umm başka (what else?) ice cream
T: okay
L: umm yani (well) başka (what else?)°
T: that's all
L: (overlap) that's all
T: okay thank you very much umm Cansu thank you very much
L: (.)
T: so that's all you can leave
T: do we have another question no? (to T2)
T2: no
T: no that's all thank you very much

Learner 84

L: (takes notes for a while) yes

"T: ready? okay Cevahir Ayşenur

L: yes

T: okay yeah

L: umm myhobbies are umm listen to music take a photos and walking in street and umm cooking umm listen to music because I feel good umm take a umm take a picture in umm natural picture and umm (.) cook (.)

T: don't don't wo worry take your time

L: (.) I like cooking umm (.) umm when I nervous umm sometimes I cooking umm I feel good and umm I feel relaxed umm (.) umm (.) sometimes umm I relaxed I walking in a street umm (.)that's all

T: that's all umm it was good and ready for the next topic?

L: yes (picks a topic)

T: what is the number of topic?

L: thirty seven

T: thirty seven

L: twenty seven sorry

T: that's okay twenty seven talk about your classmates

L: yes

T: is it okay for you?

L: umm okay (thinks for a while)can I change the topic?

T: sure

L: (picks another topic)talk about the things that make you happy

T: okay

L: nineteen

T: nineteen okay

T2: so which one?

T3: nineteen

T: nineteen

L: (takes notes for a while) first I make me happy my family because I love ours and umm I make me happy my friends I love my friends umm we have a good time and umm we visiting umm in a museum (.) umm we make we make us happy and umm (.) maybe I listen to music umm (.) umm I make me happy take a photos umm because umm I love (unintelligible word) I love nature and peoples umm streets (.) and (.) my free time I umm going to umm cafe with my friends and (.) maybe reading a book umm I always use the internet (.) that's all

T: that's all thank you very much Ayşenur

L: you're welcome

T: take care

Learner 85

T: welcome how are you?

L: fine thank you

T: fine good no you're not excited (laughter)

L: (laughter)

T: just a little bit

L: yes

T: don't worry don't worry find your name and sign

L: (signs attendance sheet)

T: okay

T2: ID

T: okay and can I see your ID card please?

L: yes (shows ID card)

T: okay Ceyda yes this is Ceyda huh uh now you know what we are going to do huh?

L: (nods)

T: you know you are going to choose a topic from here just help yourself

L: (picks a topic)

T: what number is that? number

L: (.)

T: what what number is that?

L: twenty two

T: twenty two

L: yes

T: is that okay for you?

L: (.)

T: you want to change?

L: change

T: change

L: (picks another topic)

T2: maybe she can go back

T: hmm okay

L: okay

T: number?

L: thirty two

T: thirty two okay you have time to think about it

L: huh uh

T: you have time if you like you can take notes somewhere here (points to the sheet) umm the other the other student has taken the pen away (laughter)

T2: gives apen

T: take take the pen you have time to think about it okay?

L: (nods)

T: when you are ready you can begin

L: (nods) (takes notes for a while)

T: ready?

L: yes

T: okay

L: I'm a city life umm because I love social life

T: okay

L: umm I like go out umm I love shopping umm I talk about with friends umm I can't stand alone umm because umm I usu umm we usually met umm my friends

T: huh uh

L: umm I grow up umm big city umm because umm I (.) don't live umm country life

T: okay huh uh

L: umm city life is umm great because umm (.)

T: Turkish in Turkish? (unintelligible talk) don't don't worry

L: (laughter) umm city life umm (.) important for me

T: huh uh

L: umm because umm I absolutely love umm go out

T: huh uh

L: umm travelling umm goshopping umm umm (.) hmm I'm not keen on umm country life

T: all right

L: umm wild life center

T: huh uh

L: umm (.)

T: okay that's enough I think that's enough shall we go on with the next one?

L: yes

T: okay yes choose your next topic

L: (picks a topic) can I change?

T2: what is the first one?

T: twenty four

L: (picks another topic)

T: number?

T2: no not back (warns T not to put the previous topic into the envelope)

T: okay here

L: fourteen

T: fourteen okay the most interesting the most exciting the most relaxing experience

L: (thinks for a while)

T: ready?

L: yes

T: okay listening

L: I went to Çeşme umm two years ago

T: all right

L: umm it was great umm I love hot weather

T: huh uh

L: umm I went to Leman Kültür umm relaxing atmosphere

T: okay

L: umm I stayed hotel umm I saw Sezen Aksu

T: hmm

L: yes umm

T: (overlap) did you talk to her?

L: yes

T: all right

L: umm we met Sezen Aksu umm she is umm great singer for me

T: okay

L: umm umm that umm we go out umm we many tourist

T: huh uh

L: umm we talked with tourist

T: good
 L: (laughter) yes
 T: very good in English of course in English haa?
 L: (laughter)sometimes
 T: yes
 L: umm umm that umm we tent (.)
 T: okay tent you stayed in the in tent
 L: yes
 T: okay
 L: umm it was weather cold (mispron. like could) cold (correct pron.)
 T: hmm
 L: yes umm
 T: in the summer?
 L: (.)
 T: in the summer?
 L: umm yes
 T: yes
 L: umm I I'm ill
 T: hmm ohh
 L: umm (.) that umm umm I went to Sezen Aksu's concert
 T: huh uh
 L: umm umm we listened to music she songs
 T: huh uh
 L: umm I we had a great time umm (.)
 T: did you go to doctor?
 L: (laughter) yes I went to I came back to İzmir
 T: huh uh
 L: I went to a doctor
 T: huh uh
 L: umm (.)this this was your most interesting time haa? most interseting time
 L: (overlap) yes interesting time umm I'm very exciting
 T: huh uh
 L: and umm I'm very I'm was I was very happy
 T: happy
 L: umm we go to swimming and we go to shopping umm we umm walk umm on the beaches
 T: okay very good very good that's enough I think that's enough
 L: thank you
 T: umm Ceyda okay here is your ID card thank you very much all over for you
 L: thank you
 T: thank you

Learner 86

T: welcome Cihan how are you?

L: thank you and you?

T: fine umm find your name where where is it? your name yeah

L: okay

T: sign your name here please

L: (signs)

T2: did you start recording?

T: yes

T2: your ID?

T: and have you got your ID card? student card?

L: ohh okay

T: yes

L: (shows ID card)

T: all right okay thats Cihan Solmaz now Cihan you know what you are going to do

L: yes

T: you are going to choose one of these the topics are in this here

L: (picks a topic)

T: if you don't like it you can have the option to change it

L: umm can I change?

T: okay

T2: what was the first one?

T: four

L: (picks another topic)

T: now what number is that? Cihan?

L: T2: not back (to the interlocutor)(reminds him not to put the topic into the envelope)

T: haa okay

L: umm sixteen

T: sixteen

L: yes

T: okay you have time you can take notes if you like

L: okay

T: umm you have time to think about it

L: (takes notes for a while) okay umm talk about the (inaudible voice) umm last umm holiday

T: huh uh

L: umm I was umm go my city

T: okay

L: umm I went I went I went umm

T: huh uh

L: my city Diyarbakır

T: Diyarbakır okay

L: (overlap) yes umm

T: right

L: umm umm with my umm best friends

T: huh uh

L: umm and umm umm I visit umm 'I' değil o (it's not I) we visit umm Fırat river

T: Fırat river

L: yes

T: right
 L: Firat river umm and umm big mountain umm my ci umm my city have big mountain and
 T: huh uh
 L: we umm see we we visit
 T: huh uh
 L: big mountain
 T: what's the name?
 L: umm
 T: what is the name of the mountain?
 L: umm 'Kıra'
 T: Kıra
 L: yes
 T: Kıra mountain okay
 L: I don't know Turkish mean
 T: okay
 L: Kurdish
 T: huh uh
 L: umm and umm umm umm local umm umm we need umm local people
 T: huh uh
 L: umm and umm we see umm we see (.) umm friendly
 T: huh uh
 L: umm friendly and umm very nice and umm very short
 T: short?
 L: paylaşım (share)
 T: hmm okay all right
 L: umm and umm after that umm umm
 (a big noise (electromagnetic wave)probably from mobile phone)
 T: number?
 L: umm umm thirty five
 T: thirty five
 L: yes
 T: different types of films and your favourite one
 L: okay (takes notes for a while)okay
 T: okay
 L: umm my umm favourite umm film umm 'Game of Thrones'umm you know?
 T: (overlap) Game of Thrones huh uh
 L: yes
 T: (overlap) I haven't seen I haven't seen but I know
 L: umm Game of Thrones umm because umm umm different people umm and umm umm different life umm
 T: huh uh
 L: umm different life
 T: huh uh
 L: umm place umm and umm umm what is savaşıcı?(warrior)
 T: savaşıcı (warrior) okay let's
 L: (overlap) English?
 T: English I don't remember
 L: haa okay (laughter)
 T2: warrior

T: warrior
 L: warrior
 T: warrior
 L: warrior people umm local people
 T: okay
 L: warrior people
 T: hmm
 L: yes umm so umm I like
 T: you like
 L: yes
 T: okay
 L: so I like
 T: what about umm different types of films
 L: umm types?
 T: what types of films are there?
 L: I um understand types umm English types?
 T: types
 L: heyecan (excitement)
 T: haa excited 'tür' (type)
 L: tür (type)types of films
 L: (overlap) haa okay
 t: huh uh
 L: a comedy
 T: comedy
 L: yes comedy and umm Turkish 'Kardeş Payı'(Turkish TV series)
 T: haa 'Kardeş Payı'
 L: yes umm umm 'Kardeş Payı' and umm umm 'İşler Güçler'(Turkish TV series)
 T: okay
 L: umm
 T: other types of films other types yeah these 'İşler Güçler' is is a comedy film
 L: yes
 T: 'Kardeş Payı' is a comedy film what other types do you know?
 L: other types do you know okay umm (.)
 (a big noise again (electromagnetic wave)probably from mobile phone)
 T: okay do do you know other types for example umm macere filmi (adventure) aşk filmi (love/romance)etc? ve ya (or) can you give some example?
 L: umm (.) no I I I don't watch
 T: you don't don't watch
 L: (overlap) yes I don't watch
 T: you don't watch okay very good Cihan thank you very much
 L: okay
 T: that's all that's all for you please take your ID card

Learner 87

T: can I see your ID card please?

L: (shows ID card.9

T: okay Çağdaş please sign your name here please? how are you Çağdaş how do you feel?

L: umm fine

T: fine

L: but I'm nervous

T: ner nervous don't worry

L: okay

T: calm down yes you know what we are going to do you are going to choose your topic from here and then we will start

L: (reads the question silently)

T: do you like it?

L: yeah

T: is that okay? good you have time to think about it

L: (.)

T: you have time when you are ready you can begin can you read the number please what number is that?

L: twenty

T: twenty okay

T2: twenty?

T: yes the problems that young people teenagers and their parents have explain the possible solutions

L: it's young people problems umm

T2: you can think and make notes

T: umm you have time to to you can take note

L: (overlap) no

T: no okay okay you can begin

L: young people's problems

T: huh uh

L: umm money and because I studied university and (.) and umm (.) (unintelligible talk) cheap friends

T: huh uh

L: and umm (.) (.) family problems

T: hmm

L: lesson family problems

T: family problems yes

L: (.)

T: do you sometimes umm have problems with your father?

L: yes some umm

T: for example

L: I umm I went wanted umm money

T: hmm

L: and my father say umm umm (.) much money spend

T: hmm okay

L: (inaudible word)

T: no money haa? he says no money?

L: yeah some

T: what about your mother do you have problems with
L: no
T: your mother? no problems?
L: no
T: oww good your brother or sister?
L: my brot umm my two brother
T: huh uh
L: have a two brother umm (.) no problem
T: no problem
L: I like it
T: okay you only have problem with money
L: (.) so so
T: so so
L: (.)
T: what about the umm possible solutions? possible solutions
L: (.)
T: there is a problem okay what is the solution?
L: (.)
T: how how do we solve the problem?
L: solve (silently) I don't understand
T: you don't understand
L: (nods)
T: okay so let's do the next one
L: okay
T: the next topic this was okay and choose your next topic please
L: (picks a topic)
T: number?
L: twelve
T: twelve hmm talk about a new experience it's good a new place a new course a new school etc.
L: I am umm lived in İzmir but I umm come in umm come university for I am come here Muğla for university
T: huh uh
"L: umm I'm for me new place new place in Muğla and umm and new school umm I meet umm new friends
T: huh uh
"L: (.) I love in Muğla
T: good
L: umm because I small city and umm but I (.) but it home rent umm expensive
T: hmm I see
L: but I love
T: you love Muğla
L: yes
T: do you live with your friends on or?
L: (overlap) yes umm I lived two friends
T: friends huh uh okay so you ha you're happy
L: happy
T: okay I think that's enough umm
L: thank you
T: (.) Çağdaş okay this is your ID card

L: thank you

T: yes you can go thank you very much



Learner 88

T: okay Çilem how are you?
 L: fine thanks
 T2: Çilem can you sit like that?
 L: haa
 T2: umm next to the table huh uh yes like that
 T: yes that's it great you're okay
 L: yes
 T: you're calm
 L: excited •
 T: excited not not nothing to be exci excited about don't worry now you are going to choose your topic from the envelope
 L: (picks a topic)
 T: what number is that? number?
 L: umm twenty nine
 T: twenty nine okay do you do you like it?
 L: nine
 T: have have a look
 L: (thinks for a while)
 T: you can change if you like
 L: okay
 T: you can change the topic is it okay?
 L: (overlap) um umm can I change?
 T: good huh you'll try
 L: (picks another topic)
 T: number again?
 L: umm eleven
 T: eleven all right talk about yoour favourite jobs
 L: yes
 T: why you like it long holidays a friendly boss or colleagues a big salary etc.
 L: •
 T: you have time to think about it you can take notes if you like calm down
 L: (takes notes for a while)
 T: when you are ready you can begin
 L: umm I am a umm language student umm I also umm fortune teller
 T: aaa
 L: umm yes because I like it it I like it
 T: (overlap) okay
 L: umm
 T: okay I will see you after after the exam I will see you
 L: yes
 T: (laughter) okay
 L: okay umm umm actually umm this summer umm my umm having to plan
 T: hmm
 L: yes umm I am going to go to umm Dubai
 T: really?
 L: umm yes
 T: oow
 L: maybe ama (but) umm yes yes

T: okay
 L: umm umm I with umm my friend umm I stay in
 T:(overlap) just a moment umm Serap Hocam number eleven
 T2: eleven
 T: yeah I'm sorry
 L: huh uh
 T: yeah yes now you can go on I
 L: (.)
 T: I'm sorry okay huh uh
 L: umm I like um umm umm job umm fortune teller
 T: yes
 L: but umm
 T: (overlap) very interesting
 L: yes umm um I want to learn umm İngiliz İngiliz (English)
 T: huh uh
 L: umm because umm umm I hate umm another people
 T: people huh uh huh uh
 L: umm we like meeting people my favourite is umm fortune teller
 T: okay no no other jobs you love you love fortune telling okay that's all?
 L: that's all
 T: so let's do the next one choose another one please
 L: (picks a topic)
 T: number?
 L: umm ten
 T: ten okay (.) your weekends what do you do
 L: (overlap)yes
 T: where do you go?
 L: (oveap)um um umm easy maybe
 T: huh uh okay
 L: (coughs) on Sunday I get up late late
 T: huh uh
 L: umm I umm go to the umm kitchen umm I cap umm a cup of tea
 T: huh uh
 L: and umm toast for breakfast
 T: huh uh
 L: umm then I go to the Bodrum um be bedroom
 T: all right
 L: and umm my clean teeth umm after that umm I go go shopping
 T: huh uh
 L: umm umm for umm at the supermarket and umm vegetable market
 T: okay yes
 L: umm then umm I have lunch umm I have lunch and umm with my umm fam family
 T: family all right
 L: umm at seven o'clock umm I umm go home
 T: huh uh
 L: umm at nine o'clock umm have have dinner
 T: huh uh
 L: umm umm eleven umm at umm pardon (sorry) sorry
 T: that's okay
 L: umm then umm we watch TV

T: yes huh uh

L: I go to the bed I sometimes read a book on bed

T: very good okay that's all haa?

L: (nods)

T: okay I think that's enough Çilem this is your ID card thank you very much

L: (nods)

T: that's all



Learner 89

L: (shows ID card)

T: okay Deniz Kundakçı

L: yes

T: please sign your name

L: huh uh

T: okay as far as I can see you're not excited you're okay

L: (overlap) no no I'm not

T: very good so please choose your topic

L: yes (picks a topic) talk about the most important moments or events in your life

T: (overlap) what what number is that what number?

L: thirty eight

T: thirty eight okay the most important moments events in your life you can begin if you like

L: ohh umm it was the it was my first job experience in Dalaman airport

T: all right

L: this is the most umm important moment in my life because

T: huh uh

L: this the this is my first experience in my work in my life

T: your first job experience?

L: first job experience

T: all right okay what do you do there? what did you do?

L: I I was working in our umm I was working in airport in individual matters and we had a agency travel agency

T: huh uh

L: in Marmaris

T: all right

L: and umm I was a guide

T: hmm

L: yes airport guide

T: okay

L: transfer man

T: transfer man very good

L: so did you like the job?

L: yes I did of course

T: and you will go on

L: no umm now I'm gonna go to Ideal Prime Beach I'm gonna go work I'm going to work in Ideal Prime Beach Hotel in Marmaris

T: all right

L: as a receptionist

T: okay change your job

L: yeah

T: okay I think that's enough for this part haa? haa yeah we can we need some more questions

L: yeah

T: umm you're gonna work in in a hotel

L: in a hotel yeah

T: as a receptionist

L: yes

T: why do you change?
L: umm because umm our agency is closed
T: ohh
L: in umm
T: that's why
L: yeah that's why
T: good
L: in two thousand thirteen (2013)
T: huh uh
L: that's why I'm gonna go to work yeah
T: you study travel and (.)
L: umm
T: (overlap) tourism and travel
L: tourism and travel
T: huh uh okay very good what else can you say about this most important moments or events any?
L: umm yeah I was in football club in Marmaris Marmaris Belediye Spor
T: hmm
L: umm when we go to while we are going to umm Turkey championship in our class classment (probably means ranking)
T: huh uh huh uh where was that?
L: umm in Antalya
T: in Antalya
L: and were in final
T: hmm
L: and
T: final four?
L: no no not
T: (overlap) the final?
L: final
T: wow
L: just final team to team
T: huh uh
L: one to one yani (that is)
T: okay
L: I'm and we we lose the match
T: yeah
L: two one (2-1) umm it was the most important and the worst umm moment in my life actually
T: (overlap) hmm in your life okay
L: yes
T: but you have you you experienced the team spirit haa?
L: yes that's right
T: very good okay Serap Hocam can we go on with the next one? okay so let's go on with the next topic
L: okay (picks a topic)
T: I'll take this one
L: yes talk about the things activities
T: (overlap) number two okay
L: yes number two

T: when you are ready again you can you can begin
 L: as I am umm I cycling on the beach sides
 T: huh uh
 L: umm
 T2: (overlap)sorry topic number?
 T: two two
 L: (overlap)number two I cycling on the beach sides and swimming
 T: huh uh
 L: playing basketball playing football matches umm with our with my friends
 T: huh uh
 L: not a professional umm
 T: right
 L: that's all
 T: that's all
 L: yeah
 T: ° we need some some a few sentences more from you a few sentences more
 L: yeah umm
 T: yo go cycling
 L: huh uh
 T: you you play football umm umm think imagine that I'm new in your town
 L: huh uh
 T: I'm new in your town
 L: huh uh
 T: what activities can you recommend? what can I do?
 L: umm like umm travelling or something like that?
 T: hmm
 L: yes
 T: anything anything
 L: okay umm we go to a castle Marmaris castle
 T: hmm visit a historical sites
 L: yeah
 T: all right
 L: and (.)
 T: some activities in the sea on the sea
 L: yeah in the sea like sea sea sports
 T: sea sports
 L: water sports
 T: all right
 L: umm and there are a lot of umm there is a lot of place to see and travelling
 T: huh uh
 L: like sa safari jeep safari or
 T: jeep safari
 L: yes
 T: okay
 L: boat trip
 T: can I umm rent a bicycle?
 L: yes of course
 T: of course
 L: yes
 T: very good and then

L: (.)
 T: what about trips around? boat boat
 L: (overlap) yeah boat trips ann umm
 T: what places for example where can I go?
 L: Marmaris Marmaris to Çamlık village
 T: Çamlık village
 L: yeah
 T: and then umm other other
 L: (overlap) there are a lot of trips
 T: hmm
 L: but I don't know their names yeah
 T:(overlap) okay you don't know their names okay huh uh so I think that will do haa?
 L: (.)
 T: thank you very much umm Deniz
 L: yes
 T: I've got your signiture here
 L: yeah
 T: this is your ID card
 L: huh uh
 T: that's all for you okay
 L: thank you

Learner 90

T: welcome
 L: thank you
 T: take a seat please can I see your ID card? student ID?
 L: (shows ID card)
 T: okay
 (a big noise (electromagnetic wave)probably from mobile phone)
 T: okay I hope you get better soon so can we start?
 L: okay
 T: okay please choose your topic
 L: (picks a topic)
 T: what number is that?
 L: what?
 T: number? what number is that?
 L: umm twenty one
 T: twenty one is it okay or do you want to change it?
 L: problems
 T: okay
 L: (.) okay umm (.)
 T: (overlap) you have time you have time if you like you can take notes you have time
 L: (thinks for a while)okay umm
 T: umm if you are ready you can begin
 L: okay umm I've been study art designer

T: art designer
 L: umm yeah
 T: okay
 L: umm I I will go to the go to İstanbul
 T: huh uh
 L: umm at and umm İstanbul Bilgi University
 T: hmm
 L: yeah umm I will work with my sister because umm My sister is umm art designer
 umm
 T: huh uh
 L: she is umm she is working umm in İzmir
 T: huh uh
 L: umm I will umm travel umm world
 T: hmm
 T: umm
 T: travel around the world okay
 L: the world world umm • umm I will I am going to umm (.) cooking umm myself
 T: hmm
 L: umm
 T: (overlap) you are going to learn how to cook learn how to cook?
 L: yeah yeah
 T: okay
 L: umm that's (laughter)
 T: what's that in Turkish?
 L: what?
 T: Türkçesi mi geldi aklına? (did you remember the Turkish one?)
 L: evet (yes)(laughter) çeviremedim (I couldn't translate)
 T: it's okay to say in Turkish no problem
 L: umm bunu kendi blog'umda yayınlamayı düşünüyorum (I'm planning to write this in
 my blog)
 T: okay you have your own blog
 L: yeah
 T: umm you're a blogger
 L: huh uh okay
 T: okay umm can you tell me about your dreams or ambitions in the past?
 L: (.)
 T: your dreams and ambitions in the past
 L: umm ambitions in the past
 T: huh uh yeah dreams and ambitions in the past and
 L: (overlap) okay
 T: compare
 L: huh uh okay (.)
 T: when you were a child
 L: okay
 T: what were your dreams?
 L: I understand you
 T: very good very good
 L: umm one minute
 T: okay you need time okay
 L: umm I was (.) I was study umm cook

T: haa cook it's okay blow (not clear)
 L: because umm my my mother (laughter)
 T: is a avukat? (lawyer)
 L: hayır (no)my mother umm wanted to umm my umm study
 T: (overlap) haa I see I understand
 L: my studied
 T: (overlap)okay I understand huh uh
 L: to cook
 T: to cook nice
 L: umm but
 T: (overlap) it was your dream?
 L: (.)
 T: it was your mother's dream or your dream?
 L: mother's dream
 T: your dreams?
 L: umm
 (a big noise (electromagnetic wave)probably from mobile phone)
 T: very good now I take this one and we go on with the next one okay?
 L: okay
 T: choose your topic
 L: (picks a topic)
 T: okay three main problems in your country health education traffic environment(.) do you want to change it?
 L: (.)(.)next one
 T: next one can I take that okay?
 L: there you go
 L: (picks another topic)
 T: one is enough
 L: (.)
 T: eighteen talk about three things you like doing when you are at home
 L: okay umm
 T: when how often why?
 L: (.) umm I do I watch I watch a film at home
 T: (overlap) huh uh
 L: at home
 T: okay
 L: I (.) I always umm I always watch a film umm (.) a week
 T: a week
 L: (.) umm
 T: okay when how often why?
 L: (overlap) why why umm (laughter) çok saçma bir şeyler söyledim (I told nonsense things)
 T: (laughter) it's okay no problem
 L: (.) I cookoo I cook I cook a something
 T: huh uh
 L: umm but because I I like cook
 T: (overlap) cook okay yes
 L: umm (.) umm I cooked a cake umm at two week
 T: hmm
 L: (.)

T: for your friends? for your friends?

L: umm no

T: for yourself?

L: yeah

T: you eat it all all of that?

L: yeah (laughter)

T: very good (laughter)okay

L: (.)

T: okay you watch film you cook

L: cook

T: what else do you do?

L: (.)

T: one more

L: haa okay

T: one more

L: (.) I I study umm because I I want to at unives I want to go to the go to at university and İstanbul

T: huh uh

L: umm I I always umm study everyday

T: hmm very good

L: (.)

T: how often do you cook? how often do you cook?

L: (.) I I cook umm everyday

T: everyday?

L: yeah

T: wow great okay I think this one is okay huh uh so you're done this?

T2: we're done

T: okay Deniz this is your ID card that's all for you thank you

L: thank you

Appendix 2: Jeffersonian Transcription Notation

COGS102B * Cognitive Ethnography * Winter 2009

TRANSCRIPTION

Jeffersonian Transcription Notation includes the following symbols:

Symbol	Name	Use
[text]	Brackets	Indicates the start and end points of overlapping speech.
=	Equal Sign	Indicates the break and subsequent continuation of a single interrupted utterance.
(# of seconds)	Timed Pause	A number in parentheses indicates the time, in seconds, of a pause in speech.
(.)	Micropause	A brief pause, usually less than 0.2 seconds.
. or ↓	Period or Down Arrow	Indicates falling pitch.
? or ↑	Question Mark or Up Arrow	Indicates rising pitch.
,	Comma	Indicates a temporary rise or fall in intonation.
-	Hyphen	Indicates an abrupt halt or interruption in utterance.
>text<	Greater than / Less than symbols	Indicates that the enclosed speech was delivered more rapidly than usual for the speaker.
<text>	Less than / Greater than symbols	Indicates that the enclosed speech was delivered more slowly than usual for the speaker.
°	Degree symbol	Indicates whisper or reduced volume speech.
ALL CAPS	Capitalized text	Indicates shouted or increased volume speech.
underline	Underlined text	Indicates the speaker is emphasizing or stressing the speech.
:::	Colon(s)	Indicates prolongation of an utterance.
(hhh)		Audible exhalation
? or (.hhh)	High Dot	Audible inhalation
(text)	Parentheses	Speech which is unclear or in doubt in the transcript.

((italic text)	Double Parentheses	Annotation of non-verbal activity.
→	Arrows	Arrows in the left margin pick out features of especial interest (self-initiated self-repair)

Jeffersonian Transcription Notation is described in G. Jefferson, "Transcription Notation," in J. Atkinson and J. Heritage (eds), *Structures of Social Interaction*, New York: Cambridge University Press, 1984.



Appendix 3: Curriculum Vitae**CURRICULUM VITAE****PERSONAL INFORMATION**

Name and Surname: Asiye YALÇINER

Place of Birth and Date: Saruhanlı, 1985

E-mail: asiyealciner@gmail.com

EDUCATION

MA (2014-2019) Muğla Sıtkı Koçman University, English Language Teaching

BA (2003-2008) Trakya University, English Language Teaching

WORK EXPERIENCE

2018-present, Bahçeşehir Koleji İzmir 50. Yıl Kampüsü: English Teacher

- Teaching English to Primary and Middle school students at all levels
- Coordinating ‘The World Scholar’s Cup’ club activities

2017-2018, ODTÜ Ülkem Koleji Manisa: English Teacher

- Teaching English to Middle school and High school students at all levels

2009–2016, Gediz University İzmir: Instructor, Professional Development Action Research Co-Head, Level Coordinator, Accreditation Unit Member (Curriculum Development)

- Teaching Preparatory school students at all levels
- Coordinating smooth running of modules (in a modular system)

- Collaborating with the ‘Testing Unit’, preparing and proof reading exams
- Collaborating with the ‘Material Development Unit’ creating and evaluating materials
- Lesson planning, actively working in syllabus design and curriculum development
- Organising and coordinating Professional Development Activities

2008-2009, Taytanlı İlhan İlköğretim Okulu Manisa: Part-time English Teacher

2008-2009, Halıtlı İlköğretim Okulu Halıtlı / Manisa: Part-time English Teacher

- Teaching English to primary and secondary school students
- Preparing exams and materials, lesson planning

TRAINING / PROFESSIONAL DEVELOPMENT ACTIVITIES

- The World Scholar’s Cup Ankara Round, (as a team coordinator & adjudicator) Sinav Koleji , Ankara (16 April 2019)
- Teacher Workshop for the *TOEFL Primary* program, Kaya İzmir Thermal & Convention (5 January 2019)
- ITSMUN (İzmir TAKEV Schools Model United Nations Conference) (as an advisor), İzmir Takev Schools (27-30 April 2018)
- Globalisation of Professional Development in ELT: “Think Global, Act Local” Gediz University (3-4 June 2016)
- Management in ELT by Andy Hockley and George Pickering Hox&Erix (1-6 February 2016)
- Testing and Assessment by Grant Kempton, Gediz University (6 May 2016)
- Testing and Assessment by Grant Kempton, Gediz University (30 March 2016)
- Motivation is the Core of Education / Motivation, İzmir Özel Türk Koleji (13 February 2016)
- Hands on Motivation, İzmir Özel Türk Koleji (13 February 2016)
- Task Based Learning, İzmir Özel Türk Koleji (13 February 2016)
- Emotional Intelligence: EQ and Classroom Dynamics, Gediz University (8 January 2016)

- 2nd T-Plus & TESOL Arabia SIGs Joint Event “Personal and Institutional Development”, Bilkent University (20-21 November 2015)
- Integrating Personal and Professional Development through engagement in Exploratory Practice, Bilkent University (21 November 2015)
- Using Mission Specific Peer Observations for Professional Development and Administration, Bilkent University (21 November 2015)
- The need for Personal and Professional Development, Bilkent University (20 November 2015)
- Handling Resistance & Conflict Management, Gediz University (18 August 2015)
- Teacher Research IATEFL ReSIG Annual International Conference (18-19 June 2015)
- Teacher Observation and Assessment, Gediz University (17 August 2015)
- VII. International Congress of Educational Research “Educational Policy in the 21st Century: Evidence, Research, Innovation and Values” Muğla Sıtkı Koçman University (28-31 May 2015)
- Joint Conference & Workshop on Social Constructivism, Muğla Sıtkı Koçman University (3-4 May 2015)
- Why Students don’t engage? Behaviour is not Behaviour, Gediz University (2 December 2015)
- Fresh Insights into Language Teaching and Learning by Dr. Simon Phipps (4-6 February 2014)
- Warm-up/ Positive Atmosphere/ Warm down by Kenan Dikilitaş (March 2014)
- Interactions Patterns TTT QTT STT by Kenan Dikilitaş (April 2014)
- Liberating the Learner, İzmir Özel Türk Koleji (9 March 2013)
- Pilgrims CLIL for Universities by Hanna Kryszewska (19-30 August 2013)
- Annual Action Research Conference, Gediz University (2013)
- Annual Action Research Conference, Gediz University (17 July 2012)
- Academic and Professional Development Project, Gediz University (1 July 2011)

PRESENTATIONS & PROCEEDINGS

- Presentation on “Conversation Analysis” (3-4 June 2016)
- Presentation on “Application of Motivational Strategies in EFL classes” (June 2013)
- An article and presentation on “The Effect of Metacognitive Strategy Training on Students’ Reading Comprehension Success (March 2012)
- An article and presentation on “Reading Strategies and the Application of these Strategies in EFL Classes (June 2011)

