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**İNGİLİZCE ÖĞRETMENLİĞİ BİLİM DALI**

**A STUDY ON SOME COMMON ERRORS MADE BY STUDENTS**  
**AT SCHOOL OF FOREIGN LANGUAGES AT SELÇUK**  
**UNIVERSITY**

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## **ABSTRACT**

**This study was carried out to analyze the sources of major errors in the use of English grammatical prepositions committed by the students in foreign language learning in preparatory section at Selcuk University. After the analysis, grammatical prepositions have been studied in the classroom using communicative methods and activities.**

**The first chapter aims to present the background of the study as well as the problem, hypothesis, purpose and the limitations of the study.**

**The second chapter deals with the review of the literature about error analysis and the explanation of causes of errors by giving examples.**

**In the third chapter, the information related to experimental study is given. The method, materials and data collection procedure have been presented here.**

**The fourth chapter is devoted to data analysis and interpretation of the tests. Also, the results of the study have been given through the interpretation of tables.**

**The fifth chapter concludes the study with some recommendations .It also includes some related appendices.**

## ÖZET

Bu çalışmanın amacı, Selçuk Üniversitesi Hazırlık sınıfı öğrencilerinin İngilizce'deki ilgeçlerin kullanımında yaptıkları temel hataları ve bu hatalara neden olan faktörleri incelemektir. Bu analizden sonra ilgeçler, iletişimsel aktivitelerle sınıfta yeniden çalışılmıştır.

Çalışmanın birinci bölümünde, çalışmanın zemini ve problemin sunumu, çalışmanın hipotezleri, amacı ve çalışmada kullanılan sınırlılıklar belirtilmiştir.

Çalışmanın ikinci bölümü literatür taramasını içerir. Hata çözümlemesi ile hataların sebepleri detaylı olarak örneklemelerle gösterilir.

Üçüncü bölüm, deneysel çalışma ile ilgili detaylı bilgileri içermektedir. Metot, materyaller ve veri toplama işlemi bu bölümde sunulmaktadır.

Dördüncü bölümde veri analizi ve deneysel çalışmanın yorumlanması bulunmaktadır. Çalışma sonuçları tablolar halinde de verilmektedir.

Sonuç bölümünde ise çalışmanın bulguları yorumlanmakta ve öneriler sunulmaktadır. Tezin bitiminde ise bu çalışma ile ilgili ekler yer almaktadır.

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**ABSTRACT**

**ÖZET**

**ACKNOWLEDGEMENTS**

**TABLE OF CONTENTS**

<b>CHAPTER I INTRODUCTION</b>	<b>Page</b>
1.1. Presentation .....	1
1. 2. Background of the Study.....	1
1. 3. Problem.....	2
1. 4. Purpose of the Study and Research Hypotheses.....	3
1. 5. Limitations of the Study.....	4
<b>CHAPTER II REVIEW OF LITERATURE</b>	
2. 0. Presentation.....	6
2. 1. What is Contrastive Analysis? .....	8
2. 2. Error Analysis.....	10
2. 3. The Process of Error Analysis.....	12
2. 3.1. Identifying Errors.....	12
2.3.2. Describing Errors.....	13
2. 3.3. Evaluation of Errors.....	14
2. 3. 4. Causes of Errors.....	15
2.3. 4.1. Interlingual Errors.....	15
2.3. 4. 2. Intralingual Errors.....	23
2. 3. 4. 3. Other Possible Causes.....	26
2. 4. Error Correction.....	28

**CHAPTER III METHODOLOGY**

3. 1. Introduction.....31

3. 2. Research Design.....31

3. 3. Subjects..... 33

3. 4. Materials..... 33

3. 5. Data Collection Procedure.....35

    3.5.1. The Experimental Group.....36

    3.5.2. The Control Group.....38

**CHAPTER IV DATA ANALYSIS**

4. 1. Introduction..... 39

4. 2. Data Analysis Procedure.....40

4. 3. Results of the study.....41

    4. 3. 1. Pre-test..... 41

    4.3.2. Post-test.....42

    4.3. 3. Retention test (Delayed post –test).....44

4.4. Lesson Diary after the Study..... 47

**CHAPTER V CONCLUSION**

5. 1. Introduction.....50

5. 2. Results.....50

5. 3. Conclusion and Recommendations.....52

**BIBLIOGRAPHY**

**APPENDICES**

## List of Abbreviations

<b>CA</b>	Contrastive Analysis
<b>CAH</b>	Contrastive Analysis Hypothesis
<b>EA</b>	Error Analysis
<b>SLA</b>	Second Language Acquisition
<b>NL</b>	Native Language
<b>TL</b>	Target Language
<b>SOFL</b>	School of Foreign Languages

## CHAPTER I

### INTRODUCTION

#### 1. 1. Presentation

This chapter begins with background of the study. The purpose and hypotheses of the study follow the problem statement. The next part is devoted to the limitations of the study.

#### 1. 2. Background of the Study

The teaching of grammar has always played an important role in foreign language teaching. Actually for centuries the only activity of language classrooms was the study of grammar. Many student errors in speech and writing performance are considered grammatical.

If we go into a classroom where students are learning a foreign language, if we listen to them speaking that language or look at what they have written, we notice that the same mistakes of pronunciation, spelling, grammar and vocabulary tend to occur. Almost all these errors occur because of the mother tongue interference. An approach on this field, usually called *Contrastive Analysis (CA)* has grown up and become a major point for linguists to study. Also for many curriculum specialists, the *Contrastive Hypothesis (CAH)* provided an important guide to the selection and sequencing of items for instruction. According to David Nunan (1991:144), this hypothesis claims that a learner's first language will have an important influence on the acquisition of a second. It is assumed that where first language rules conflict with second language rules, errors reflecting the first language will occur as learners try to use the second language – in other words, the first language will 'interfere' with the second.

Another field of the study which is related to errors is called *Error Analysis (EA)*.



H. Douglas Brown (1994: 206) explains that learners do make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, leads to a surge of study of learners' errors, called *error analysis*. Error analysis becomes distinguished from contrastive analysis by its examination of errors attributable to all possible sources, not just those which result from negative transfer of the native language. Errors arise from several possible general sources: interlingual errors of interference from the native language, intralingual errors within the target language and some other possible causes such as carelessness or other errors encouraged by teaching such as hypercorrection and faulty rules given by the teacher.

Studying on errors is an interesting area of second language teaching. The nature of a mistake or error is more interesting than the fact that a mistake has been made. They can provide one of the most valuable materials for a class to work. Your attitude towards errors is important, too. Starting from mistakes means starting from where your learners are and therefore; it can give a clue to how teachers can help to move to the next stage.

### **1. 3. Problem**

The difficulties of teaching prepositions to Turkish students learning English have been observed for a long time by language teachers. The role of the interference i.e. effects of the native language has been stressed for a long time in second language teaching. Mother tongue interference, which is also called negative transfer, is surely one of the most important sources of error among second language learners. Because of the negative transfer of Turkish prepositional knowledge to English, the students have difficulties in producing correct English forms of prepositions. For example:

My mother was angry **to** me.

She hates **from** horror films.

She listens(...) music in her spare time.

As English teachers, we have some questions in our minds:

**Why do students make errors in prepositions? What kind of errors do they make? Why are some of the errors the same? What kind of communicative activities can be used to teach English prepositions in grammar communicatively and how can we emphasize and make our colleagues aware of the importance of the interference in explaining the causes of students' errors?**

#### **1. 4. Purpose of the Study and Research Hypothesis**

Prepositions are difficult to use in any language. However, the situation is made more difficult by Mother Tongue Interference. The aim of this study is to investigate the origins of errors produced by Turkish learners of English and what sort of difficulties students meet during their mastery of English. In this study, the errors made in the use of prepositions are explored and the reasons are explained. On the basis of these errors, this study also aims at determining if communicative activities are effective in terms of improving students' prepositional knowledge in grammar.

Prepositions can be considered as function words in this study. In order to teach these words, vocabulary teaching methods have been revised. Two vocabulary teaching methods have been used: Meaning-inferred method through communicative activities and meaning-given method. Therefore, it examines the difference between a group of students taught prepositions in context through communicative activities using dialogues and role plays effectively and another group taught prepositions in lists through a meaning-given method. In addition, a second purpose was to investigate if teaching grammar in context through communicative activities makes preposition teaching more memorable.

Accordingly, this research tested the following hypothesis:

*Hypothesis* : Difficulties with prepositions because of Mother Tongue Interference have been observed for some time by the researcher. The researcher predicts that the students whose teachers use communicative activities such as dialogues and role plays and teach the prepositions in context will score significantly higher on the post-test than the students whose teachers use lists for teaching prepositions and give the meanings. The researcher also predicts that the students whose teachers use communicative activities will score significantly higher on the retention test than the students whose teachers use list of prepositions in the meaning-given method.

### **1. 5. Limitations of the Study**

This study is limited by several conditions:

- 1) This study is conducted on early pre-intermediate level young adult students at Selcuk University, School of Foreign Languages. The groups were chosen according to their scores in the Placement Test at the beginning of the first semester. After nearly five months, the students' language levels might have varied. This variation may have affects on the measure.
- 2) The other limitation of the study is the number of the students in experimental and control groups. The number of the subjects in the experimental group and control group was both eighteen. So, in this study the total number of the subjects was thirty-six. Due to small number of subjects involved in the research, the results will be limited to the subjects under study. A larger group of subjects would help to produce results that are more reliable.
3. The second limitation is the educational backgrounds of the groups. Although the students were from the same faculties, that is to say, they were the students of the Faculty of Economics and Administrative Sciences, Faculty of Engineering and Faculty of Technical Education, and their proficiency averages were more or less the same, there

were some inequalities in their educational backgrounds concerning the courses they had in high school.

4. Another limitation is the period of the study. The curriculum was intense and we as the instructors had to finish the weekly plan. Thus, the study took four hours a week and it lasted four weeks.

5. We have analyzed some of the errors that students have made due to the mother tongue interference or negative transfer in this study (interlingual errors). Not all errors have been included.

## CHAPTER II

### LITERATURE REVIEW

#### 2. 0. Presentation

Learning a language is a complex process and during this process learners meet some difficulties and consequently they often commit errors. Until recently, theorists and methodologists discussed who should be accepted responsible. Some of them regarded students as completely responsible for errors, and others the teacher, depending on their standpoint. On the one hand, teachers are blamed for causing errors by careless planning or teaching, on the other hand students are accused of their lack of motivation, self-discipline or general intelligence. We should accept that there is truth on either side. However, it is obvious that even the most motivated and most intelligent students who perform well in controlled practices make errors.

According to generally accepted belief now errors are not evidence of failure to learn; they are rather evidence of learning that takes place. According to Gerry Abbott and Peter Wingard (1981:214), there are two main purposes in studying your students' errors:

- ( i ) in order to get the most relevant help you can to your present groups of students;
- ( ii ) in order to plan programmes for future groups.

Raja T. Nasr (1980:118) explains that an error analysis determines the actual problems that learners face in learning the target language. While other comparative linguistic analyses tell us in advance what theoretical problems learners will face, an error analysis tells us really what mistakes they actually do make. This type of analysis is of great help to teachers; it tells them what new or additional materials and methods they need to use to solve the real problems of the learners.

To begin with, it is necessary to make a distinction between errors and mistakes to analyze learner language better. Errors illustrate gaps in a learner's knowledge; they occur because learner does not know what is correct. Mistakes reflect occasional lapses in performance; they occur because the learner is not able to perform what he or she knows.

The following example is from a written homework of a student. It is an example of a 'mistake'. At the beginning of his composition he says:

Then I cleaned my teeth and *washed* my hands; using the past tense of the verb 'wash' correctly. However, in the last sentence he says:

I **wash** my face last night and, then went to bed.

Making what seems to be a past tense error. But clearly he knows what the past tense of 'wash' is as he has already used it correctly once. His failure to say 'washed' in the last sentence might be considered a mistake.

How can we distinguish errors and mistakes? According to Rod Ellis (1997: 17) the answer for this question may be to check the consistency of learner's performance. If the student above consistently substitutes 'wash' for 'washed' this would indicate a lack of knowledge- an error. However, if they sometimes say 'wash' and sometimes 'washed', this would show that they possess knowledge of the correct form and it is a 'mistake'. Errors are to a large extent, systematic and to a certain extent, predictable.

Another way of distinguishing errors and mistakes is that you ask the learners to try to correct their own deviant utterances. If they are unable to, the deviations are errors. If they are successful, they are mistakes. However, it may not always be easy to make a clear distinction between an error and mistake. Learners may consistently use a feature like past tense in some contexts and consistently fail to use it in others. So it is not simple to do this and a clear distinction between an error and a mistake may not be possible. In this study, both of the terms have been used interchangeably.

Two significant approaches have been applied in the analysis of the difficulties encountered by second language learners and errors. General schemes of **Contrastive Analysis** and **Error Analysis** have been given below.

Before we look into the roots and development of error analysis, let us first have a look at contrastive analysis so as to understand better how error analysis became more popular among Second Language Acquisition (SLA) researchers.

### **2.1. What is Contrastive Analysis?**

In the middle part of twentieth century, one of the most popular subjects for applied linguistics was the study of two languages in contrast. In his book *Principles of language Learning and Teaching* (1994: 193), Brown states that since 1940's; Contrastive Analysis has been used to show the synchronic differences and similarities between the mother tongue and the language being learned. Contrastive analysis was developed and practiced in 1950's and 1960's, as an application of structural linguistics to language teaching; it has proved to be one of the most important studies ever made in describing systems of languages.

This approach takes its roots from behavioristic and structuralist approaches of the day. "The Contrastive Analysis Hypothesis claimed that the principal barrier to second language acquisition is the interference of the first language system with the second language system, and that a scientific, structural analysis of the two languages would produce a taxonomy of linguistic contrasts between them which in turn would enable the linguist to predict the difficulties a learner would encounter.

According to Richards (1985: 63), Contrastive Analysis is based on the following assumptions:

- a) The main difficulties in learning a new language are caused by interference from the first language.
- b) These difficulties can be predicted by Contrastive Analysis.
- c) Teaching materials can make use of CA to reduce the effects of interference.

Randal Whitman (1970:193) noted that Contrastive analysis involved four different procedures :

The first of these is *description*: the linguist or language teacher, using the tools of formal grammar, explicitly describes the two languages in question. Second, *a selection* is made of certain forms – linguistic items, rules, structures – for contrast, since it is impossible to contrast every possible facet of two languages. The third procedure is the *contrast* itself, the mapping of one linguistic item onto the other, and a specification of the relationship of one system to the other. Finally, one formulates a *prediction* of error or difficulty on the basis of the first three procedures.

While discussing contrastive analysis, Ronald Wardhaugh (1970:193) suggested that we should distinguish a ‘strong claim’ from ‘a weak claim’. The strong claim is that contrastive analysis can reliably predict difficulty and errors but this claim has not been supported by the evidence. Teachers have found that some of the errors predicted by contrastive analysis have often not occurred, whereas many actual errors would not have been predicted. The weak claim is, however, generally considered to be more acceptable. This is that, after we have observed what errors learners actually make, contrastive analysis can help to explain some of these errors, namely, those which are due to transfer. In this capacity, contrastive analysis becomes part of the wider undertaking of error analysis.

According to CA, it seemed reasonable to suppose that wherever the structures of the mother tongue and target language differed there would be problems in learning and difficulty in performance, and the greater the differences were, the greater the difficulties would be. Thus CA sets out to predict where errors are likely to occur and indicate likely problem areas on which teaching should be focused.

CA was found to work well on phonological level but its failure to predict all the errors made in other areas led to a growing interest in error analysis, which starts with errors and then tries to find out their causes.



## 2.2. Error Analysis

The study of errors is carried out by means of Error Analysis (EA). In the 1970s, EA took the place of Contrastive Analysis (CA), which predicts the errors that learners make by identifying the linguistic differences between their first language and the target language. The underlying assumption of CA was that errors occurred primarily as a result of interference when the learner transferred native language habits into the target language. Interference was believed to take place whenever the habits of the native language differed from those of the target language.

CA gave way to EA. CA looked at only the learner's native language and the target language. EA provided a methodology for investigating learner language. For this reason, EA constitutes a starting point for the study of learner language.

Rod Ellis (1997: 15) states that although it may seem rather odd to focus on what learners get wrong rather than what they get right, there are good reasons for focusing on errors. First, they are a conspicuous feature of language, raising the important question of why do learners make errors? Second, it is useful for teachers to know what errors learners make. Third, it is possible that making errors may actually help learners to learn when they self-correct the errors they make.

Before 1960s, when the behaviouristic viewpoint of language learning appeared, learner errors were considered something undesirable and to be avoided. It is because in behaviourists' perspectives, people learn by responding to external stimuli and receiving proper reinforcement. A proper habit is being formed by reinforcement, and then learning takes place. Therefore, errors were considered to be a wrong response to the stimulus, which should be corrected immediately after they were made. Unless corrected properly, the error became a habit and a wrong behavioral pattern would stick in your mind.

This viewpoint of learning influenced greatly the language classroom, where teachers concentrated on the mimicry and memorization of target forms and tried to introduce the correct patterns of the form into learners' mind gradually. If learners made any mistake while repeating words, phrases or sentences, the teacher corrected their mistakes immediately. Errors were regarded as something you should avoid and making an error was considered to be fatal to proper language learning processes.

Brown (1994: 206) says about error analysis;

“ The fact that learners do make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learner's errors, called *Error Analysis* ”.

It is to S.P. Corder that Error Analysis owes its place as a scientific method in linguistics. As Rod Ellis cites (p. 48), "it was not until the 1970s that EA became a recognized part of applied linguistics, a development that owed much to the work of Corder". Before Corder, linguists observed learners' errors, divided them into categories, tried to see which ones were common and which were not, but not much attention was drawn to their role in second language acquisition. It was Corder who showed to whom information about errors would be helpful (teachers, researchers, and students) and how.

According to Brown(1994), Error Analysis distinguishes from contrastive analysis by its examination of errors attributable to all possible sources, not just those which result from negative transfer of the native language. Error analysis easily superseded contrastive analysis, as it has been discovered that only *some* of the errors a learner makes are attributable to the mother tongue. The learners do not actually make all the errors that contrastive analysis predicted they should. The learners from different language backgrounds tend to make similar errors in learning one target language. Errors arise from several possible general sources:

Interlingual errors of interference from the native language, intralingual errors within the target language and some other possible causes such as carelessness or errors encouraged by teaching such as hypercorrection and faulty rules given by the teacher.

### **2.3. The Process of Error Analysis**

Errors are studied in order to find out something about the learning process and learning strategies. By studying examples of language produced by foreign language learner, the teachers can discover what he thinks the rules of the foreign language are. The teachers have to be careful in examining students' errors. Let's consider the steps in detail.

#### **2.3.1. Identifying Errors**

The first step in analyzing learner errors is to identify them. To identify errors we need to compare the sentences learners produce in what seem to be normal or correct sentences in the target language. Most of the time, it is not difficult to do this. Most teachers often have developed senses of error detection because they know that their students are likely to do these particular mistakes. For example:

My father and my mother *was* coming home.....

It is not difficult to see that the correct sentence should be:

My father and my mother *were* coming home.....

When we compare these two sentences, we can see that the student has used 'was' instead of 'were' - an error of subject-verb agreement. Sometimes however, it is difficult to reconstruct the correct sentence because we are not sure what the student meant. Douglas Mc Keating (1981:218) gives the following example:

**I used to clean my teeth every night before I go to bed.**

If you look at an error in context, identifying it depends on interpretation, i.e. what you know the student meant. Therefore, linguistic context often helps the teacher to determine

whether an error has been made or not. If the context suggests that the student is talking about the present, we may interpret that '*used to*' is probably wrong; but if the context suggests the past simple tense, then *go* is probably wrong. Context is very important in identifying errors and identifying the exact errors that the learners make is often difficult.

Clues for interpretation may be available from these factors: **a.** general context **b.** a knowledge of similar errors made by similar students **c.** a knowledge of the students' mother tongue and the possible results of phonological interference or of direct translation into English **d.** direct questioning, perhaps in the mother tongue, as to what the student meant.

### **2.3.2. Describing Errors**

After the errors have been identified, they can be described and classified. One way is to classify errors into grammatical categories.

Mc Keating (1981:223) classifies those errors superficially in this way and gives the following examples:

- |              |                                     |
|--------------|-------------------------------------|
| omission     | e.g. Cow is a useful animal.        |
| addition     | e.g. She came on last Monday.       |
| substitution | e.g. He was angry on me.            |
| mis-ordering | e.g. He asked her what time was it. |

He also remarks that this classification is not sufficient; to start with we need to know what was omitted, added, etc. And later we will put the items into more general classes: prepositions, tense forms, questions, etc.

Mc Keating (1981:223) claims in his article that some people omit the stage of this linguistic classification and classify errors immediately in their terms of their assumed causes such as errors of hypercorrection, false analogy and so on. However, in any analysis an

explanation of causes of errors is speculative part of the whole process; we surely need a grammatical classification for practical purposes, for example remedial teaching or syllabus planning.

### 2.3.3. Evaluation of Errors

We need to evaluate errors because the purpose of the error analysis is to help learners learn an L2. Some errors can be considered more serious than others because they are likely to interfere with the intelligibility of what someone says. These errors are called ‘**global errors**’. These kinds of errors hinder communication and they prevent the hearer from comprehending the message. Teachers will want to focus on these errors.

*His like a friend to find now is very difficult.*

( It is very difficult to find a good friend like him now.)

Other errors, known as **local errors**, affect only a single constituent in the sentence (for example the verb) and are perhaps, less likely to create any processing problems. Local errors don’t prevent a hearer from getting the message because there is only a minor violation of one segment of a sentence. So the hearer can make an accurate guess about the intended meaning .For example:

When talk *finish*, -----

I talk with *they*.

I study one *hours* a day.

*A* old gentleman helped them.

Global errors affect overall sentence organization. Examples are word order, missing or wrongly placed sentence connectors, and syntactic overgeneralizations.

Local errors are the ones that affect single elements in a sentence. For example, errors in morphology or grammatical functions like articles, tenses and pluralisation.

How can teachers be guided about what kind of errors they should pay attention to?

The general conclusion about this subject is that teachers should pay attention very carefully to errors that interfere with communication. So priority in error correction should be given to global errors in order to develop students' communicative skills.

### **2. 3.4. Causes of Errors**

How can we determine the source of an error? Why are certain errors made? What cognitive strategies underlie certain errors? It is not always easy to give answers to these questions, and the value of interlingual analysis comes out in such questions. There is much to be gained from a consideration of the possible causes of errors and teachers should bear this in mind and be prepared to consider alternative explanations.

#### **2.3.4.1. Interlingual Errors**

Before the SLA field ,as we know it today, was established, from the 1940s to the 1960s, contrastive analyses were carried out, in which two languages were systematically compared. Researchers at that time were motivated because they were able to identify points of similarity and difference between native languages (NLs) and target languages (TLs). There was a strong belief that a more effective pedagogy would result when these were taken into consideration. Charles Fries, one of the leading applied linguists of the day, said: "The most efficient materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner."(Fries 1945: 9)

Robert Lado, Fries' colleague at the University of Michigan, also expressed the importance of contrastive analysis in language teaching material design:

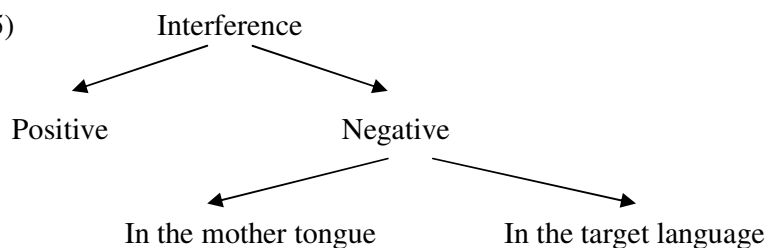
Individuals tend to transfer the forms and meanings and the distribution of forms and meanings of their native language and culture to the foreign language and culture - both productively when attempting to speak the language and to act in the culture and receptively when attempting to grasp and understand the language and the culture as practiced by natives. (Lado 1957, in Larsen-Freeman & Long 1991:52-53)

This claim is still quite interesting to anyone who has attempted to learn or teach a foreign language. We encounter so many examples of the interfering effects of our NLs.

This conviction that linguistic differences could be used to predict learning difficulty produced the notion of the contrastive analysis hypothesis (CAH): "Where two languages were similar, positive transfer would occur; where they were different, negative transfer, or interference, would result." (Larsen-Freeman & Long 1991: 53)

The procedure of mother tongue interference can be schematized as follows:

Sarıgül (1999: 125)



When first language habits are helpful to acquiring second language habits, this is the *positive* transfer. For example some vocabulary items and structures of English are similar in form and meaning to Turkish:

<b>English</b>	<b>Turkish</b>
film	film
sandwich	sandviç
star	star
She is a secretary.	O bir sekreterdir.
He understands me.	O beni anlıyor.

Finding similarities like those between native language and target language is an advantage in language teaching.

On the other hand; *negative transfer* occurs in the areas where the native language and foreign language differ clearly. The first language habit now hinders the learner in learning the new one. For example:

<b>English</b>	<b>Turkish</b>
<b>artist</b>	artist
<b>apartment</b>	daire
He went to İstanbul <i>with</i> train.	İstanbul'a trenle gitti.
She died two months <i>before</i> .	İki ay önce öldü.
He went <i>to</i> holiday last month.	Geçen ay tatile çıktı.

This is the *negative transfer*, or in the most common terminology, *interference*. In this way, differences between the two languages lead to interference, which is the cause of learning difficulties and errors.



Then, second language learning requires overcoming the differences between the first and second language systems. Robert Lado summarized the learner's problem as follows: "Those elements that are similar to his native language will be simple for him, and those elements that are different will be difficult" (Lado 1957: 2). This has strong effects for second language teaching:

1. We can compare the learner's first language with the second language he is trying to learn (an activity which is usually called 'contrastive analysis')
2. From the differences that emerge from this analysis, we can predict the language items that will cause difficulty and the errors that the learner will be a prone to make (a belief which is usually called the 'contrastive analysis hypothesis').
3. We can use these predictions in deciding which items need to be given special treatment in the courses that we teach or the materials that we write.
4. For these items in particular, we can use intensive techniques such as repetition or drills, in order to overcome the interference and establish the necessary new habits (such techniques forming the basis of so-called 'audio-lingual' or 'audio -visual' courses).

According to Gerry Abbott and Peter Wingard (1981:239), the elimination of many errors requires teaching that is concentrated and regularly revised. It is of little value merely to correct fifteen different errors in a piece of written work or write up on the board corrected versions of twenty or thirty different errors made by the whole class and then to assume that you have done the remedial work for the week and that the students will not repeat the mistakes. Such activities partly fulfill one of the requirements of remedial work: those learners should be aware of their errors; but they are unlikely to affect their future performance. This is because there are so many topics to deal with in one session and you can't focus enough attention on any of them and with so many isolated problem areas to think

about in quick succession, students are likely to remember only a few of them in any case. It is more efficient, therefore, to select a few errors yourself and really concentrate on them.

In this study, the researcher has chosen prepositional errors that students frequently made to focus on. She selected some common prepositional errors for this study. The students had problems especially with prepositions after verbs and adjectives. Why is it difficult to learn prepositions in grammar? What is a preposition? In Longman Dictionary of Contemporary English (2003:1290), a preposition is described as a word that is used before a noun, pronoun, or gerund to show place, time, direction etc.

Prepositions are words normally placed before nouns or pronouns. (A.J.Thomson, A.V.Martinet, 1986:91). According to him, the student has two main problems with prepositions. He has to know:

- a) whether in any construction a preposition is required or not
- b) which preposition to use when one is required.

As Haycraft (1978: 25) noted prepositions are difficult to use in any language and the situation is made more difficult by mother tongue interference. The case is the same with our students, too.

The researcher collected the data for this analysis from the students' weekly writing tasks (projects), examination scripts and utterances they have made in speaking exams. They are all the original ones.

Here are the interlanguage errors made by Turkish students at SOFL that form the base of this research:

1. He hates **from** horror films
2. I failed **from** the second exam.
3. If I pass **from** the final exam, .....
4. The bus leaves **from** the station at 9 o'clock.
5. I'm bored **from** the lessons.
6. He's frightened **from** dogs.
7. My father is proud **from** me.
8. I'm tired **from** English exams.
9. My little sister is afraid **from** dark.
10. I'm responsible **from** tidying my room.
11. The teacher complained **from** him.
12. She doesn't like going **to** home early.
13. I phone **to** my mother everyday.
14. My hobbies are listening(...) music, reading books and traveling.
15. When his father looked **to** him, .....
16. She smiled **to** me.
17. My friends laughed **to** my jokes.
18. I agree **to** him.
19. My father was angry **to** me.
20. We went **to** a meal.
21. I'm going to apply **to** a job after I graduate from the university.
22. The teacher wrote the keywords **to** the whiteboard.
23. I spend all my money **to** clothes and shoes.
24. I met **with** my boyfriend at university.
25. I want to marry **with** her.

26. My father **helped** my homework.
27. I'm interested **with** football.
28. I'm going to talk **with** her.
29. I'm excited **for** the Beşiktaş match.
30. My mother worries **for** me.
31. I want to apologize **about** my behaviour.
32. I want to work **at** a computer company.

In the first four examples, we can see that preposition **from** is used unnecessarily in English due to mother tongue interference. In 5, 6, 7, 8, 9, 10 and 11 students have used this preposition (**from**) instead of **with, of, for** or **about**.

Another problematic preposition is **to**. In 12 and 13, students added this preposition unnecessarily. In 12, '**to**' is used to say where she goes but in English, we don't have a preposition in this expression. We say 'go home'. In 13<sup>th</sup> example, Turkish students use 'phone to someone or to a number' but in English grammar phone is followed immediately after a noun. In 14, because in Turkish we don't have a preposition after this verb (müzik dinlemek) they omitted the preposition though it was necessary. In the examples in 15, 16, 17, 18, 19, 20, 21, 22 and 23 **to** is used in place of **at, with, for** or **on** in a wrong way.

The third problematic preposition was **with**. In 24 and 25, the preposition **with** is used in the sentence although it is not necessary. It is clear that students think in Turkish and try to make sentences in English without considering the grammar of English. In 24, **with** is often used with this verb(meet) by Turkish students. In Turkish grammar, we need this preposition here but in English *meet* means *seeing and talking to someone for the first time, or being introduced to them* and no preposition is needed.

Onunla evlenmek istiyorum.

I want to marry **with** her.

In 25, 'marry' is that if you *marry* someone, you become their husband or wife and no preposition is used but in spoken English; 'get married' is more common than 'marry'. So we can say 'get married to someone' or 'be married to someone' but not be married with or get married with. In 26, students omitted the preposition **with** when it was necessary. In 27 and 28 students used this preposition wrongly instead of **in** and **to**. In 29 and 30 we see that students used **for** preposition in place of **about** just because they have tried to use their mother tongue grammar rules (Turkish) without thinking which preposition should be used after adjectives and verbs in English.

The same problem occurs in 31 and 32 again. Students used the prepositions improperly. In 31 and 32, the preposition **about** and **at** are used in place of **for**.

Wilkins in *Linguistics in Language Teaching* (1972:197) states:

The errors and difficulties that occur in our learning and use of a foreign language are caused by the interference of our mother tongue. Wherever the structure of the foreign language differs from that of the mother tongue we can expect both difficulty in learning and error in performance. Learning a foreign language is essentially learning to overcome these difficulties. Where the structures of the two languages are the same, no difficulty is anticipated and teaching is not necessary. So teaching will be directed at those points where there are structural differences. The bigger the differences between the languages, the greater the difficulties will be. If a comparative study –a contrastive analysis –of the target language and the mother tongue is carried out, the differences between the languages can be discovered and thus it becomes possible to predict the difficulties that the learners will have. This determines what the learners have to learn and what the teacher has to teach. The results of the contrastive analysis are built into language teaching materials, syllabuses, tests and research.

After all these examples, it seems likely that a great many errors are caused by Mother Tongue Interference; this is certainly where most teachers would look first for an explanation and Contrastive Analysis may help us with probable trouble spots but we should also be aware of its limitations because there are also many errors which cannot be explained in this way and Error Analysis deals with them in detail. I would like to consider those ones now.

### 2.3.4.2. Intralingual Errors

One of the major contributions of error analysis was its recognition of sources of error that go beyond interlingual errors in learning a foreign language. It is now clear that intralingual transfer (within the target language itself) is an important factor in second language learning. The intralingual errors are those originated within the original structure of English itself. Researchers have found that interlingual transfer or interference is dominant in the early stages of language learning but when the learners begin to acquire parts of the new system, more intralingual transfer –generalization within the target language-occurs. As learners progress in the second language, their previous experience and their existing subsumers begin to include structures within the target language itself. When the complexity of English structure encourages such learning problems, all learners, regardless of background knowledge tend to commit similar errors. It refers to items produced by the learner that reflect not the structure of the mother tongue but generalizations based on partial exposure to the target language.

#### 1. Cross-Association

Cross-association may be quite spontaneous and accidental but for teachers, it is very easy to encourage it by methods of presentation and practice. For example, presenting items with similar meaning but different structures together, or presenting them by way of transforms can easily cause to hybrid structures. The following way of presenting *too+ adj + to + verb* is very common:

This milk is very hot .I can't drink it.

This desk is very heavy. I can't lift it.

We can join these sentences like this:

*This milk is too hot to drink.*

*This desk is too heavy to lift.*

Now change these sentences in the same way:

This apple is very sour .I can't eat it.

It is not surprising that some students will produce sentences like:

***This apple is very sour to eat.***

***This apple is too sour to eat it.***

Cross-association involves the transfer of some element of form and/or meaning from one member of a pair to the other, when two members are considered to be similar. If the two units of language that are sufficiently similar in form have an element of meaning in common, the units will remain closely associated in the memory. When an attempt is made to recall one of them, either

- i. the wrong one is selected.
- ii. elements of both are selected.

That's why students have produced such kind of errors.

*This apple is very sour to eat.*

*This apple is too sour to eat it.*

Later, so + adj + that may be introduced by a similar method:

For example: *The apple is too sour to eat.*

We can say: The apple is so sour that I can't eat it.

Now, change these sentences in the same way:

The bag is too heavy to carry.

***The bag is so heavy for me to carry it.***

## 2. Word analogy and overgeneralization

The learner looks for patterns and regularity in the target language in an effort to reduce the learning load by formulating rules. But, he may overgeneralise his rules and fail to take exceptions into account because his exposure to the language is limited and he has insufficient data from which he can derive more complex rules .For example:

She *explained me* how-----

This may be because of the sentences like:

She showed / told me how-----

which contain verbs that the learner has met and used before he encounters the exceptional *explain*.

Another reason for this may be that having found a rule that appears to work well the learner doesn't need to go looking for exceptions and they think these exceptions will only complicate matters .Or, as it is simple ,he may just ignore counter- examples to his rules.

It has the effect of simplifying or regularizing the language.

Now, let's have a look at some intralingual errors that our students made:

1. He **goed** to the supermarket.
2. I **eated** pizza for lunch.
3. I **buyed** a new shirt.
4. My father **flied** to Ankara.
5. My brother has got big **foots**.
6. **Peoples** are.....
7. **Mans** are.....
8. She **live** in Karaman.
9. I hope she **like** it in future.
10. He **send** a postcard.....



11. Roberta **believe** that.....
12. My mother **cook** eggs for breakfast.
13. When he **finish** High School, .....
14. Everybody **know** Ölüdeniz.
15. I don't know what time **is it**.
16. He told me where **should I** get off the bus.
17. You can learn how **is this illness** cured.
18. Technology is developing very **fastly**.
19. Teenagers are **nervously** because of alcohol.

In second language acquisition, generalization has been a common process. We observe that our students, at a particular stage of learning English, overgeneralise regular past tense endings ( opened ) as applicable to all past tense forms ( goed, eated, buyed flied ) in **1, 2, 3 and 4** until they learn and recognize a set of verbs that belong in an irregular category. A reason for overgeneralising may be that when they have found a rule that work well the learner is not inclined to go looking for exceptions as they will only complicate matters. We can also give **5, 6 and 7** as other examples to prove that claim.

According to Douglas Mc Keating,(1981:232) some writers suggest that this strategy of ignoring exceptions in the interests of simplification may account for the common omission of the third person singular, present tense-s as in **8, 9, 10, 11, 12, 13 and 14**.

In English as a second language, indirect discourse requires normal word order, not a question word order, after the wh- word. Unaware of that rule, students overgeneralise as in **15, 16 and 17**.

In 18, 19 again the students fail to take exceptions into account. Students have made this mistake of confusing parts of speech because of not having mastered the rules in the target language .

#### **2.3.4.3. Other Possible Causes:**

##### **A - Carelessness**

Several writers on EA point out that we should distinguish between errors and lapses. Errors result from the learner following the rules, which he believes, are correct but which are actually wrong or inadequate in some way. The learner may find it difficult or impossible to correct an error of this type because he is following the only rule he believes. Lapses (careless mistakes) result from not following a known rule, usually because of haste or forgetfulness. When his attention is taken to that mistake the learner usually remembers the rule and he can correct it. This is in fact something of an oversimplification and should not be pressed too far.

##### **B. Other Errors that Teaching Encouraged:**

###### **a. Hypercorrection**

This sometimes results from overemphasis on items that CA indicates may present difficulty or EA indicates do present difficulty. This gives learner a false impression of the importance of the item and they are so worried about not using them correctly that they overuse them. Over emphasis on 3rd person is a common example for this:

I *goes* to the cinema with my friends or parents at the weekends.

My *friends comes* to my house.

We *watches* films together.

### **b. Faulty rules that the teachers gave:**

Teachers sometimes give students rules that are not adequate and when students follow them they make errors similar to those caused by the overgeneralisation of their own rules.

For example:

‘If the action is in the past, the verb must be in the past tense.’

It results in a form of hypercorrection and errors appear:

Last night, he wanted to *played* football but his father told him he had to *finished* his homework.

I saw him *closed* the window.

## **2.4. Error Correction**

Recently, the focus of classroom instruction has moved from the emphasis on grammar to attention to functional language within communicative contexts. Therefore, the question of the place of error correction has become very important.

In Brown’s *Principles of language learning and teaching* (1987:194) it is advised by Hendrickson to try to see and notice the difference between global and local errors. Brown gives the following example for this:

Once, a learner of English was describing an a quaint old hotel in Europe and said:

‘There is a French widow in every bedroom.’ The local error is clearly and humorously recognized. Instead of window, he said ‘widow’. Hendrickson recommends that local errors usually need not be corrected because the message is clear and correction might interrupt the learner’s productive communication.

On the other hand, he recommends that global errors need to be corrected in some way because the message may otherwise remain unclear and difficult to understand. 'I saw their department' is a sentence that needs to be corrected if the hearer is confused about the final word in the sentence.

Some utterances are not clearly global or local and it is difficult to decide about the necessity for corrective feedback. The final words about it are that a teacher must not stop the continuation of students' attempts at production by covering them with much corrective feedback.

Brown (1994:221) explains that the matter of how to correct errors is getting quite complex. Researches on error correction methods do not conclude about the most effective method for error correction. It seems quite clear that students in classroom want and expect errors to be corrected (Cathcart and Olsen 1976) and it is the teacher's task to balance various perspectives. In Vigil and Oller's model (in Brown 1994) for a theory of error correction , cognitive feedback must be optimal in order to be effective. Too much negative cognitive feedback –a barrage of interruptions, corrections and overt attention to malformations-often leads learner to shut off their attempts at communication. They perceive that so much is wrong with their production that there is little hope to get anything right. On the other hand, too much positive cognitive feedback–willingness of the teacher-hearer to let errors go uncorrected-serves to reinforce the errors of the speaker-learner. The result is the persistence and the fossilization of such errors. So the task of the teacher is to discern the optimal tension between positive and negative cognitive feedback.

One useful taxonomy of **basic error treatment options** recommended by Bailey (1985:111) is:

1. To treat or ignore
2. To treat immediately or to delay

3. To transfer treatment (to say other learners) or not
4. To transfer to another individual, a subgroup, or the whole class
5. To return, or not, to original error maker after the treatment
6. To permit other learners to initiate treatment
7. To test for the efficacy of the treatment

**Possible Features:**

1. Fact of error indicated
2. Location indicated
3. Opportunity for new attempt given
4. Model provided
5. Error type indicated
6. Remedy indicated
7. Improvement indicated
8. Praise indicated

Brown (1994:222) suggests all of the basic options and features within each option are models of error correction in the classroom.

The teacher needs to develop the intuition, through his/her experience and eclectic theoretical foundations, for deciding which option or combination of options is appropriate. Principles of optimal affective and cognitive feedback, of reinforcement theory, and of communicative language teaching, all combine to form those theoretical foundations.

A general conclusion can be made from the study of errors in the interlanguage systems of learners. It is that learners are creatively operating on a second language in a system for understanding and producing utterances in that language. That system should not be treated as an imperfect system. Learners are processing this language on the basis of

knowledge of their own interlanguage. It is the teacher's task to value learners, prize their attempts to communicate, and then to provide optimal feedback for the learners until they are communicating meaningfully and unambiguously in the second language.

Brown (1994:206) on the other hand warns the teachers and finds it dangerous to pay too much attention to learner's errors. "While the second language teachers are dealing with errors, the correct utterances may go unnoticed. So the teacher shouldn't lose sight the value of positive reinforcement of clear and free communication." Diminishing of errors is an important criterion for increasing the language proficiency but in second language learning, getting the communicative fluency in a language is the most important goal .

## CHAPTER III

### METHODOLOGY

#### **3. 1. Introduction**

The aim of this study is to investigate the origins of errors produced by Turkish learners of English and what sort of difficulties students meet during their mastery of English. In this study, the errors made in the use of prepositions are explored and the reasons are explained. On the basis of these errors that they have done, this study also aims at determining if communicative activities are effective in terms of improving students' prepositional knowledge in grammar.

Accordingly, this research tested the following hypothesis:

*Hypothesis* : Difficulties with prepositions because of Mother Tongue Interference have been observed for some time by the researcher. The researcher predicts that the students whose teachers use communicative activities such as dialogues and role plays and teach the prepositions in context will score significantly higher on the post-test than the students whose teachers use lists for teaching prepositions and give the meanings. The researcher also predicts that the students whose teachers use communicative activities will score significantly higher on the retention test than the students whose teachers use list of prepositions in the meaning-given method.

Consequently, this chapter describes the research design, subjects, materials, and the data collection procedure.

#### **3. 2. Research Design**

In order to test the hypotheses of the study, an experimental and a control group were formed. Each group consisted of eighteen students at early pre-intermediate level. Prior to this

experiment, a pre-test was administered to both the experimental and the control group in order to determine their passive knowledge of the prepositions. The pre-test included thirty-two preposition questions in the form of a multiple choice test with four options.

Treatment materials were implemented in four sessions (one session=80 minutes a day) on the same day for four consecutive weeks. In each session, the experimental group studied a dialogue through communicative activities each of which included eight target prepositions. In contrast, control group studied the same text with a list in their hands. Their meanings are given by the teacher. It is also worth mentioning that the teaching process was conducted by the same teacher, the researcher herself.

After the teaching process, both groups were given the same pre-test as a post-test. The analysis of the post-test results was used to verify the first part of the hypothesis of this quasi-experimental study. Fifteen days after the post-test, a retention test was carried out in order to test the second part of the hypothesis. Table 1 displays this research design:

**Table1. Experimental Design**

	<b>Pre-test</b>	<b>Sessions</b>	<b>Post-test</b>	<b>Retention Test</b>
<b>Experimental Group</b>	- preposition test - 32 preposition questions	- Each session: 1 dialogue 8 prepositions	- preposition test - 32 preposition questions	- preposition test -32 preposition questions
<b>Control Group</b>	- preposition test - 32 preposition questions	- Each session: 1 dialogue 8 prepositions	- preposition test - 32 preposition questions	- preposition test -32preposition questions

According to this research design, the same preposition test was used as the pre-test, post-test and retention test. In addition, the total number of the new prepositions, some of



which are prepositional verbs and some of them are prepositions after adjectives was thirty-two for each group.

### **3. 3. Subjects**

This study was carried out with thirty-six students who were attending intensive Preparatory School Program at Selcuk University, School of Foreign Languages (SOFL). This school is in charge of teaching general English to freshmen for one year before they continue their departments. At the beginning of the term, students take a proficiency exam as a result of which some of the students are exempt from intensive English preparatory program. In contrast, students who fail are classified according to the results of a Placement Test. There are two levels in the preparatory class program, *elementary* and *pre-intermediate*. Students are required to take twenty-five hours of English a week.

Two groups were used in the study, and the groups were classified according to the results of the Placement Test that was administered at the beginning of the 2007-2008 academic year. The study started at the very beginning of the second term. Therefore, the subjects were at early pre-intermediate level after having studied in the first term a series of *Opportunities* as course book and *Password* for reading and writing published by Longman.

The researcher conducted the study herself as the regular course teacher on prep-class 1-LEVEL-B (experimental group) and prep-class 2-LEVEL-B (control group). The experimental group was comprised of eighteen students: eleven males and seven females. Similarly, the control group was comprised of again eighteen students: eleven males and seven females. The ages of the students in both groups ranged between 18 and 19, with similar social and educational backgrounds.

### 3. 4. Materials

As seen in Table 1 research design, the materials used in this study were a pre-test, post-test, retention test, four dialogues for both groups with different studies. Since this was a quasi-experimental research study with two groups (experimental group, control group) and it has two treatment types for each group, a preposition test was designed in order to assess the effect of treatment types. The participants took the preposition test before and after the treatment sessions as this study had both a within-subject and a between-subject design.

The multiple choice preposition test, which was used as pre-test, post-test and retention test throughout the study, involved thirty-two preposition questions covering the target prepositional items (see Appendix A). In addition, the options were provided within the same preposition items.

These prepositional items were selected from the books, *New Headway* by John and Liz Soars, *English File* by Clive Oxenden, Paul Seligson and Christina Latham -Koenig and *The New Opportunities* by Michael Harris, David Mower and Anna Sikorzynska .These books were studied in different preparatory classes in pre-intermediate level. It is also worth mentioning that multiple choice test type was deliberately chosen since it is more appropriate to test the recognition aspect of knowledge of prepositions.

The materials used with **the experimental group** during the teaching process were four dialogues. These dialogues were *Annoying Habits*, *Lessons*, *Love Story* and *Shopping* and the activities are presented in Appendices B, C, D, and E. The targeted prepositions were written in bold face so that students were aware of their learning.

To train the students to infer the meanings of unknown prepositional items with the aid of the context, a short training session was developed that was given within a single lesson.

The materials used with **the control group** during the teaching process were a list of the same prepositions (see Appendix F) which were used in experimental group and the same dialogues with the experimental group (see Appendices G, H, I, and J). The target prepositions were printed in bold and the meaning of unknown word was presented in English. In addition, the students were provided with monolingual dictionaries during sessions so that the students could learn the meanings of unknown items immediately. The subjects in the control group were allowed to look up the dictionary for the unknown words. Thus, they could comprehend the dialogue and this would aid learning.

### **3. 5. Data Collection Procedure**

As mentioned before this study aims to investigate the origins of errors produced by Turkish learners of English and what sort of difficulties students meet during their mastery of English. In this study, the errors made in the use of prepositions are explored and the reasons are explained. On the basis of the errors, this study also aims at determining if communicative activities are effective in terms of improving students' prepositional knowledge in grammar.

The experiment was carried out at Selcuk University, SOFL in the second term of the 2007-2008 academic year. Prior to the experiment, four dialogues were prepared. Within these dialogues, fifty target prepositional items were selected and turned into a multiple choice preposition test having four options. To ensure the test's reliability, the test was piloted to a hundred first-class students at Selcuk University, SOFL. According to the results of the reliability test, the number of questions was reduced to thirty-two. As a result, the prepositional test involving thirty-two questions was formed and the same test was used as a pre-test, post-test and retention test throughout the study (see Appendix A). As explained before, multiple choice test type was preferred since the study was related to the knowledge of

prepositions, so only the recognition aspect was taken into consideration rather than production.

The pre-test was applied by the researcher to the both groups in regular class hours on the third of March. The duration of the pre-test was forty minutes. The subjects were distributed the multiple choice test including the target prepositions and instructed to mark on the answer sheets. The aim of the pre-test was to determine the subjects' passive knowledge of the target prepositional items. It also formed baselines for the results of the post-test.

As it shown in Table 1, the teaching process had four sessions for both the experimental and the control group. Each session carried out on the same day along the four consecutive weeks; the first session was carried out on the seventh, the second on the fourteenth, the third on the twenty-first and finally the last on the twenty-eighth of March. The duration of each session was 80 minutes. It should also be noted that each sessions covered the same sets of prepositional items for each groups (see appendix F).

The post-test was administered after the conclusion of the teaching process on the seventh of April. The post-test aimed to verify the first part of the hypothesis of the study. Finally, the retention test was given two weeks after the post-test on the twenty-second of April. The aim of this test was also to test the retention. As a reminder, both the post-test and the retention test followed the same content and procedure as the pre-test. Consequently, it should be mentioned that subjects were not informed about the study during either these tests or the teaching process.

### **3. 5. 1. The Experimental Group**

As mentioned before, the experimental group (prep-class 1) had four sessions throughout the teaching process. In each session, the researcher, as the regular class teacher taught eight target prepositional items through one dialogue.

On the first session, the teacher presented the dialogue *Annoying Habits* (see Appendix B) in three stages; warm-up, presentation, and role-play activities.

Interviews and dialogues are good techniques for introducing and practising grammatical points. First of all, the teacher distributed the worksheet and activity sheet to the students. She introduced the topic and asked some warm-up questions. Then prepositions after verbs or adjectives are introduced. In presentation, the teacher read the dialogue with other two students and wanted the students to fill in the blanks with correct prepositions if necessary. The aim of this part was to create a need and motivation on the side of the students to listen to the dialogue and discuss it. It activates the students thinking about the subjects of the dialogue by drawing on what they already know, eliciting their opinions, and/ or introducing prepositions.

After that stage, the teacher asked the students to listen to the dialogue again as they are reading along silently without dictionaries. Students were asked to look at the target prepositions which were written in bold faced in the dialogue. Then the teacher asked the students to close the worksheets and asked them questions about the dialogue. Using dialogues in this way is a grammar teaching technique which took place in H Douglas Brown's book (1994).

In the end, the teacher had the students practise the conversation. In role play activities, the subject and roles were discussed. The teacher encouraged the students to use their own ideas by changing names of places, times and activities. The teacher then called on several pairs to present their dialogues. Students who relate to the roles came to the front of the class and acted out.

At the end of the session, the teacher collected the dialogue and activity sheet.

The lesson plan explained above was also applied to the other dialogues in different sessions. In the second session, the teacher presented the dialogue ‘Lessons’ (see Appendix C). In the third session, the dialogue ‘A love story’ was presented (see Appendix D). The last session finally ended with the presentation of the dialogue ‘Shopping’ (see Appendix E).

### **3. 5. 2. The Control Group**

As we mentioned before, the control group (prep-class 2) also had four sessions throughout the teaching process. In addition, these sessions were carried out on the same dates and period of time as in the experimental group. In other words, both the conditions and the sets of items were the same for both groups.

In each session, the researcher, as the regular class teacher in charge of course, taught eight target prepositional items which were written in bold face through the same dialogue. On the first session (see appendix G), the teacher distributed the dialogue sheet. First of all, the students should read the dialogues. Secondly, the students were provided with monolingual dictionaries. Therefore, the students could immediately start to learn the new vocabulary and prepositions without spending a lot of time. Thirdly, students reread while the teacher read aloud. No exercises were given for the target preposition learning. Finally, at the end of the session, the teacher collected the dialogue sheet. The same procedure was also followed in the other sessions as well (see appendices H, I, and J).

## CHAPTER IV

### DATA ANALYSIS

#### 4. 1. Introduction

The purpose of this study is to investigate the origins of errors produced by Turkish learners of English and what sort of difficulties students meet during their mastery of English. In this study, the errors made in the use of prepositions are explored and the reasons are explained. On the basis of the errors that they have done, this study also aims at determining if communicative activities are effective in terms of improving students' prepositional knowledge in grammar.

Accordingly, this research tested the following hypothesis:

*Hypothesis* : Difficulties with prepositions because of Mother Tongue Interference have been observed for some time by the researcher. The researcher predicts that the students whose teachers use communicative activities such as dialogues and role plays and teach the prepositions in context will score significantly higher on the post-test than the students whose teachers use lists for teaching prepositions and give the meanings. The researcher also predicts that the students whose teachers use communicative activities will score significantly higher on the retention test than the students whose teachers use list of prepositions in the meaning-given method.

In other words, it was to be expected when a learner inferred the meaning of a expression before memorization, he or she would better retain that meaning than when the meaning of the expression was “presented” to the learner.

In order to test this hypothesis, an experimental and a control group were formed. Thirty -six students, eighteen in the experimental group and eighteen in the control group participated in the study. The students in the experimental group were taught the target

preposition through communicative activities while the control group was taught in which the meaning of a word is “given”.

A pre-test, an immediate post-test, and a retention test (two weeks later) were administered to the experimental group and to the control group in order to measure the performance of both groups on the multiple-choice preposition test. The purpose of the pre-test was to investigate the difference in proficiency level between the two groups. After the teaching process, the same pre-test was given as a post-test in order to verify the first part of the hypothesis of the study. Two weeks later, the groups took a retention test (delayed post-test) which aimed to test the second part of the hypothesis.

This chapter presents the analysis of the scores obtained from the tests mentioned above. It includes the data analysis procedure and the statistical analysis of the results.

#### **4. 2. Data Analysis Procedure**

The first step in data analysis was calculating the number of the correct answers for the pre-test. Since the pre-test involved thirty-two questions, each correct answer was given ‘1’ point. Therefore, the maximum score on the researcher-developed pre-test was 32 points. The post-test and the retention test were also graded in the same way since they included the same test.

After getting raw scores, the means and standard deviations for both groups on the pre-test, post-test and retention test were calculated. Next, the mean scores of the groups were compared by the application of t-tests. T-test was applied in order to compare the differences within each group. In addition, it was used in order to explore the differences between two groups. All the results were compared at the ‘0, 05’ level of significance. It should be noted that the software used for the data analysis was SPSS (Statistical Package for Social Sciences), version 10.00.



Consequently, the statistical analyses of this study were carried out in three stages; pre-test, post-test, and retention test (delayed post-test).

### 4. 3. Results of the Study

This part is made up of the results of the study. Firstly, the analysis of pre-test scores of experimental and control group is given. Secondly, the analysis of the post-test scores of experimental and control group is explained. After that, the scores of the delayed (retention) test is given. Lesson diary after the study is the final part.

#### 4. 3. 1. Pre-test

Since the study aimed at testing the students' preposition recognition ability, it was necessary to include a preposition recognition pre-test to determine whether the experimental and the control groups were equivalent at the beginning of the experiment. A second purpose of the pre-test was to obtain baselines which would be used to compare and evaluate the results of the post-test and retention test.

The pre-test, which consisted of a multiple choice prepositional test including the target prepositions, was administered to the both groups on the same day. The raw pre-test scores of the experimental and the control group were used to calculate the means and the standard deviations of the groups. Table 2 displays the results of this statistical analysis.

**Table 2. Independent Samples T-TEST Analysis for Pre-test Scores**

GROUPS	N	Mean	Std. Deviation	-t-	-p-
EXPERIMENTAL	18	10.67	2.63	1.33	0.20
CONTROL	18	9.33	2.83		

According to Table 2, the average scores of the experimental group were calculated as  $10.67 \pm 2.63$ , the control group as  $9.33 \pm 2.83$ . An Independent Samples T-Test analysis of the pre-test for the experimental and control group was computed, the t value being 1.33 at the 0.05 level of

significance. This shows that there was no significant difference between the experimental and the control group ( $P > 0.05$ ). As a result, both groups were equal in terms of their preposition knowledge prior to the experiment.

#### 4.3.2. Post-test

The aim of the post-test, which was administered to the same groups after the preposition teaching process, was to compare the groups' improvement in their preposition knowledge. First of all, pre-test and post-test results were compared within both groups using T-Test. The statistical results are presented as follows:

**Table 3. Comparison of the Pre-test with Post-test Results within the Control Group**

<b>THE CONTROL GROUP</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>t</b>	<b>-p-</b>
PRE-TEST	18	9.33	2.83	-5.52	0.000
POST-TEST	18	13.22	4.36		

According to Table 3, t value (-5.52), computed by the application of T-test, the t value being -5.52 at the 0.01 level of significance. In other words, the subjects in the control group improved in terms of prepositional knowledge.

**Table 4. Comparison of the Pre-test with Post-test Results within the Experimental Group**

<b>THE EXPERIMENTAL GROUP</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>t</b>	<b>-p-</b>
PRE-TEST	18	10.67	2.63	-8.04	0.000
POST-TEST	18	18.72	4.98		

According to Table 4, there was a significant difference within the experimental group as a result of the t value (-8.04) at the 0.001 level of significance calculated by T-test. In other words, the experimental group increased their prepositional knowledge on the post-test as well.

Table 3 and 4 displayed that both groups, the one which used communicative activities and the one which used prepositions given in a list group showed a significant improvement when they were compared within their groups. However, another test was used in order to compare both groups' improvement on the post-test in order to explore the differences between them. Table 5 shows the results.

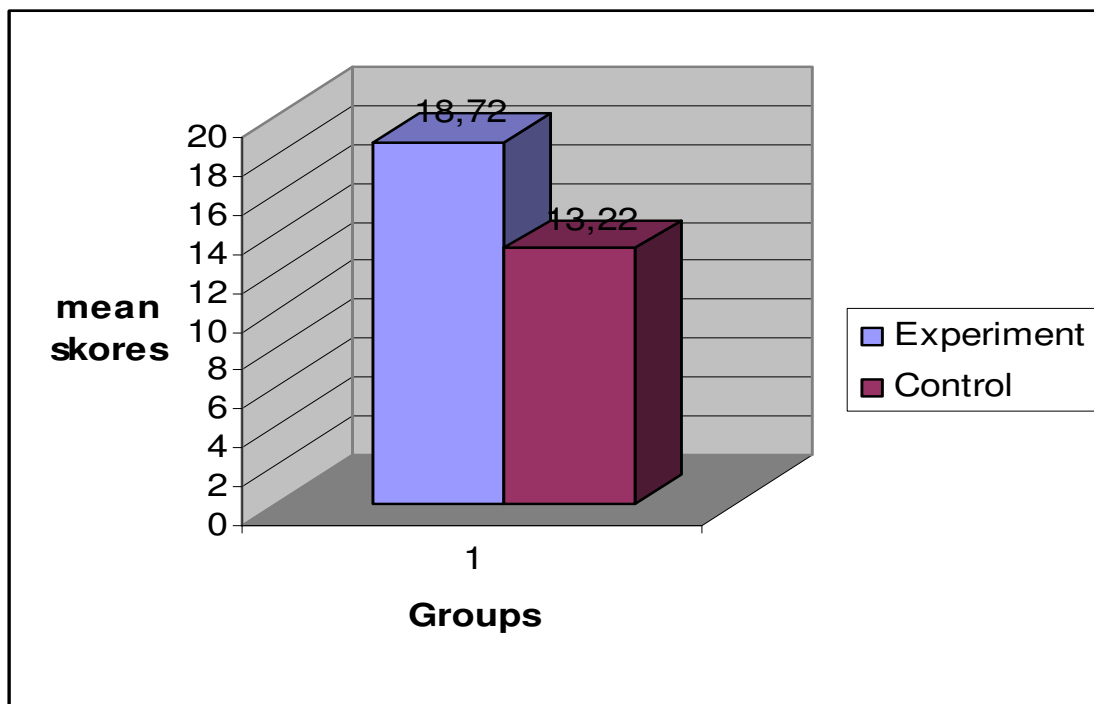
**Table 5. Comparison of the Experimental and the Control Group for the Post-Test Results**

<b>GROUPS</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>-t-</b>	<b>-p-</b>
EXPERIMENTAL	18	18.72	4.98	3.78	0.002
CONTROL	18	13.22	4.36		

According to Table 5, the average post-test scores of the experimental group were calculated as  $18.72 \pm 4.98$ , the control group as  $13.22 \pm 4.36$ . Accordingly, the t value was

computed as 3.78 at the 0.02 as a result of t-test. This showed that although both groups improved, the experimental group scored significantly higher than the control group. Figure 1 displays the mean post-test scores of both groups.

**Figure 1.** Comparison of the Experimental and the Control Group for the Post-test Results



Consequently, these results failed to reject the *Hypothesis* : The students whose teachers use communicative activities in grammar will score significantly higher on the post-test than the students whose teachers use given the meanings method. Therefore, the first part of the hypothesis of the study was verified.

#### 4. 3. 3. Retention Test (Delayed Post-test)

Two weeks after the immediate post-test, a retention test (delayed post-test) was administered to the both groups in order to find out the data necessary for testing the second

part of the hypothesis of the study. Firstly, pre-test and delayed post-test results were compared within both groups using T-Test. The statistical results are presented as follows:

**Table 6. Comparison of the Pre-test with Retention test Results within the Control Group**

<b>THE CONTROL GROUP</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>-t-</b>	<b>-p-</b>
PRE-TEST	18	9.33	2.83	-5.93	0.000
RETENTION TEST	18	13.39	4.20		

According to Table 6, t value, which was computed as -5.93 showed a significant difference within the control group. In other words, the subjects in the control group increased their delayed-post test scores when contrasted with their pre-test results.

**Table 7. Comparison of the Pre-test with Retention test Results within the Experimental Group**

<b>THE EXPERIMENTAL GROUP</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>-t-</b>	<b>-p-</b>
PRE-TEST	18	10.67	2.63	-8.03	0.000
RETENTION TEST	18	19.72	5.11		

According to Table 7, there was a significant difference within the experimental group as a result of the t value (-8.03) at the 0.05 level of significance calculated by T-test. In other words, the experimental group also increased their prepositional knowledge on the delayed post-test scores when compared with their pre-test results.

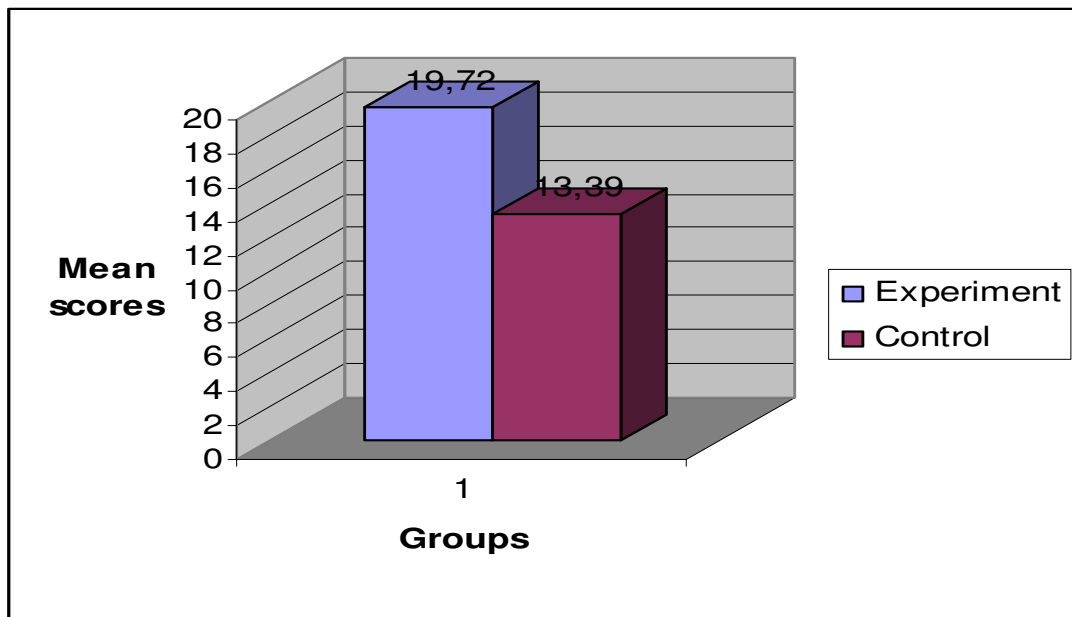
Table 6 and 7 displayed that both the control group and the experiment group showed a significant improvement from the pre-test to the delayed post-test when compared within their groups. However, an Independent Samples T-test was used in order to determine whether both groups maintained their improvement on the post-test when contrasted with their retention test results. Table 8 shows the results.

**Table 8. Comparison of the Experimental and the Control Group for the Retention Test Results**

<b>GROUPS</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>-t-</b>	<b>-p-</b>
EXPERIMENTAL	18	19.72	5.11	5.380	0.000
CONTROL	18	13.39	4.20		

According to Table 8, the average post-test scores of the experimental group were calculated as  $19.72 \pm 5.11$ , the control group as  $13.39 \pm 4.20$ . Accordingly, a T- test conducted on the scores of the retention test revealed a significant difference between the two groups ( $t= 5.380$ ). In other words, the experimental group scored higher than the control group. Figure 2 displays the delayed post-test scores of both groups as follows.

**Figure 2.** Comparison of the Experimental and the Control Group for the Delayed Post Test Results



This showed that the group whose teacher used communicative activities was more successful in retaining the target preposition items; while both groups practically maintained their scores, the average scores achieved by the experimental group from pre-test to post-test was virtually maintained at the time of retention testing two weeks later.

Accordingly, these results failed to reject the second part of *the Hypothesis*. The students whose teachers use communicative activities will score significantly higher on the retention test than the students whose teachers use meaning-given method. Therefore, the second part of the hypothesis of the study was verified.

#### **4.4. Lesson Diary after the Study**

Taken the results of the post-test in experimental group, a lesson diary was applied in order to see the opinions of the students related to the study (See Appendix K). It was prepared in students' own language in order to make them feel relaxed and comfortable for their answers. Taken the opinions of the students in the experimental group, it was

concluded that there were a lot of common comments of the students. Two students' answers are in the appendix as examples (See Appendix L for a male student's answers, and Appendix M for a female student's answers.). Here are the results:

**I have learnt the following**

- 8 of the 18 students have said that they learnt the grammatical prepositions very well.
- 5 of the 18 students have learnt that there are differences between Turkish and English grammar and that's why they have difficulties in English and make errors.
- 6 of the 18 students have learnt that thinking in Turkish and trying to make sentences in English without considering the grammar of English don't work.

**I had difficulty in understanding**

- 7 of the 18 students had difficulties in making sentences in English directly without thinking in Turkish.
- 11 of the 18 students had difficulty in speaking and role-play.
- 5 of the 18 students had difficulty in remembering the meanings of the verbs and adjectives that take prepositions.

**I have liked the following:**

- 14 of the 18 students have liked that the lessons have become different and enjoyable.
- 9 of the 18 students have thought that retention was high and when they wanted to remember the prepositions, they remembered the activities and context of the activities that we had done in the lessons.
- 8 of the 18 students have liked that they can use prepositions better in grammar.
- 5 of the 18 students have liked the subjects of the dialogues and role-plays.



**I haven't liked the following:**

-5 of the 18 students haven't liked the period of the study. They thought it was too limited and they wanted to study more prepositions.

- 2 of the 18 students haven't liked the study and they thought studying the prepositions so much in details was unnecessary.

-2 of the 18 students haven't liked speaking English all the time in lessons and they thought the students and the teacher had to use the native language more in order to understand the subject better. (They needed translation)

-1 of the 18 students hasn't liked the lessons because he couldn't take part in the lessons much as his friends were talking in the lessons without permission.

-2 of the 18 students were disappointed to learn English grammar after studying prepositions because they thought English was more complex than they expected. These students explained that thinking in Turkish and translating it into English is an easier method and if the other people understand what you're talking, there is no need to correct these errors because the message is conveyed somehow.

As we can see from the opinions of experimental group students' after the diary, most of the students have liked learning prepositions through communicative activities .The fundamental principle in Communicative Approach is that learners should use the language to communicate. Therefore ,our students should be exposed to real language use as much as possible .As foreign language teachers,it is our responsibility to give our students opportunity to express their opinions and feelings and learn to communicate by communicating.

## CHAPTER V

### CONCLUSION

#### 5. 1. Introduction

The aim of this study is to investigate the origins of errors produced by Turkish learners of English and what sort of difficulties students are confronted with during their mastery of English. In this study, the errors made in the use of prepositions are explored and explained. Based on the errors that they have done, this study also aims at determining if communicative activities are effective in terms of improving students' prepositional knowledge in grammar.

Another point in this study is also to make my colleagues more aware of the importance of errors and find out whether grammar can be practised more effectively through communicative activities such as roleplays. For the purposes of the study, two homogenous classes at School of Foreign Languages (SOFL) at Selcuk University were selected. Communicatively oriented teaching was applied in one of the classes which was assigned as the experimental group and the students in this group practised grammar communicatively for four weeks. In the other classroom, traditionally oriented teaching was applied and this group was assigned as the control group. In this chapter, the findings of the study are summarized and discussed in the light of the research hypotheses presented in chapter I. This is followed by a brief description of concluding remarks and recommendations.

#### 5.2. Results

The study was guided by the following hypothesis:

*Hypothesis* : Difficulties with prepositions because of Mother Tongue Interference have been observed for some time by the researcher. The researcher predicts that the students whose teachers use communicative activities such as dialogues and role plays and teach the

prepositions in context will score significantly higher on the post-test than the students whose teachers use lists for teaching prepositions and give the meanings. The researcher also predicts that the students whose teachers use communicative activities will score significantly higher on the retention test than the students whose teachers use list of prepositions in the meaning-given method.

According to Table 2, an analysis of the participants' pre-test scores, which was conducted to compare the proficiency levels of both groups, revealed no significant difference between the two groups. Thus, prior to the experiment, both groups were considered equivalent in their command of English vocabulary.

Quantitative results in this study indicate that both groups performed better after instruction. However, the experimental group performed significantly better on the post- and the retention tests than the control group (see [Figure 1](#) and [Figure 2](#)). The experimental group showed greater meaningful progress from pre-test ( $M = 10.67$   $SD = 2.63$ ) to immediate post-test ( $M = 18.72$ ,  $SD = 4.98$ ) and maintained this considerable level of achievement at the time of retention testing two weeks later ( $M = 19.72$ ,  $SD = 5.11$ ). This progress signifies a substantial improvement in the experiment group's ability to learn and retain English preposition through communicative activities.

To summarize, the performance of subjects in the experimental group was significantly better than that of the control group. The results support the ideas discussed in review of literature in that students have difficulties in preposition learning. Prepositions are difficult to use in any language. However, the situation is made more difficult by mother tongue interference. Errors in this area are quite difficult to remedy as there are no general rules which can be given or induced by the learner. For example:

She was angry *to* me.

Somehow, therefore we tried to ensure that the students recognise English prepositions as words in their own right. Prepositions are presented like vocabularies and the students are asked to infer the meanings from the context. With dialogues and role-plays, the lessons became more interesting and motivating.

In addition, retention test results show that teaching prepositions in this way help the students remember the prepositions easily. It seems that in preposition teaching, retention of words depends on the quality of teaching, the interests of the learners, or the meaningfulness of the materials.

The results may be summarized as the following in this study:

1. As was pointed out before, mother tongue interference is an important point in foreign language learning. Most of the errors and difficulties are caused by the interference of our mother tongue.
2. There are elements in the foreign language which have similar features in his language; these similar elements are easy for students to learn, but the elements that are different will be difficult to learn.
3. Knowing the difficulties of a language and examining the sources of errors lead a teacher to develop new attitudes and help students better.

### **5.3. Conclusion and Recommendations**

Student's errors are a very useful way of showing what they have and have not learnt. So instead of seeing errors negatively, as a sign of failure, we can see them positively as an indication of what we still need to teach. If we try to prevent students from making errors we cannot find out what they do not know.

In this study, we have tried to study some interlingual errors caused by mother tongue interference (negative transfer). We wanted to know why students have made such kind of

errors so often and how we can eliminate these errors. We have decided to study this subject after reading Çakır's article (2003) about errors. He states in his article

"the teachers who know the nature and types of the errors made by their students as well as the factors that cause them will surely be in better position to assist their students to solve their problems and the teachers should make use of both contrastive analysis and error analysis to diagnose the errors". Teaching is our profession so it is an important part of our job to help our students eliminate errors. If teachers know the difficulties in learning a foreign language and consider the possible causes of errors, this will help them plan their programmes for future remedial work. This is in fact often done informally every week and is based on some common errors by some tasks or speaking lessons. For example: 'I see in these compositions that my classes are still having problems with Present Perfect Tense. I'd better do something about it.' This is often done by teachers and many teachers don't have time to do much. However, it is sometimes a good idea to check 'how many students actually make this particular error and how many of the students use that language pattern correctly. This careful study proves that remedial work must be done and some more attention and extra practice are needed.

There is a familiar principle that students learn better if they practise the foreign language through vocabulary and topics that are relevant to their interests. This kind of practice is really motivating. The teacher can guess learner's needs and make creative activities. In role-playing activities we can include situations and topics which the students might expect to meet outside the classroom.

The conclusion is that errors in learning are significant. When we look at speech or writing of the foreign language learners, we will find many errors which are due to the mother tongue interference . There are also intralingual errors which originate from the original structure of English itself. It is valuable to analyse the reasons of errors because it will lead us

to a greater understanding of the difficulties that learners face. The errors will reveal where the mother tongue does influence learning or where learners are likely to make incorrect generalizations about the target language. This should not only be done as a predictive process, instead it can be based on the known errors of learners. The resulting analysis is predictive in the sense that the linguistic behaviour of second language learners in the future is anticipated to resemble closely the behaviour of language learners in the past. That's why it is worth analysing the errors that learners have made. Most teachers will agree that we need to correct some errors, to help students learn the correct forms of the language. Most students will also expect this.

Since teachers have little time to deal with all the errors of the students, a hierarchy should be used for the correction of errors according to nature and significance of errors. In such a hierarchy, priority should be given to errors which interferes communication and cause misunderstanding. If a teacher knows about all the items of error analysis, he can direct himself accordingly. For example, Brown (2000) suggests that local errors as in the following example usually need not be corrected as the message is clear and correction might interrupt a learner in the flow of productive communication:

On the other hand, global errors need to be treated in some way since the message is not comprehended clearly:

Errors in pluralization, use of articles, tenses, etc. are less important than errors regarding word order, the choice of placement and appropriate connectors in terms of the comprehensibility of the sentence. Therefore, it is implied that priority in error correction should be given to global errors in order to develop the students' communication skills. The knowledge of error analysis enables the teacher to monitor the students' errors and take precautions when needed.

Error Analysis has twofold aims including theoretical and practical aspects. Erdoğan (2005:269). Theoretical objectives contribute to the linguistics studies and the most obvious practical use of the error analysis is to the teacher. Errors provide feedback about the effectiveness of his teaching techniques and show him what part of the syllabus he has been following needs further attention. They enable him to decide on whether to move on to the next item or not.

Studying the learner language in terms of the errors is something that teachers have always done for very practical reasons. Through the results of tests and examinations, the errors that learners make are very important points in the feedback system of the teaching-learning process. Therefore, a teacher should be able not only to detect and describe the errors from a linguistic view, but also understand the psychological reasons for their occurrences. Therefore, the diagnoses and treatment of errors is one of the fundamental skills of the teacher. If the teacher is aware of it and able to make use of it appropriately, it functions as a facilitator in the teaching process.

Douglas Mc Keating (1981:212) points out in his article *Error analysis* that knowledge of the difficulties in learning a FL and consideration of the possible causes of error should lead a teacher to develop an attitude which is sympathetic and helpful but non-permissive. Sympathetic and helpful, because if students know that their teacher has an attitude that they should not worry about error avoidance. Non-permissive because it is an important part of a teacher's job to help students to eliminate errors, and they cannot eliminate errors which they do not know they are doing. Therefore, it is a teacher's job to help students to get rid of errors or avoid them.

According to McKeating, (1981:242) there are few differences between good remedial work and good initial teaching. Three essential stages are:

- a) defining the problem area and deciding on your 'teaching point';

- b) giving the students clear examples of appropriate correct substitutes for the incorrect language they have been using; and
- c) giving adequate opportunity for practising the correct usage, preferably in some meaningful context.

It is crucial for the teacher that he or she should focus on providing authentic contexts for the learner, have the students participate in communication and integrating grammar teaching into all models of communication such as speaking, listening, reading and writing. However, a communicative lesson dealing with grammar is difficult to prepare and apply. Most of the teachers complain about lack of time for preparing appropriate and efficient classroom materials. Another thing is the fact that teachers are not confident in conducting lessons based on Communicative Approach. They also worry about their teaching is not sufficient because they have to do a great deal of teaching rather than carrying out activities and games when presenting new grammar points. Therefore most of the time, they use the translation technique in grammar and vocabulary teaching and prefer to teach grammar points in their mother tongue giving the rules but not opportunities to practise. However, mother tongue is sometimes one of the biggest difficulties in learning and teaching a foreign language. Teachers should be aware of these contrastive relations between native language and target language and emphasize that thinking in Turkish and forming new sentences without considering the rules of the target language most of time doesn't work, because English and Turkish are from different language families.

Turkey is a place where English is not the native language of the people. So our students are only exposed to the target language in the classroom. This situation is a disadvantage for them. We should help our students understand the foreign language by exposing them to speaking more.

Teaching a language is a hard work. Teachers must be flexible in their teaching and sensitive to the needs of the learners. They need to read more and learn more and use their



imagination, creativity and experience to integrate the teaching form and meaning. Through this way, learning will become more interesting and motivating.

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## **APPENDICES**

## APPENDIX A

### PRE – TEST

1. In class, do you prefer taking notes, doing activities or listening ----- the teacher?

a. -                    b.for                    c.to                    d.at

2. Where did you meet----- your girlfriend?

a . with                    b. -                    c.to                    d.at

3.I don't think I 'm a typical housewife.I love shopping but I don't really like anything else.I

hate----- cleaning and washing-up.

a.from                    b.with                    c. -                    d.in

4.'I was very worried when she didn't come home 'I phoned----- the Police but we couldn't

find her anywhere.

a. -                    b.to                    c. for                    d.at

5. As soon as he passed ----- his driving test, he bought a car.

a.in                    b.from                    c. -                    d.on

6. My financial situation is terrible. I spent all my money ----- clothes.

a.in                    b. on                    c. to                    d. -

7. Excuse me. Can I talk ----- the manager, please ?

a. -                    b.to                    c.with                    d.of

8. Look ----- those clouds! I 'm sure it's going to rain.

- a. in      b. to      c. at      d. on

9. She's very lazy .If she doesn't work harder, she will fail ----- the exam.

- a.in      b.from      c. -      d.on

10. After they finished their work, they went----- home.

- a. -      b. to      c .at      d .in

11.'I can't live without you .Will you marry ----- me?' John said to Alice.

- a.with      b.to      c.-      d.for

12. I agree ----- you about most things, but not politics.

- a.with      b.to      c.of      d.in

13. Susan smiled ----- her husband and waved.

- a.with      b.to      c.-      d. at

14. The teacher repeated the word and then she wrote the word ----- the whiteboard.

- a.at      b.to      c.on      d.in

15. If I leave ----- the office at six, I 'm usually home by ten to seven.

- a. from      b.-      c.to      d.at

16. Can you help ----- my homework, please?

- a.with      b. -      c.to      d.in

17. Our daughter graduated from the University. We are very proud ----- her.

- a.with      b.of      c.for      d .about

18. My son is responsible ----- tidying his room.

- a.of      b.with      c. from      d. for

19. I didn't know that you were interested ----- yoga.

- a. with      b.in      c. on      d.about

20. .She complained to me ----- his son.

- a. about      b.from      c.with      d.for

21. He apologized to me ----- forgetting my birthday.

- a. about      b. for      c.from      d.-

22. I 'm bored ----- TV. Let's play football.

- a.of      b .from      c .by      d .with

23. I don't like going up ladders. I 'm afraid ----- heights.

- a. of      b.to      c. from      d. with

24. I'm tired ----- doing the same things everyday. I need a change.

- a. from      b.at      c.of      d. in

25. I don't like shopping with my husband. He's always in a hurry and worries ----- spending money.

- a.for      b.about      c.of      d. -



26. I look stupid with this haircut .Everybody will laugh ----- me.

- a .for                    b . to                    c. -                    d .at

27. I'd like to work ----- a big company like IBM after I graduate from the University.

- a. for                    b. in                    c .at                    d .as

28. Are you angry ----- me for being late?

- a. to                    b . with                    c .at                    d .for

29. Jill starts her new job next week. She's quite excited ----- it.

- a. with                    b .about                    c . in                    d . at

30. We became friends and we went ----- a meal.

- a. to                    b. for                    c. at                    d. on

31. I don't like spiders .I'm frightened ----- them.

- a .from                    b .with                    c .about                    d .of

32. Kate is unemployed .She has applied ----- several jobs but she hasn't had any luck.

- a. -                    b .to                    c .for                    d .at

## APPENDIX B

### EXPERIMENTAL GROUP

#### ANNOYING HABITS - FIRST WEEK

##### A. Warm Up:

Choose one person in your life? What annoying habits does he / she have?

Does he /she leave things on the floor?

talk too loudly ?

watch sport /cartoons all the time?

drive badly ?

##### B. Presentation:

Have the students look at the passage in their hands .Establish the context –a TV presenter and two couples are discussing about annoying habits.Read the passage.Have the students listen as they read along silently in their hands and fill in the blanks.

We're going to discuss 'annoying habits 'with two couples –Mehmet and Nese, Levent and Emel here.

P: Presenter      N:Nese      M: Mehmet      L:Levent      E:Emel

P: Hello, Dear Guests .Today, we are going to talk about our partner's annoying habits.Here's Nese talking about her husband. What drives you mad about your husband, Nese?

N: Well, most of the time there are arguments about television in our house.I'm **very angry** ----- him when he gets the remote control and changes the channels all the time .All he wants to watch is football ,football and football.I never watch what I want to.He doesn't **listen** ---- me when I try to **talk**---- him. And something else, he keeps saying 'I want to go on holiday although he knows that I don't like travelling.

P: That was Nese's opinion .What does Mehmet say about her?

M: We often argue when we're out in the car.When she's driving, she doesn't change gears. I want to shout at her 'Change gear now!' but I don't .Another thing, she **phones** --- her mother and spends hours talking. In fact, it takes only five minutes to get where her mum lives.

P: But what do they think of their marriage? Here's Nese.

N: Well, I can't change him, so I have to put up with him.He's great .He's fun and I love him.

M: We have been married for fifteen years, and she's the one in a million for me.

P: Thank you. Now we have another couple, Levent and Emel.

E: What drives me absolutely mad is he just drops things on the floor .I 'm **tired** ----- tidying up his mess .I 'm always saying to him that I don't want to be his mother as well as his wife.

P: Oh, dear. Now what is Levent going to say about Emel?

L: When we want to go out she is never on time .It takes her a long time to get ready. She is busy with doing her hair or make -up. I **hate** ---waiting for her for hours and that means we're usually late wherever we go.

P: And their final opinions about each other?

E : Although I 'm sometimes annoyed with him ,I must say that we understand each other quite well. I **agree** ----- him on most subjects .I respect what he thinks or says and I love him

L: For me, she's great fun .We have been married for a long time and every time she **smiles---** me I know I have done the right thing.

P : OK dear guests, that's all for today .Hope to meet again in another programme.

Answer any questions students have about vocabulary or structures. Review the verbs or adjectives .Then have the students close their books Ask them questions about the passage.

Why is Nese angry with her husband?

Why doesn't her husband listen to her?

Does she try to talk to her?

Who does Nese phone very often?

What is Emel tired of doing?

What does Levent hate doing?

Do they agree with each other on most subjects?

How does Levent feel when his wife smiles at him?

### **Role-play**

In pairs, have the students practise the conversation .Encourage them to use their own ideas by changing the names of places, times and activities.Call on several groups to present their conversations to the class.

Work with two other students .Each student take a different role.

Role A: You are the presenter of a programme. You are going to ask questions to your guests about their partners' annoying habits.They are going to answer your questions.

Role B : You are a lady who is complaining about her husband's / boyfriend's annoying habits .Try to convince the presenter that after all you love him and there have never been times when you have thought 'this relationship isn't working .'

Role C : You are a gentleman who is complaining about his wife 's / girlfriend's annoying habits .Try to convince the presenter that you still love her and there have never been times when you have thought 'this relationship isn't working .'

## APPENDIX C

### EXPERIMENTAL GROUP – SECOND WEEK – LESSONS

#### A. Warm Up:

How often do you have English exams?

Do you feel anxious before exams?

Do you think you are good enough in English?

Do you study hard before the exam day?

What do you usually do after exams?

#### B. Presentation:

Have the students look at the passage in their hands .Establish the context – two friends are talking about their lessons. Read the passage. Have the students listen as they read along silently in their hands and fill in the blanks.

Two friends, Enis and Ali from different departments of the University met in the morning and are talking about lessons.

Enis: It was a hard time last night for me.

Ali: Why?

Enis: I studied all night long and I ‘m having an English exam today .I really need to **pass** ---- this test.

Ali: Do you usually do well in English exams?

Enis : No , not really .Last month ,I didn’t study and **failed** -----the exam .I love English classes but I am **bored** ----- studying for exams .Another thing ,I don’t understand it unless the teacher **writes** the things ----- **the board** .I don’t want to fail this time ,or I ‘ll have to take

summer classes .So , I studied until 11.30 last night and went to bed then. When I woke up, I still felt tired but now I'm OK .I'm having the test in the first hour of the classes so I must hurry.

Ali: I don't think you should **worry** ----- the exam .You say you have studied for it.

Enis: Yes, but I'm **afraid** ----- getting a bad mark again .It usually happens so.

Ali: I hope you'll get a good result this time.

Enis: When I **left**----- the house in the morning, I thought I would never succeed .But now I feel better .I'll do my best.

Ali: Good!

Enis: Oh! It's time to go now! See you later after the exam.

Ali: Will you **go**----- home after classes?

Enis: Why?

Ali: How about going for a cup of coffee?

Enis: Good idea.

Ali: Good luck in your exam!

Enis: Thanks a lot!

Answer any questions students have about vocabulary or structures .Review the verbs or adjectives .Then have the students close their books Ask them questions about the passage.

Does Enis usually do well in English exams?

Did Enis pass or fail the exam last month?

What is he bored with?

What is Enis afraid of doing?

How did he feel when he left the house?

What is their plan after school? Will they go home directly after classes?

**Role-play**

**You-** Ask your friend how he is and how it is going. Ask your friend about his lessons and exams. Try to calm him down by saying he shouldn't worry about them. Tell him that you believe him and invite him/her for a cup of coffee after the class.

**Your friend-** You have problems with your lessons. Tell your friend that you worry about them and explain why this lesson and exam is important for you. What happens if you pass or fail the exam? Accept your friend's offer for coffee.

## APPENDIX D

### EXPERIMENTAL GROUP - THIRD WEEK –

#### A LOVE STORY

##### A. Warm Up:

Are you interested in football?

Would you like to marry a famous person like a football star?

How do you find being famous?

Do famous people find enough time to meet their girl/boy friends?

##### B. Presentation

Have the students look at the passage in their hands .Establish the context –It is an interviewer and a couple is talking about their love for each other. Read the passage. Have the students listen as they read along silently in their hands and fill in the blanks.

This is a story of a young couple, David and Jennifer. David is a famous football player.

Jennifer is his wife. They've been married for two years.

Interviewer: How did you two meet?

J: I went to one of his matches because I liked him and wanted to see him. It's funny because I'm not really **interested** ----- football so when I **met** ----him, I didn't know what to say to him.

D: I'm very shy .We just **looked** ---- each other from the opposite sides of the room but I said to my friend 'I'm going to **marry** ----her one day '.It was love at first sight. Luckily, she came to another game and we started talking .After the match,we **went** ----- a meal .I was very **excited** ----- that first date. We talked about music, interests and our lives. We had a really



good time. She is so funny and I **laughed** ----- her jokes a lot. As the time went by, we realized that we understood each other quite well and we decided to marry.

I: David, footballers are usually hard, but you seem very sensitive .Why is this?

D: It's because this is the first time I have been in love. For me, when you have such a good relationship, you change and become a softer person.

I: Yes, Jennifer. David seems to be quite busy .How do you find time to be together?

J: He has been away most of the time .Naturally it's hard when you're away from each other, but in a way this has made us stronger.

I: How do you find being a football star?

D: Yes, I've become a famous football player but this hasn't changed our lives .We're still the same people. You won't see us coming out of nightclubs with a lot of famous people around. We don't eat out very often .We usually spend our time sitting in front of television with pizzas.

I: Jennifer, do you go to his matches?

J: Yes, I quite often go to his matches and every time he scores a goal, I'm so **proud** ----- him

I: And your final opinion about this relationship, David?

D: We're so much in love.

Answer any questions students have about vocabulary or structures. Review the verbs or adjectives .Then have the students close their books Ask them questions about the passage.

How did Jennifer meet David?

Is Jennifer really interested in football?

Where did they meet?

What did David tell his friend when he first saw Jennifer?

What did he do then?

What was the first date like?

Did they have good time together?

How does Jennifer feel when he scores a goal?

### **Role-play**

Have the students practise the conversation .Encourage them to use their own ideas by changing the names of places, times and activities. Call on several groups to present their conversations to the class.

Work with two other students. Each student takes a different role.

Role A: You are the interviewer. You are going to ask questions to your guests about their relationship-their marriage and lifestyle. They are going to answer your questions.

Role B: You are a lady who is in love with a famous football player- now your husband talking about your marriage. Tell the interviewer where and how you met and that you love him.

Role C: You are a gentleman who is talking about his marriage and life. Tell the interviewer how you felt when you met her, what he did after that ,how you felt about being a famous person and in what way you are an unusual football player.

## APPENDIX E

### EXPERIMENTAL GROUP - FORTH WEEK-

#### SHOPPING

##### A. Warm Up:

Do you spend a lot of money on clothes and shoes?

How often do you window-shop?

Do you pay in cash when shopping?

##### B. Presentation

Have the students look at the passage in their hands .Establish the context –It is about shopping and a customer and a shop assistant are talking. Read the dialogue.Have the students listen as they read along silently in their hands and fill in the blanks.

#### SHOPPING

Listen to the dialogue between the customer ( Ayse ) and the shop assistant .Ayşe wants to buy a pair of boots .

Ayşe: May I see that pair of boots in the window? The black suede ones! They are so pretty.

Shop assistant: I **apologize** to you -----not getting it as it is very difficult to decorate it again.

A: I like them so much .Do you mind if I try another color on?

Shop assistant: No, not at all. I'll get the brown ones right now.

A: I don't know what my husband will say if I buy another pair of boots. He has just paid the bill for the one I bought last month. I **spend** so much money ----- boots and shoes .I'm so extravagant these days. In fact I'm **frightened** ---- his reaction when he saw them. You know, I don't work. He's taking charge of the house It means he's **responsible** ----- the bills and is

always **complaining** ----- our financial situation these days. He has already **applied** ----- several jobs and he hopes to **work** -----a big computer company. I don't know what to do about these boots now.

Shop assistant: Yes, but these are the style of boots that won't change. You can wear them next year as well as this year.

A: Unfortunately, I told my husband these things about the last one I bought.

Shop assistant: Husbands don't understand such things, do they?

A: Of course not! A man wears the same clothes and shoes for years and expects his wife to do the same thing .I think I'll buy that pair of boots .I don't really need it but I can wear it nicely with several things I now have.

Shop assistant: Shall I put the boots in a box?

A: Yes, I'll pay it by my credit card and I'll be very happy if you **help** me ----- this heavy box to the car?

Shop assistant: Sure!

Answer any questions students have about vocabulary or structures. Review the verbs or adjectives .Then have the students close their books Ask them questions about the passage.

Where does the dialogue take place?

Why does the shop assistant apologize to customer?

What does Ayşe spend her money on?

Who is responsible for the bills at home, Ayşe or her husband?

What is Ayşe's husband complaining about these days?

What has he already done?

Where does he hope to work?

**Role-play**

Have the students practise the conversation .Encourage them to use their own ideas by changing the names of places, times and activities. Call on several groups to present their conversations to the class.

Work with another student.

Role A: You are the customer. You go into a shop and greet. Ask that if you can see the product in the window. Tell the shop assistant about your shopping habits, why men and women think differently about shopping and your financial situation these days.

Role B: You are a shop assistant. Greet back and welcome the customer. Help the customer.

Try to persuade the customer to buy your product.

## APPENDIX F

### CONTROL GROUP - LIST

be angry **with** someone or something

listen **to** someone / something

phone someone

talk **to** someone

tired **of** something /doing something

hate someone / something

agree **with** someone

smile **at** someone.

fail an exam

pass an exam

worry **about** exam results

afraid **of** something

bored **with** something

leave a place

go home

write something **on** the board

interested **in** something

excited **about** something

proud **of** someone / something

meet somebody

marry somebody

go **for** a meal

look **at** someone / something

laugh **at** someone or something

apologize to someone **for** something

apply **for** a job

work **for** a company

spend money **on** something

frightened **of** something

complain **about** someone or something

help someone **with** something

responsible **for** something

## APPENDIX G

### CONTROL GROUP - FIRST WEEK - ANNOYING HABITS

We're going to discuss 'annoying habits' with two couples –Mehmet and Nese, Levent and Emel here.

P: Presenter      N: Nese      M: Mehmet    L: Levent    E: Emel

P: Hello, Dear Guests .Today, we are going to talk about our partner's annoying habits.

Here's Nese talking about her husband. What drives you mad about your husband, Nese?

N: Well, most of the time there are arguments about television in our house. I'm **very angry with** him when he gets the remote control and changes the channels all the time .All he wants to watch is football ,football and football. I never watch what I want to. He doesn't **listen to** me when I try to **talk to** him. And something else, he keeps saying ' I want to go on holiday although he knows that I don't like traveling.

P: That was Nese's opinion .What does Mehmet say about her?

M: We often argue when we're out in the car. When she's driving ,she doesn't change gears .I want to shout at her ' Change gear now !' but I don't .Another thing ,she **phones** her mother and spends hours talking. In fact, it takes only five minutes to get where her mum lives.

P: But what do they think of their marriage? Here's Nese.

N: Well, I can't change him, so I have to put up with him. He's great .He's fun and I love him.

M: We have been married for fifteen years, and she's the one in a million for me.

P: Thank you. Now we have another couple, Levent and Emel.

E: What drives me absolutely mad is he just drops things on the floor .I 'm **tired of** tidying up his mess .I 'm always saying to him that I don't want to be his mother as well as his wife.

P: Oh, dear. Now what is Levent going to say about Emel?



L: When we want to go out she is never on time .It takes her a long time to get ready. She is busy with doing her hair or make –up. I **hate** waiting for her for hours and that means we're usually late wherever we go.

P: And their final opinions about each other?

E: Although I 'm sometimes annoyed with him, I must say that we understand each other quite well. I **agree with** him on most subjects .I respect what he thinks or says and I love him.

L: For me, she's great fun .We have been married for a long time and every time she **smiles at** me I know I have done the right thing.

P: OK dear guests, that's all for today .Hope to meet again in another programme.

**Remember these verbs and adjectives with their prepositions (where necessary)**

be angry **with** someone or something : feeling or showing anger

listen **to** someone / something: to pay attention to sb/st in order to hear him/her/it

phone someone :to telephone sb/st.

talk **to** someone: to speak in order to give information or express feelings

tired **of** something /doing something : to be bored with or annoyed by sb/st/ doing st.

hate someone / something : to have a very strong feeling of not liking someone or something  
at all

agree **with** someone : to have the same opinion as sb/st.

smile **at** someone: an expression in your face showing happiness, pleasure.

## APPENDIX H

### CONTROL GROUP - SECOND WEEK - LESSONS

Two friends, Enis and Ali from different departments of the University met in the morning and are talking about lessons.

Enis: It was a hard time last night for me.

Ali: Why?

Enis: I studied all night long and I 'm having an English exam today .I really need to **pass** this test.

Ali: Do you usually do well in English exams?

Enis : No , not really .Last month ,I didn't study and **failed** the exam .I love English classes but I am **bored with** studying for exams .Another thing ,I don't understand it unless the teacher **writes** the things **on the board** .I don't want to fail this time ,or I 'll have to take summer classes .So , I studied until 11.30 last night and went to bed then. When I woke up ,I still felt tired but now I'm OK .I'm having the test in the first hour of the classes so I must hurry .

Ali: I don't think you should **worry about** the exam .You say you have studied for it.

Enis: Yes, but I'm **afraid of** getting a bad mark again .It usually happens so.

Ali: I hope you'll get a good result this time.

Enis: When I **left the** house in the morning, I thought I would never succeed .But now I feel better .I'll do my best.

Ali: Good!

Enis: Oh! It's time to go now! See you later after the exam.

Ali: Will you **go** home after classes?

Enis: Why?

Ali: How about going for a cup of coffee?

Enis: Good idea.

**Remember these verbs and adjectives with their prepositions (where necessary)**

fail an exam :not be successful in sth.

pass an exam :be successful in sth.

worry **about** exam results :to think that st bad might happen or has happened

afraid **of** something :having or showing fear

bored **with** something : feeling tired becausesth is not interesting.

leave a place :to go away from sb/st.

go home: to move or travel from one place to another

write something **on** the board : to make words, letters ,etc. on board.

## APPENDIX I

### CONTROL GROUP - THIRD WEEK - A LOVE STORY

This is a story of a young couple, David and Jennifer. David is a famous football player. Jennifer is his wife. They've been married for two years.

Interviewer: How did you two meet?

J: I went to one of his matches because I liked him and wanted to see him. It's funny because I'm not really **interested in** football so when I **met** him, I didn't know what to say to him.

D: I'm very shy. We just **looked at** each other from the opposite sides of the room but I said to my friend 'I'm going to **marry** her one day'. It was love at first sight. Luckily, she came to another game and we started talking. After the match, we **went for** a meal. I was very **excited about** that first date. We talked about music, interests and our lives. We had a really good time. She is so funny and I **laughed at** her jokes a lot. As the time went by, we realized that we understood each other quite well and we decided to marry.

I: David, footballers are usually hard, but you seem very sensitive. Why is this?

D: It's because this is the first time I have been in love. For me, when you have such a good relationship, you change and become a softer person.

I: Yes, Jennifer. David seems to be quite busy. How do you find time to be together?

J: He has been away most of the time. Actually it's hard when you're away from each other, but in a way this has made us stronger.

I: How do you find being a football star?

D: Yes, I've become a famous football player but this hasn't changed our lives. We're still the same people. You won't see us coming out of pubs and nightclubs with a lot of famous people

around. We don't eat out very often .We usually spend our time sitting in front of television with pizzas.

I: Jennifer, do you go to his matches?

J: Yes, I quite often go to his matches and every time he scores a goal, I'm so **proud of** him

I: And your final opinion about this relationship, David?

D: We're so much in love.

### **Remember these verbs and adjectives with their prepositions (where necessary)**

interested **in** something :wanting to hear or know more about st/sb more.

excited **about** something : feeling or showing happiness and enthusiasm

proud **of** someone / something: feeling pleased and satisfied about sth that you own or have done

meet somebody: to see and know sb for the first time

marry somebody : to take sb as your husband or wife

go **for** a meal :an occasion when you eat food ,for example dinner.

look **at** someone / something : to turn your eyes in a particular direction

laugh **at** someone or something : to show ,by laughing ,that you think sb/st is funny.

## APPENDIX J

### CONTROL GROUP - FORTH WEEK- SHOPPING

#### SHOPPING

Listen to the dialogue between the customer (Ayse) and the shop assistant. Ayse wants to buy a pair of boots.

Ayse: May I see that pair of boots in the window? The black suede ones! They are so pretty.

Shop assistant: I **apologize** to you **for** not getting it as it is very difficult to decorate it again.

A: I like them so much .Do you mind if I try another color on?

Shop assistant: No, not at all. I'll get the brown ones right now.

A: I don't know what my husband will say if I buy another pair of boots. He has just paid the bill for the one I bought last month. **spend** so much money **on** boots and shoes .I'm so extravagant these days. In fact I'm **frightened of** his reaction when he saw them. You know, I don't work. He's taking charge of the house It means he's **responsible for** the bills and is always **complaining about** our financial situation these days. He has already **applied for** several jobs and he hopes to **work for** a big computer company. I don't know what to do about these boots now.

Shop assistant: Yes, but these are the style of boots that won't change. You can wear them next year as well as this year.

A: Unfortunately, I told my husband these things about the last one I bought.

Shop assistant: Husbands don't understand such things do they?

A: Of course not! A man wears the same clothes and shoes for years and expects his wife to do the same thing .I think I'll buy that pair of boots .I don't really need it but I can wear it nicely with several things I now have.

Shop assistant: Shall I put the boots in a box?

A: Yes, I'll pay it by my credit card and I'll be very happy if you **help** me **with** this heavy box to the car?

Shop assistant: Sure!

**Remember these verbs and adjectives with their prepositions (where necessary)**

apologize to someone **for** something : to say that you're sorry for what you've done

apply **for** a job : to ask for sth in writing

work **for** a company : to do sth which needs physical or mental effort, in order to earn money

spend money **on** something : to give or pay money for sth.

frightened **of** something: full of fear or worry

complain **about** someone or something: to say that you are not satisfied with something

help someone **with** something : to do sth for sb in order to be useful

responsible **for** something: being the person whose fault sth is

## APPENDIX K

### LESSON DIARY

Ders No:

Tarih:

Akademik Dönüt:

Bu çalışmada aşağıdakileri çok iyi öğrendim:

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Aşağıdakileri anlamakta zorluk çektim:

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**Bireysel Dönüt:**

Aşağıdakileri sevdim:

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Aşağıdakileri sevmedim:

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# APPENDIX L

## DERS GÜNCESESİ

Ders no:

Tarih: 11/04/2008

Akademik Dönüt:

Bu derste aşağıdakileri çok iyi öğrendim:

Bu derste İngilizce'de propositionları çok iyi öğrendim. Özellikle Türkçeyle İngilizcede proposition farkını anladım. Türkçe'de genin yapıp proposition kullanmanın çoğu zaman işe yaramadığını anladım.

Aşağıdakileri anlamakta zorluk çektim:

Bazı propositionların Türkçeye çok aykırı olması sebebiyle ilk başlarda çok yadırgadım ama sonra bunları yerleştirirken hep İngilizce düşünmeye daha doğru önceden kullandıklarımızı hatırlamaya başladım.


Bireysel Dönüt:

Aşağıdakileri sevdim:

Bu öğrendiğim propositionları kullanmaya başladım. Önceden ya Türkçe düşünüp kullanıyordum ya da hiç kullanmıyordum.

Aşağıdakileri sevmedim:

Çok sevmedim bir şey olmadı. Genelde eğilimli ve eğiticiydi fakat yine de bazı propositionların kullanımını mantiksiz buldum oldu.

  
S. Aykut TEMİZ  
1-113-1

Nilay Aytaş

## APPENDIX M

### DERS GÜNCEİ

Ders no:

Tarih:

#### Akademik Dönüt:

Bu derste aşağıdakileri çok iyi öğrendim:

- \* Edatları (proposition)
- \* Hangi fiilin hangi edatı aldığını ya da almadığını
- \* İngilizce'de en çok hata yaptığım edatlar konusunda artık hata yapmamayı

Aşağıdakileri anlamakta zorluk çektim:

- \* Edat alan fiillerde Türkçe düşünürdüm. Türkçe anlam düşünmeden anlamakta zorluk çektim.
- \* Biraz gorda olsa direkt İngilizce düşünerek öğrenmeyi başardım.

#### Bireysel Dönüt:

Aşağıdakileri sevdim:

- \* Farklı ders işleme metodunu
- \* Yapılan yanlışları görerek doğruyu öğrenmeyi
- \* Önce diyalogları okuyup anlamayı ve daha sonra parçadaki edat alan fiilleri incelemeyi
- \* Böylece anlamakta en çok zorlanılan konuyu anlamayı

Aşağıdakileri sevmedim:

- \* Uzun ve tek parça olmayan fiilleri