

T.C

MALTEPE UNIVERSITY

INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

ENGLISH LANGUAGE TEACHING

TEACHERS' PREFERENCES AND LEARNERS'  
EXPECTATIONS RELATED TO ERROR CORRECTION IN  
DIFFERENT LEVELS OF PROFICIENCY

Master of Arts Thesis

Pınar UYANIKER

101113104

Supervisor Assist. Prof. Ümit SÖYLEMEZ

İstanbul, December 2012

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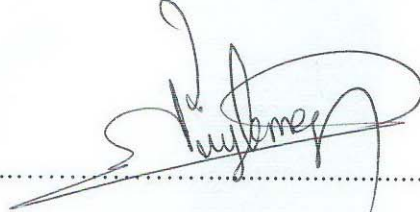
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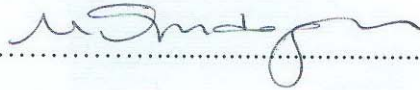
13.12.2012 tarihinde tezinin savunmasını yapan Pınar UYANIKER'e ait "Teachers' Preferences and Students' Expectations Related To Error Correction In Different Levels Of Proficiency" başlıklı çalışma, Jürimiz Tarafından Sosyal Bilimler Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında Yüksek Lisans Tezi Olarak Kabul Edilmiştir.



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## **ABSTRACT**

### **TEACHERS' PREFERENCES AND LEARNERS' EXPECTATIONS OF ERROR CORRECTION IN DIFFERENT LEVELS OF PROFICIENCY**

The research presented in this thesis examined teachers' and learners' preferences on error correction and how teachers' and learners' preferences were affected by level of proficiency. This study was conducted in a Vocational School in Yalova. The participants were 242 adult learners of this institution between the ages of 18 and 20. Five teachers' lessons both in beginner and low-intermediate levels were voice-recorded. These recordings were transcribed and the parts including corrective moves were presented in tables. This made it possible to see and categorize the errors, and see the teachers' and learners' reactions. Chaudron (1983), Walz (1982), and Lyster & Ranta (1997)'s models were used to categorize the data. Along with the teachers who participated in this study, twenty-five teachers in the same institution but in different departments were given a questionnaire to collect data about their preferences about error correction. The learners were given another questionnaire which aimed to measure their preferences about error correction. The questionnaire consisted of two parts. The second part included samples of correction taken from observed classes and the learners were asked to rank these responses as Very good (1), 'Good (2)', 'Not good (3)', 'Bad (4)'. First, the results of teachers' questionnaires were analyzed and these results were again compared to the correction techniques that the teacher used in different levels of proficiency to see if there is a consistency. Secondly, learners' answers including the two parts of the questionnaire were analyzed and compared to those of teachers.

The results of the study showed that teachers prefer explicit correction techniques in beginner and low-intermediate levels. However, they stated in the questionnaire that they prefer explicit correction in beginner levels and implicit correction in more advanced levels. Learners in both levels prefer explicit correction but it was observed that low-intermediate learners understood and benefited from implicit correction. Teachers stated they do not prefer correcting every error but in the transcriptions it was observed that few errors were ignored. In terms of proficiency level, it could be seen that proficiency level affected learners more than those of teachers; learners compared to teachers stated that correction techniques differ as the level of proficiency progresses. However, it was observed that teachers do not make use of different correction techniques in different levels of proficiency. It could be concluded that teachers and learners have inconsistent preferences regarding error correction.

**Key words:** Error correction, correction preferences, level of proficiency.

## TEZ ÖZETİ

### FARKLI DİL SEVİYELERİNDE YANLIŞ DÜZELTİMİNE İLİŞKİN ÖĞRETMENLERİN TERCİHLERİ VE ÖĞRENCİLERİN BEKLENTİLERİ

Bu tezde yapılan araştırma öğrencilerin ve öğretmenlerin yanlış düzeltimine ilişkin beklentileri ve tercihlerini ve bu tercihlerin dil seviyesinden ne ölçüde etkilendiğini incelemiştir. Bu çalışma Yalova'da bir Meslek Yüksek Okulu'nda gerçekleştirilmiştir. Katılımcılar bu okulun yaşları on sekiz ile yirmi arasında değişen 242 erkek öğrencisidir. Beş öğretmenin hem başlangıç hem de orta seviyede ki derslerinde ses kaydı yapılmıştır. Bu kayıtlar çeviri yazıya dönüştürülmüş ve ders sırasında yapılan yanlışlar tablolandırılmıştır. Bu hem yanlışların sınıflandırılmasında, hem de öğretmenlerin ve öğrencilerin tepkilerinin görülmesini mümkün kılmıştır. Verileri incelemek için Chaudron (1983), Walz (1982), ve Lyster & Ranta (1997) 'nın modellerinden faydalanılmıştır. Çalışmaya katılan beş öğretmenin yanı sıra aynı kurum fakat farklı bölümlerde çalışan 25 öğretmene de yanlış düzeltim tercihlerinin anlaşılması amacıyla anket uygulanmıştır. Öğrencilere de yanlış düzeltim tercihlerinin anlaşılması amacıyla bir anket düzenlenmiştir. Bu anket iki bölümden oluşmaktadır; ikinci bölümde ders kayıtları sırasında ortaya çıkan düzeltim yolları alınmış ve öğrencilerden bu düzeltim yollarını 'Çok iyi (1)', 'İyi (2)', 'İyi değil (3)', 'Kötü (4)' şeklinde değerlendirmeleri istenmiştir. Öncelikle öğretmenlerin anket sonuçları incelenmiş ve bu sonuçların öğretmenin farklı seviyelerdeki sınıflarda gerçekleştirdiği düzeltim yolları ile tutarlı olup olmadığı karşılaştırılmıştır. İkinci adım olarak öğrencilerin ankete verdikleri cevaplar analiz edilmiş ve öğretmenlerin anketleri ile karşılaştırılmıştır.

Bu çalışmanın sonucunda öğretmenlerin hem başlangıç hem de orta seviyede doğrudan düzeltim yolunu tercih ettikleri ancak ankette başlangıç seviyede doğrudan, daha ileri seviyelerde ise dolaylı düzeltim tekniklerini tercih ettiklerini belirtmişlerdir. Her iki seviyede ki öğrenciler doğrudan düzeltim yolunu tercih ettikleri ancak orta seviyedeki öğrencilerin dolaylı düzeltim yollarını anladıkları ve faydalandıkları görülmüştür. Öğretmenler ankette her yanlış düzeltilmediklerini belirtmiş ancak gözlemlenen derslerde pek az yanlışın düzeltilmediği görülmüştür. Dil seviyesi bağlamında, bu durumun öğretmenlerden çok öğrencileri etkilediği görülmüştür; öğretmenlere nazaran öğrenciler dil seviyesi yükseldikçe yanlış düzeltim yollarının değiştiğini belirtmişlerdir. Ancak öğretmenlerin farklı dil seviyelerinde değişik düzeltim teknikleri kullanmadıkları görülmüştür.

**Anahtar Kelimeler:** Yanlış düzeltimi, düzeltme tercihleri, dil seviyesi.

## CONTENTS

<b>ACKNOWLEDGEMENTS</b> .....	iii
<b>ABSTRACT</b> .....	iv
<b>ÖZET</b> .....	v
<b>TABLE OF CONTENTS</b> .....	vi
<b>TRANSCRIBING CONVENTIONS</b> .....	x
<b>LIST OF TABLES</b> .....	xi
<b>LIST OF FIGURES</b> .....	xiv
<b>1. INTRODUCTION</b> .....	<b>1</b>
<b>1. 1. Concepts of Error and Mistake</b> .....	<b>5</b>
<b>1.2. Error Analysis and Contrastive Analysis</b> .....	<b>19</b>
1.2.1. Error Types.....	27
<b>1.3. Error Correction in Second Language Acquisition</b> .....	<b>29</b>
1.3.1. Monitor Hypothesis.....	32
1.3.2. Incompleteness Hypothesis.....	33
1.3.3. Creative Construction Theory.....	35
1.3.4. Interaction Hypothesis.....	36
1.3.5. Interlanguage Theory.....	38
1.3.5.1. Restructuring of Interlanguage.....	41
<b>1. 4. Treatment of Errors in Different Approaches and Methods</b> .....	<b>42</b>
1.4.1. Post Methods Era and Error Correction.....	55

<b>1.5. Errors and Learner’s Strategies.....</b>	<b>57</b>
1.5.1. Learner’s Cognitive Style and Error.....	62
<b>1.6. Types of Error Correction.....</b>	<b>63</b>
1.6.1. Chaudron’s Model.....	63
1.6.2. Long’s Model.....	66
1.6.3. Allwright’s Model.....	67
1.6.4. Lyster and Ranta’s Model.....	68
1.6.5. A Compilation of Error Correction Techniques by Walz.....	71
1.6.6. Lightbown and Spada’s Model for Corrective Feedback.....	72
<b>1.7. Students’ Expectations of Error Correction.....</b>	<b>73</b>
<b>1.8. Teachers’ Preferences of Error Correction.....</b>	<b>76</b>
<b>1.9. Proficiency Level and Error Correction.....</b>	<b>83</b>
<b>1.10. Background of the Study.....</b>	<b>88</b>
<b>1.11. Statement of the Problem.....</b>	<b>89</b>
<b>1.12. Research Questions.....</b>	<b>90</b>
<b>2. METHODOLOGY.....</b>	<b>91</b>
<b>2.1. Introduction.....</b>	<b>91</b>
<b>2.2. Research Design.....</b>	<b>91</b>
<b>2.3. Data Collection Procedures.....</b>	<b>93</b>
<b>2.4. Transcriptions and Analysis.....</b>	<b>94</b>
<b>2.5. Informants.....</b>	<b>95</b>
2.5.1. Teacher Profile.....	95
2.5.2. Student Profile.....	96



2.5.3. Institutional Profile.....	96
2.5.3.1. Course Books.....	97
2.5.3.1.1. American Language Course.....	97
2.5.3.1.2. Stories Worth Reading.....	98
2.5.3.2. American Language Course Placement Test (ALCPT) .....	98
<b>3. DATA ANALYSIS.....</b>	<b>100</b>
<b>3.1 Presentation.....</b>	<b>100</b>
3.1.1. Analysis and Description of the Data.....	101
3.1.1.1. Analysis and Description of the Data of Teacher A in Beginner Class.....	101
3.1.1.1.2. Analysis and Description of the Data of Teacher A in Low Intermediate Class.....	106
3.1.1.1.3. Analysis and Description of the Data of Teacher B in Beginner Class.....	112
3.1.1.1.4. Analysis and Description of the Data of Teacher B in Low Intermediate Class.....	118
3.1.1.1.5. Analysis and Description of the Data of Teacher C in Beginner Class.....	125
3.1.1.1.6. Analysis and Description of the Data of Teacher C in Low Intermediate Class.....	128
3.1.1.1.7. Analysis and Description of the Data of Teacher D in Beginner Class.....	131
3.1.1.1.8. Analysis and Description of the Data of Teacher D in Low Intermediate Class.....	134
3.1.1.1.9. Analysis and Description of the Data of Teacher E in Beginner Class.....	138

3.1.1.1.10. Analysis and Description of the Data of Teacher E in Low Intermediate Class.....	141
3.1.1.1.11. Comparison of Data in Tables and Questionnaires.....	143
<b>3.2. Analysis of Questionnaires</b>	
3.2.1. Analysis of Questionnaire on the Preferences of Teachers' in Error Correction.....	164
3.2.2. Analysis of Questionnaire on Preferences of Learners' in Error Correction.....	186
<b>3.3. Conclusion.....</b>	<b>195</b>
<b>4. CONCLUSION.....</b>	<b>197</b>
4.1. Statement of Limitations.....	201
4.2. Implications for Further Research.....	202
4.3. Conclusion.....	202
<b>5. REFERENCES.....</b>	<b>204</b>
<b>6. APPENDICES.....</b>	<b>215</b>
<b>7. CURRICULUM VITAE.....</b>	<b>340</b>

## TRANSCRIBING CONVENTIONS

The signals below are used in transcribing the recorded lessons.

<u>Underscoring</u>		It was used to represent heavier emphasis of the speaker.
Capital Letters		It was used for loud voice.
Laughter Particles		Eh-heh.
Parenthesis encasing an x	(x)	It was used to indicate a hitch or stutter.
Degree Symbol	°	It represented the soft or decreased voice of the speaker.
Equal Signs	=	It was used to indicate two speakers started talking at the same time.
Parenthesis encasing an ‘.’	(.)	It was used to indicate very short pauses (less than a second)
Numbers in parenthesis	(3)	It was used to indicate the duration of pauses.
Double Parenthesis	(( ))	It was used for enclosed descriptions.

The transcribing conventions above were devised by Gail Jefferson in the course of research carried out by Harvey Sacks (Dijk, 1997). The transcription signals below are writer’s addition:

Brackets	[ ]	It was used for phonetic transcription and speakers’ pronunciation.
Double Slash	//	It indicated interruption of speakers’ utterance.
Asterix	*	It represented unintelligible utterances.
.....		It was used to indicate extracted parts. (Küçük, 2005).

## LIST OF TABLES

<b>Table 1.1.</b> Long's Model of Feedback Moves.....	67
<b>Table 2.1.</b> Type of Feedback and the Role of the Teacher.....	76
<b>Table 3.1.</b> Levels of Proficiency.....	83
<b>Table 3.2.</b> Components of Proficiency.....	84
<b>Table 4.1.</b> Teacher Profiles.....	95
<b>Table 5.1.</b> Proficiency Level Determined by Institution.....	98
<b>Table 6.1.</b> Analysis and Description of the Data of TA in Beginner Class.....	101
<b>Table 6.2.</b> Analysis and Description of the Data of TA in Low Intermediate Class.....	106
<b>Table 7.1.</b> Analysis and Description of the Data of TB in Beginner Class.....	112
<b>Table 7.2.</b> Analysis and Description of the Data of TB in Low Intermediate Class.....	118
<b>Table 8.1.</b> Analysis and Description of the Data of TC in Beginner Class.....	125
<b>Table 8.2.</b> Analysis and Description of the Data of TC in Low Intermediate Class.....	128
<b>Table 9.1.</b> Analysis and Description of the Data of TD in Beginner Class.....	131
<b>Table 9.2.</b> Analysis and Description of the Data of TD in Low Intermediate Class.....	134
<b>Table 10.1.</b> Analysis and Description of the Data of TE in Beginner Class.....	138
<b>Table 10.2.</b> Analysis and Description of the Data of TE in Low Intermediate Class.....	141
<b>Table 11.1.</b> Result of Item on Error Definition.....	164
<b>Table 11.2.</b> Result of Item on Mistake Definition.....	164
<b>Table 11.3.</b> Result of Item on Errors and Strategy.....	165
<b>Table 11.4.</b> Result of Item on Importance of Errors.....	165
<b>Table 11.5.</b> Result of Item on Correction and Learning.....	166
<b>Table 11.6.</b> Result of Item on Correction is Helpful.....	166
<b>Table 11.7.</b> Result of Item on 'It is Important Learners Should Have Few Errors'.....	167
<b>Table 11.8.</b> Result of Item on Affective Factors.....	167
<b>Table 11.9.</b> Result of Item on Correction & Accuracy.....	168
<b>Table 11.10.</b> Result of Item on Focus on Fluency Correction.....	168
<b>Table 11.11.</b> Result of Item on Correcting Grammar Errors.....	169
<b>Table 11.12.</b> Result of Item on Correcting Errors of Vocabulary Choice.....	169
<b>Table 11.13.</b> Result of Item on Errors in Ideas.....	170
<b>Table 11.14.</b> Result of Item on Correcting Errors That Hinder Communication.....	170
<b>Table 11.15.</b> Result of Item on Correcting Errors in Style.....	171
<b>Table 11.16.</b> Result of Item on Correcting Errors of Pronunciation.....	171
<b>Table 11.17.</b> Result of Item on Correcting Frequent Errors.....	172
<b>Table 11.18.</b> Result of Item on Correcting Immediately.....	172

<b>Table 11.19.</b>	Result of Item on Delayed Correction.....	173
<b>Table 11.20.</b>	Result of Item on Waiting for Correction.....	173
<b>Table 11.21.</b>	Result of Item on Waiting for Self-Correction.....	174
<b>Table 11.22.</b>	Result of Item on Teacher Correction.....	174
<b>Table 11.23.</b>	Result of Item on Peer correction.....	174
<b>Table 11.24.</b>	Result of Item on ‘Students Pick up Errors’.....	175
<b>Table 11.25.</b>	Result of Item on Teachers’ Belief for Self-correction.....	176
<b>Table 11.26.</b>	Result of Item on Providing Waiting Time.....	176
<b>Table 11.27.</b>	Result of Item on Using Different Correction Techniques in Different Levels.....	177
<b>Table 11.28.</b>	Result of Item on Preferring Explicit Correction.....	177
<b>Table 11.29.</b>	Result of Item on Teachers Preference of Providing Correct Form...	178
<b>Table 11.30.</b>	Result of Item on Teachers Preference of Metalinguistic Feedback.....	178
<b>Table 11.31.</b>	Result of Item on Use of Recast.....	179
<b>Table 11.32.</b>	Result of Item on Emphasizing Incorrect Utterance.....	179
<b>Table 11.33.</b>	Result of Item on Elicitation.....	180
<b>Table 11.34.</b>	Result of Item on Indicating the Error.....	180
<b>Table 11.35.</b>	Result of Item on Indicating and Elicitation.....	181
<b>Table 11.36.</b>	Result of Item on Using Gestures.....	181
<b>Table 11.37.</b>	Result of Item on Using Explicit Correction with Beginners.....	182
<b>Table 11.38.</b>	Result of Item on Using Implicit Correction with Beginners.....	182
<b>Table 11.39.</b>	Result of Item on Using Explicit Correction in Low-Intermediate Levels.....	182
<b>Table 11.40.</b>	Result of Item on Using Implicit Correction in Low-Intermediate Levels.....	183
<b>Table 11.41.</b>	Result of Item on ‘Teacher Knows Preferences of Learners’.....	183
<b>Table 11.42.</b>	Result of Item on ‘Teacher Considers Preferences of Learners’.....	184
<b>Table 11.43.</b>	Result of Item on ‘Teachers Believe Learners Want Immediate Correction’.....	184
<b>Table 11.44.</b>	Result of Item on ‘Teachers Believe Learners Want Delayed Correction’.....	185
<b>Table 11.45.</b>	Result of Item on ‘Teachers Think Learners Want No Correction’.....	185
<b>Table 11.46.</b>	Result of Item on ‘Teachers Believe Learners Have No Clear Ideas’.....	186
<b>Table 12.1.</b>	Result of Item on “Hmm” as Teacher’s Response in Beginner Classes.....	187
<b>Table 12.2.</b>	Result of Item on “Hmm” as Teacher’s Response in Low-Intermediate Classes.....	187
<b>Table 13.1.</b>	Result of Item on “Were you in Istanbul?” as Teacher’s Response in Beginner Classes.....	187
<b>Table 13.2.</b>	Result of Item on “Were you in Istanbul?” as Teacher’s Response in Low-Intermediate Class.....	188
<b>Table 14.1.</b>	Result of Item on “You ile were kullanılır” as Teacher’s Response Beginner Classes.....	188

<b>Table 14.2.</b> Result of Item on “You ile were kullanılır” as Teacher’s Response InLow- Intermediate Classes.....	188
<b>Table 15.1.</b> Result of Item on “You ile hangisini kullanıyoruz?” as Teacher’s Response in Beginner Classes.....	189
<b>Table 15.2.</b> Result of Item on “You ile hangisini kullanıyoruz?” as Teacher’s Response in Low-Intermediate Classes.....	189
<b>Table 16.1.</b> Result of Item on “Repeat Please” as Teacher’s Response in Beginner Classes.....	190
<b>Table 16.2.</b> Result of Item on “Repeat Please” as Teacher’s Response in Low-Intermediate Classes.....	190
<b>Table 17.1.</b> Result of Item on “In simple past we use were with you” as Teacher’s Response in Beginner Classes.....	190
<b>Table 17.2.</b> Result of Item on “In simple past we use were with you” as Teacher’s Response in Low-Intermediate Classes.....	191
<b>Table 18.1.</b> Result of Item on “Yes, I was in Istanbul yesterday” as Teacher’s Response in Beginner Classes.....	191
<b>Table 18.2.</b> Result of Item on “Yes, I was in Istanbul yesterday” as Teacher’s Response in Low-Intermediate Classes.....	191
<b>Table 19.1.</b> Result of Item on “No” as Teacher’s Response in Beginner Classes.....	192
<b>Table 19.2.</b> Result of Item on “No” as Teacher’s Response in Low-Intermediate Classes.....	192
<b>Table 20.1.</b> Result of Item on Smiling as Teacher’s Response in Beginner Classes.....	193
<b>Table 20.2.</b> Result of Item on Smiling as Teacher’s Response in Low- Intermediate Classes.....	193
<b>Table 21.1.</b> Result of Item on “ <u>Was</u> you in Istanbul?” (Emphasis) as Teacher’s Response in Beginner Classes.....	193
<b>Table 21.2.</b> Result of Item on “ <u>Was</u> you in Istanbul?” (Emphasis) as Teacher’s Response in Low-Intermediate Classes.....	194
<b>Table 22.1.</b> Result of Item on “Bence sen yanlış biliyorsun” as Teacher’s Response in Beginner Classes.....	194
<b>Table 22.2.</b> Result of Item on “Bence sen yanlış biliyorsun” as Teacher’s Response in Low-Intermediate Classes.....	194
<b>Table 23.1.</b> Result of Item on “Are you sure?” as Teacher’s Response in Beginner Classes.....	195
<b>Table 23.2.</b> Result of Item on “Are you sure?” as Teacher’s Response in Low- Intermediate Classes.....	195

## LIST OF FIGURES

Figure 1	Psycholinguistic sources of errors.....	24
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# CHAPTER 1

## INTRODUCTION

Language is unique to humans, and humans' wisdom is the consequence of their gift of language. (...) Language errors, therefore, mark the very pinnacle of human uniqueness (James, 1998). Errors can be defined as inappropriate or wrong assumptions in learner's interlanguage. Freeman stated that errors are important as they provide us windows on learner's minds. Teachers, hence, will learn what learners are thinking, their stage of development and their strategies (Freeman, 2003). "A learner's errors (...) are significant in [that] they provide the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language" (Corder 1967 as cited in Brown, 2000, p.217). Edge (1997) similarly asserted that errors are important in that they show us learners are taking steps for learning. Errors also show the teacher that learner is testing his hypothesis about language use (Corder, 1974). As Corder (1967, 1974), Freeman (2003), James (1998) highlighted, it is important that teachers make use of their learners' errors. Errors show the problematic areas to the teacher and teachers' feedback to these errors will accelerate the learning process. Stenson noted that if teachers have clear ideas about understanding the sources of learner's errors, they will be able to concentrate better on errors that need correction (Stenson, 1983). Therefore the first studies on error included analysis, classification and source of errors (Lennane, 2007).

The treatment of errors has been the subject of debate and investigation among SLA (second language acquisition) researchers and teachers (Krahnke & Christison,



1983; Dekeyser, 1993). Long, pointed out the crucial and difficult task on the behalf of the teacher:

Having noticed an error, the first decision the teacher makes is whether or not to treat it at all. In order to make the decision the teacher may have recourse to factors with immediate, temporary bearing, such as the importance of the error to the current pedagogical focus on the lesson, the teacher's perception of the chance of eliciting correct performance from the student if negative feedback is given, and so on. Consideration of these ephemeral factors may be preempted, however, by the teacher's beliefs (conscious or unconscious) as to what a language is and how a new one is learned. These beliefs may have been formed years before the lesson in question (1977 as cited in Brown, 2000, p. 290).

In the same vein, Cohen asserted that the teacher had too many factors to think about before correcting errors (Walz, 1982). Related to the correction of errors, Cohen stated that teachers are required to consider certain criterion such as what was said; what was meant; what should have been said or done and what native language equivalent would be (Cohen, 1975). Correcting oral errors requires a fast decision making process on the part of the teacher. The teacher first needs to decide whether to correct or ignore the error following this decision the time of correction will have to be made and the next step will be to decide on how to correct errors. In addition to these decisions, the teachers are expected to be systematic in correcting errors. Ellis (1994) stated that feedback in language classrooms plays an important role on teacher-student and student-student interaction. Correction shows learning is occurring and students could gain benefit from correction by getting information about target language system, monitoring their speech, and interacting with others to improve their competence.

Another issue which raised question is to find whether positive or negative feedback was effective (Tatawy, 2002). The effect of corrective feedback on language learning can be explained in two aspects; First, corrective feedback helps learners to review their hypotheses about language. Second, corrective feedback provides

opportunities to proceduralize their knowledge which has been internalized (Nicholas, Lightbown & Spada, 2001). Schulz's research showed that teacher's awareness of student's perceptions of formal grammar and corrective feedback enhances language learning (Schulz, 2001). Similarly Lyster, Lightbown and Spada suggested that corrective feedback is pragmatically reasonable, effective, and, in some cases necessary (1999 as cited in Schulz, 2001). Brown highlighted the importance of this process as follows;

Provide appropriate feedback and correction: In most EFL situations, students are totally dependent on the teacher for useful linguistic feedback. (In ESL situations, they may get such feedback "out there" beyond the classroom, but even then you are in a position to be of great benefit.) It is important that you take advantage of your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment. (Brown, 1994 as cited in Kılınç, 2007, p. 2)

Different from first language acquisition, in classroom environment students are exposed to little input which makes error correction necessary to avoid fossilization (Dekeyser, 1993). Freeman stated that language teachers need to accelerate the acquisition process by creating conditions which will help the learner what is acceptable and what is not and error correction is included in this process (Freeman, 2003). Errors in the learning process are inevitable but what should be taken into consideration is the fact that students learn from their errors. It is not wrong to think that learners inevitably make use of constructive feedback. Chaudron supported this view and stated that feedback is a source for improving language development (1988 as cited in Freeman, 2003). Ramirez and Stromquist asserted that there was a direct relation between correcting grammatical error and student growth (Dekeyser, 1993). Feedback is thought to be the essence in teaching for fostering and strengthening learning (Cohen & Bobbins, 1976; Frantzen & Rissel, 1987; Hendrickson, 1981; Kepner, 1991; Krashen, 1992; Leki, 1990; Robb & Ross, 1986; Shipperd, 1992; Truscott, 1996; Van Pattern, 1986a, 1986b, as cited in Najmaddin, 2010, p.1). Harlow went even further and defined

all learning as a “process of progressive and cumulative error-correction” (1959 as cited in James, 1998, p.8).

It is important to consider the fact that the reason behind such a definition of learning has its impression from error analysis.

Why are errors important and what should teachers do with errors? S. Pit Corder made five crucial points on the significance of learners’ errors:

1. The parallelism or differences between first and second language.
2. Errors show how much the students have taken in. (not what teachers think they have put in)
3. Errors are indicators of learner’s Interlanguage or as Corder calls it “transitional competence”
4. Errors should be differentiated from mistakes.
5. Errors are important in that they show the teacher what needs to be taught, how the learning proceeds; and they are a means whereby learners test their hypothesis about the language they are learning (James, 1998, p.12).

It can be summarized that according to these criteria errors are diagnostic as they inform the teacher about the level of the student and prognostic because they shed light to course designers and teachers to develop materials based on learner’s problems (Dirim, 1999).

While correcting errors teachers need to make fast decisions in order not to interrupt the flow of the lesson. In the mean time, teachers should decide the most effective way of providing feedback in accordance with the subject matter, students’ preferences and their proficiency levels. In classroom- based studies the subject of the studies are as follows: at what point in classroom interaction teachers provide correction (immediate or delayed), what type of correction teachers use (implicit or explicit), what types of errors

teachers provide feedback on (lexical / grammatical/ phonological), what relationship there is between types of errors and teacher's correction (Sheen, 2004).

Furthermore, researches showed that teachers' beliefs have an important impact on their practices. However little is known to what extent their practices are affected by their beliefs (Lee, 2009).

Similarly, teachers' perceptions of language determine their practices including error correction. It is important how the teacher perceives language. Is language a habit, is it a tool, is it a skill, is it a living thing, is it a behavior or is it a machine that works? (Demirel, 1992). The answer to this question determines how language is perceived by the teacher. So, providing feedback is a controversial issue depending on these variables. Nevertheless, correcting errors is an essential and inescapable component of classroom discourse. These preferences might change in accordance with many factors. Studies showed that the teachers have a wide range of options for correcting their learners (Tomasello, 1989 as cited in Tatawy, 2002; Lightbown & Spada, 1990).

### **1. 1 Concepts of Error and Mistake**

Gass and Selinker (2001) brought about a question against clear-cut categorization of errors and ask whether it is reasonable to say that there must always be a single etiology for errors.

Burt and Kiparsky tried to classify errors into two distinct categories: errors that cause a listener or reader to misunderstand a message (...) global error, and those that do not significantly hinder communication of a sentence's message, local errors. This distinction is the most pervasive criterion for determining communicative importance of errors (1972 as cited in Hendrickson, 1978). However, it should also be noted that even local errors can cause communication breakdown in some contexts (Ellis, 1990).

Janicki classified errors as related to learner's lack of knowledge (competence) whereas mistakes were related to the performance of the learner (Dirim, 1999).

Ellis and Barkhuizen suggested another definition of errors; 'natural' errors are caused by "code-breaking strategies of the learner" and an 'induced' error as Stenson suggested (1974) is caused by the way language was taught (Ellis & Barkhuizen, 2005).

Julian Edge suggested that mistakes can be divided into three broad categories: 'slips' (that is mistakes which students can correct themselves once the mistake has been pointed to them), slips, therefore, should not be considered as a sign of incompetence (lack of knowledge) but as misplaced competence (inappropriate usage) (James, 1998), 'errors' (mistakes which students cannot correct themselves-therefore need explanation), and 'attempts' (that is when student tries to say something but does not yet know the correct way of saying it) (Edge, 1989 as cited in Harmer, 2001, p.114; Edge, 1997). Learner, at this level, activates communication strategies to convey a message (James, 1998).

Similarly Corder's distinction between a *mistake* and *error* could be clarified in accordance with slip and systematic deviation respectively (Freeman&Long, 1991). Johnson described error and mistake in terms of knowledge and processing ability. According to Corder, mistakes need no correction. However, Johnson stated that mistake correction was essential in language teaching if mistakes were to be described as "malformation due to inability to process under difficult sets of operating conditions" (Johnson, 1988, p. 91). Corder however stated that correcting errors are not important in the process of language learning (Corder, 1974).

Brown, like James, identified error as a result of incompetence or lack of knowledge in learner's interlanguage. However, a mistake was defined as slip of tongue or unsuccessful prediction (Brown, 2004 as cited in Küçük).

Similarly, Barham and Walton distinguished errors from mistakes in that error was caused when the learner tried out something new, and got it wrong (Dirim, 1999).

According to Hammerly's classification of error, errors included distortions which occur although the learner knows the target form (learner distortion) or due to inadequate teaching of the language item (mismanagement distortion) (James, 1998).

Edge and Hammerly represented the two opposite views; Edge encourages the learner who takes risk and tries to convey the message by using communication strategies whereas Hammerly finds the learner or the teacher guilty of committing errors (James, 1998).

Similarly, George defined error as "a form unwanted by the teacher or course designer" (1972 as cited in Dirim, 1999, p.6).

Merce classified errors as 'mistakes of meaning' and 'mistakes of form'; Mistakes of meaning are those which seem linguistically correct but do not give the exact meaning that the speaker wants to express. Mistakes of form include slips of tongue, errors that the learner can not correct himself and attempt. In this context, 'attempt' refers to unclear forms that the speaker utters (1998 as cited in Ustaci, 2011).

Norrish used a different terminology to distinguish between different types of anomalous language behavior: the error, the mistake and the lapse. A lapse is neither a mistake nor an error and can happen to anyone at any time due to lack of concentration, shortness of memory or fatigue. As for lapse, another criterion should be taken into consideration: learner's emotional and physical conditions. The development of communicative skills can only take place if learners have motivation and opportunity to express their own identity and to relate with the people around them. It therefore requires a learning atmosphere which gives them a sense of security and value as

individuals (Littlewood, 1981). A lapse bears little relation to whether or not a given form in the language has been learnt, has not been learnt or is in the process of being learnt (Norrish, 1983).

James, on the other hand, uses the term intentional/conscious for mistake and error distinction (1998 as cited in Ünlü, 2007, p.19). According to James, the main factor to differentiate mistakes and errors is the 'intentionality'. Similarly, Taylor suggested that in determining this difference, semantic and structural intentions of the user played an important role. In the light of this information, 'an error rises when there is no intention to commit one' (James, 1998, p. 77).

James expressed learner's errors in four categories; Grammaticality, acceptability, correctness, and strangeness and infelicity. The first category included grammaticality. It could be defined as "well-formedness" (James, 1998). It is important to note that "grammar is not simply about form; it is about meaning as well. (...) In other words, it is also about appropriateness of use" (Freeman, 2003, p.14). It is clear that Freeman combined grammaticality and appropriateness. On the other hand, James discussed grammaticality and appropriateness as two different criteria for categorization of errors. Freeman also asserted that if grammar is only held with morphosyntactic level, it may not account for spoken discourse (Freeman, 2003). If teachers are to make judgments on what is right or wrong, speaker's intention should be taken into consideration. For instance, "A flock of elephants" might have been said to activate a metaphor, "suggesting that elephants were as pacific as a flock of sheep" (James, 1998, p.66). As Lennon similarly pointed out "most erroneous forms" are, in fact, not erroneous, but they become erroneous in the context of larger linguistic units (James, 1998, p.71). James called this acceptability. Similarly Corder stressed the importance of context. He also added that it was the context which determined the appropriateness of an utterance (Corder, 1974). For example Rebeck in his study "Using L1 'errors' of Native Speakers in the EFL Classroom" also emphasized the importance of defining

ungrammatically and unacceptability. According to Rebuck, ungrammaticality is violation of a rule in English grammar whereas unacceptability is considered as a piece of language contextually inappropriate or in need of stylistic repair. He also noted that it would be wrong to make judgments on correctness on the basis of prescriptive rules (Rebuck, 2010).

According to Chomsky, "if the learners' grammar and the native speaker's grammar generate the same set of sentences, the two are weakly equivalent. If they do that and additionally assign the same meanings to these sentences, then they are strongly equivalent" (1965 as cited in James, 1998, p. 53). Errors of the former are called covert errors and the latter overt errors. It was also discussed on covert and overt errors that "(...) a sentence may still be erroneous and show no outward and formal sign of this. It may be perfectly well-formed and yet be erroneous in context. He adds profoundly that purely superficial formal correctness is no guarantee of absence of error." (Selinker, 1992, p.157) Similarly Cohen added that (...) in oral correction the end product could be grammatical but "inadequate from the viewpoint of communication" because learners sometimes abandon what they want to say (Cohen, 1975, p.418). In the light of such a conclusion, it can be said that context and meaning are inseparable parts of the correction process.

Lyons described errors as "failure to fit the intended context" (Lyons, 1977 as cited in James, 1998, p. 71). Grammaticality is important but the main problem is that, especially with advanced learners, their interlanguage is grammatical but unacceptable. Widdowson referred to this issue as 'linguistically ill-formed' (Lyons, 1989 as cited in James, 1998, p.71). The reasons behind this ill-formation are failure to fit the context, expressions that conflict with our view of the world, flouting collocations, unusual way of referring situations, producing complex sentences, de-balancing the sentence parts, and breaking the superimposed rules of the language (James, 1998). Jefferson preferred to use the term interactional errors to refer to Lyon's description. According to Jefferson,



interactional errors are failures to speak appropriately within some situation (Jefferson, 1974). James called this strangeness and infelicity (James, 1998). This type of error revealed the problem of acquisition of pragmatics. Learners find the area of pragmatics problematic regardless of their level of proficiency. This difficulty is caused by the transfer of inappropriate forms or cultural differences. What is acceptable in a culture could be improper in another. Subsequently, learners should be presented with a variety of speech acts. Another solution could be teaching with materials that foster learners' awareness about the norms. However, teaching pragmatics can not be carried out in decontextualized teaching (Krahnke & Christison, 1983). Unfortunately, it was pointed out that "most textbook seem to wrongly assume that learners know when and how it is appropriate to make speech acts" (Crandall & Basturkmen, 2004, p.44; Eslami-Rasekh, 2005). Nonetheless, pragmatics should not be left out in the process of teaching because the conventions of pragmatics vary in languages and this variety could cause misunderstandings. (Krahnke & Christison, 1983). Studies in *interlanguage pragmatics* showed that learners, being unaware of the fact that pragmatics of their native tongue do not match with the ones in the target language, formulate wrong hypothesis about the target language (Blum- Kulka, 1997). It was stated that when learners make pragmatic errors, the results are more serious compared to grammatical errors because native speakers find these errors difficult to identify (Crandall & Basturkmen, 2004). Similarly Blum-Kulka stated that pragmatic failures could result in serious social implications and the risk of being attributed to flaws of personality or ethnocultural origins (Blum- Kulka, 1997; Thomas, 1983 as cited in Eslami-Rasekh, 2005). So, developing learners' pragmatic competence is a crucial point (Crandall & Basturkmen, 2004). Kasper stated that there is a need for instruction in target language which focuses on pragmatics of language. There are many activities such as translation, student discovery, or activities which allow learner to make conscious decisions between the native and the target language (Kasper, 1997 as cited in Eslami-Rasekh, 2005).

To decide on the acceptability of an utterance, it was necessary to refer to context. Grammaticality was a prerequisite for acceptability but not vice versa (James, 1998).

However, acceptability of an utterance could be defined in terms of its potential to negotiate meaning. Sledd asserted that when grammar is seen as a mode of verbal behavior reflecting membership in the “privileged group”, it is reduced to right or wrong (Sledd, 1986 as cited in Smith, 1987). However, spoken or written discourse is more than right or wrong. It is dynamic and an open system tolerant to change. In light of this information, “the relationship between grammar and error correction reflects the dynamism of growth and change” (Sledd, 1986 as cited in Smith, 1987, p. 310). At this point the term ‘acceptable’ becomes problematic. According to Norrish, classifying errors as non-standard utterances would be wrong and could be an over simplification. The varieties of English could be very different from the standard variety. For instance, Ghana developed different characteristics of both pronunciation and structure. These features could not be found in standard variety. But these language features function efficiently as a medium of communication in the given context. These peculiar uses of language reflected learners’ or speakers’ social and cultural identities. (1983 as cited in Tan, 2005). In this environment judging error would be more difficult. Because main problem in identifying errors is determining what is ‘correct’ language. If the norms for identifying error are those of British or American English, the compilation of the errors made by second language learners is much more controversial (Ellis & Barkhuizen, 2005, p. 52). Because today we have more than British or American English and these Englishes developed their own set of norms. English teachers may identify “errors” by reference to a model (i.e. standard register of English) but assess performance by reference to the local register that they use (i.e. informal school talk) (Cohen, 1975). Today some linguists discuss over the term ‘World English’ (Rajagopalan, 2004). This term brought a new discussion to the ownership of English. Widdowson expressed that English no longer belonged to the native speakers of English to extend that it is an

international communication (Widdowson, 1994 as cited in Rajagopalan, 2004). By the term World English, it was referred to English which was spoken around the world. The implications of this view on language will inevitably bring changes to “taken-for granted” ELT practices; the first change started when the focus of Chomskian linguistic competence shifted towards communicative competence by Hymes. With reference to competence, Kumaravadivelu asked; “With competence what was referred?” He discussed the cultural dimension of second language teaching and stated that second language teaching favored the gaining an understanding of native speaker’s perspective (Kumaravadivelu, 2005, p. 166). With the concept of ‘World English’ (Rajagopalan, 2004), it could be argued that native speaker’s authority was challenged. In other words, it could be argued that the norms set by inner circle no longer considered valid because if a tourist cannot cope with the Greek accent of the speaker, he will be considered communicatively deficient (Rajagopalan, 2004). So, error correction should be seen as a cognitive process rather than correctness (Hull, 1985 as cited in Smith, 1987). Seidhofer differently stated that English is being shaped not only by native speakers (in Kachru’s term inner circle) but also by non-native speakers as well (Seidhofer, 2005). Robinson, on the other hand, stressed the arbitrariness of norms for correct discourse (Robinson, 1973 as cited in Cohen, 1975). The heart of the problem is to answer the question: Which norm does the learner need to conform to or is there a need to conform arbitrary norms? One way of dealing with this problem may be to provide learners with examples of as many different types of English as possible. In terms of studying English as lingua franca and errors, there would be no firm conclusion (Norrish, 1983).

Not all errors reflect the learner’s incompetence or lack of the target form. When speaker’s intention is misencoded, it is not detriment of the meaning but of its pragmatic force. These errors rather than reflecting the lack of linguistic incompetence shows deployment of the competence (James, 1998). Janicki and Thomas pointed out that discursal or interactional gaffes arise from sociocultural incompetence not from linguistic incompetence. (1980&1983 as cited in James, 1998). “For example if a

German says to an English waiter Bring me a beer! His utterance will be taken as a COMMAND rather than as a REQUEST, and this will give offence” (James, 1998, p. 165).

At this point errors in intonation should also be included. If intonation is excluded from correctness, the utterance would not be considered as totally correct. It is important to underline the fact that sounding polite is sometimes more important than being grammatically correct. Since intonation can not be taught separately, teachers should serve as a model for the learners (Edge, 1997).

Errors at the pragmatic level are called infelicities by Austin. He listed infelicities as; gap, misapplication, and flaw. A gap arises when the speaker does not conform to the required formula. A misapplication is about the wrong addressee or wrong circumstances. A flaw is an inappropriate linguistic form. (1962 as cited in James, 1998, p.76)

The need to study speech acts or functions arose from the fact that learners are supposed to learn how to use forms appropriately in a discourse. Furthermore, learners need to view the language from discourse perspective because conversations are discourse units (Freeman & Long, 1991). According to Hendrickson, error was an unacceptable usage because of its inappropriateness or absence in real-life discourse (1978). Chaudron also noted that discourse errors are errors of classroom interaction such as failing to speak, not speaking in complete sentences or taking up the wrong question in the lesson (Chaudron, 1983). Discourse errors could also be defined in more general terms as errors beyond sentence level. James defined discourse errors as learners' failure in formulating or processing the spoken or written discourse (James, 1998). Naturally it could be deduced that discourse errors are observable in natural classroom interaction in which the proportion of unexpected response is high namely in discussion activities.

Semantic errors in lexis were also considered as infelicities or as Bridges called it 'strangeness'. These included; semantically determined word selection (*crooked stick* but not *crooked year*), statistically weighted preferences (although "*big losses*" are possible "*heavy losses*" is preferred such as in "army has suffered big losses"), and irreversible binomials like "*fish and chips*" not "*chips and fish*" (James, 1998, p.152). As for pedagogical implications, teachers need to remember that teaching style is an important issue. In addition to teaching the meaning of a word, its social meaning, affective meaning and collocative meaning should also be taught. It was asserted that if multiple meanings or how to use a word in an appropriate context was not taught, learners would not be able to use the word even if the meaning is known. Because when we say that a student does not know a word, we mean she has not seen or heard it. In fact, teachers usually discover that the learner know the meaning but does not know the way it was used (Shaughnessy, 1977).

Another error type was put forward by Wang. He pointed out that there are also non-linguistic and cultural interferences in errors. Non-linguistic interference refers to committing errors because of psychological factors such as being anxious, shy, angry etc. Cultural interference means that the learner's cultural background and native language may cause some errors. For example, 'Where are you going?' may be a greeting expression in Chinese, but it is not acceptable in English culture (2007 as cited in Ustaci, 2011).

The role of corrective feedback in language acquisition was extensively debated (Schacter, 1991 as cited in Ellis, 1994). Throughout the history of second language teaching, error correction witnessed changing perceptions (Han, 2002). From Audiolingual Method to Communicative Language Teaching (CLT), the concept of error and error correction as an instructional practice underwent changes. The theory behind these changes is to develop communicative abilities (Lightbown & Spada, 1990). To define error in communicative terms is quite hard (Murray, 1999). Inevitably, terminology

altered in accordance with the standpoint of second language acquisition theories or methodology to error as a concept and as an instructional practice. Thus, error correction was examined from different perspectives (Lyster & Ranta, 1997). For instance the term recast is used to refer to implicit correction in communicative context. Repair was also used by the researchers who took the interactive nature of the classroom. Discourse analysts preferred to use the term repair as well. Linguists, on the other hand, used negative evidence to refer to the same concept. Psychologists used the term negative feedback whereas teachers called it corrective feedback (Lyster & Ranta, 1997). In addition, Vigil and Oller preferred to use the term 'cure' as opposed to the term 'correction' which meant altering the output of the learner so that they could move along the interlanguage continuum. This is possible by providing the learners with appropriate cognitive feedback (Allwright & Bailey, 1991). Consequently, a need to define common terminology arose.

The term feedback originated in biology and could be defined as a message that came back to an organism (Rinvoluceri, 1994). In language teaching, feedback could serve as an umbrella term including error correction. Error correction could be placed in teacher's feedback in the interactive nature of a classroom. Feedback could also be divided as feedback to self, peer feedback, learner feedback to the teacher, and teacher feedback (Rinvoluceri, 1994).

In Chaudron's view, 'error treatment' is the teacher's attempt to inform the learner of the fact of error. This attempt could be evident to the learner or the teacher could elicit the learner's utterance in a more indirect way (1983 as cited in Tatawy, 2002).

Lightbown and Spada defined corrective feedback similarly as; "any indication to the learners that their use of the target language is incorrect. Corrective feedback could be explicit or implicit" (Lightbown & Spada, 1999, p.171 as cited in Tatawy, 2002). So,

corrective feedback is used as an umbrella term to refer to implicit or explicit negative feedback (Sheen, 2004). Apart from corrective feedback they listed five more types of feedback which are recasts, elicitation, clarification requests, metalinguistic feedback, and repetition (Lightbown & Spada, 2006).

Long had a more detailed definition for the term “feedback”. According to Long, input to the learner could be considered in two categories: positive evidence and negative evidence. Positive evidence is showing the learner what is appropriate in the language. Negative evidence, on the other hand, is to provide learners about what is unacceptable with direct or indirect information. Providing direct information was explicit feedback, providing indirect information was implicit feedback (Long, 1996). So, it could be stated that he classified error correction into two: Error correction and error feedback. Feedback is the detection of divergent utterances whereas correction is the expected result of feedback errors (1977 as cited in Tatlıoğlu, 1994).

Klim preferred to use the term correction as a type of positive or negative feedback (1994). In this study, the term error correction was used to cover each type of feedback.

Ellis stated that feedback is information to the speaker on the perception and comprehension of messages. According to Vigil and Oller, this definition is important to distinguish between cognitive and affective feedback (Ellis, 1994). Richards and Renandya suggested that feedback is informing the learner about the performance of the task either by assessing the learner or by correction (Richards & Renandya, 2002).

Chaudron stated that the term “correction” is problematic. The most acceptable definition for him is “treatment of error” which would refer to any teacher behavior attempting to inform the learner of the fact of error (Chaudron, 1988).

Gaies defined error correction from two perspectives: It could be defined as a teacher behavior which provides the correct or appropriate answer and/or a behavior which enables the learners to find the correct or appropriate answer (1981 as cited in Tatlıoğlu, 1994).

In a pedagogical perspective, Zydatis defined error “as a pedagogic strategy towards reinforcing correct surface forms and inhibiting incorrect forms” (Zydatis as cited in Cohen, 1975, pp. 414; Chen, 1975).

Ethnomethodologists, on the other hand, preferred to use the term repair (Ellis, 1994). “Correction is a type of repair in which errors are replaced with what is correct” (Hall, 2007, p. 511). ‘Repair’ means to reach a mutual understanding of the correction before launching its correction (van Lier, 1988 as cited in Rolin-lanziti, 2010; Schegloff, 1977 as cited in Macbeth, 2004).

Types of repair depend on the context of conversation and classroom discourse such as self-initiated repair, other-initiated self repair, other-initiated other repair, and self-initiated other repair. Kasper suggested two kinds of repair and classified them as “language-centered” and “context-centered” (Seedhouse, 1997). Social constraints, preferences of the students, and to avoid the speaker’s loss of face different repairs might require different types of correction (Rolin-lanziti, 2010). Schwartz stated that self-repair is more frequent than other repair (1980 as cited in Krahnke & Christison, 1983). It was also demonstrated that initiation of repair was carried out by less proficient speaker in the conversation whereas accomplishment of repair was carried out by speakers at all levels (Krahnke & Christison, 1983). It should also be noted that different researches used these terms interchangeably.



One type of corrective feedback is widely used in the classrooms: the recast (Nicholas, Lightbown & Spada, 2001). Tatawy suggested that recasts were the most widely used form of feedback (2002).

The recast as a form of feedback gained importance in communicative language teaching because recasts differ from other types of feedback in that they are implicit and do not interrupt the flow of interaction and it ensured learners to stay focused on meaning (Ellis, 2006; Loewen & Philp, 2006). 'Correction' deals with the correctness of the language used and the action is to 'replac[ing] errors with what is correct (Schegloff, 1977; van Lier, 1988; Hall, 2007; Seedhouse, 2007, p.350 as cited in Rolin-lantizi, 2010). Recast could lead to an effective input and lead to learning (Mitchell & Myles, 2004).

The term "recast" was first used by Nelson, Carskaddon, and Bonvillian. They studied how care givers gave feedback to children. In this sense, recast covered corrections of errors, filling the gaps and providing alternative patterns for child's utterance. According to Long and Robinson's classification, recast was grouped as a part of implicit negative evidence (1998 as cited in Tatawy, 2002). Nelson, Carskaddon, and Bonvillian observed that children's linguistic errors were systematic; still they gained the control of the language without explicit correction. This led the researchers to look for less direct ways of correction. In this context, Long defined recast as changing one or more components of child's utterance. When the focus is on form 'didactic repair' is used. 'Conversation repair' is a term for repair in meaning and fluency context (Rolin-lantizi, 2010). With regard to second language teaching, Ranta classified recast in the category of corrective feedback. Spada and Fröclich used the term "paraphrase" or "reformulation" of an incorrect sentence. Recasts are also important in communicative teaching as learners provided uptake to recasts (Nicholas, Lightbown & Spada, 2001). It was found that the percentage of recasts resulted in uptake was 31%. It should be noted that especially in immersion classes recasts passed unnoticed unless followed by a

gesture or signal from the teacher. The reason behind this is the fact that learner assumed that the teacher was responding to the utterance (Lightbown & Spada, 2006; Loewen & Philp, 2006). That's why, in a study by Loewen and Philp, it was observed that teachers tended to use phrase or prosodic cues (83%) (2006). The percentage of explicit correction resulted in uptake was 50%. The percentage went up to 100% in elicitation. Teachers needed to remember that learners' repeating the error did not necessarily mean that the feedback was understood. Explicit correction compared to recasts was more advantageous in checking learners' uptake.

## **1.2 Error Analysis and Contrastive Analysis**

Ellis suggested that the study of 'bad language' can be traced back to the prescriptive grammarians of the 18<sup>th</sup> century (Ellis, 2005). Rules of grammar or what is considered correct or incorrect have been a matter of debate since then. Some linguists asserted that the reason behind why certain usages were considered correct was that those usages had been adopted by the privileged (Nunberg, 1983). It was stated that error making characterized non-native speech while error correction characterized native speech (McRobie, 1993). Stated in other words, the issue of "correctness" was the ideology by which standard language was imposed on people. Their debate could not be entirely justified however it was true that "correct English" meant "standard English" until 19<sup>th</sup> Century. It was in 1920s when these traditional doctrines were rejected (Nunberg, 1983). In the mid-1950s, audiolingualism became popular due to the increased attention to foreign language teaching in United States. Charles Fries, a structuralist, believed that grammar was the starting point for language teaching. "Fries set forth his principles in *Teaching and Learning English as a Foreign Language* (1945), in which the problems of learning a foreign language were attributed to the conflict of different structural systems (Richards & Rogers, 2001, p.52). Fries asserted that the best language teaching books could be written after a conscientious comparison was made between the native language and the target language (Demircan, 2005).

Fanselow also stated that textbooks should include sentences in accordance with their similarity in the foreign language, especially in the early stages of acquisition. Then it could be moved to less similar sentences in terms of syntax and semantics (Fanselow, 1977). In the 1950's the collection, classification, and analysis of errors in written and spoken language gained place in applied linguistics (Richards, 1985; Ellis, 1985 as cited in Lennon, 1991).

EA was considered necessary for researchers to develop a hypothesis or inference about foreign language process. Furthermore, classifying errors promised to be useful to distinguish "learner's ability to communicate *effectively* and speak *grammatically*" (Dulay & Burt & Krashen, 1982, p. 197).

In order to understand the rationale behind error analysis and contrastive analysis, the role of native language should be considered as a key element because the main impetus behind the studies of error analysis (EA) and contrastive analysis (CA) is transfer. It was assumed that language learning like other skills is a cumulative process affected by prior knowledge. Thus it could be stated that the most appropriate approach for practicing error analysis is behaviorist approach.

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. (Cohen, 1998, p.65)

This idea of describing learner's language in its own terms is derived from the structural view of language. By the early 1970s, however, some misgivings about the reliability of CA began to be voiced, mainly on account of its association with an outdated model of language description (Structuralism) and a discredited learning theory (Behaviorism). (James, 1998, p. 115) In the

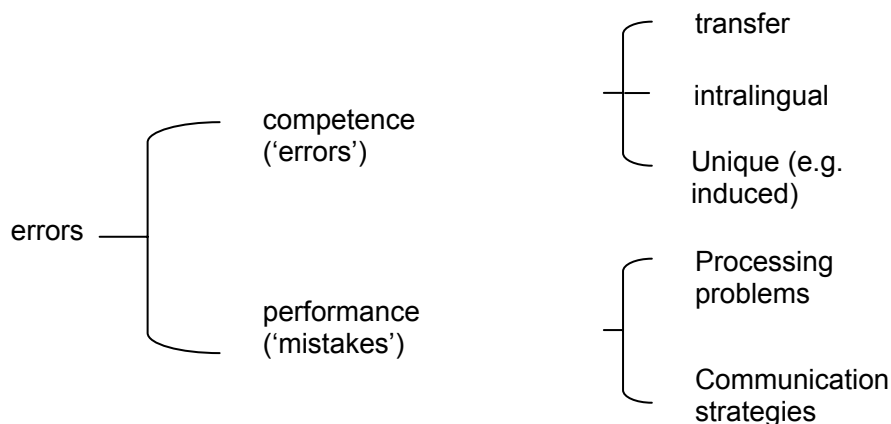
same vein, Richards & Rogers pointed out that the link between structuralism to behaviorism produced Audiolingualism (Richards & Rogers, 2001).

Error and the analysis of error were of interest to researchers especially in 1970s. The objective of these analyses was to reveal the systematicity of errors and thus shed light to the process of adult language learning (Burt, 1975).

It can be suggested that classification of errors can be done according to a number of criteria; age, nationality, learner's level of proficiency and affective factors. Richards defined error analysis as "dealing with differences between the way people learning a language speak, and the way adult native speakers of the language use the language" (Oller & Richards, 1973 as cited in Schacter & Celce-Murcia, p.274). James defined three criteria for classification of errors: modality, medium and level. Modality refers to learners' activity which could be interpreted as error in understanding and error in producing the language. Medium indicates whether the error was produced or received (James, 1998). It is also important that in order to determine which errors caused the listener or the reader to misunderstand the message, judgments of native speakers were needed (Burt, 1975). Level refers to encoding or decoding error (James, 1998). The basis of this classification lies in the mental state of the learner and the language being processed at the time of error.

Recently, two dimensions of error were adopted as criteria in the study of error and error analysis; domain and extend. 'Domain' is the rank of linguistic unit which must be taken as context in order for error to become apparent. Units could extend from morpheme to sentence or even units of discourse. Error extend was defined as the rank of linguistic unit which would have to be deleted, replaced or reorganized. The error extend could maximally be the sentence according to the corpus though error domain could vary. For instance the '*came*' could be classified as word error and extend would be the morpheme (Lennon, 1991).

EA and interlanguage studies emerged as a reaction to contrastive analysis. Error analysis and Interlanguage studies were used to identify difficulties of second language learning (Stern, 1983). EA provided a description of the learners' interlanguage. "Corder claimed: 'It is the account of the precise nature of these differences which gives us the information which enables us to 'correct' the language learner's errors in a systematic fashion in our remedial teaching'" (Ellis, 1990, p.53). The study of EA consisted of three stages which included diagnosis of idiosyncrasy, description of learners' Interlanguage and explanation (Corder, 1981 as cited in Şimşek, 1989). One of the aims of error analysis was to provide a psychological explanation as could be seen below. Taylor similarly pointed out that source of error could be psycholinguistic (L2 production), sociolinguistic (learner's inability to adjust in L2 context), epistemic (lack of world knowledge) or it may be located in the discourse structure (organization of information in to coherent text) (Ellis, 2008).



**Figure 2 Psycholinguistic sources of errors**

**Source:** Psycholinguistic sources of errors, Ellis, 2008, p 58.

Error analysis (EA), as Vivian Cook put it, 'is a methodology for dealing with the data rather than a theory of acquisition' (1993 as cited in James, 1998, p.x). Its novelty was that the mother tongue was not supposed to enter the picture (James, 1998). The

studies of EA and Interlanguage studies tried to explain learner performance in terms of cognitive processes (Richards, 1985). This paradigm change also showed the fact that language teaching moved away from structuralism. With EA the priority shifted from “*teaching*” to “*learning*” (Demircan, 2005). (Translation). EA also became associated with nativist views of language learning and the emergence of interlanguage theory (Ellis& Barkhuizen, 2005). With his Interlanguage theory, Selinker studied errors as a part of learner’s developing language which has a system in its own right (Selinker, 1983). EA also served cognitive and educational scientists. EA served as an alternative to the behaviorist view of language. It attempted to explain the creative nature of language as described by Chomsky. It involved viewing the learner as an interactive participant who tests hypothesis about the target language (Schachter & Celce-Murcia, 1977). Cognivist perspective to language brought a new perspective to errors; errors were examined with reference to their sources, taxonomy, effects and treatment (Krahnke & Christison).

Within the scope of error analysis different taxonomies were suggested in error dictionaries as aforementioned. However, Corder admitted that error analysis was limited because “it provided no indication of the gaps in the learner’s **communicative competence**, as error analysis only dealt with the language code” (Ellis, 1990, p.53).

As it could be seen from the figure, communication strategies that students use are also of great importance regarding error correction (Rubin, 1975 as cited in Brown, 2000).

Corder proposed five categories for Error Analysis:

1. selection of a corpus of language
2. identification of errors in the corpus
3. classification of the errors identified
4. explanation of the psycholinguistic causes of the errors
5. evaluation or error gravity ranking of the errors (Corder, 1974 as cited in Lennon, 1991, p. 181).

Apart from these studies, some studies of error taxonomies were carried out. These studies attempted to classify errors. Turton's *ABC of Common Grammatical Errors* contains grammatical errors whereas Fitikide's *Common Mistakes in English* was organized around five categories including misused forms, incorrect omission, unnecessary words, misplaced words and confused words. *Alexander's Right word, wrong word: Words and Structures Confused and Misused by Learners of English*, included a general collection of words and structures which are sources of error. From a pedagogical perspective, it was asserted that error dictionaries were designed for notional-functional teaching materials and syllabuses (James, 1998).

Contrastive linguistics postulated that learning a new language does not start from scratch. Learner had already gained skill and information about using a language as a means of communication. That's why learner naturally makes use of transfer which helps the learner in terms of similar features between languages. The starting point of contrastive studies however lied in the differences between the native language and the target language (Demircan, 2005). "In its strong form all second language errors could be predicted by identifying the differences between the target language and the learner's first language" (Ellis, 1990, p.25). The weak version, on the other hand, did not imply the apriori prediction of difficulty. It recognized inference across languages but claimed that those difficulties could be explained a posteriori (Brown, 2000). CA compared two languages in order to spot the mismatches that would predictably give rise to interference. In this way errors could be predicted and explained (James, 1998). CA claimed that inference is the main barrier to language acquisition (Brown, 2000). CA assumed that interference from students' first language caused errors to occur in their target language speech (Long & Richards, 1987). CA involved describing comparable features of across two languages (learner's mother tongue and the target language) and it identified the differences and predicted what errors learner would make (Brown, 2000). In a study of CA on written errors of Turkish students, it was found that intralingual errors were more common interlingual errors in 75 compositions in Bilkent University

Preparatory School students (Şimşek, 1989). Weinreich suggested that if there is a great difference between two languages (learner's mother tongue and the target language) the learning problem and the rate of inference will rise (Weinreich, 1953 as cited in Freeman & Long, 1991). Stockwell, Bowen, and Martin's *The Grammatical structures of English and Spanish* (1965) is a good example of CA (Ellis, 2005). Stockwell and his associates designated a model which was called hierarchy of difficulty by which intricacy of the target language could be predicted. This study included phonological, grammatical and semantic systems of the language (Ellis, 2005, Freeman&Long, 1991).

Along with CA studies, the Cognate Method similarly focuses on the similarities of the native language of the learner and the target language. In this method, the learner starts by learning a basic vocabulary made up of words which are similar in form and meaning to those of learner's language (Mackey, 1965). It could be argued that Cognate method and CA shared a common basis in their approach to language learning.

"The practitioners of CA stressed the desirability of not allowing the descriptive categories of one language to color what should be an objective, independent description of another" (James, 1998, p.6).

For example, James asserted that (...) not all errors are universal: some selectively afflict learners having a certain L1 (...) "False friend" errors occur when a mother tongue word and target language word are identical or similar in form but different in meaning. For example, German *Baracken* does not mean *barracks* (which is *Kaserne* in German), *but shacks or hovels*. (James, 1998, p. 15) This case serves an appropriate example of how CA fails to account for some errors.

In 1970's there was a shift in language learning towards intralingual rather than crosslingual terms (Stern, 1983). Chomsky's "flux and agitation" debate shifted the



emphasis to learning. One consequence of this debate led to the question whether there are similarities between mother-tongue and learning a second language (Corder, 1974). Today, the weak version of CA is called cross-linguistic inference. Cross-linguistic inference (CLI) suggested the importance of prior experience but different from CA, it put emphasis on influence rather than prediction not only in phonology but also in syntactic, lexical and semantic categories (Brown, 2000; Freeman & Long, 1991). Odlin suggested that the reason for teachers and linguists to consider the problem of transfer is clear; teachers who are aware of student's mother tongue will be able to see better what may be difficult or easy for students (Odlin, 1989). Similarly, Norrish stated that CA was not entirely abandoned by teachers. Treatment of errors which arose from translation could be treated by pointing out what is possible in native language nevertheless in the target language it is not. Similarly Wardaugh commented that experienced teachers were unable to reject CA hypothesis because their experience facilitated them in predicting learners' errors especially at the level of phonology (19760 as cited in Dulay & Kurt, 1974). Lightbown and Spada similarly pointed out that throwing out CA, feedback, and metalinguistic explanations 'communicative revolution' might have gone too far (2006). Nonetheless, this approach might foster analytical teaching which is not feasible for teaching language as a means of communication (Norrish, 1983). The pedagogical perspective of CA could be summarized as rule-oriented teaching which involves explicit grammar rules (Şimşek, 1989). Today CLI suggested that the influence of native language must not be overlooked. The difference between CLI and CA is that CLI emphasized the influence rather than prediction.

The main criticism to EA rose from the fact that it was wrong to focus on only the errors of the learner (Küçük, 2005). This meant ignoring learner's success and caused misjudgment about the learner. What's more, studying errors in isolation could be misleading. Another shortcoming was the emphasis on the production data. In order to understand language acquisition, comprehension is as important as production. Another important point is the fact that since production data is more observable, EA reflects the

production competence of the learner (Sato, 1984 as cited in Freeman & Long, 1991). What's more, EA studies failed to account for the strategy of avoidance. The absence of error does not reflect the native like competence because the learner might be avoiding the difficult structures. Finally, EA specifies on one language therefore prevent us from seeing the universal aspects of language (Brown, 2000; Bot & Lowie & Verspoor, 2005). Similarity of some errors made by learners of different languages and the similarities of some errors both in first and second language acquisition led to criticism on EA (Odlin, 1989). One of the criticisms made for CA was all the differences were seen as a source of error (Demircan, 2005). (Translation).

Error analysis and contrastive analysis differed widely from the view of learner. EA viewed the learner as an active participant who processed input, generated hypothesis. In CA, the learner had no control as the source of errors was the result of first language inference (Freeman & Long, 1991).

Gower and Walters offered teachers' of monolingual classes to familiarize themselves with typical grammar and pronunciation associated with the nationality of the students so as to cope with errors in the classroom (Gower & Walters, 1983). Apparently, this practice involves EA to some extent. It is therefore important that today even the EA practices outdated teachers could make use of EA to overcome difficulties in their teaching practice. If teachers know what might come up in the classroom, they will be more alert and effective in correcting errors.

### 1.2.1 Error Types

Lyster classified errors as:

1. Grammatical errors included determiners, prepositions, pronouns, number agreement, tense, verb, morphology, and auxiliaries. Additionally, errors in pluralization, negation, question formation, and word order were considered as grammatical errors.

2. Lexical errors included inaccurate use of nouns, verbs, adverbs, and adjectives, in the sense of open classes, whose membership is in principle indefinite or unlimited (Crystal, 1991 as cited in Kılınc, 2007).

3. Phonological errors were inaccurate pronunciation of words that often led to difficulty of comprehension of the target words. In case that mispronounced words were comprehensible to the teacher, the words were still considered to have phonological errors when the words were given corrective feedback (Kılınc, 2007, p.25).

4. Unsolicited uses of L1. Instances where students used Turkish when English would have been more appropriate and expected (Lyster, 1998 as cited in Kılınc, 2007).

Chaudron classified errors as:

1. Linguistic (morphological and syntactic errors together) errors
2. Interactional Errors
3. Content Errors
4. Discoursal Errors (Chaudron, 1988).

Other taxonomies were also carried out by different researches. Richards proposed:

1. Inference Errors
2. Intralingual Errors
3. Developmental errors (Richards, 1971 as cited in Schacter & Celce - Murcia, 1983).

Allwright represented four – way classification of errors:

1. According to their linguistic description
2. According to their importance
3. According to their source
4. According to their ease of correction (Allwright, 1988).

According to Allwright source of errors could be intralingual, inferential and developmental.

Another classification of error was set by Cohen:

1. Intelligibility
2. Frequency of errors
3. Errors at a high level of generality
4. Errors with stigmatizing or irritating effects
5. Errors affecting a large percent of the students
6. Errors which are relevant to pedagogic focus (Cohen, 1975).

Compared to Richards', Allwright's classification encompasses a larger scale. However it is important to note that "categorizing errors are not mutually exclusive: in fact, the teacher's behaviour may need to be based on a categorization in all four ways at once" (Bailey, 1985).

In the analysis of the data, Lyster's classification was preferred. But some error types such as discursal errors and content errors were borrowed from Chaudron because Lyster's classification does not cover these types of errors.

### **1.3 Error Correction in Second Language Acquisition**

The debate whether feedback is effective in second language acquisition was discussed by linguists. The main discussion could be seen in theories including two opposite views; Skinner's behaviourism and Chomsky's innatist theory. These could account for the main discussion regarding the effectiveness of feedback. Skinner in his *Verbal Behaviour* suggested that reinforcement influences speech acts. However, Chomsky noted that reinforcement is not required for language learning. However, Chomsky mentions the studies carried out in 1950's finding an evidence of effectiveness of feedback (Reigel, 2005). Similarly, Lightbown and Spada stressed on the creative constructions of the language being learnt. Krashen, on the other hand, focused on the distinction between acquisition and learning. In 1960's there was an emergence of new thinking in language acquisition theories followed by interlanguage studies. These

studies made it possible to interpret errors and instead of error-free performance, teachers focused on getting the learner to communicate (Oladejo, 1993). Acquisition and learning distinction could be examined from sociolinguistic, psycholinguistic and pedagogic viewpoint.

Sociolinguistically, the distinction could be made with reference to the criteria such as the location, participants, topics and purposes. In naturalistic language learning, compared to instructed second language learning, there is a variety of criteria (Ellis, 1998).

Psycholinguistically, acquisition and learning process is examined as formal and informal learning. Formal learning involves deliberate and consciousness effort including explicit rules of grammar whereas informal learning is a process of discovery and takes place through direct participation in communication. Corder stated that the term error was not relevant in psycholinguistic view of language (Cohen, 1975). Of course, "it would be mistake to equate classroom and formal learning on the one hand and naturalistic and informal learning on the other" (Ellis, 1998, p.2).

Educationalists discussed this distinction in terms of formal training and apprenticeship. Stern defines formal learning as a "deliberately planned social intervention" (Stern, 1983 as cited in Ellis, 1983, p. 2). Apprenticeship involves learning by doing.

Learning-Acquisition distinction was further discussed by Krashen in his Monitor Hypothesis. "The monitor Model was constructed with the classroom in mind, even though it was developed to account for the results of studies of naturalistic L2 acquisition in the main" (Ellis, 198, p. 58). His main proposal included the correction of errors. EA results were interpreted in his hypothesis. He offered that errors should not be corrected when the goal is acquisition but when the aim is learning error correction is necessary.

Adults however both acquire and learn the new language. By the help of acquired rules, learners produce utterances and these utterances are monitored by learned rules (Demircan, 2005). Demirel, on the other hand, noted that a person cannot “acquire” a second language; she learns it (Demirel, 1992). Therefore it must be remembered that adult language acquisition is different from first language acquisition, especially in terms of error correction (Dekeyser, 1993). The proof of this distinction could be seen in a child’s language development in spite of the fact that they receive little correction. However, adults need negative evidence in order to process input (Dekeyser, 1993). Panova and Lyster noted the reason for necessity of negative feedback; when learners were not able to discover the differences between their interlanguage and foreign language, they may need to be informed in the form of error correction (Lennane, 2007). Krashen’s point of view related to inefficacy of corrective feedback could be challenged by the studies carried out in immersion programs. It was found that even after a great deal of input, second language production was still inaccurate (Loewen et al., 2009). Researchers emphasized the importance of corrective feedback which was considered important for teaching grammar. Loewen identified errors made by learners in tests and showed them back one day or two weeks later. It was observed that learners were able to identify and correct their errors (Ellis, 2006). What’s more, Krashen’s acquisition and learning distinction was criticized for what constitutes conscious or unconscious processes. Nevertheless, this distinction shed light to a problematic area. Even if the learners knew the rule consciously, they were unable to apply it in spontaneous conversation. Learning-Acquisition distinction explained the lack of correspondence between error correction and direct teaching. According to Krashen, this could be explained by learning the rule, but not acquiring it (Mitchell & Myles, 2004).

Stern brought another dimension to the discussion of learning / acquisition distinction by naming it implicit-explicit discussion. He stated that terms such as conscious or deliberate learning are dichotomous (Stern, 1991). Hilgard avoided the difference between acquisition and learning. He noted that:

What is the place of understanding and insight? Some things are learned more readily if we know what we are about (...) but we can form vowels satisfactorily without knowing how we place our tongues. Some things we appear to acquire blindly and automatically; some things we struggle hard to understand, and can finally master only as we understand them (Hilgard, 1948 as cited in Stern, 1991, p. 404).

### 1.3.1 Monitor Hypothesis

The Monitor Hypothesis stated that “learning has only one function, and that is as a Monitor or editor” (McLaughlin, 1987 as cited in Mitchell & Myles, 2004, p.46). Monitor is responsible for self-feedback of a speaker. It also predicts upcoming sentences (Rinvolucri, 1994). In other words it helps to modify the output (Mc Robie, 1993). This prediction accounts for avoidance strategies in intermediate and advanced learners which are linguistically efficient. These strategies could also discourage the learner from trying to move ahead in their competences (Rinvolucri, 1994). Monitor operates when the focus is on accuracy. Krashen used the term ‘learning’ to refer to what Behaviorists called rule-governed learning (1983 as cited in Mc Robie, 1993). According to Krashen’s monitor hypothesis, knowledge of conscious rules can be helpful when the focus is on accuracy (Allwright & Bailey, 1991; Krashen&Terrell, 1983,). According to this hypothesis, rules to be learned should be learnable, portable, and not yet acquired. This accounts for under which conditions the correction of errors takes place. So, error correction will only work if; correction is limited to learnable rules and carried under conditions that allow monitor use. However, the studies showed that correction is helpful to second language acquisition if it takes place in the context of ongoing efforts to communicate (Ellis, 1994).

From Krashen’s point of view, if errors and mistakes are discussed in terms of acquisition / learning distinction, it can be argued that during acquisition process, learner’s attempts might result in mistakes because acquired knowledge is implicit. The

learner, as a result, will have a feeling that the form is incorrect and correct it by reference to the implicit knowledge. Learnt forms, on the other hand, might have errors and the learner will be able to correct or avoid these by reference to explicit knowledge (Krashen, 1987). Krashen used the term monitor to explain individual differences. He stated that Monitor over-users do not like making mistakes but their speech is inclined to be non-fluent because they are constantly checking their output. Monitor under-users do not care much about errors and tend to have fluent speech. 'Optimal' Monitor users make use of Monitor hypothesis when it is necessary (Mitchell & Myles, 2004). According to Krashen, when the under-users correct their speech, conscious rules are not called upon. This case is also true for native speakers who made speech errors (McRobie, 1993). Nonetheless, the concepts of "monitor users" are now impossible to test empirically (Mitchell & Myles, 2004).

### 1.3.2 Incompleteness Hypothesis

Byram's incompleteness hypothesis brings a different dimension to error in terms of defining it by comparing native speakers' and non-native speakers' grammatical competences. Incompleteness hypothesis discussed the issue whether a non-native speaker can ever achieve native speaker grammatical competence (James, 1998). Cook also asserted that the aim of foreign language teaching is not to produce 'imitation native speakers' and added that non-native speakers should be compared with fluent bilinguals, not the monolingual (James, 1998, p.52). Schacter studied learners of Dutch, Chinese, Indonesian and Korean (learners are listed on a scale decreasing similarity to English) to find out which learners achieved completeness. He found that Dutch learners got closest and Koreans had least success. He asserted that learners will achieve completeness on the condition that they have access to Universal grammar, or their first language is identical in this regard to the language they are learning. He concluded that "Incompleteness will turn out to be an essential feature of any adult second language grammar" (Schachter, 1990 as cited in James, 1998, p.55)



With reference to Byram's incompleteness hypothesis, another issue to be discussed is the necessity of attaining native speakers' competence. Byram believes that there is no need to strive after "the unattainable and insidious ideal of imitating and evaluating communicative performance by comparison with the native speaker" (James, 1998, p. 52). Similar issue was discussed by applied linguists who subscribe to Universal grammar. Chomsky rejects the ideas of "on his way" toward acquiring knowledge of English, and "if they reach the goal, they will then know English" (Chomsky 1986 as cited in James, 1998). At this point Chomsky refers to interlanguage. Chomsky's competence/performance distinction sheds light to mistake/error distinction. Transformational-Generative Grammar provided a basis for analyzing learner's errors which reflect nature and degree of learner's hypothesis of language. From perspective of an earlier model of universal grammar theory, the presence of positive evidence was sufficient. But negative evidence hardly played a role in language acquisition because error correction changes the behavior in language but it will not change the interlanguage grammar of the learner (Freeman, 2003). Universal Grammar linguists advocated that in order to discover limits of the language system some form of Universal Grammar is needed to eliminate generalizations about language structure (Mitchell & Myles, 2004). Schacter suggested that producing output means that learners test hypotheses about language. It is also important because learners have the chance to interact and negotiate meaning (Freeman, 2003). Thus some proponents of Universal Grammar perspective see correction or negative evidence following learner output as necessary for second language acquisition (Freeman, 2003, p.104). With reference to competence/performance distinction, "Corder associates errors with failures in competence and mistakes with failures in performance" (James, 1998, p.78).

Alternatively, it can be stated that as long as learner interpret feedback as positive evidence (examples of acceptable language sentences) rather than corrective the benefit of recast would be evident. According to other Universal Grammar linguists, the effect of feedback on learner's interlanguage would be superficial if feedback is

interpreted as corrective (Shwartz, 1993 as cited in Nicholas, Lightbown & Spada, 2001).

Student: Why does the aliens attacked earth?

Teacher: Right. Why did the aliens attack Earth? (Mackey, 2000 as cited in Mitchell & Myles, 2004, p. 178). This recast did not interrupt the communication but was seen as confirmation.

### 1.3.3 Creative Construction Theory

Creative Construction theory is one of the theoretical positions by which Lightbown and Spada proposed to explain second language learning. (Lightbown & Spada 1999). According to creative construction theory, learners “construct” internal representations of the language being learned. In other words, these mental representations function as “mental pictures” of the target language and they develop in predictable stages to the complete mastery of the second language. These theories have, greatly influenced pedagogic practices related to the development of second language proficiency (Stern, 1983).

“The type of English spoken in the classroom is clearly a major factor determining the type of English that is learnt there [...] in the process of teaching, we teach English of a particular kind, which we call pedagogic discourse”. (Edmonson & House, 1981, p. 20 as cited in Bargiela, 2003).

Creative Construction Theory presented the view that interlanguage was created independently from first language. However, the restructuring hypothesis assumed that learner’s first language provides a basis for second language. On the other hand, Creative Construction Theory offers an intralingual interpretation (Stern, 1983). Therefore, Chomsky’s Universal Grammar is a basis for this theory (Küçük, 2005). One

of the major contributions to this theory was made by Krashen's Monitor model (Ünlü, 2007).

Differently Corder asserted that second language learner does not start from the scratch as contrastive analysis similarly suggested (Corder, 1978 as cited in Stern, 1991).

#### 1.3.4 Interaction Hypothesis

Long's Interaction Hypothesis (IH) is an extension of Input Hypothesis (Mitchell & Myles, 2004). Like Krashen, Long stressed the importance of comprehensible input, but emphasized the interaction that takes place in two-way communication (Bargiela, 2003). IH examined breakdowns and repairs in communication. Therefore IH dealt with negotiation of meaning. Negotiation was defined as the comprehensibility of the message and the form insofar as it contributed to comprehensibility. Long argued that interactional features such as clarification requests, repetition, and stress on key words provide the learner with negative evidence which results in development in learning strategies and eventually language development (Lyster, 2007; Lyster & Ranta, 1997).

According to Lyster, Long's negotiation of meaning only focuses only on conversational aspects of communication. Lyster's clarification requests, repetition, elicitation, and metalinguistic feedback promote a pedagogical focus on form and accuracy while maintaining meaning-based negotiation (Lennane, 2007).

According to Varonis and Gass, conversational exchanges have a distinct structure: A trigger and a resolution. These exchanges were carried out by a variety of conversational strategies such as confirmation checks and requests for clarification as in the excerpt below:

Student 1: And what is your mmm father's job?

Student 2: My father is now retire.	Trigger	
Student 1: Retired?	Indicator of problem	
Student 2: Oh, yes.	Resolution:	Response
Student 1: Oh, yes.		Reaction

(Varonis & Gass, 1985 as cited in Ellis, 1999, p. 4).

The first noticing or triggering function emerged when L2 was uttered. The correction by the interlocutor made the other learner aware of the deficiency in L2 (Dilans, 2010). So, it could be said that output served as a triggering function as the consciousness- raising activity (Mitchell & Myles, 2004).

In second language acquisition research, it was proposed “that environmental contributions to acquisition are mediated by selective attention and the learners’ developing second language processing capacity (...) is brought together during negotiation for meaning” (Long, 1996, p.414). According to this view, implicit corrective feedback facilitates second language development (Tatawy, 2002). Furthermore, it was claimed that implicit negative feedback provided learners opportunity to attend to linguistic forms. So, unlike Krashen who stated that only positive evidence is sufficient for language acquisition, Long highlighted the importance of implicit negative feedback. So, it could be concluded that negative evidence could increase accuracy and awareness while promoting hypotheses testing (Şahin, 2006). It was also stated that negative feedback helps learners to notice the gap between Interlanguage (IL) forms and target language forms (Sheen, 2004). Output Hypothesis likewise emphasized the interaction in learning process. Learners are pushed so they could initiate or construct utterances by responding to their interlocutor’s feedback. It is through the pushed output which made learner’s language more accurate and fluent (Dilans, 2010). Late version of Interaction Hypothesis suggested that through negative evidence and modified input, interaction can contribute to incidental acquisition. Recast is a major way of achieving this (Ellis, 1999). Long asserted that (...) negative feedback obtained during negotiation work or elsewhere may be facilitative of second language development at least for

vocabulary, morphology, and language specific syntax (...) (Long, 1996 as cited in Mitchell & Myles, 2004, p.174). Interaction also provided learners with the opportunity to talk in the target language which contributed to interlanguage development. Swain pointed out that one of the functions of output was to serve as a consciousness-raising by triggering 'noticing'. This helps learners to notice their problems. At this point, Long argued that modified input is beneficial for supplying learners with information that was problematic. However according to Krashen, output had no direct effect on acquisition (Ellis, 1999). With reference to this, learners try out rules then use them to confirm or to disconfirm which is called 'output plus correction'. In this case feedback supplied learners with metalinguistic information which could be direct or indirect (Ellis, 1994). Schacter similarly pointed out that metalinguistic information related to the correctness of the utterance can be direct or indirect (Schacter 1986b as cited in Ellis, 1994).

### 1.3.5 Interlanguage Theory

IL research provided insights for second language acquisition. The theory attempts to "describe learners' systems" (Mc Laughlin 1987 as cited in Brown, 2001). Corder used the term idiosyncratic dialect to refer to learner's language (Brown, 2001). Interlanguage had an intermediate status between the native and target languages. This term was originally adapted from Weinreich's term 'interlingual'. This theory also changed views about errors and how to treat them.

IL is the product of overgeneralization of rules and semantic features. It's not a natural language and evolves over time (Mitchell & Myles, 2004). Ellis, about Interlanguage, commented that "learners compare the input with their own mental grammar." (James, 1998, p.8) This mental grammar can be referred to as IL. According to Ellis, this comparison of input and mental grammar can be done by drawing attention to the kinds of errors that learners make. "Ellis developed this idea and gave it a label: **cognitive comparison**. Clark had the same idea in mind when she formulated

**coordination theory.**" (James, 1998, p.8) Recent developments in the field of IL showed that learners test hypothesis about how second language is structured.

Sridhar highlighted the importance of errors in the light of Interlanguage; deviations from the target language should not be seen as mistakes or errors. They should be considered as an inevitable part of learning (Şimşek, 1989).

Oladeyo stated that corrective feedback helped learners to confirm, disconfirm or test their hypotheses about language (Lennane, 2007). It could also be asserted that corrective feedback might result in learner's modifying interlanguage.

Corder claimed that it would be possible to understand language better if learner's errors were systematically investigated (Stern, 1983). Rather than studying errors in isolation, Selinker proposed that learner has a system which is different from target language in systematic ways. Corder, on the other hand, was the first to study the learner's errors (Stern, 1983). Ellis, similarly points out that IL can also reflect the operation of communication strategies. These strategies enable them to compensate for their lack of knowledge (Ellis, 1990). Communication strategies are used when there is a discrepancy between the learner's knowledge and the learner's communicative intent. It may contribute indirectly to learning by permitting greater opportunity for language use. It was noted that by treating errors, teachers are trying to help students move ahead in their interlanguage development (Richards & Lockhart, 1996). And negative feedback also played a crucial role in structuring IL (Long, 2007 as cited in Dilans, 2010). Naturally, in order to improve learner's interlanguage, teacher needs to distinguish between learner's systematic interlanguage errors and other errors (Brown, 2000).

However, Truscott asserted that since IL improvement is a complex process, teachers cannot identify the errors which need correction. Furthermore, due to the fact

that different structures are learnt in different ways, there would be no single form of correction. Ferris offered solutions for these problems. "Students are

- a. focused on the importance of self-editing;
- b. trained to identify and correct patterns of frequent and serious errors; [and]
- c. given explicit teaching as needed about rules governing these patterns of errors"

(1999 as cited in Najmaddin, 2010).

Corder preferred the term 'transitional competence' for interlanguage. (Ellis, 1990) He suggested that errors represent the discrepancy between the grammar of the learner (their transitional competence) and target forms (Corder, 1967 as cited in Lennon, 1991). "The notion 'competence', of course, comes from Chomsky and the idea that this competence in second language is 'transitional' is meant to capture the dynamic nature of the learner's developing system." (Selinker, 1992, p. 155) Nemser uses the term 'approximate system' for Interlanguage. (1971 as cited in James, 1998)

It should not be considered as a coincidence that IL theory and Communicative Approach emerged in near dates. IL studies told about the language learning process which would enable teachers to design the most appropriate conditions. According to Selinker (1992), teachers, in order to make intelligent pedagogical decisions, need to have a principled way of designing learner's output. Mistakes are not regrettable, but an integral and important part of language learning; correcting them is a way of bringing the learner's interlanguage closer to the target language. In addition to this, errors that learners make change over time which indicates that interlanguage is transitional and variable. Learner chooses among different variant forms and tests language (Ellis & Barkhuizen, 2005). While learners are testing the language, they make use of learning strategies. These strategies will therefore help them to develop their communicative competence which is the basic rationale in communicative approach. But time of correction is a key element as Richards and Lockhart stated; (...) "But mistimed error treatment may fail to help; it may even be harmful if it is aimed at structures which are

beyond the learners' stage in interlanguage development" (Richards & Lockhart, 1996, p.192). As a conclusion, the term error could be explained as "being unaware of the linguistic system and uncertainty about the rules of language and even probably fossilization of learner language" (Lee, 1990 as cited in Ustacı, 2011, p. 11).

It could also be concluded that the Second Language Acquisition Theories (SLA) found negative evidence essential for second language acquisition (Kılınc, 2007). In Carrol and Swain's study it was proved that learners given explicit and corrective feedback performed better (Carrol & Swain, 1990 as cited in Kılınc, 1993).

#### 1.3.5.1 Restructuring of Interlanguage

The term restructuring is grouped under interlanguage theory. The rationale behind restructuring was explained by Lightbown;

Restructuring occurs because language is a complex hierarchical system whose components interact in nonlinear ways. Seen in these terms, an increase in complexity or accuracy in another, followed by overgeneralization of a newly acquired structure, or simply by a sort of overload of complexity which forces a restructuring, or at least a simplification, in another part of the system (Lightbown, 1985 as cited in Gass & Selinker, 2001, p.214).

As explained above, restructuring occurs when a new element in the language is added. If this element disturbs the existing system, reorganization will take place. During this organization the learner will produce erroneous sentences. This means the learner is trying to adjust the new element in to the existing system.

Lightbown presented an example of U-shaped behaviour which refers to three stages of learning a structure

Stage 1: He is taking a cake.

Stage 2: He take a cake.



Stage 3: He is taking a cake. (1983 as cited in Gass & Selinker, 2001, p. 215).

In the first stage, the learner produces target-like form. At stage 2, the learner produces deviant utterances. At stage 3 the correct usage is once more produced. It was hypothesized that when simple present tense was introduced to the learner, the learner had to learn this form and adjust the usage to the previously learnt present continuous tense. Some time later the learner is able to use both present tense and continuous tense in correct place (Gass & Selinker, 2001).

Restructuring accounts for qualitative changes in learner's IL and the rationale behind erroneous sentences that teachers might come up with during the acquisition of a newly learnt structures.

#### **1. 4 Treatment of Errors in Different Approaches and Methods**

Is language a tool, a skill, a habit, a machine that works or a living thing? (Demirel, 1992). The question brought by Demirel is crucial in terms of teachers' approach to language. Teachers' perception of language will determine their practices including error correction. These questions will be discussed within the framework of approaches and methods. Throughout the application of linguistic and psychological theory to the study of language, errors were seen and treated differently (Corder, 1974). Krashen and Seliger found two universal and crucial factors common in all methods; isolation of rules and error detection or correction (1975 as cited in Klim, 1994). It can be inferred that correcting errors is a crucial factor in formal instruction.

There was a shift in pedagogical focus from preventing errors to learning from errors (Long & Richards, 1987). This shift was a result of the changing view of language and teaching. In 1950's, language was seen as a set of rules to be learnt. However, when the communicative aspect of language gained importance, errors were seen and treated differently. Holey and King likewise pointed out that this shift necessitated less

overt correction and relaxing error correction on the part of the teacher. Hence learners are encouraged to express themselves (Magnan, 1979). What's more, new methods and approaches made it possible to apply new ways of teaching and thinking in the classroom. Still many discussions are being carried out by researchers.

These arguments with reference to error correction could be summed in two different opinions; the first one suggests error correction and teaching grammar enhances foreign language learning in adults (Ellis, 2004) whereas the other advocates that error correction does not play a significant role in the development of foreign language learning. The reason behind the idea of insignificance of error correction is that foreign language learning is likened to first language acquisition (Schulz, 2001).

"Perspectives on the efficacy of error-correction are distributed along a continuum which exhibits a range of positions from interventionist to non-interventionist" (Roberts, 1995, p.164). There were three main approaches to errors; the traditional view which is non-tolerant to errors; the second view was held by Corder and Selinker who believed errors are natural and inevitable and the last one by Krashen and Terrel who advocated a selective approach to errors (Klim, 1994).

The traditional view which could be considered as interventionist is the behaviorist learning theory. In the sixties the word 'error' was associated with *correction*, at the end with *learning* (George, 1972 as cited in Hendrickson, 1978). In the field of methodology two schools can be mentioned with respect to learner's errors: Psychologically behaviourist and linguistically taxonomic which was known as audiolingual method and cognitive approach which was based on mentalist theories such as Interlanguage and hypothesis testing (Corder, 1974). What's more, Krashen and Seliger observed that all language teaching methods had two characteristics in common; discrete point presentation and feedback on error (Krashen, 1987).

In Behaviorist learning theory, errors are the result of first language interference and are to be avoided or corrected if they do occur. The avoidance of error was one of the central precepts of audiolingualism. Statements like the following from Brooks were widespread in literature: "Like sin, error is to be avoided and its influence overcomes, but its presence to be expected" (1960, p.58). When audiolingual method was dominant errors were thought as bad habits which should be prevented. When errors occurred, students were not allowed to discover and correct their own mistakes. The recommended correction was immediate correction by the teacher (Ellis, 1990). The following extract could be an appropriate example showing the importance of waiting time in correction:

Teacher: Give me a sentence beginning 'I...'

Student: I is ...

Teacher: No, NO!! I AM!!!

Student: Okay. I AM!!! The ninth letter of the alphabet. (Murray, 1999, p. 43).

In this excerpt, if the teacher had waited a little longer, she would understand the learner's intention. Following the learner's utterance, it would be more difficult to repair the correction. Holley and King conducted a study and asked teachers to wait ten seconds before correcting the learners' utterances. In fifty percent of the cases it was found that learners were able to self-correct (1997, as cited in Klim, 1994).

In addition to immediate correction, explicit correction techniques were adopted by the teacher in audiolingual method. However, it was stated that explicit correction does not form a pattern for memory while discouraging the learner (Lucas, 1975 & Fanselow, 1977 as cited in Tatlıoğlu, 1994). In other words, external manifestations of learning were focused on (unlike the cognitivist view of language which focused on internal process) (Tatlıoğlu, 1994). 'Exposed correction' could also be used for the term immediate correction (Rolin-lanziti, 2010). 'Embedded Correction', on the other hand refers to dealing with errors without stopping the conversation (Rolin-lanziti, 2010).

Behaviorist view of language is what Roberts called interventionist (Roberts, 1995). Not only did many supporters of audiolingualism overestimate learning outcomes for most language students, but some of them regarded second language errors from a somewhat puritanical perspective (Long & Richards, 1987). However, it should also be noted that this view of error in audiolingualism provided the learner “**automaticity of response**, otherwise termed fluency, which was / is seen as a necessary component in communicative activity” (James, 1998, p.13). On the other hand, it was suggested that intensive drill may cause ‘over learning’ which could cause obstacles for learners to construct their Interlanguage (Freeman & Long, 1991). In the view of Skinner’s model of operant conditioning, corrective feedback can be ‘positive’. The affective and cognitive modes of feedback are reinforces to speakers’ responses” (Brown, 2000, p.290). CA was the favored paradigm for studying foreign language which was associated with Behaviorism. Such an approach to error treatment was compatible with the central tenet of operant conditioning, namely that correct responses received positive reinforcement and negative responses negative reinforcement (Ellis, 1990). In this way, the formation of bad habits could be prevented if errors were held to a minimum (Freeman & Long, 1991). The relationship between frequency of error correction and pedagogical focus could be best seen in methods era. Chaudron stated that the more grammar is highlighted, the more frequent error correction is (Sheen, 2004).

“The non-interventionist position is typified by Krashen and Terrel and their Natural Approach in which error correction is proscribed. “From a naturalistic perspective, it was shown that errors are developmental and are to be tolerated rather than corrected”. (Ellis, 1998, p.9) In his monitor theory, Krashen stated that correction caused the learner to monitor the language which resulted in learning. His theory was challenged on the grounds that input could become intake on the condition that noticing occurs. And it is corrective feedback that makes learners notice the gap between their interlanguage and the target language. Krashen pointed out that error correction has a beneficial effect on adult learners (Krashen, 2011; 1975 as cited in Klim, 1994).

Krashen's approach to errors could be classified as selective depending on the age of the learner (Tatlıoğlu, 1994). The reason behind this could be explained by the fact that high levels of accuracy or native-like use can not be achieved by natural learning (Higgs & Clifford, 1982 as cited in Lightbown & Spada, 1999). Gass suggested that corrective feedback could function as an attention getting device. And without this attention, fossilization might occur (Han, 2003; Tatawy, 2002 as cited in Şahin, 2006). Brown pointed out that fossilization takes place in a similar way to that of correct forms (1987 as cited in Allwright & Bailey, 1991). Vigil and Oller suggested that cognitive information about the problems in the learner's output should be provided in order to overcome fossilization. Over-correction will not provide a solution to fossilization. Therefore instead of trying to get everything correct at once, it is worth spending a short time to correction (Gower & Walters, 1983). Correction should be considered as a long time process. Fanselow similarly highlighted the process after correction. He suggested that teachers' job is to move the information to long-term memory after correction (Fanselow, 1977).

Explicit knowledge gives the learner consciousness. And the consciousness rises as the learner corrects an error (James, 1998). Edmonson argued that error correction can contribute to consciousness-raising which is important for acquisition. (1975 as cited in Ellis, 1990). Similarly in a study by Lightbown and Spada, teachers who preferred meaning oriented language teaching react to errors as they occurred. This technique is in accord with the notion that learners can benefit from consciousness raising (Lightbown & Spada 1990). Consciousness rising helps learners to compare their Interlanguage to the target forms (Vikers & Ene, 2006).

In Silent way, students are expected to develop their "inner criteria" for correctness. Teacher's silence is a tool for fostering learners' autonomy because learners bring with them the experience of already learnt items. Following the harsh criticism of ALM, Silent way put emphasis on human cognition and learners became more responsible for their own learning. Their errors were seen as a part of their

learning process and considered as inevitable and necessary to learning. Trial and error was commonly used in this approach based on the fact that learning was seen as a problem solving activity (Demircan, 2005). Moreover, errors show teachers where things are unclear (Freeman, 2011). However, Gattegno cautioned against the overuse of positive feedback. "If students are praised often, they will get the impression that learning a language is something out of the ordinary" (Freeman, 2011, p.127; Nunan, 1995). Gattegno held the view that praise and criticism created a relationship in which the learner was forced to provide appropriate answers teacher was looking for. However, it could be argued that it was difficult not to provide corrective feedback considering the fact that learners expect feedback (Nunan, 1995). In addition to this, Chaudron stated that constructive feedback was a source for improving language development (1988 as cited in Freeman, 2011).

Curran's community learning method provides the learner with the chance of taking control of their own learning. When a learner wants to say something, she says it to the teacher and the teacher translates the utterance for the learner and learner imitates what the teacher has said. No correction was provided. It could be conjectured that Curran discouraged error correction with beginners so as to decrease level of anxiety. Earl Stevick proposed the term lathophobic aphasia for anxiety in some learners. The term could be explained as avoidance of target language use, and the feeling of being judged by the way which target language is used (Rinvolucri, 1998b). In other stages color coded signals are used for correction. Correction is carried out in the "reversal stage" in which the learner is ready for correction (Madsen, 1979).

Suggestopedia offered a different perspective to overcome the negative affective factors of correction. Learners were given new identities which helped them to feel comfortable when they made mistakes. However it could be criticized based on the fact that feelings of a person is a whole (Demircan, 2005). Similar to Curran's Community Learning, Lozanov's suggestopedia placed the feeling of the learner in the first place.

The clear relation between error correction and proficiency level could be found in Total Physical Response. Total Physical Response allowed delaying correction until learners are proficient. What's more, correction should be carried in an unobtrusive manner (Freeman & Anderson, 2011).

The focus of CLT is to promote development of functional language ability engaging learners in communicative events (Savignon, 1991 as cited in Sato and Kleinsasser, 1999). With the advent of communicative and content based teaching, discrete point presentation decreased dramatically (Krashen, 1984). What's more the emphasis shifted towards negotiation of meaning and correcting errors became less favored. Swain claimed "mutual comprehension can easily be achieved despite grammatically inaccurate forms and that teachers, therefore, in order to benefit their students' interlanguage development, need to incorporate ways of pushing their students to produce language that is not only comprehensible but also accurate" (Swain, 1985 as cited in Kılınç, 2007, p. 3).

Hymes' discussion in communicative competence gave rise to CLT. Hymes described communicative competence as "a knowledge of rules for understanding and producing both the referential and social meaning of language" (Ohno, 2002, p. 26). Following Hymes, Canale and Swain categorized communicative competence into four components which are grammatical, sociolinguistic, discourse, and strategic. Savignon asserted that these competencies were interactive and communicative competence was not just a sum of these competencies (1997 as cited in Sato and Kleinsasser, 1999). Bachman similarly discussed communicative competence as in Canale and Swain but differently he highlighted organizational competence (grammatical and textual), pragmatic competence (illocutionary and sociolinguistic) under a more general term called language competence (1990 as cited in Sato & Kleinsasser, 1999). Compared to Hymes' theory of communicative competence, Chomsky's theory is considered abstract. For Chomsky, communicative competence is "the learner's abstract abilities which

enable them to produce grammatically correct sentences” (Richards & Rogers, 2001, p.159). As a reaction to Chomsky’s study of language as an abstract entity, pragmatic studies highlighted the importance of language in use (Blum-Kulka, 1997). Leech distinguished three areas of pragmatics: General pragmatics, sociopragmatics and pragmalinguistics which involves strategies like directness, routines or other forms that intensify or soften communicative acts (Flor, Juan, & Guerra, 2003). Bouton clearly stated the relationship between pragmatics and language learning:

(...) pragmatics and language learning are inherently bound together. (...) pragmatics provides language teachers and learners with a research-based understanding of the language forms and functions that are appropriate to the many contexts in which language is used – an understanding that is crucial to a proficient speaker’s communicative competence. (1996 as cited in Flor et al., 2003, p. 10)

Hymes, on the other hand, stated that a learner needs to acquire both knowledge and ability for language use including the knowledge of appropriateness or whether something is formally possible. Hymes asserted that Chomsky’s view of language was too idealized. He asserted that Chomsky’s theory did not account for sociocultural factors. However, Hymes deemed that social life not only affected performance but also competence. Taking this into account Hymes distinguished two kinds of competences; Linguistic and communicative (Ohno, 2002). Similarly, Halliday elaborated functions of language, which complemented Hymes’ view of language (Lennon, 1991; Richards & Rogers, 2001). It is important to make a distinction between competence and performance because this distinction allowed differentiating between a speech error and lack of knowledge. As it was stated above the main difference lies between an error and a mistake is reflected in competence and performance theory.

The Communicative Method, which had its heydays in the decade of 1980’s relied in its most extreme forms on the importance of the factor defined as competence, as was established by Chomsky and later re-captured by Hymes in his attempt to



adequate formal linguistics to foreign language learning / teaching. In this new scenario, many well-established views on language teaching were revised, updated, or done away with altogether. Error making and error correction were two of the processes most affected by the new trends in language teaching methodology (Gonzales & Corugedo, 1999). In communicative teaching, errors were seen as an indispensable part of learning. Correcting errors therefore, accorded low status in classroom processes (Han, 2002). As communicative competence theory assumed a more central role in applied linguistics in the 1960s and 1970s, interlanguage and error analysis studies broadened in scope to include second language and communicative dynamics of second language performance (Richards, 1985).

Brown defined CLT to include

- a. goals focusing on all competencies.
- b. techniques engaging learners in pragmatic, authentic, and functional use of language.
- c. both fluency and accuracy (Brown, 1994 as cited in Sato & Kleinsasser, 1999).

Richards and Rogers concluded that CLT can be considered an approach rather than a method because it leaves space for individual interpretation (Richards & Rogers, 1986 as cited in Sato & Kleinsasser, 1999).

In terms of error then, it can be stated that in communicative approach the main aim is to correct errors that hinder communication. So, not all mistakes need correction such as inaccuracies of usage (Schulz, 2001). Otherwise, too much correction would lead the learners to shut off their attempts at communication (Brown, 2000). Brown designated a model of feedback called “optimal distance model”. He believed affective elements of feedback or negative feedback could cause “shutting down”. “Optimal distance model” served as a balance between ego-threatening correction and no

correction at all (Brown, 1980 as cited in McRobie, 1993). Similarly, Omaggio stated that errors should not be left uncorrected neither should errors be corrected in a threatening way (1984 as cited in McRobie, 1993).

Today language teachers who were trained to teach communicative and content based approaches believe that if appropriate conditions were given, learners at some level need no error correction. Although it was stated that overt grammatical correction does not help the learner to improve learners' language, other forms of treatment to grammatical errors had an impact on learners (Brown, 2000, p. 367). However, effective language teaching entailed to modify lesson plans on the basis of feedback (Kumaravadivelu, 1994).

Do teachers have to make a choice between formal correction and interaction? Classroom studies showed that a well-known paradox should no longer be considered as a barrier. Teachers used to believe that in order to correct errors they must either interrupt the flow of communication or ignore the errors. There are ways of correcting errors without scarifying the conversational coherence. Recasting could be considered a way of integrating correction in instructional discourse (Lyster, 2007).

Morrow also highlighted the importance of feedback in CLT. He stated that feedback was a common aspect in all communicative activities (Johnson & Morrow, 1981 as cited in Freeman & Anderson, 2011).

There are certain situations when there is need to show learners that certain forms are not appropriate. Negative evidence then, helps the learner to go from a broader grammar (superset) to narrower grammar (subset) (White, 1988 as cited in Tatawy, 2002). This perspective is akin to the view of second language acquisition as cognitive skill acquisition. According to this model of learning, feedback is essential in

that “it has the properties of informing, regulating, strengthening, sustaining, and error eliminating” (Han, 2001 as cited in Tatawy, 2002, p.5).

Lee and Valdman held the view that formal instruction was essential and it was necessary to think the use of systematic language patterns in communicative classes (2000 as cited in Schulz, 2001). Discussing about how errors should be treated or whether they should be treated in the application of Communicative Approach, discussions are related to basic principles behind this approach. These principles reflect the need to develop students’ communicative competence. In the light of this information it could be argued that CLT requires teachers to adopt less overt correction techniques (Magnan, 1979). Australian Language Levels Project published teacher’s guide to support CLT in Australia. The guide included giving learners opportunities to use language and providing informative feedback to allow them to manage their own learning (Board of Senior Secondary School Studies, 1996 as cited in Sato & Kleinsasser, 1999). So, in CLT feedback plays a crucial role. Rather than preventing errors as in ALM, errors are used to work for learners. As stated before, errors tell learners where they stand in the language process as well as informing teachers about the problematic areas. Additionally, Prabhu described incidental correction in which correction was carried out by rephrasing or restating. Although learners’ errors were corrected their work was marked for content (Beretta, 1989). This correction distinct from the term “exposed correction” (Rolin-lanziti, 2010) in that incidental correction dealt with message whereas exposed correction dealt with form. Fanselow explained the role of errors in CLT. He noted that errors are part of learning and indicated that errors showed the wrong connections or hypothesis made by the adult learner (Fanselow, 1977 as cited in McRobie, 1993).

Communicative competence brought a new dimension to IL and EA studies in that attention shifted to functional and pragmatic and social dimensions of language in addition to discourse features and use of speech acts such as turn taking, requests,

apologies, openings and closings (Richards, 1985). Faerch and Kasper found that advanced learner discourse was limited in terms of speech act realization. Therefore, it is important to be able to distinguish errors from strategic and situational infelicity (Lennon, 1991).

In the 1980's the Focus Approach developed by Magnan and Valdman, aimed at bringing a middle way to error correction and its relation to communicative competence. The Focus Approach aimed at conveying a rudimentary communicative ability which attended both message and the medium. It does so by offering reduction of certain elements which are not to be learnt actively at given point. Thus it promotes maximum communication (Magnan, 1979).

In achieving communicative competence, input and output are equally important. Input Hypothesis claimed that through listening and reading spoken fluency can be achieved. In addition, output has an indirect contribution to acquisition. Output affects the quantity and the quality of input. What's more, output helps learning by providing a domain for error correction because it was asserted that mental representation of a rule in a learner changes after correction (Krashen, 1987). It is important to note that "it is in discourse and through discourse that the competencies are realized" (Celce-Murcia & Olshtain, 2000, p.16). So, in order to have an understanding of role of error correction, it is necessary to take into consideration interactive nature of classroom which also entails analysis of teachers' error treatment behavior by focusing on the purpose of teacher whether the lesson is structure or meaning focused. In other words, error correction should be analyzed by taking teachers' behavior into consideration. Feedback can be evaluative or discursal. In the following excerpt:

You say, "I enjoy to go to the movies," and I say, "I enjoy going to the movies." What is the difference? (Celce-Murcia & Olshtain, 2000, p.218).

It is important that error correction and detection involve more discourse-level activities. Discourse-grounded correction should provide students with discourse and pragmatic considerations and with the opportunity to use bottom-up and top-down processing strategies. There are two discourse based approaches to error correction: interview analysis which includes recordings of conversation. Transcriptions of the recordings will supply material for correction. For written discourse, teacher is supposed to reformulate the piece of writing and hand it out to learner. Then the learner compares the problematic areas which is called reformulation (Celce-Murcia & Olshtain, 2000). According to Chaudron, using learners' errors is a good way of creating a student-centered approach (1983 as cited in Celce-Murcia & Olshtain, 2000). If the objective of teaching is the development of communicative competence, errors are to be analyzed with respect to the effectiveness of communication, for instance its intelligibility (Hughes & Lascaratou, 1982).

The teaching cycle in the task-based methodology also provides us with information about the time of correction. In the planning and report sections, students may not be able to make correct utterances or sentences as they lack of knowledge of the rule. At this stage teacher helps them by providing the correct forms. At the language analysis stage, students will be able to make self-corrections as they were provided with the knowledge of the rule. Similar to this methodology, Tomasello and Herron introduced Garden Path Technique which shares the same model of presentation of linguistic input. Their research concluded that students learn best when they generate a hypothesis and receive immediate feedback. In this way, learners can compare their own utterance to target language forms (1989 as cited in Tatawy, 2002; Lightbown & Spada, 1990). Their study also showed that a small amount of input followed by error feedback was more effective than a large amount of feedback without feedback (Dekeyser, 1993; Reigel, 2005).

According to Multiple-Register Approach, the use of language was determined by “sender”, “receiver”, “message” and “situation”. The wording depends on was called as register. Halliday mentioned that learners’ common mistakes were due to register. Register is a complicated issue and learners were taught only one type register. These learners consequently do not understand colloquial language. “Foreigner talk” implies tolerance in this issue. Teaching of register could start at intermediate level. Teaching of register gained importance with Communicative Approach (Demircan, 2005).

#### 1.4.1 Post Methods Era and Error Correction

As Mackey’s method analysis and the critique of methods emphasizes, there was a breakaway from the concept of method (Stern, 1983; Kumaravadivelu, 1994). The reason for this change can be explained with respect to the nature of method itself. A method has little scope for personal interpretation and it is linked to very specific claims and to prescribed practices. Compared to methods, approaches are more flexible and allow space for the teachers in terms of applying certain principles (Kumaravadivelu, 2005; Richards & Rogers, 2001). Postmethod condition allowed for teacher and learner autonomy which meant fostering reflective teaching and learning on the behalf of the teacher and the learner (Kumaravadivelu, 1994). Consequently, methods became discredited after 1980’s (Richards & Rogers, 2001). Moreover, it was stated that today no single perspective on language, no single explanation for learning could account for the complexity of language (Kumaravadivelu, 1994). What’s more, Kumaravadivelu discussed the linguistic dimension of limitations of a method and suggested that methods privilege native speakers and prevent learners from making use of their native language. Phillipson called this “monolingual tenet of L2 pedagogy”. (Phillipson, 1992 as cited in Kumaravadivelu, 2005, p. 167)

Approaches and methods played a crucial role in the development of language teaching. However, teachers should be able to reflect their own experiences and beliefs

into their classes. Today, personal differences, different expectations of the learner gave rise to eclectic approach. Today rather than limiting themselves, teachers prefer to make use of different methods. Having arisen from the school of philosophy, eclectic approach was favored by the teachers. Also known as active approach, eclectic approach involved the usage of certain methods fit for the purpose of teaching (Demircan, 2005). (Translation) At this point, it should be noted that eclectism might generate unstable, unsystematic, and unplanned pedagogy. Stern also cautions against the danger of eclectism in that it might be too intuitive (Stern, 1991). Eclectism is not random choices of likes of a certain method rather it is a careful, planned combination of sources to find the best result (Hammerly, 1991 as cited in Kumaravadivelu, 1994). It could also be defined as teachers' attempt to find out what works in the classroom and what doesn't (Kumaravadivelu, 2005). So, it is important to use the term cautiously.

In a traditional class, teacher was considered as the only source of information. On the other hand, in an interactive class learners engage in activities with their peers. Feedback is one of these. It was stated that peer-correction or self correction is more beneficial to eliminate errors compared to teacher correction (Cohen, 1975). Rollinson found that 80 % of peer feedback comments were considered valid and 60 % of them creative whereas only 7 % was found potentially damaging (1998 as cited in Rollinson, 2005). Learners could think that feedback from a peer whose English level is more or less the same as theirs may not be feasible. With careful planning and pre-training, teachers could overcome this problem. Peer feedback is important in classes where communication is important because peer correction fosters communicative behaviors as peers will inevitably interact for negotiation of meaning (Rollins, 2005). It could be observed that since 1990s, the focus of error correction has shifted from teachers to learners (Küçük, 2005). What's more, peer correction reduces student dependence on the teacher and increases the amount the students listen to each other (Gower & Phillips & Walters, 1995). Peer feedback was also supported by collaborative learning theory, Vygotsky's Zone of Proximal Development and Interactionist theories of second

language acquisition (Hansen & Liu, 2005). Students should be informed that input is not provided only by the teacher but also by another learner. With the right kind of atmosphere, learner would not be humiliated. It is the teacher's duty to decide the most appropriate time, way and type of correction (Harmer, 2007). Whether through teacher correction or peer-correction, the main aim is to lead the learner to such a stage that eventually they correct themselves (Gower, Phillips & Walters, 1995). This would eventually raise the awareness of the learner. Upon hearing an incorrect utterance, almost automatically teachers run the speech event through a number of nearly simultaneous screens: First identifying the error (lexical, phonological), then identifying its source, which will be useful in determining how you might treat the deviation. Next, the complexity of the deviation (if a deviation required so much explanation, the teacher might decide to postpone the correction) then deciding whether the utterance is interpretable (local) or not (global). After that making a guess at whether it is a performance slip (mistake) or competence error (at this stage a teacher needs to develop intuition through experience and established theoretical foundations to make the decision). Learner's linguistic stage of development will help the teacher decide how to treat the deviation. The scope of the lesson is also a crucial factor in correcting errors. Last but not the least; teacher's own style comes forth as the last step (Brown, 2000).

### **1.5 Errors and Learner's Strategies**

Strategies are devices that learners deploy when communication in the second language becomes problematic (James, 1998). Consciousness is a key factor in differentiating strategies from other processes (Cohen, 1998). However Freeman and Long pointed out strategies could be conscious or unconscious (Freeman&Long, 1991). According to Rubin, learning strategies is a product of one's personality, cognitive style or hemisphere preference (Rubin 1975 as cited in Freeman & Long 1991). Strategies are important in language learning as "it is essential to identify the strategies used by



good learners so that the same strategies can be taught to not-so-good learners.” (James, 1998, p. 18) Rubin stated that a good language learner is uninhibited about her weakness and tolerant to making mistakes (Stern, 1983). In order to see the relationship between errors and strategies, it is essential to be able to identify the processes learners call upon when they have to deal with an unknown piece of language (Ellis & Barhuizen, 2005). It was stated that efficiency of corrective feedback depends on learner characteristics such as aptitude, motivation and learning styles (Schulz, 2001).

Corder stressed the importance of errors by seeing error as a learning strategy (Corder, 1974). Similarly, Krahnke and Christison pointed out that errors should be viewed as a source of information on learner’s strategy (1983). Learner’s errors are significant in terms of providing the teacher with the strategies or procedures the learner is employing (Corder, 1974). Similarly, Canale and Swain discussed possibilities in the event of a communication breakdown. Learners are supposed to self correct on the condition that they have linguistic competence. If they are not able to self-correct, their strategic competence will help them to deal with the problem (1980 as cited in Allwright & Bailey, 1991). These types of strategies are language use strategies (Cohen, 1988).

Corder classified the errors and submitted that by inferring strategies of language learners researches could learn a great deal about second language acquisition (Freeman & Long, 1991). Richards proposed that developmental errors reflect the strategies adopted by the learner. These errors show that learner is making false hypotheses about language. These types of strategies are called language learning strategies (Cohen, 1998). He also noted that similarities between errors produced by children learning their first language and errors in second language learning justified labeling an error as developmental (Schacter & Celce-Murcia, 1983). Similarly Jakobovit stated that some strategies such as overgeneralization were helpful in the second language learning. However useful may these strategies be the learner is

inclined to make errors such as; “She don’t go to school with the bus”. (Jakobovit, 1970 as cited in Şimşek, 1989, p. 19)

However, communication strategies could become a source of error when the learner uses production strategies to convey the message. For example, “*Let us work for the well done of our country.*” “This sentence might exhibit humor but learner had an incorrect approximation of the word *welfare*. Like wise, word coinage, circumlocution (...) could all be sources of error.” (Tarone, 1981 as cited in Brown 2000, p. 227)

“Medgyes tried to make a connection between overt and covert errors and the two types of learner strategy: **achievement** strategies and **reduction** strategies” (James, 1998, p.69). Achievement strategy referred to finding alternative ways of expressing meaning whereas a reduction strategy involved topic avoidance. He concluded that errors of learners who deployed achievement strategies are “easily detectable and palpably present” due to the fact that they won’t bother to risk on getting their message across at any cost. However, learners deploying reduction strategies seem to commit few errors. If the learner paraphrases, there will be little overt errors. “But if they deliberately sacrifice part of their desired meaning then they will be committing covert errors” (James, 1998, p.69). An analysis of the major types of errors may lead to a misconception that learners will photographically reproduce anything that is given to them. Many errors, however, derive from the strategies employed by the learner in the language acquisition (Richards, 1985). Stenson similarly pointed out that errors can be seen as a natural learning strategy (Ellis & Barhuizen, 2005). Comparably, Selinker put forward ‘overgeneralization of TL rules’ and ‘system simplification’ as learning strategies. To maintain a conversation, learners may transfer or borrow items from their mother tongue as a communication strategy. This strategy may lead to what Corder called “interlingual” errors. The question why some forms are borrowed or transferred is opaque. Kellerman proposes that prototypicality (“the extent to which a linguistic form is perceived as basic and natural”) or language distance as two reasons

for borrowing or transferring some items (Ellis & Barhuizen, 2005, p.65). According to universal grammar, learning a language involves parameter settings. For instance, Spanish learners of English are likely to omit pronouns because Spanish is a pronoun drop language. Intralingual errors also reflect that some learning strategies are in operation. James summarized these strategies as;

1. False Analogy (over-generalization)
2. Misanalysis (the wrong assumptions)
3. Incomplete rule application (under-generalization)
4. Exploiting redundancy (omitting grammatical features such as 3<sup>rd</sup> person –s)
5. Overlooking co-occurrence restrictions (failing to recognize that although *quick* and *fast* are synonyms, *quick food* is not possible)
6. System-simplification (James, 1998 as cited in Ellis & Barhuizen, 2005, p.65)

Apart from learning strategy based errors, communication strategy-based errors could be mentioned. Errors might result due to using near-equivalent L2 item (approximation), language switch or expressing L2 item indirectly (circumlocution) (James, 1998). These errors show teachers that learner is trying to convey the message (James, 1998 as cited in Ellis & Barhuizen, 2005)

In the same way, Corder's taxonomy of errors included communication-based errors which were defined as labeling an object incorrectly. For example, the learner used "airball" for balloon; nevertheless, he was able to communicate the desired concept. This is an example of word coinage (Tarone, 1980 as cited in Freeman & Long, 1991). Learners who have limited exposure to target language tend to form hypothetical rules about teaching. A Chinese learners' error is an appropriate example. The learner wrote 'A doctor is available for emergent visits.' The learner is aware of adjectival forms

like 'urgent' versus the nominal form 'urgency'. The learner either knew the word or found it in the dictionary which was marked as noun. He tried to fit in the pattern of: 'an'+ adjective+ 'visit'. The word is correct but it does not create the effect that the learner wanted. This is what Selinker calls 'second language communication strategy' (Norrish, 1983).

Jain asserted that in telegraphic stage language learner adopts learning strategy to reduce the speech to a simpler system. If the reduction diverges widely from target language, the speech is marked with errors. If the reduction does not violate the target language, the speech will be free from errors (Jain, 1974).

In a study by Ontario Institute for Studies in Education, it was found that "(...) good language learners develop learning techniques and strategies appropriate to their individual needs" (Stern, 1983, p.406). However, in the same project it was stated that in traditional classroom settings learners did not find opportunities for displaying strategies. So, it can be concluded that learners were able to make use of strategies in communicative settings in which they were pushed to use the language. Even when the learners were pushed to use the language Bialystok found advanced learners lacked strategic competence in negotiating meaning (Lennon, 1991).

Successful language learners are known to develop their own strategies for learning. Successful learners, especially adults develop active planning strategy and 'academic' (explicit) learning strategy. However, proficiency tests fail to assess these strategies which also contribute to the development of proficiency (Stern, 1983). It is important to see the relation between strategies of the learner and the proficiency level. According to Rubin, employment of the strategies depends on the learners' proficiency, age, the task, individual style, the context and cultural differences (Rubin, 1975 as cited in Freeman & Long, 1991, p.199).

O' Malley designed a study to see the relation between language proficiency and learners' proficiency. It was concluded that intermediate-level students used more metacognitive strategies than beginners (O' Malley 1985 as cited in Freeman & Long, 1991).

Pica found that learners' hypotheses and strategies changed in accordance with different conditions of exposure and this was evidenced by error profiles (Pica 1983a as cited in Freeman & Long, 1991).

### 1.5.1 Learner's Cognitive Style and Error

Cognitive styles are preferences or tendencies of the learner to process information (Freeman & Long, 1991). The relation between second language acquisition and cognitive styles needs more research. Naiman's study shed light to the relation in that his study established a link between second language acquisition and field independence / dependence. His study showed that field independent learners at the twelfth grade scored higher than field dependent learners in listening comprehension tasks (Naiman, 1978 as cited in Freeman & Long, 1991).

Category width is another cognitive style which refers to people's tendency to include or exclude items in a category. Brown and Schumann hypothesized that "broad categorizers tended to make errors of overgeneralization, whereas narrow categorizers may formulate more rules than are necessary to account for target language phenomena (Brown, 1973; Schumann, 1978 as cited in Freeman & Long, 1991, p. 195).

As for reflectivity and impulsivity, Messer and Doron found that impulsive children made more errors in reading (Doron, 1973; Messer, 1976 as cited in Freeman & Long, 1991). Reflective learners are inclined to commit more errors as they tend to take more risks.

In a study by Willing, it was found that 'analytical' learners liked finding their own mistakes (Nunan, 1988; Richards & Lockhart, 1996). Despite some variations, some activity types including error correction rated very high in four different learner types which were categorized as 'concrete', 'analytical', 'communicative' and 'authority' learners (Nunan, 1988). Willing interviewed and gave a questionnaire to learners about their learning preferences. Error correction was one of the most highly ranked items of the questionnaire. It was reported that 61% of the students wanted the teachers to tell them their mistakes (Wiling, 1988 as cited in Richards & Lockhart, 1996).

Neuro-Linguistic Programming identified two different groups of learners. The first group namely 'other-referenced' depends on other others in decision making process. That's why they are inclined to accept teacher-initiated correction. 'Self-referenced' learners, on the other hand, prefer to evaluate their language performance against their inner feeling for the language (Rinvoluceri, 1998b). From teachers' perspective identifying these groups could take time but knowing that learners have individual differences could lead the teacher to differential correction. In the teachers' preferences for error correction part, teachers were found to be inconsistent in their correction of errors (Allwright, 1975; Chaudron, 1977; Ellis, 1990, 1994; Long, 1977; Lyster 1998; as cited in Tatawy, 2002). However when individual need is considered, correction would be more effective if it depends on learners' preferences.

## **1.6 Types of Error Correction**

### **1.6.1. Chaudron's Model**

Chaudron's corrective list is a model of correction in the language classroom discourse. This study was taken as a model in the studies by Salica and Nystrom (Chaudron, 1983). Chaudron in his model not only presented different types of correction for teachers but also delineated the reaction to the correction. However his

taxonomy did not include implicit/explicit distinction. According to his chart possible feedback types could be listed as:

- Ignore : Teacher (T) ignores student's (S) error, goes on to other topic, or shows acceptance of content.
- Interrupt : T interrupts S utterance (ut.) following error, or before S has completed.
- Delay : T waits for S to complete ut. before correcting.
- Acceptance : Simple approving or accepting word (usually as sign of reception of ut.) but T may immediately correct a linguistic error.
- Attention : Attention-getter; probably quickly learned by Ss.
- Negation : T shows rejection of part or all of S ut.
- Provide : T provides the correct answer when S has been unable or when no response is offered.
- Reduction : T ut. employs only a segment of S ut.
- Expansion : T adds more linguistic material to S ut., possibly making more complete.
- Emphasis : T uses stress, iterative repetition, or question intonation, to mark area or fact of incorrectness.
- Repetition with  
no change  
(optional  
expansion &  
reduction) : T repeats S ut. with no change of error, but emphasizes, locates or indicates fact of error.

Repetition with change (optional expansion & reduction)	:	Usually T simply adds correction and continues to other topics.
Repetition with change and emphasis	:	T adds emphasis to stress location of error and its correct formulation.
Explanation	:	T provides information as to cause or type of error.
Complex Explanation	:	Combination of negation, repetitions, and/or explanation.
Repeat:		T requests S to repeat ut., with intend to have S self-correct.
Repeat (implicit)	:	Procedures are understood that by pointing or otherwise signaling, T can have S repeat.
Loop	:	T honestly needs a replay of S ut., due to lack of clarity or certainty of its form.
Prompt:		T uses a lead-in cue to get S to repeat ut., possibly at point of error; possible slight rising intonation.
Clue	:	T reaction provides S with isolation of type of error or of the nature of its immediate correction, without providing correction.
Original Question	:	T repeats the original question that led to response.



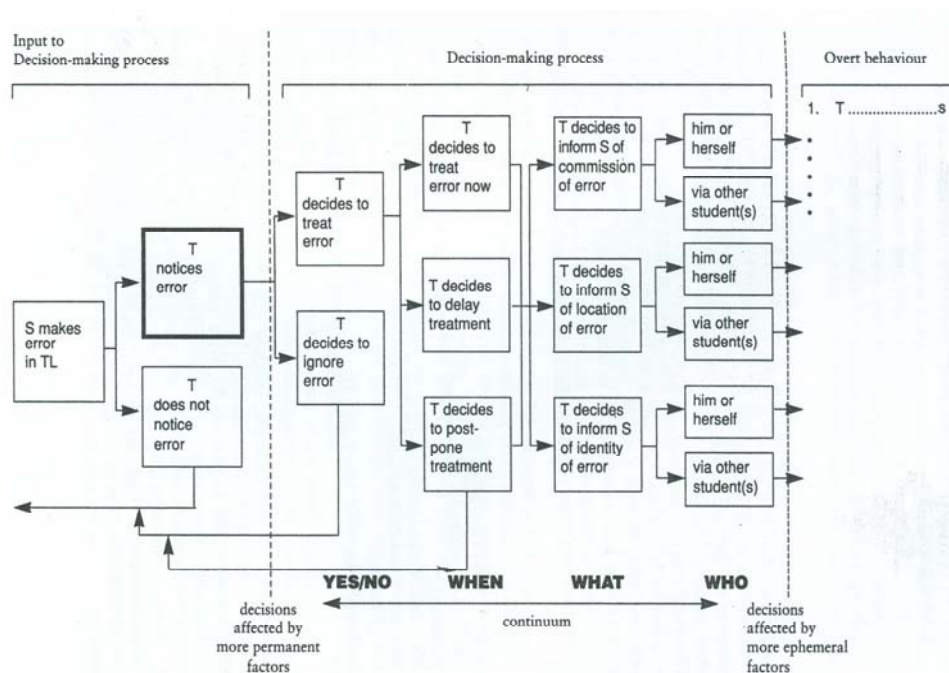
Altered

- Question : T alters original question syntactically, but not semantically.
- Transfer : T asks another S or several, or class to provide correction.
- Verification : T attempts to ensure understanding of correction; a new elicitation is implicit or made more explicit.
- Translation : T translates S ut., to target language.
- Choice : T provides learner with an option for self-correction.
- Exit : At any stage in the exchange T may drop correction of the error, though usually not after explicit negation, emphasis, etc. (Chaudron, 1983, p.434)

#### 1.6.2 Long's Model

Long's model essentially asked the question which were posed by Hendrickson; should errors be corrected and by whom, how and when. Long's correction model includes decision making process which starts with the teachers's noticing the error, and decision making process which involves to treat or not to treat the error.

Table 1.1 Long's Model of Feedback Moves



Source: Long's model of the decision making process prior to the teacher feedback move. Allwright & Bailey, 1991, p.101.

### 1.6.3 Allwright's Model

Allwright who believed that teachers are inconsistent in correcting mistakes argued that learners' needs, individual differences and levels should be taken into consideration in the process of correction (Allwright, 1988). Allwright put forward some questions that teachers need to consider before correction;

- a. What was said or done.
- b. Who said or did it.
- c. What was meant by it.
- d. What should have been said or done.
- e. What native language equivalent would be.

Next he proposed treatment types given below.

#### 1. Treatment Type

Treat or ignore completely.

Treat immediately or delay.

Transfer treatment or not.

Transfer to another individual, a sub-group, or to the whole class.

Return, or not, to original error - maker after treatment.

Call upon, or permit, another learner to provide treatment.

Test for efficacy of treatment.

## 2. Features of Treatment

Fact of error indicated.

Blame indicated.

Location indicated.

Opportunity for new attempt given.

Model provided.

Error type indicated.

Remedy indicated.

Improvement indicated.

Praise indicated. (Allwright, 1988, p. 206-207)

It could be seen that Long's model and Allwright's model share common features in the decision process. Differently Allwright's model seems to focus on the role of native equivalent and the process following the correction. As seen above, there are various ways of correcting errors. Although different scholars suggest different ways for this, there is no perfect single way to correct errors. Many factors such as age, proficiency level, learning styles might call for different techniques for correcting errors.

### 1.6.4 Lyster and Ranta's Model

Lyster and Ranta's feedback types are important as they engage the learner towards the repair of the error (Lennane, 2007). In order to identify the types of feedback

that the teachers use, Lyster and Ranta scrutinized teacher and learner interaction (Helvacı, 2004). This engagement could help the learner to practice on the form and enables them to remember better (Lyster & Ranta, 1997).

#### Explicit Correction

In this feedback type as the name suggests, teachers provide learners with correct form. This feedback type led to 86% uptake but only 50% of repair. It was stated that explicit correction is not frequently used by teachers (Lennane, 2007).

#### Elicitation

Elicitation involved repeating learners' utterances up to the erroneous part. It's clear to the learner that the utterance needs correction. This feedback type led to 100% uptake and considered the most successful correction resulting in 46% self-repair (Lennane, 2007).

#### Recast

Recasts are important as it does not interrupt the flow of communication as aforementioned. According to Lyster and Mori, recasts are ideal as they provide scaffolding (Lyster & Mori, 2006 as cited in Lennane, 2007). However only 31% of recasts led to uptake possibly because learners could not distinguish recasts as a type of correction (Lennane, 2007).

#### Isolated Feedback

Isolated feedback is a type of recast in which no further information was given to the learner (Küçük, 2005). (Translation).

#### Incorporated Feedback

Isolated feedback is a type of recast in which further information was given to the learner (Küçük, 2005). (Translation). This type of feedback could be followed by

metalinguistic feedback or other types of feedback. This type of feedback confirms the idea that teachers prefer to give more than one type of feedback. However those are not noticed by the learners (Ellis, 1994).

#### Metalinguistic Feedback

Metalinguistic feedback involved terminology about the form of the sentence. This feedback move does not explicitly provide the correct form so learners are pushed to produce the correct utterance. Although it's not used frequently by teachers it led to 86% uptake and 45% of repair (Lennane, 2007). Different from other feedback types, metalinguistic feedback is mostly used in adult classes although Freeman noted that it is also possible to use it with young learners (Freeman, 2003).

#### Clarification Request

Lyster and Ranta noted that due to ambiguity of clarification requests, only 28% of this feedback type was followed by repair. Elicitation, on the other hand was one of the most successful corrective move leading to 100% uptake (Lennane, 2007). Clarification requests were used when there were problems in the form that, as a result of the students' low proficiency level, also affected the comprehensibility of the utterance (Kılınç, 2007).

#### Repetition

According to Lyster and Ranta, repetition was the least favored feedback type (5%). Learners' uptake to this move was 78% with 31% resulting in self-repair (Lyster & Ranta, 1997 as cited in Küçük, 2005).

### 1.6.5 A Compilation of Error Correction Techniques by Walz

The reason for choosing to include Walz's compilation could be explained in terms of its substantiality. Walz distinguished correction types with regard to language skills.

#### Self- correction

Pinpointing : In this correction suggested by T repeats the S ut. up to error. The last word should be exaggerated for the S to realize the error.

#### Rephrasing

#### Question &

#### Generating

#### Simple

Sentences : Holey and King suggested that rephrasing involves reducing number of words so as to prevent lack of comprehension.

Cueing : T gives the grammatical variations of a key content word.

#### Explain the

#### Key

Word : Joiner suggested that this could be done by writing the word on the word or acting it out.

Questioning : When T could not comprehend S ut., learner is indirectly asked a question for clarification.

Repetition : Cohen suggested that having the student to repeat the erroneous form would offend the S less.

#### Grammatical

Terms : It involves giving S metalinguistic cue.

Gestures : Gestures take less time compared to verbal corrections. It involves nodding, rolling the over, flipping one hand, and stress. (Walz, 1982, p. 18-22)

#### 1.6.6 Lightbown and Spada's Model for Corrective Feedback

##### EXPLICIT CORRECTION

Metalinguistic: It involves a question or a statement of the rule.

Repetition of incorrect production: The teacher uses a different intonation and repeats the incorrect utterance to draw attention.

Focus on the error: The teacher uses gestures, snapping fingers, gasping or explicitly states out the forms are incorrect.

##### IMPLICIT CORRECTION

Teacher gives the correct form without drawing the attention of the learner. (Lightbown & Spada, 1993 as cited in Klim, 1994). Implicit correction involves correcting the learner without providing the correct form directly.

When different types of correction techniques were scrutinized, it could be seen how and to what extent did theories and approaches in language teaching affect the concept of error and error correction as an instructional practice. The studies on errors and error correction were on the focus in 1960's as the study of error was equated closely to behaviorist learning theory. Following behaviorism, cognitive view of learning emphasized the role of correction to provide information which learners could make use of in modifying their behaviors. When Chaudron's chart was analyzed it could be seen that many different types of correction had been observed in classroom interaction. His correction types not only include explicit but also implicit correction which is favored in CLT. Chaudron's aspect of error could be considered important because it is detailed and it shed light to studies on error correction. With the advent of CLT, negotiation of

form gained impetus and error correction techniques improved in the light of this principle. Contrary to the general misinterpretation that in CLT errors should be left uncorrected, it should be noted that correcting errors “helps us to clarify the language in students’ minds.” (Harmer, 2007, p.97) Chaudron’s, Long’s and Lyster and Ranta’s correction techniques are mainly based on Hendrickson’s questions which include role the corrector, timing and type of correction as well as which errors should be corrected. Lyster and Ranta suggested that the benefit of feedback is greater for the students if error correction is not provided directly and explicitly. Thus, elicitation or requests for clarification, peer or self- correction techniques may seem more favorable from teachers’ point of view (Lyster & Ranta, 1997). Lyster and Ranta’s study on the type of correction is an example of view of CLT to error correction. Furthermore, their study could be considered important as it highlighted that: a. Teachers have variety of corrective strategies to focus on learner errors. b. Choice of feedback type can be dependent on type of error (Panova & Lyster, 2002 as cited in Kılınc, 2007).

In this study, different techniques of error correction by researchers were included so as to understand the similarities and differences in their methods. What’s more, teachers in their practices do not follow a specific technique.

### **1.7 Students’ Expectations of Error Correction**

With the introduction of communicative language learning, the traditional role of the teacher, learner, and education system were challenged. This challenge made it necessary to redefine the roles. In this context, Nunan suggested that there was a mismatch between the teaching preferences of the teacher and learning preferences of the learner (Nunan, 1993 as cited in Savignon & Wang, 2003). Inevitably among these contradictions, error correction is included. From the learner’s perspective a survey was conducted. The BALLI (Beliefs about language learning inventory) survey established



consistent results especially about error correction. It was reported that most language learners wanted teachers to note and correct their errors (Savignon & Wang, 2003).

Learner beliefs could be considered as an important individual difference which are relatively stable, enduring and highly individual. These beliefs may even impede learning process (Loewen et al., 2009). Learner's individual differences, past history, and current state effect teacher's correction as teacher's correction technique or preferences depend on the changing course of teaching-learning situation (Cohen, 1975). Dekeyser similarly asserted that effectiveness of error correction depends on student characteristics. For instance, for weaker students error correction fees them from inductive reasoning. Likewise, students with high motivation prefer error correction whereas students with less motivation may consider correction as criticism (Dekeyser, 1993). Schulz's study showed that students, who had stronger beliefs in the role of grammar, had a stronger preference for error correction (Schulz, 2001). His study also highlighted that there was a discrepancy between learner's and teacher's beliefs about oral correction (Loewen et al., 2009).

In the study by Bartham and Walton, students' reflections were presented.

Satisfaction- "My teacher is increasing my accuracy."

Confidence- "This teacher seems to know what she is doing" (1991, p.29-30).

During communication activities, learners are contradictory about correction. They can not take in a correction of form unless teachers disrupt the activity which is not desired. On the other hand, they wish teacher would do correction when they are speaking freely (Gower & Walters, 1983; Chenoweth et al., 1983 as cited in Ellis, 1990).

Cathcart, Olsen and Courchêne found that learners preferred being corrected all the time. (1976 as cited in Walz, 1982). The same study also pointed out that students

preferred explicit correction of oral errors and they considered pronunciation and grammar errors important (1991 as cited in Stern, 1991).

Similarly Lim conducted a study in which expectations and attitudes of learners in Singapore were analyzed. It was noticed that learners found correction desirable and furthermore it was stated that learners were not frustrated by frequent correction. On the part of the preferences of teachers, it was found that teachers preferred providing the correct form whereas learners preferred to be given cues which would enable them to self-correct (1990 as cited in Lennane, 2007).

On the other hand, Walker found that students believed frequent correction destroyed their confidence (1973 as cited in Walz, 1982). In the same vein Burt and Kiparsky asserted that overcorrection cut off learners' sentences (1975, as cited in Walz, 1982). In a study by Tumposky learners answered a questionnaire in which they stated that being able to communicate was more important than correctness (1991 as cited in Lyster, 1997). Learners' preferences could show differences but it should be highlighted that learners favor correction as long as it was carried out in a non-threatening environment and help learners to communicate more effectively. In a study learners suggested that an ideal class is a place where teachers help learners when they make errors (Bailey & Nunan, 1996). It could be concluded that their preferences were affected by how they conceptualize learning (Lyster, 1997).

Catchart and Olsen conducted a study so as to find the frequency of error correction and learners' preferences of correction related to specific language areas. It was found that learners found pronunciation and grammatical errors more important and they wanted correction all the time. Teachers similarly stated they corrected grammatical errors 'most of the time' in drills and 'not so often' in conversations (Olsen & Catchart 1976). Levenston asserted that of all learners consider vocabulary errors the most serious (1979, as cited in Gass & Selinker, 2001).

Two further studies by Chenoweth, Day, Chun and Luppescu (1983 as cited in Klim, 1994) and Day, Chenoweth, Chun and Luppescu (1984 as cited in Klim, 1994) indicated that learners had a positive attitude towards correction. Chenoweth stated that learners saw correction as a facilitator for the improvement of their oral proficiency (1983 as cited in Klim, 1994).

Therefore, it can be observed that it is not only the teachers but also the learners who have contradictory opinions about error correction.

### 1.8 Teachers' Preferences of Error Correction

Many studies were conducted on the teachers' preferences of error correction but the contradictory results calls for more research in this field (Bartram & Walton, 1991; Edge, 1989; Hong, 2004; Hyland 2003; Minh, 2003 as cited in Ustaci, 2011).

Hulterström listed type of feedback and the role of the teacher in this process. According to Bartham and Walton, the first teacher could be called a heavy corrector who might discourage the learner. The heavy corrector could restrain learners' creativity. The second type is called non-correctors (1991 as cited in Ustaci, 2011). Of course the two types presented are extremes.

Table 2.1 Type of Feedback and the Role of the Teacher

The receptive Transmission Approach	Teacher is the leader who interrupts the learner to correct. The main aim is to correct errors.
The constructive approach	The teacher is the leader but the main emphasis is helping the learner.
The co-constructive approach	The teacher and the learner share the power in class. Feedback helps learners to benefit from their past experiences.

**Source:** Hulterström 2005 as cited in Ustaci, 2011, p. 41.

“Learners and teachers often have different preferences concerning error correction.” (Richards & Lockhart, 1996, p.189) The reasons for the differences in perceptions between students’ and teachers’ could be evaluation style, personal experiences and a myth that students are made to believe that grammar instruction is essential (Schulz, 2001). Schulz’s study established discrepancy between teachers’ and learners’ preferences; 90% of learners had a preference for correction whereas only 34% of their teachers agreed with this preference (1996 as cited in Lennane, 2007). Sources of teachers’ beliefs could be due to their professional experience, in-service development or their own learning experience (Borg, 1998). Similarly Richards and Lockhart summarized teachers’ beliefs as their experience as language learners, experience, established practice, personality, and principles derived from an approach or method (Richards & Lockhart, 1996). Another factor affecting the preferences could be the time spent in the teaching profession. Inexperienced teachers could have difficult time evaluating the errors affecting students (Walz, 1982). Today, teachers accept the importance of feedback and felt forced to develop their own strategies for correction (Fielder, 2011). These choices are affected by the factors mentioned above. In addition, Kassen reported that if teachers and learners share the same linguistic background and learning experiences, they might share same preferences for error judgment (Tatlioğlu, 1994). For instance a study by Bear which was carried out in Turkey showed that educational system based on rote learning and memorization. So, Tatlioğlu stated that teachers’ attitudes to error correction could be affected by behaviorist approach (1985 as cited in Tatlioğlu, 1994). However, it could be argued that today it is not the case. Teachers are more open to changing perceptions in ELT.

Nespor pointed out that “beliefs have stronger affective and evaluative components than knowledge” (1987 as cited in Sato & Kleinsasser, 1999, p. 309). It can be stated that knowledge and beliefs which constitute teachers’ beliefs are intertwined (Sato & Kleinsasser, 1999).

It should also be noted that the theoretical perceptions of teachers on error correction might contradict to what they actually do in the classroom.

Doff presented three teachers' approaches to correcting errors. The first teacher favored correcting every error as she thought learners would learn bad English from each other. The second teacher held a moderate way in correcting errors. She preferred correction in form focused part of the lesson. The third teacher chose to correct errors as little as possible as she wanted her students to express themselves freely (Doff, 1988). Three different approaches to correction were similarly reflected in methodologies and approaches to second language learning. At different times teachers put these beliefs in practice. Focus, objectives of the lessons shaped teachers' correction practices influence the decisions of the teachers. It can be concluded that every teacher carries these three beliefs about correction. What matters is to be able to use these three different approaches at the right time and place.

Edge also highlighted the importance of teacher's status in terms of correction. Teachers, who insist that native speaker is the best model, inevitably put themselves in an inferior position. As a result they do not speak English in class. This has a direct effect to the learner. Students realize that the teacher cares about correctness and learners therefore will be discouraged to speak. Because learners realize what the teachers want and they try to supply it (Edge, 1997). Similarly, Allwright and Bailey noted that teachers often reject or correct the learner's utterance because it was not what they expected to hear (1988 as cited in Lyster, 1997).

More importantly in a study about teachers' beliefs on error correction, it was observed that there was a shift after the study was carried out. Following the study participants suggested that they expanded their vision and begun to consider other dimensions of corrective feedback that either they were unaware of, or that were not their primary considerations (Vásquez & Harvey, 2010).

Ellis suggested that teachers do not correct every error (Ellis, 1990). "Many educators proposed that some errors have higher priorities for correction than other errors such as errors that have stigmatizing effects to the listener or the reader, and errors that students produce frequently" (Hendrickson, 1978, p.396). However, Seidlhofer argued that typical errors that most English teachers would consider urgent need of correction and remediation, and that consequently often get allotted a great deal of time and effort in English lessons, appear to be generally unproblematic and no obstacle to communicative success (Seidlhofer, 2004 as cited in Jenkins, 2006). Interestingly, Edmonson pointed out that teachers corrected errors which had not been made (1985 as cited in Ellis, 1994). It was also stated that teachers are inclined to correct content errors, vocabulary, grammar and pronunciation errors respectively. (Chaudron, 1988 as cited in Richards & Lockhart, 1996) It was claimed that many of the errors in syntax will disappear in time so classroom exercises might be better devoted to vocabulary enrichment (Roberts, 1995) Chenoweth discovered that pronunciation, word choice, word form, word order and factual accuracy were the most corrected error types. (1983 as cited in Dirim, 1999) Additionally, large corpora of errors consistently indicate that lexical errors are the most common among second language learners. (Seidlhofer, 2004 as cited in Jenkins, 2006). It was also found that the teachers corrected more morphological errors and fewer discourse errors (Chaudron, 1986a, as cited in Ellis, 1990). Contrastively, Ellis asserted that discourse, content and lexical errors received more attention (Ellis, 1994). Some teachers felt that it was important to correct every linguistic error that occurred, while others felt that linguistic errors had to be ignored and only content errors had to be corrected (Hughes & Lascaratou, 1982, as cited in Ellis, 1990).

Lyster observed his French immersion database and reported that teachers preferred recasts for grammatical and phonological errors and elicitation, metalinguistic clues, repetition of errors or clarification requests ( negotiation of form in general) for lexical errors (Nicholas, Lightbown, & Spada, 2001; Tatawy, 2002). So, it can be stated

that teacher's preferences of correction types can differ with regard to types of error. Teachers who carried out the principles of CLT in their classes stated that first language grammar teaching should be similar to second language grammar teaching. The reason behind such a demand could rise from the difficulties in teaching forms which are not in the first language (Sato & Kleinsasser, 1999). It wouldn't be wrong to draw the conclusion that however distant their relation would seem, teachers of CLT could make use of CA.

In a study carried out in Bangalore / Madras Communicational Teaching project, it was demonstrated that content errors, which were defined either as an unsatisfactory response in terms of content or answering a question that was not asked, were treated in a wide variety of ways. In the same vein, linguistic errors were minimally treated or not treated at all. These preferences are dependent on the teacher's preference for a meaning focused or form focused lesson (Beretta, 1989).

Another problem is that teachers are inconsistent, ambiguous, and ineffective in correcting errors (Allwright, 1975; Chaudron, 1977; Ellis, 1990, 1994; Long, 1977; Lyster 1998 as cited in Tatawy, 2002). It was conjectured that error correction should be systematic and consistent because it would be difficult for learners to distinguish major errors from minor ones if the correction is inconsistent (Tatlıoğlu, 1994). In line with this, it is also discussed that teachers also frequently give up the task of correction (McTear, 1975, as cited in Ellis, 1990). One explanation for inconsistency- apart from the complexity of the task they face may lie in differences in learner proficiency. It was argued that teachers should offer learners variety of treatments because different learners need to be treated differently (Allwright & Bailey, 1991). This issue was further discussed and observed in Bangalore Project. It is also important to highlight incidental correction and separated it from systematic correction which drew learner's attention on error (Beretta, 1989). However, Fanselow also highlighted that accepting incorrect utterances in one part of the lesson and ignoring them in another lesson could led to

ambiguity. Not only what was corrected but also how the errors were corrected might cause ambiguity. He stated that teachers' gestures while correcting errors might not be seen by the learner or saying 'again' might be understood as 'I did not understand' as well as 'that is wrong' by the learner. Fanselow also stated that consistent correction may aid learners in developing criteria of correctness (Fanselow, 1977). It should be noted that proving learners with different ways of correction can not be always considered as inconsistency. Some of the inconsistency arises from an understandable lack of precision; for instance accepting a part of a sentence but failing to inform that the rest is erroneous (Allwright, 1988). Another reason for the inconsistency is considering error treatment as a manipulative process such as in behaviorist learning theory. But it is a process of negotiation in which the teacher and the learner try to collaborate meaning (Ellis, 1990). Some researchers like Allwright found inconsistency desirable whereas Long thought it as damaging (Ellis, 1994). Allwright noted that teachers had to adapt to individual differences among learners. Allen cautioned against the detrimental effect of that the inconsistency could have on learning (Allen, 1990 as cited in Lyster, 2007).

Apart from the inconsistency, teachers' beliefs and their practices are in conflict. For example, Lee found some mismatches between teachers' beliefs and feedback practice; although teachers pay attention to form, they believe there is more to good writing than accuracy. Teachers were inclined to correct errors for students but they thought that students had to learn to correct their errors. In addition, teachers continued to focus on errors although they know that errors were inevitable (Lee, 2009).

In a major study in which a comparison of student and teacher ratings of selected learning activities were carried out some mismatches in terms of error correction and student self-discovery of error were discovered. According to learners, error correction was rated as very high whereas teachers rated it as low. In terms of self-discovery of errors, learners thought that they had little chance of correcting their errors (low). However, teachers thought learners were provided with chance of correcting their



errors (very high). The data revealed clear mismatches between learners' and teachers' views of language learning (Nunan, 1988).

It is also crucial to consider the affective factors determining these preferences. The manner of correction may influence learners' openness to treatment (Allwright & Bailey, 1991). Teachers also needed to make judgments about the learner's language ego fragility, anxiety level, confidence, and willingness to accept correction (Brown, 2000). MacFarlane emphasized motivational aspect of feedback suggesting that feedback should free learners from anxiety and a feeling of failure (Chaudron, 1988; Ellis, 1994). Some learners might feel helpless about correcting their errors, therefore teachers need to provide a strategy for defeating the feeling of helplessness and encourage the students (Shaughnessy, 1977). In the same vein, many teacher trainers defer correction for affective reasons. Apart from affective reasons course designers and methodologists advocate working on accuracy after fluency (Ellis, 1994).

It was found that learners with low extrinsic motivation did better on oral tasks after correction but learners having high extrinsic motivation did better on tasks without correction. This study is important in that it highlighted that error correction may interact with learner characteristics (Lyster & Ranta, 1997).

An observation study conducted at Trier University, Germany, Fielder observed teachers' feedback moves. She observed teachers' feedback gestures and oral feedback. The results showed that "good" and "yes" were the most commonly used verbal feedback. Nodding and smiling were the most frequent gestures. She concluded that positive feedback created a positive environment. So, the learners gained confidence (Fielder, 2011). Repetitions could also be classified as common type of corrective feedback (Nystrom 1983; Salica 1981 as cited in Ellis, 1994).

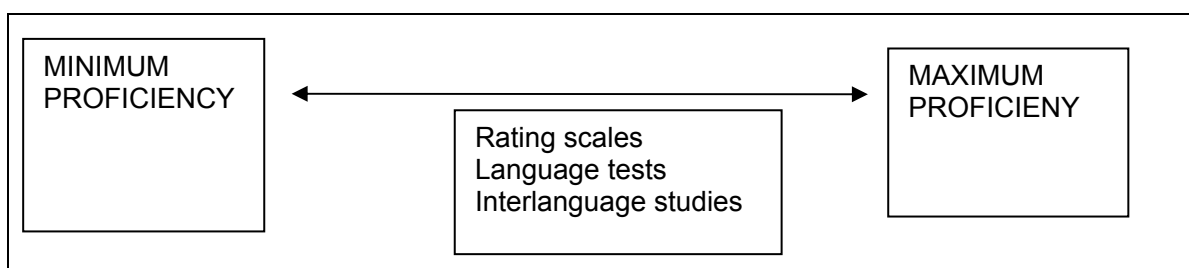
The main point with reference to which errors to correct is an important decision-making process for the teacher. Walz defined four criteria for deciding which errors to correct; comprehensibility, frequency, pedagogical focus and individual concerns (1982). And in this process teachers' perception of the language played a crucial role.

Error correction whether implicit or explicit is not an easy process. Finding an appropriate way requires creativity and resilience. In the end it could give us very useful information about the effectiveness of the work (Leather, 1998).

### 1.9 Proficiency Level and Error Correction

It can be observed that although error correction is considered an important issue, new researches on this issue are needed which take students' level of proficiency into consideration.

Table 3.1 Levels of Proficiency



**Source:** Stern, Fundamental Concepts of Language Teaching 1991, p.357.

Table 3.2 Components of Proficiency

<span style="float: left;">Relatively abstract</span> <span style="float: right;">Relatively concrete</span>				
Single concept	Twofold concept	Threefold concept	Fourfold concept	Multiple categories
Example	Example	Example	Example	Example
Expectancy grammar (Oller)	Linguistic competence  Communicative competence	Grammatical competence Sociolinguistic competence Strategic competence (Canale & Swain)	Listening Speaking Reading Writing*	Specification according to: Roles Settings Topics Functions Notions (Council of Europe)
Linguistic Competence (Interlanguage Studies/error analyses)	CALP BICS (Cummins)		Formal mastery Semantic mastery Communicative capacity Creativity (Stern)	Phonology/Orthography Lexicon Grammar in relation to Listening Speaking Reading Writing (Carroll)

Source: Stern, *Fundamental Concepts of Language Teaching* 1991, p 356.

\* (Rating scales, language tests)

Defining language proficiency can be interpreted in different ways. As language is a complex system, many attempts were made to explain language proficiency. Canale and Swain divided proficiency into linguistic, sociolinguistic, and strategic whereas The Council of Europe defined proficiency as combining roles, settings, topics, functions, and notions. It can be derived from these classifications that one dimension for defining proficiency would be insufficient (Stern, 1991).

In table 3.1, it was suggested that rating scales provided general accounts of different stages of proficiency. Tests were considered as an important part of academic learning whereas they could only assess limited aspects of proficiency. In addition, interlanguage studies could assist the teacher to determine the proficiency level of the learner (Stern, 1991).

In table 3.1, Oller opted for a single-concept for explaining language proficiency. In error analyses and interlanguage studies single linguistic competence was assumed (Stern, 1991). Fromkin pointed out the term “proficiency” as:

... in the production of speech, it is not true that 'anything goes' or that speech performance obeys no rules, or that the errors are totally random and unexplainable (...) While we may not be able to explain as yet the exact mechanisms involved in speech errors, the errors made are not only highly constraint, but provide information about speech performance which non deviant speech obscures. (Fromkin, 1973 as cited in McRobie, 1993, p.25)

Language learning is process which takes time. At the first stage, learners try to understand and perceive the language as a system. Communication is limited at this stage. Then the learner feels confident enough to use the language for her own purposes. This stage is considered as "desatellization phase". The learner develops her own criteria of correctness and becomes less dependent on the teacher (Stern, 1991).

Taken from IL basis, it is the learner's "developmental readiness" that specifies what needs correction. A study by Mackey and Philip indicated that advanced learners benefited more from feedback (Nicholas, Lightbown, & Spada, 2001). So, teachers could use correction as students get more advanced. What's more, there is a strong positive correlation between the correction of grammatical errors and general gains in linguistic proficiency (Long, 1977 as cited in Ellis, 1990). Timing is important in terms of determining the readiness of the learner to benefit from correction and choosing the most appropriate time for drawing learners' attention (Lightbown & Spada, 1990). Lee proposed that errors should be collected at different proficiency levels so as to distinguish persistent errors from typical errors at the beginner stage (Schacter & Celce - Murcia, 1977).

Furthermore, for beginners, it is important to remember that learners need practice in order to gain fluency in speaking. But teachers need to correct some grammatical and phonological errors because no correction might imply perfection (Brown, 2000). Cathcart and Olsen conducted another study including learners from beginner to advanced which indicated a high ranking for pronunciation and grammar errors (1982 as cited in Klim, 1994). At intermediate level, learners could become

concerned about accuracy and ask for correction (Brown, 2000). At this point teachers should not fall to the trap of correcting every error.

It was stated that advanced learners are more aware of their ignorance of content words and they resort to compensatory strategies to express their idea (James, 1998). Lyster and Ranta reported that in advanced classes, teachers made use of recast less (39%) whereas this percentage went up to 60% in lower proficiency levels. The reason could be explained with respect to the fact that teachers could challenge learners by a variety of options (1997 as cited in Nicholas, Lightbown, & Spada, 2001).

Hendrickson noted that as the proficiency level of learners' increases, they are more likely to correct their own errors (1980 as cited in Tatlıoğlu, 1994). A study by Robbins showed that intermediate learners were able to locate 27% of their errors and correct 50% of their errors (Robbins, 1977 as cited in Klim, 1994).

The relationship between errors and level of proficiency could also be seen in the study by Klim. In a conversational class, he observed a higher number of errors compared to other classes. He stated that the reason for this higher number of errors to two facts; proficiency level and free exchange of discussion (Klim, 1994). Similarly Makino stated that learners' level of consideration should be taken into consideration (Tatlıoğlu, 1994).

Similarly, it was stated that advanced learners produce "non-native like sentences which are not necessarily completely erroneous" (Bialystok 1983; Faerch and Kasper 1986; Firth 1988; Haastrop and Phillipson 1983; Kasper 1982 as cited in Lennon 1991, p.185). Hence, advanced learners compared to less proficient learners tend to make errors in usage, style, appropriacy and global discourse errors. Their discourse was also limited in terms of speech act realization (Lennon, 1991). In classroom most teachers came up with similar phrases like "That is not wrong but we do not say it like

this.” In his study, Lennon analyzed such errors and examined the sentences with panel members. One of the most problematic cases was:

“There is a dam wall which should protect the village from flood.” (Lennon 1991, p. 188). The panel members found this unacceptable, however they were unable to specify what was wrong. The problem may lay in *dam wall* rather than *dam* (lexical), in *should* rather than *is meant to* (modality), in *from* rather than *against* (preposition) or in *flood* rather than *flooding or floods* (Lennon 1991). This is an appropriate example of how error and identification or classification of error became blurred.

A study showed that advanced learners made better use of correction compared to intermediate learners (Ellis, 1994). Similarly, another study by Mackey and Philip indicated that advanced learners benefited more from intensive recasts (1998 as cited in Sheen, 2004). Philip examined the relationship between level of the learner and the ability to recall a recast. It was found that there was a positive relationship between level of the learner and recall of the recast (2003 as cited in Sheen, 2004).

A study carried out by Poulisse showed that less proficient learners produce more slips and correct fewer of these slips compared to more proficient learners. Less proficient learners tend to lose control and commit more slips in order to develop fluency (1997 as cited in James, 1998).

Ferris pointed out that effective grammar feedback and teaching will consider learner’ level of proficiency in the English language and their previous encounters with English grammar teaching and revising style (1999 as cited in Najmaddin, 2010).

Hendrickson suggested a hierarchy for oral errors based on the proficiency of the learner:

Elementary level: correct only errors that impede communication.

Intermediate level: correct errors that occur frequently.

Advanced level: correct errors that have a stigmatizing effect upon the student.

(Hendrickson, 1979 as cited in Walz, 1982, p.8)

Hendrickson stated that in determining correction for oral errors learners' level of proficiency should be taken into consideration. He added that "the specific effects on a language learner's proficiency in terms of who corrects his errors will depend upon when they are corrected, which ones are corrected, and especially how they are brought to the learner's attention" (1978). He also stated that as the level of proficiency increases, learners become good at correcting their errors. (Hendrickson, 1980 as cited in Tatloğlu, 1994).

In his study, Kul found out that proficiency level is an important factor affecting teachers' preferences about error correction. Teachers preferred explicit correction strategies in beginner levels. Elementary level learners preferred explicit correction such as explanation and repetition with change (Kul, 1992).

Conflicting findings regarding error correction could lead to a conclusion that proficiency level could be considered as one of the most important factors in determining the efficiency of error correction.

### **1.10 Background of the Study**

The study came into being as a result of curiosity and my observations in the classroom. The stimulus for this study aroused from an experience that I encountered in two different classes I was teaching. During a discussion activity, one of the students made a grammatical error. As the aim of the task was to give opinions, I did not correct the student. After he finished his statement, another student corrected his mistake and asked why I had not corrected him. During the term, I observed the same student

correcting his peers frequently. Observing the behavior of this student, I felt that I needed to correct students' errors. Following this event, in a different class a student told me that I corrected him so often that he felt bad about it and added that my correction demotivated him. Only then did I realize that subconsciously, I was trying to correct each error, assuming that every student had same needs. This experience helped me to think more about error correction. It will not be wrong to say that every teacher may have similar experiences because error correction is a subtle issue and requires fast decision making while considering many issues (age, proficiency level, aim of the lesson) at the same time.

Another reason which led me to this study is the fact that small number of studies looked on comparing teacher and learner attitudes and beliefs regarding error correction (Panova & Lyster, 2002).

#### **1.11. Statement of the Problem**

Error correction is not only of practical importance, but is also a controversial issue in the second language acquisition (Freeman, 2003 & Dekeyser, 1993). Many researches were made in order to see the efficacy of corrective feedback. However, there is lack of consistent findings in the limited literature of error correction due to the different designs of the studies (Demirci, 2010). Similarly, it was asserted that the literature on the correction of second language errors is quite speculative and relatively scant (Burt, 1975). Studies carried out so far focused on the issue of correction either from teachers' perspectives or learners' perspectives. What's more, most of these studies included just questionnaires or classroom interaction. In this study, different collection instruments such as recording and questionnaires were used in order to raise the validity and reliability of the data. The high number of learner participation (126 beginner and 116 low-intermediate learners) raises the reliability of the study.



A number of studies were conducted about learners' attitudes and beliefs about language learning in general (Chaudron, 1983; Fielder, 2011). However, these studies did not focus on particular beliefs about instructional practices (Savignon & Wang, 2003). What's more, fewer studies looked into the matter considering both teachers' and learners' preferences. Hendrickson, in his article asked the most famous questions to be answered in corrective feedback (Hendrickson, 1978). As a response to these questions, Lyster stated that researchers can not find answers (Lyster, 1997). Consequently, it is important to be able to answer these questions and move forward to learn more about what is happening in the classrooms.

This study aimed to look into the matter of error correction as an instructional practice and see the relation between teachers' and learners' preferences.

### **1.12 Research Questions**

1. What are teachers' preferences for error correction in accordance with their view of language and methodology?
2. What are the expectations of learners on error correction?
3. What do teachers take into consideration in correcting errors?
4. What is the relationship between teachers' preferences and learners' expectations for error correction strategies in different proficiency levels?

## **CHAPTER 2**

### **METHODOLOGY**

#### **2.1 Introduction**

In this chapter a general outline of the study will be made and procedures will be explained. Research design, data collection, instruments and informants of the study will be described. Interactional sociolinguistics and discourse analysis will also be discussed as they were considered important factors in interpreting the data.

Both descriptive and experimental research on error correction looked at a multitude of factors involved in error correction as an instructional process. In descriptive studies success of corrective feedback was determined by student uptake. Experimental studies looked into the matter by conducting pre- and post-testing on certain grammar points in order to identify which feedback type led to improvement in learner's performance (Lennane, 2007). In a correlational research, the main emphasis is to discover or establish the existence between two or more aspects (Kumar, 1996). Correlational research systematically investigates the relation among two or more variables. This research type increases the ability to interpret results meaningfully. The aim of this study is to find teachers' preferences and learners' expectations in error correction in different levels of proficiency. So this study could be classified as a correlational research.

#### **2.2 Research Design**

In this study, the researcher hopes to establish a relation between teachers' and students' preferences of error correction and level of proficiency. This study will be

conducted in a Vocational School of Higher Education in Yalova. At the beginning of the academic year, students take a placement test and they are placed according to this criterion. This research includes five freshmen classes in beginner level and five senior classes in low intermediate level. So, teachers (indicated by pseudonyms TA, TB, TC, TD, and TE) were observed both in beginner and low intermediate levels. The data was collected by voice recording the lessons. Ten lessons were voice recorded which amounts to 500 minutes of recording. Students are adult learners between the ages of 18 and 20. The observations took part during the first and the second semesters of the academic year 2011-2012.

The observation is an important part of the study because as Kumar indicated observation is an appropriate way of collecting data “when you are more interested in the behavior than in the perceptions of individuals, or when subjects are so involved in the interaction that they are unable to provide objective information about it, observation is the best approach to collect the required information.” (Kumar, 1996, p. 105)

The study was conducted in a classroom environment. In order to study teaching-learning process actively and validly, classroom observation was obligatory to see the dynamic relation of teacher and student interaction and environmental factors (setting). It was found out that those three elements are dependent each upon the others (Vaimon, 1962).

The learners did not know that the lessons were being recorded due to the fact that if the participants had known they were being recorded, they might have changed their behaviors (Pomerantz & Fehr, 1997). The recording of the lessons were analyzed and transcribed using conversation analysis. The advantage of recording a study was discussed by Pomerantz and Fehr. It was stated that by the help of recording details could be recoverable and transcribing and making an analysis would be possible (Pomerantz & Behr, 1997). Long also noted that error correction would be measurable

only when teachers' practices in the classroom were identified (1977 as cited in Klim, 2004).

### **2.3 Data Collection Procedures**

Teachers who volunteered for this study were chosen. Before the administration of the procedures teachers were ensured that their IDs would be kept confidential. Five teachers (indicated by pseudonyms TA, TB, TC, TD, and TE) participated in the study. The participants were not informed about the detail of the study in order to ensure the validity. The teachers were informed about the general topic of teacher- student interaction but not specific topic of error correction.

In this study, in order to see teachers' preferences and learners' expectations of error correction in different levels of proficiency, two different questionnaires were employed; one for collecting data from teachers and another from learners'. Questionnaires are regarded as a cost and time efficient way of collecting information from large groups of participants and they also enable comparisons of the perceptions of various groups (Dörnyei, 2003 as cited in Ustaci, 2011). The teachers were not informed about the questionnaires before recordings. The aim of this procedure is to find to what extend their practices and beliefs match. The questionnaires included Likert scale items. 30 teachers participated in the questionnaire. Teachers' questionnaires consisted of 47 items. The first question is excluded from analysis for the reason that it was deliberately written as goofy question.

The parts had alternatives: 'Strongly Disagree (1)', 'Disagree (2)', 'Neither Agree nor Disagree (3)', 'Agree (4)', 'Strongly Agree (5)'. The questionnaire not only included items that would reveal information about their preferences on correction but items that were planned to see the role of correction in their teaching. Besides these items, the first

two items tried to evaluate whether the teachers know the distinction between an error and a mistake.

Questionnaires on the preferences' of learners were written in Turkish in order to make items clear for learners. The first part has 42 items. The parts had alternatives 'Strongly Agree (1)', 'Agree (2)', 'Neither agree nor disagree (3)', 'Disagree (4)', 'Strongly disagree (5)'. The second part of the questionnaire included samples from the recordings which include different types of correction techniques to an error. Learners were expected to choose from the alternatives and rank 12 items as 'Çok iyi (1)', 'İyi (2)', 'İyi değil (3)', 'Kötü (4)'. This part of the questionnaire was adapted from Cathcart and Olsen (1976 as cited in Kul, 1992) but the responses were chosen from the recordings. 126 beginner learners and 116 low intermediate learners participated in the study which amounts to a total of 242 learners. All the participants were male.

After recording the lessons, recordings were transcribed. Secondly, corrective moves and learners' uptake were presented in the table. The information that the table provided was then compared to both teachers' and learners' preferences for error correction. This comparison was carried out to see the differences between what teachers do and what they believe to be right. In the second part, teachers' and learners' questionnaires were analyzed by using Statistical Package for Social Sciences (SPSS) and presented in the tables. The information in the tables was used to learn more about teachers' and learners' preferences.

## **2.4 Transcriptions and Analysis**

The recordings were transcribed for analysis. All dialogues including teachers' interaction both with the whole class and with the students individually were transcribed. These transcribing conventions were devised by Gail Jefferson in the research carried out by Harvey Sacks (Dijk, 1997). In the data analysis chapter, correction moves and

learners' reactions to these moves were charted in order to be able to see the types of corrections clearly.

## 2.5 Informants

Seedhouse attempted to find the effect of corrective feedback patterns on learning. In his study he included type of institution, class and level of students. His findings suggested that teachers are inclined to adopt non-threatening implicit negative feedback (1997 as cited in Sheen, 2004). His research is important in that it included instructional settings and role of culture.

### 2.5.1 Teacher Profile

Table 4.1 Teacher Profile

Information / Teacher	Degree	School	Teaching Experience	Age	Gender
Teacher A	B.A	Ege University English Language and Literature	7	34	Male
Teacher B	B.A	Eskisehir university ELT Department	3	25	Male
Teacher C	B.A	Kocaeli University ELT Department	3	25	Female
Teacher D	B.A	Ege University English Language and Literature	4	26	Female
Teacher E	B.A	Hacettepe University English Language and Literature	14	36	Female

### 2.5.2 Student Profile

Learners have different backgrounds regarding their previous English experience. They are required to take American Language Course Placement Test (ALCPT) before being placed to an appropriate class. Following the exam results, learners are placed as beginner and elementary. These learners will need English for their future careers. It was assumed in this study that the preferences of students on the correction of their oral errors may differ and they use certain strategies in order to improve their proficiency level. In the second year, learners attend to the course as High Elementary and Low Intermediate. In order to be able to see the relation between proficiency level and error correction, preferences of learners' and teachers', beginner and low intermediate classes were chosen. Low intermediate level could be considered more suitable for this study as some researchers believe that intermediate level students might make more mistakes than advanced level students (Lyster & Ranta, 1997). Consequently, the mistakes made by these learners are thought to be variable and give different types of correction.

### 2.5.3 Institutional Profile

The study was conducted in a two - year vocational school in Yalova. In their first year learners have 7 hours of English. 5 hours are spent in classroom and two hours are spent in language laboratory. In two semesters the total amount of time of exposure to English is approximately 217 hours. In their second year, the learners have 5 hours of English. 3 hours of this time is spent in the classroom and two hours are spent in language laboratories in which learners have access to multimedia exercises in computers. The total amount of time for English is approximately 145 hours. Second classes are divided into low intermediate and high elementary levels. In the former level, two different course books are instructed which will be discussed in details below.

Chaudron stated that the extend to which errors are corrected depended on the setting and the pedagogical focus. That's why, institutional factors play an important role in determining such instructional practices (1988 as cited in Sheen, 2004).

### 2.5.3.1 Course Books

#### 2.5.3.1.1 American Language Course

The *Nonintensive American Language Course* (NALC) was redesigned to include shorter lessons and corresponding homework and listening materials suitable for nonintensive programs. Previously, the institute was using the same course book for intensive program. In order to adjust the course material to lesson hours, non-intensive book was preferred because for each lesson non-intensive course book requires approximately four hours of class time. Beginner students have five hours of English classes plus two hours of listening activities (with headsets). Low Intermediate students have three hours of English classes plus two hours of listening activities (on the computers with multimedia exercises of the same course book). Each volume includes 30 lessons accompanied by thirty minutes of listening activities and at least thirty minutes of homework. The book introduces military students to realistic, relevant language. The student is given step by step instruction from basic survival English to a low intermediate level of proficiency and communicative proficiency. NALC deals with vocabulary, grammar, language skills- speaking, listening, reading, and writing- as well as sociolinguistic appropriateness. It integrated these areas of the language in various activities. It provided the learner with numerous opportunities to practice naturally spoken English. The materials are sequentially designed. One block of instructional material builds on the previous block. The objectives are then reinforced and recycled throughout the materials. Homework exercises and language skills activities for every lesson ensure that the student has sufficient practice to master the objectives. The NALC consists of four volumes. The levels are as follows:



Table 5.1 Proficiency Level Determined by Institution

	LEVEL	ALCPT* RANGE
Volume 1	Beginner	0-25
Volume 2	Elementary	25-35
Volume 3	High Elementary	35-50
Volume 4	Low Intermediate	50-60

**Source:** American Language Course Volume 1 Instructor Guide, p. 5.

\*ALCPT: American Language Course Placement Test

### 2.5.3.1.2 Stories Worth Reading

For low intermediate levels, another book was included in the syllabus so as to develop learner's communicative competence. Each unit included activities which involved group discussions. While the activities offer practice with vocabulary and grammar, they are also intended to foster an environment of cooperation and community in the classroom. Learners are expected to finish one reading passage with its activities in two lessons. Since NALC provides learners with rather structural drills, learners are able to discuss freely by the activities in the "Stories Worth Reading". What's more, they are able to recycle the vocabulary and develop their writing skills which were provided by the book.

### 2.5.3.2 American Language Course Placement Test (ALCPT)

ALCPT is a proficiency test of listening and reading comprehension in English. It is used for placing students to appropriate level who will study American Language Course and screen students for readiness to take English Comprehension Level (ECL) test. The ECL test is an official instrument used by American Government to measure the English proficiency of non-native speakers who are candidates for US military training. ALCPT consists of two parts; First part (66 questions) is carried out aurally. Learners are required to listen to English questions and choose the correct answer. Second part consists of reading items (34 questions) which are designed to test the comprehension ability of the learner. ALCPT is used not only for placement purposes but also for monitoring progress. Each learner takes ALCPT five times in two years. The

first one is for placing the learner; second, third and fourth ones are for monitoring progress and the last one is for graduation score.

In this study, recording was used to collect data about classroom interaction. Furthermore, questionnaires were used in order to learn their preferences.

## **CHAPTER 3**

### **DATA ANALYSIS**

#### **3.1 Presentation**

In this part, error types, teachers' error correction techniques and learner's reactions were reflected by using charts. It should be noted that there is not always a clear-cut categorization of errors (Gass & Selinker, 2001). However, there is need to classify errors so as to see teacher's correction and learners' reactions to certain types of errors. The classification included grammatical errors, word errors, pragmatic errors, and errors resulting from mispronunciation.

### 3.1.1 Analysis and Description of the Data

#### 3.1.1.1 Analysis and Description of the Data of TA in Beginner Class

Table 6.1 Analysis and Description of the Data of TA in Beginner Class

TA	Line	Error	Type of Error	Correction Technique	Learners' Reaction
1	20- 33	<p>S: Was you in İstanbul yesterday?  T: Was you mu?  S: Yani sen diye soruyor.  T: Tamam. You ile hangisini kullanıyoruz?  S1: Was you?  T: Was you ((rising intonation))  S: were kullanacaksın  T: Yes.  S: Was were  T: Ah!  S: were were sadece were [ver] sadece were kullanacaksın  S: Were [ver] you in İstanbul yesterday?  S1: Were [ver] you in İstanbul yesterday?  T: Were [wə] you in İstanbul yesterday?  Arkadaşlar were [wə]ile where [weər] i ayırın.  Were şu where nerede demek.</p>	<p>Grammatical error</p> <p>Phonological error</p>	<p>Pinpointing (Walz) followed by Metalinguistic explanation (Lyster &amp; Ranta, 1997)</p> <p>Pinpointing (Walz, 1982) Teacher stresses on the erroneous form. Here teacher used two type of corrective feedback which was called "corrective recasting". First t. Repeated the ut. Then provided a recast in which the verb form was stressed (Lyster, 2007).</p> <p>Peer correction. The peer explicitly corrects the other learner. Teacher confirms the correction.</p> <p>Repetition with change (Chaudron, 1983)</p>	<p>Learner translates to check  Repeats the error</p> <p>Waits</p> <p>Accepts peer correction but makes another error.</p> <p>Repeats the correct form.</p>

TA	Line	Error	Type of Error	Correction Technique	Learners' Reaction
2	57-65	S: Was Harry (4) T: Was Harry ((rising intonation)) S: Hocam ne yazıyor? Another Student: Egypt.[icipt] S: Egypt [icipt]. Was Harry in Egypt [ecipt] ? T: Egypt [icipt]. S: Was Harry in Egypt [icipt] last week? No, Herry was Egypt last week. AnotherStudent: Wasn't. T: Harry wasn't.	Phonological error  Phonological error  Phonological error  Grammatical error	Repetition with change (Chaudron, 1983)  Peer correction  Repetition with change (Chaudron, 1983)  Peer correction (Teacher also models)	No reaction  Repeats the correct form.  Repeats the correct form.  No reaction
3	66-68	S: Were the students in class at 7:30 a.m last Wednesday? [venezday] T: Wednesday [wenzdi]. S: Yes, the students were in class at 7:30 a.m last Wednesday [wenzdi]?	Phonological error	Repetition with change (Chaudron, 1983)	Repeats the correct form in the answer.
4	70-74	S: Were the teacher late on Friday? T: Soruya bak. Were dedin zaten. Were the ? S: Were the teachers late on Friday? T: Teachers. Çoğul olduğu için teachers were. Were the teacher değil.Were the teachers Ok. ?	Grammatical error	Clue (Chaudron,1983) and metalinguistic feedback (Lyster & Ranta, 1997).	Self-correction

TA	Line	Error	Type of Error	Correction Technique	Learners' Reaction
5	82-83	S11: Was yesterday [yestəday] at the // T: Was yesterday [yestədey] dedik güzel. Yerini değiştirdik. Evet orada ne olay? Thursday S: Thursday.	Phonological error	Repetition with change (Chaudron, 1983)	Repeats the correct form.
6	87-88	S12: Were you early at class this [diz] morning? T: Were you early to class this [dis] morning?	Phonological error	Repetition with change (Chaudron, 1983)	No reaction.
7	140-141	S18: Where is my coffee? Here [her] T: Here [hiə] S: Here [hiə] is your coffee.	Phonological error	Repetition with change (Chaudron, 1983)	Repeats the correct form.
8	145-148	S20: Where is the dictionary [diçtinari]? T: Dictionary [dikʃən(ə)ri] diyoruz. S: Dictionary [dikʃən(ə)ri] T: Yes.	Phonological error	Repetition with change (Chaudron, 1983)	Repeats the correct form.
9	173-176	S: A student were // T: "were" ile bir durumunuz yok. S: A young student	Grammatical error	Interrupts the learner and provides negation (Chaudron, 1983)	Alters the statement.

TA	Line	Error	Type of Error	Correction Technique	Learners' Reaction
10	176-194	<p>S: A young student  T: Şöyle sorayım arkadaşınıza bakın. A student is in the library. Bir öğrenci kütüphanede. She is young. Başkası cevaplamasın lütfen. She diye kimi kastediyor orada?  S: Bilmiyorum.  T: Yani she diye bahsettiğimiz şey (.)  A mi the student mı? Is mi? The library mi? Hangisi?  Student: (2)  T: She diye bir şahıstan bahsederiz değil mi? Orada şahıs olan hangisi?  S: Mmmm.  T: A student. Yani she is young. O genç. O sıfatı hangisine birleştirebiliriz demektir bu? Student ile birleştirebiliriz.  S: Evet.  T: Önüne koyduğumuza göre cümleyi yeniden kur.  S: Young a student.  T: Allah Allah. A  S: A  T: young  S: A young student is in the library.</p>	Grammatical error	Interrupts the learner provides explanation and gives clue (Chaudron, 1983).	Corrects the statement.
11	211-214	<p>S: Jane is tall to a man.  T: Önce düzgün okursan daha güzel olur.  S: Jane is talking to a man. He is tall.</p>	Grammatical error	Loop (Chaudron, 1983)	Alters the statement.

TA	Line	Error	Type of Error	Correction Technique	Learners' Reaction
12	215-222	S: Jane is (3) tall. S: talking S: talking T: talking S: to a tall man. T: Niye talking diyorsun öbürüne tall diyorsun? S: (x) Tall T: talking. Jane is talking to a tall man. Birine "talk" birine "tall". I will kill you.	Grammatical error	Peer correction followed by teacher's confirmation.	Completes the sentence but ignores the correction.



### 3.1.1.1.2 Analysis and Description of the Data of TA in Low Intermediate Class

Table 6.2 Analysis and Description of the Data of TA in Low Intermediate Class

TA	Line	Error	Type of Error	Correction Technique	Learners' Reaction
1	2144-2152	<p>You mustn't  S: smoking in the class  Another student: smoked in the class.  T: Bir daha  S: smoke (.) in the class.  T: Bakın 'modal'lar dan sonra gelen bütün fiiller sadedir. Yani öyle you mustn't smoking, you mustn't smoked gibi şeyler yok.  SA: You mustn't smoking yanlış mı oluyor?  T: Ya bu da klasiktir. Başka bir şey yazalım.  You mustn't run the red light.</p>	Grammatical error	Peer correction. Teacher focuses on error (Lightbown and Spada, 1997) followed by metalinguistic explanation (Lightbown & Spada, 1997) concluded by exemplification.	Corrects the statement and asks for clarification.

TA	Line	Error	Type of Error	Correction Technique	Learners' Reaction
2	2165-2168	S: You must use a medicine. T: You must use ya da take. 'Medicine' biliyorsunuz 'use' ile değil de 'take' ile. You must take your medicine. 'Medicine' çoğulu yok. 'medicine' hep 'medicine'. You must take your medicine to recover.	Lexical error	Explicit Correction (Lyster & Ranta, 1997)	No reaction
3	2321-2323	S: put put putter [pat, pat patter] T: pat, pat patter mı? Put [pʊt], Put [pʊt], Put [pʊt]	Phonological/Grammatical error	Repetition with change and emphasis (Chaudron, 1983) Explicit Correction (Lyster & Ranta, 1997)	No reaction.
4	2435-2437	S: My father, my youngest brother, and my son [sun] T: [sun] değil o son [sʌn] S: my son [sʌn] were born in the month of May.	Phonological error	Explicit Correction (Lyster & Ranta, 1997)	Corrects the error.
5	2442-2444	S: We can't afford to buy presents so [su] we each// T: So [səʊ] S: Iıı (x) so [səʊ]	Phonological error	Explicit Correction (Lyster & Ranta, 1997)	Corrects the error.

TA	Line	Error	Type of Error	Correction Technique	Learners' Reaction
6	2444-2446	S: we each buy one instead [instid] T: instead [insted] S: instead [insted] my wife likes to wrap the gifts in the pretty paper.	Phonological Error	Explicit Correction (Lyster & Ranta, 1997)	Corrects the error.
7	2448-2454	S: We usually have just one big cake and put [pat](3) T: Neymiş? S: (3) T: Az önce söyledik? S: candle T: and S: put [pʊt] and put [pʊt] candles	Phonological/Grammatical Error	Repeat (Chaudron, 1983)  Questioning (Walz, 1982)  Wants learner to remember the previous correction (line 2321)	Waits  Does not understand  Self-correction
8	2458-2460	S:he has looked [lukid] forward to // T: looked [lʊkt] forward to S: looked [lʊkt] forward to getting new (x) new toys	Phonological Error	Explicit Correction (Lyster & Ranta, 1997)	Repeats the correct pronunciation.
9	2462-2464	You have probably sung [sung] T: sung [sʌŋg] S: sung [sʌŋg] song	Phonological Error	Explicit Correction (Lyster & Ranta, 1997)	Repeats the correct pronunciation.
10	2464-2466	S: before here [her] T: here [hɪə] S: here [hɪə] it is for you	Phonological error	Explicit Correction (Lyster & Ranta, 1997)	Repeats the correct pronunciation

TA	Line	Error	Type of Error	Correction Technique	Learners' Reaction
11	2497-2505	<p>S: They birth in the same city olmaz mı?  T: They birth ((with rising intonation))  Another S: Their birth took place ya bir fiil kullanman lazım. Fiil yok orada mesela. They were born in the same city.  S: Their birth desek direk  T: Onların doğumları dedin (.) aynı şehirde  S: Aynı şehirde doğdular  T: İşte doğdum nasıl diyorsun? I was born.  Doğdular: They were born in the same city.</p>	Grammatical error	<p>Repetition with no change (Chaudron, 1983)</p> <p>Peer correction including metalinguistic explanation</p> <p>Translation and explanation (Chaudron, 1983)</p>	<p>Waits</p> <p>Corrects according to the given cue but commits another grammar error</p>
12	2506-2509	<p>S: What kind [kind] of party do they have //  T: What [kind] of değil, what kind [kaɪnd] of party  S: What kind [kaɪnd]?  T: What kind [kaɪnd] of party</p>	Phonological error	Explicit Correction (Lyster & Ranta, 1997) with negative feedback	Repeats the correct pronunciation.

TA	Line	Error	Type of Error	Correction Technique	Learners' Reaction
13	2536-2551	<p>S2:= What does the writer's wife do? My wife likes to wrap presents in this way.</p> <p>T: Bu da bir cevap. My wife mı?</p> <p>S3: evet.</p> <p>S2: Yoo.</p> <p>T: My wife?</p> <p>Another S: She wife</p> <p>T: Sen mi yazdın bunu?</p> <p>Another S: She wife</p> <p>S2: Haa.</p> <p>S4: Her wife</p> <p>S2: Her wife</p> <p>T: Her wife bir de üstüne üstlük.</p> <p>Ss: Eh-heh.</p> <p>T: His wife olsa olmaz mı?</p> <p>S2: İyi olur.</p> <p>T: Tamam. His wife</p>	<p>Lexical error</p> <p>Grammatical error</p> <p>Lexical error</p>	<p>Emphasis (Chaudron, 1983)</p> <p>Asks for clarification (Lyster &amp; Ranta, 1997)</p> <p>Repetition with no change (Chaudron, 1983)</p> <p>Repetition with change (Chaudron, 1983)</p>	<p>Peer interferes. Learner becomes aware of the error.</p> <p>Corrects the form but meaning remains incorrect.</p> <p>Waits</p> <p>Accepts the correction.</p>
14	2555-2558	<p>S: What does his son [son] like to do?</p> <p>T: son [sʌŋ]</p> <p>S: son [sʌŋ]</p> <p>T: His son [sʌŋ] likes to blow candles.</p>	Phonological error	Explicit Correction (Lyster & Ranta, 1997)	Repeats the correct pronunciation.

TA	Line	Error	Type of Error	Correction Technique	Learners' Reaction
15	2559-2561	S: His son liked to do blow candles. T: His son <u>likes</u> to S: blow. T: Candles. İşte bu 'do' yu orada söylemiyoruz. 'Do' genel bir fiil olduğu için soruda kullanmamız gerekiyor. His son likes to blow candles.	Grammatical error	Repetition with change and emphasis (Chaudron, 1983)  Metalinguistic feedback (Lyster & Ranta, 1997)	Continues
16	2603-2605	S:* He is rich [riŋ] now. T: He is rich [ritʃ] now. S: He is rich [ritʃ] now.	Phonological error	Explicit Correction (Lyster & Ranta, 1997)	Repeats the correct pronunciation.
17	2621-2622	S: make them stop burning [borniŋ]. T: Make them stop BURNING [bɜ:niŋ].	Phonological error	Repetition with change and emphasis (Chaudron, 1983)	Repeats the correct pronunciation.
18	2636-2637	S: Because he was poor [por], he couldn't buy new (3) S: Poor [por] diyor.	Phonological error	Peer repeats the incorrect pronunciation	Ignores.

### 3.1.1.1.3 Analysis and Description of the Data of TB in Beginner Class

Table 7.1 Analysis and Description of the Data of TB in Beginner Class

TB	Line	Error	Type of Error	Correction Technique	Learners' Reaction
1	396-397	T: Date Hıhı? Adilcan: Fourth T: What is the date today? Adilcan: Ha. Date.(.) Day T: Tuesday is the <u>day</u> of today. Date? Ss: Tarih. Adilcan: January	Content error (Chaudron, 1988)	Repeat (Chaudron, 1983)  Cueing (Walz, 1982)	Waits  Peers interfere  Learner attempts to produce the correct form.
2	424-426	Berkay: Brow (2) eye [iy] T: eyebrow ['aɪbrəʊ] Berkay:eyebrow ['aɪbrəʊ]	Phonological error	Repetition with change (Chaudron, 1983)	Repeats the correct pronunciation.
3	417	S: nose [noɪz] T: Nose [noz]	Phonological error	Repetition with change (Chaudron, 1983)	Teacher gives no time for checking the learner's pronunciation
4	428-429	S: Foot [fʊt] T: Foot [fʊt].	Phonological error	Repetition with change (Chaudron, 1983)	
5	443-449	Semih: Ankle. T: Ankle or Semih: Ankle or T: Is it ankle? Semih: Bileği mi gösteriyor? Anlamadım. S: Topuk. Semih: Heel.	Lexical error	Choice (Chaudron, 1983)  Clue (Chaudron, 1983)	Learner did not understand the question as correction. Peer correction in L1  Learner translates

TB	Line	Error	Type of Error	Correction Technique	Learners' Reaction
6	472-489	<p>Berkay: Who helped my chair?  T: Helped? Are you sure? (3) What does help mean? Help ne demekti?  S: Yardım.  Berkay: Yardım.  T: Hihi. Yardım etmek. Burada neyi soruyor? Who blank my chair?  Berkay: Kim (x) götürdü?  T: Hihi.  Berkay: O zaman pointed to mu?  T: Adilcan which one is correct?  Adilcan: Correct?  T: Second one?  Adilcan: (3)  T: My chair was here not there. Who?  Adilcan: Moved.  T: Moved my chair. Hihi. Ne demek 'move' arkadaşlar?  S: Hareket ettirmek.  T: Evet. Ne diyor bakın. My chair was here not there. Buradaydı, orada değil. O zaman kim hareket ettirdi değil mi? Who moved my chair?</p>	Lexical error	<p>Repetition with no change followed by emphasis (Chaudron, 1983)</p> <p>Cueing (Walz, 1982)</p> <p>Transfer (Chaudron, 1983)</p> <p>Explanation (Chaudron, 1983)</p>	<p>Translates the answer.</p> <p>Learner answers the question in L1 correctly but he lacks L2 equivalent of the word</p> <p>Another student answers the question.</p>



TB	Line	Error	Type of Error	Correction Technique	Learners' Reaction
7	502-516	Erdem: Imm. Muscles [müsikil] are on the inside of the body. T: Please say it again. Erdem: (3) T: Musical? Erdem: Musical T: Not musical Erdem: are in the // T: Cevabın doğru ama telaffuzunda bir problem var. Erdem: [müskil] T: Muscles ['mʌsəlz] Erdem: Muscles ['mʌsəlz]. T: Yes please repeat after me.MUSCLES ['mʌsəls]. Ss: Muscles. T: Muscles. Ss: Muscles	Phonological error	Prompt (Chaudron, 1983)  Repetition with emphasis (Chaudron, 1983)  Negation (Chaudron, 1983)  Explanation (Chaudron, 1983)  Repetition with change (Chaudron, 1983)	Waits  Repeats the same error  Ignores  Repeats the same error  Pronunciation is corrected
8	541-542	S: move[mouv] T: move[mu:v]	Phonological error	Repetition with change (Chaudron, 1983)	No reaction.
9	546-547	Ethem: Imm. An eyelash [eyleş] T: An eyelash ['aɪlæʃ]	Phonological error	Repetition with change (Chaudron, 1983)	No reaction.
10	557-560	Murat: My throat was sore [sar] yesterday. I took medicine for my throat [trot]. My throat is okay today. T: Yes, that's right. My throat was sore yesterday. I took medicine for my throat. My throat is okay today.	Phonological error	Recast (Lyster & Ranta, 1997)	No reaction.

TB	Line	Error	Type of Error	Correction Technique	Learners' Reaction
11	614-617	T: Monday is the second day of the week. Uğur: What is the first day of the week? T: Yes. First day. Uğur: Ama bize göre yaptım.	Discoursal error (Chaudron, 1988)	Recast (Lyster & Ranta, 1997)	Learner tries to justify himself by telling that he asked the question by considering his culture.
12	638-641	S: It is December the fiveth (x) eighteen seventy five. T: December the ((rising intonation)) S: Five T: Fifth.	Phonological error	Pinpointing (Walz, 1982)  Repetition with no change (Chaudron, 1983)	Learner repeats the error  Teacher continues the topic.
13	643-647	Fatih: It's January (.) T: hı hı S: the (3) twentieth T: Twentieth((rising intonation)) or twelfth? S: Twelfth	Lexical error	Pinpointing (Walz, 1982) followed by clue (Chaudron, 1983)	Error is corrected.
14	668-671	Erdem: It is May (3) twelfth (x) T: Twenty seventh Erdem: Twenty seventh (2) Ninety nine (2) nine.	Lexical error	Repetition with no change (Chaudron, 1983)	Learner corrects and finishes the sentence.
15	674-677	Uğur: It is May [may] T: [may]? Another S: [meɪ] Uğur: It is May [meɪ] the seventh two thousand.	Phonological error	Repetition with no change (Chaudron, 1983)	Peer correction Learner corrects and finishes the sentence.

TB	Line	Error	Type of Error	Correction Technique	Learners' Reaction
16	701-707	Adil: It's March (.) one of it's March of (.) It's March one (2) T: One'mı diyoruz? Adil: One of (3) T: Tarihleri söylerken nasıl sayıları kullanıyoruz? Adil: March first// T: Hah. It's March the first// Adil: Nineteen ninety.	Lexical error	Repetition with change and emphasis (Chaudron, 1983)  Metalinguistic Feedback (Lyster & Ranta, 1997)	Learner repeats the error.  Learner self-repairs.
17	723-725	Muammer: May the =fifth Nineteen (.) nineteen fifty five T: =The fifth hı hı. Nineteen sixty five. Yes. Semih?	Lexical error	Repetition with no change (Chaudron, 1983)	Teacher continues the topic.
18	745-751	T: What's the date? Ethem: Sunday. T: It's Sunday. What is the <u>date</u> ? Ethem: Iıı May (2) the eleventh T: Hıhı. Ethem: Iıı nineteen (x) nineteen eighty. T: Good.	Content error (Chaudron, 1988)	Repeat (Chaudron, 1983)	Learner self-repairs.
19	760-762	Uğur: February third T: February <u>the</u> third Uğur: <u>the</u> third (.) nineteen and ninety one.	Grammatical error	Repetition with change and emphasis (Chaudron, 1983)	Repeats the correct form.

TB	Line	Error	Type of Error	Correction Technique	Learners' Reaction
20	831-836	What is the weather <u>like</u> in the winter? S: Snowy. T: It is snowy or it is cold. S: Cold. T: Hi hi.	Content error (Chaudron, 1988)	Repetition with change (Chaudron, 1983)	Learner assumes that teacher is asking to choose one of the answers. So he repeats the part of the sentence.
21	843-845	T: What is the weather <u>like</u> in spring? Another S: Sunny and warm. T: It is? <u>Warm</u> .	Content error (Chaudron, 1988)	Repetition with change (Chaudron, 1983)	Teacher asks for the answer which was provided by the book
22	850-851	S: Warm [worm] T: [wōrm].	Phonological error	Repetition with change (Chaudron, 1983)	No reaction.

### 3.1.1.1.4 Analysis and Description of the Data of TB in Low Intermediate Class

Table 7.2 Analysis and Description of the Data of TB in Low Intermediate Class

TB	Line	Error	Type of Error	Correction Technique	Learners' Reaction
1	2684-2691	<p>Ali: Ted went to High School in the (x) United [united] states he speak English well.</p> <p>T: He speaks English well. Ancak ne diyor? Ted went to High School in the United [ju:'naitid] states. So, he speaks English well. He speaks English well. Herhangi bir comparative yada superlative formunu kullanmamıza gerek yok burada. Direk zarf halini getirdik.</p>	<p>Phonological error</p> <p>Grammatical error</p>	<p>Repetition with change (Chaudron, 1983)</p> <p>Repetition with change</p>	No reaction.
2	2693-2701	<p>Altan: Alex and his friend [frind] are good dentist but Alex dentist the (x)</p> <p>S: Best</p> <p>S: Worst</p> <p>S: Better değil mi?</p> <p>S: Bad</p> <p>T: Şimdi of all demiş hepsi içerisinde bakın. Alex and his friend [frend] are good dentists</p> <p>S: Hocam zaten the yı koymuş</p> <p>T: Bak Alex is the best of all.</p>	Phonological error	Repetition with change (Chaudron, 1983)	No reaction.

TB	Line	Error	Type of Error	Correction Technique	Learners' Reaction
3	2710-2717	Eray: My sister and my mum are drivers but I think my cousin is the (3) best of all. T: Yanılıyorsun arkadaşını. Evet Eray, bir daha oku. My sister and my mum are bad drivers bad but I think my cousin is Eray: worst T: The worst. Yes. Superlative form of bad ? What is the superlative form of bad? Badly the worst değil mi? S: Evet.	Content error (Chaudron, 1988)	Pinpointing (Walz, 1982) followed by metalinguistic feedback (Lyster & Ranta, 1997)	Self-repair
4	2743-2745	Burak: He said [seyd] he had to read it again. T: He said [sed] he had to read it again. He said [sed] he had to read it again.	Phonological error	Repetition with change (Chaudron, 1983)	No reaction.
5	2747-2748	Al told that she didn't have to go (x) go home. T: Al told that he didn't have to go to the meeting. He didn't have to.	Content Error (Chaudron, 1988)	Repetition with change (Chaudron, 1983)	No reaction.

TB	Line	Error	Type of Error	Correction Technique	Learners' Reaction
6	2756-2765	Taykut: Mr. Al said [seyd] (x) had to bir dakika Mr. Al // T: said to his wife Taykut: said to his wife you // T: She diyeceğiz. Taykut: Pardon. She had be there as early as you can. T: Good. She had to be there as early as she can. She had to be there as early as she can. She can mi? (3) Can i de değiştirmemiz gerekiyor mu? S: Could T: Could. She could. She had to be there as early as she could.	Phonological error Grammatical error  Grammatical error Grammatical error  Grammatical error	Repetition with change (Chaudron, 1983)  Repetition with change (Chaudron, 1983) Implicit Correction (Lyster & Ranta, 1997) Clue (Chaudron, 1983)	Corrects the pronunciation error Corrects the error Corrects the error   Peer correction
7	2767-2770	Yiğit: She said [seyd] she (x) his next tour [tor] of duty [dati] would be in Japan [dʒəpɪn]. T: Hıhı. He said [sed] that his next tour [tʊər] of duty [du:tɪ] would be in Japan [dʒəpɪn].	Grammatical error	Acceptance (Chaudron, 1983)	
8	2771-2778	Furkan: Are you going to back to your country? Yes, I am going to next month. What did the major tell the captain? Major tell told the // T: Major told the Captain Furkan: You were // T: He diyeceğiz S: He was Furkan: He was going to next month. T: He was going to go next month.	Grammatical error  Grammatical error Grammatical error	Provide (Chaudron, 1983) Teacher did not wait for the learner to self correct Provide (Chaudron, 1983) Repetition with change (Chaudron, 1983)	Self-correction  Corrects the error  Corrects the error

TB	Line	Error	Type of Error	Correction Technique	Learners' Reaction
9	2783-2785	S: What did Sue tell Allen? Allen (x) is (x) was going to write a book about his trip to Africa. T: Hihi. Sue told Allen he was going to write a book about his trip to Africa.	Grammatical error Content error	Repetition with change (Chaudron, 1983)	Self-correction No reaction
10	2788-2790	S: What did Sgt. Smith tell Sgt. Gordon? Sgt. Smith said that they mustn't forget to call [kel] the general. T: Hihi. They mustn't forget to call [kɔ:l] the general's Office.	Phonological error	Acceptance (Chaudron, 1983)	No reaction
11	2793-2795	S: What did Al say to Paul [pul]? Al said [seyd] (x) he said [seyd] that would finish book 25 next week. T: Good. He said [sed] that <u>they would</u> finish book 25 next week.	Phonological error Grammatical error	Implicit Correction (Lightbown & Spada, 1983) Pinpointing (Walz, 1982)	
12	2811-2817	Maggie said she would go at seven. T: Maggie said? S: He would S: She would T: He would or? S: They T: They would go at seven. They would go at seven.	Grammatical error	Clue (Chaudron, 1983)	Corrects the error



TB	Line	Error	Type of Error	Correction Technique	Learners' Reaction
13	2818-2819	He said [seyd] they had to be there at the end of the month. T: Hıhı. She said [sed] they had to be there at the end of the month.	Grammatical error	Acceptance (Chaudron, 1983)	No reaction
14	2821-2837	Hüseyin: Kim said [seyd] that we don't have to take the test. T: We don't have to? Hüseyin: Aa pardon. (4) I didn't have to take // T: We don't have any problem with "we" ok. But we don't have or S: Had to değil mi? S: Had to T: Eğer have to deseydi had to derdik ama don't have to demiş? (3) don't have to yu nasıl yapıyorduk? S: Didn't have to T: Hıhı. Do'nun past hali nedir? Do'nun? S: Didn't have to T: Olumsuz olduğu için tabii. We didn't have to. We didn't have to. S: We? T: Ne diyelim peki Emircan? "You don't have to" demiş. S: Frank'e demiş ama. T: Doğru. Frank'e demiş. You diyelim. Frank'e you don't have to take a test. So, Kim said he didn't have to take a test. Evet.	Phonological error Grammatical error Grammatical error Grammatical error Grammatical error	Emphasis (Chaudron, 1983) Emphasis (Chaudron, 1983) Metalinguistic feedback (Lyster & Ranta, 1997)	Corrects the error Makes an attempt to correct the error Corrects the error Learner corrects the mistake

TB	Line	Error	Type of Error	Correction Technique	Learners' Reaction
15	2840-2846	Altan: He said [seyd] he were going to // T: Are you sure? He were? Altan: He was mı diyeceğiz? T: He was S: Ben sana dedim. Altan: Ya bırak. He was going to go swimming after class today. T: He said [sed] he was going to go swimming after class.	Phonological error Grammatical error	Implicit Correction (Lightbown & Spada, 1993)  Repetition with change (Chaudron, 1983)	No reaction Corrects the error
16	2848-2849	S: He said [seyd] that he had to clean the apartment next Saturday. T: Yes. He said [seyd] that they had to clean the apartment next Saturday.	Phonological error Grammatical error	Teacher commits the same pronunciation error	Implicit Correction (Lightbown & Spada)
17	2931-2933	S: Refreshment. [refre[mənt] T: Refreshment. [rɪ'fre[mənt] S: Refreshment. [rɪ'fre[mənt]	Phonological error	Repetition with change (Chaudron, 1983)	Corrects the error
18	2934-2941	T: Eray, number five? The doctor attempted to treat [tret] the man. Eray: tried [tired] T: Tired? Eray: Tried [tired] T: Are you tired? Tired? Eray: Hocam T: tried [traɪd] not tired [taɪərd]. Tired yorgun demek. Tried [traɪd] Eray: Tried [traɪd]. Evet.	Phonological error	Emphasis (Chaudron, 1983) Explanation (Chaudron, 1983) Repetition with change (Chaudron, 1983)	No correction Shows the written word Repeats the correct pronunciation

TB	Line	Error	Type of Error	Correction Technique	Learners' Reaction
19	2950-2953	Mehmet: (x) We're travelling to Europe and Asia [eɪsɪyɑ] this fall [fʊl]. We're going abroad. T: Abroad. We're travelling to Europe and Asia [eɪzə] this fall. We're going abroad.	Phonological error	Repetition with change (Chaudron, 1983)	No correction
20	2969-2971	Mehmet Ali: Foreign [fɔ:reɪn] T: Foreign ['fɔ:reɪn] country? Mehmet Ali: Foreign ['fɔ:reɪn] country?	Phonological error	Repetition with change (Chaudron, 1983)	Repeats the correct pronunciation
21	2975-2976	S: The flight was very smooth [smoθ]. There were [ver] no problems. T: Yes. The flight was very smooth [smu:ð]. There were [wɜ:r] no problems.	Phonological error	Implicit Correction (Lightbown & Spada, 1993)	
22	2997-2998	Hüseyin: Rough [rʌf] T: Rough [rʌf] hıhı. Smooth and rough are opposites.	Phonological error	Repetition with change (Chaudron, 1983)	No reaction
23	2999-3000	Furkan: There is a good chance [tʃeɪndʒ] that we'll win the basketball game. T: Good. There is a good chance [tʃæns].	Phonological error	Repetition with change (Chaudron, 1983)	No reaction

### 3.1.1.1.5 Analysis and Description of the Data of TC in Beginner Class

Table 8.1 Analysis and Description of the Data of TC in Beginner Class

TC	Line	Error	Type of Error	Correction Technique	Learners' Reaction
1	1006-1007	S: Onur (2) get (.) get up early. T: Will Onur get up early? This is the question.	Grammatical error	Provide (Chaudron, 1983)	No reaction
2	1009-1011	Will Emre Can come (2) Karamürsel this weekend? Ss: Eh-heh. T: Okay. Will Emre Can come <u>to</u> Karamürsel this weekend?	Grammatical error	Repetition with emphasis (Chaudron, 1983)	No reaction
3	1041-1042	Muhsin: He will go to of the air games. T: He will go <u>to</u> part of their games.	Grammatical error	Repetition with emphasis (Chaudron, 1983)	No reaction
4	1046-1050	T: We will be back in the three [θri:] week. S: Yanlış oldu hocam. T: will be // S: He will diyecetiniz. T: He'ıı be back in three weeks. Ok.	Grammatical error	Repetition with emphasis (Chaudron, 1983)	Learner provides the teacher with the correct form
5	1051-1052	Ömercan: I will call [kell] our [or] travel agent tomorrow. T: I will call [cə:l] our travel agent tomorrow.	Phonological error	Repetition with change (Chaudron, 1983)	No reaction
6	1053-1054	S: Dan will take out suitcase. T: Dan will take out suitcases.	Grammatical error	Repetition with change (Chaudron, 1983)	No reaction

TC	Line	Error	Type of Error	Correction Technique	Learners' Reaction
7	1064-1069	Buğra: He will (2) he will studies // Ss: He will studies T: Hıı. Be careful. Now you are going to change the sentence from simple present tense to future tense so you are going to drop the '-s'. Again please. Buğra: He will study in the library tomorrow afternoon. T: He will study in the library tomorrow afternoon.	Grammatical error	Metalinguistic feedback (Lyster & Ranta, 1997)	Peer interference  Corrects the error
8	1070-1071	Abdülkadir: He'll play soccer in tomorrow evening [evening]. T: He'll play soccer <u>tomorrow evening</u> ['i:vniŋ].	Grammatical error	Repetition with change and emphasis (Chaudron, 1983)	No reaction
9	1098-1103	Emrecan: Will Jan and Sue depart and (3) ate yet? They will depart and ate T: Please make short answer. Emrecan: Tamam. O zaman S: Yes, he will de. Emrecan: Yes, they =will. T: =will. Ok.	Grammatical error	Ignore (Chaudron, 1983)	No reaction
10	1118-1126	Caner: Will the children go to the cinema on Monday [mondı]? Ss: Eh-heh. T: Ok. S: Yanlıř okudu. T: Where? S: [Mondı] dedi. T: A evet. S: Hocam [Mondı] mi [mɔndey] mi? T: [mɔndey]	Phonological error	Repetition with change (Chaudron, 1983)	Asks for clarification

TC	Line	Error	Type of Error	Correction Technique	Learners' Reaction
11	1227-1234	Tolgahan: They started the school at the same time. They will graduate [gracuit] // T: graduate [grædzueit] Tolgahan: graduate [grædzueit] at the same time. They will graduate [græduet] doğru mu? T: graduate ['grædzueit] Tolgahan: graduate ['grædzueit] ((very silently)) this year. Their graduation will be next Friday. It will be at the school.	Phonological error	Interrupt and Repetition with change (Chaudron, 1983)  Repetition with change (Chaudron, 1983)	Repeats the correct pronunciation then makes the same error.  No reaction
12	1237-1238	S: What mean graduate? T: What does it mean? Graduate. What does it mean? T: Yes. That's right. Please repeat after me. Graduate [grædzueit]	Grammatical error	Repetition with change (Chaudron, 1983)	No reaction
13	1256-1258	S: Their father and mother will be there. After gr (x) S: graduation [grædzu:'eɪʃən] T: graduation [grædzu:'eɪʃən]	Phonological error	Peer correction Teacher models the correction	
14	1360-1369	Bilal: Who Dorothy will meet for lunch? S: Who will T: Who will Dorothy meet for lunch? Unutmayın bunu sakın soru kelimeleri ile sorduğunuz sorularda bu gelecek zaman olabilir, geçmiş zaman olabilir, şimdiki zaman olabilir hiç farketmez en başa soru kelimelerini yazarsınız arkasına zamana göre uygun olan yardımcı fiili yazarsınız. Geçmiş zamandaysa 'did' ((writes on the board)), geniş zamandaysa 'do' yada 'does'. Şimdi hangi zamanı öğreniyoruz? 'will'. Soru kelimesi, arkasından yardımcı fiil, arkasından özne, arkasından fiilimiz.	Grammatical error	Repetition with change (Chaudron, 1983) and metalinguistic feedback (Lyster&Ranta, 1997)	

### 3.1.1.1.6 Analysis and Description of the Data of TC in Low Intermediate Class

Table 8.2 Analysis and Description of the Data of TC in Low Intermediate Class

TC	Line	Error	Type of Error	Correction Technique	Learners' Reaction
1	3011-3012	Okan: One girl is Indian one girl is from European. T: Ok.	Grammatical error	Ignore (Chaudron, 1983)	No Reaction
2	3020-3021	Oğuzhan: They are (x) two grandpa // T: They are two grandma	Grammatical error	Repetition with change (Chaudron, 1983)	No Reaction
3	3042-3044	Çağrı: We like mı diyoruz? T: Yes, we like to do Çağrı: We like to do smoking	Grammatical error (induced error resulting from inappropriate example)	Ignore (Chaudron, 1983)	No Reaction
4	3119-3123	T: =Tokyo's famous dog. What do you think happened in the story? Before reading the story, please guess what happened in the story. What do you think? S: About a dog. T: Yes, the story is about a dog.	Content error (Chaudron, 1988)	Expansion (Chaudron, 1983)	No Reaction
5	3125-3126	S: Ee (.) the dog is statue T: This dog is a statue? (3) I think this statue is of a dog. Ok. S: Statue? T: Heykel	Content error (Chaudron, 1988)	Repetition with no change (Chaudron, 1983) Repetition with change (Chaudron, 1983)	No Reaction Peer interference
6	3205-3209	T: The professor worked at the ? S: Hachiko University T: Noo. Ss: Imperial University. T: Imperial University.	Content error (Chaudron, 1988)	Negation (Chaudron, 1983)	Peer correction

TC	Line	Error	Type of Error	Correction Technique	Learners' Reaction
7	3214-3215	Ss: Meet me at Hachi. T: Yes. Meet me at <u>the</u> Hachi.	Grammatical error	Repetition with change (Chaudron, 1983)	No Reaction
8	3231-3233	T: returned =from vacation. S: = from vacation [vaɪkeɪʃən]. T: <u>vacation</u> [vaɪkeɪʃən].	Phonological error	Repetition with change (Chaudron, 1983)	No Reaction
9	3259-3260	S: Return [rɪtʌrn] T: <u>Return</u> [rɪtʰ:rn]	Phonological error	Repetition with change (Chaudron, 1983)	No Reaction
10	3266-3270	S: Took train [ræɪn] T: rain? S: şurada ((points to the word)) T: O took the train Ss: Eh-heh	Phonological error	Repetition with change (Chaudron, 1983)	No Reaction
11	3310-3318	The professor takes it to work. It is the underlined word. S: School T: It replaces the? S: No. T: NO. =Train S: = train. T: Take the train to work S: İşe gitmek mi? T: They made a statue.	Content error (Chaudron, 1988)	Negation (Chaudron, 1983)	Peer correction Learner needs further explanation but teacher ignores
12	3382-3385	T: Generous? (3) S: General T: Cömert. Selfish? S: Balık gibi T: Bencil	Lexical error Lexical error	Provide (Chaudron, 1983) Provide (Chaudron, 1983)	Learner tried to transfer L1 knowledge because of the similarity in pronunciation it is a transfer error. Learner used strategy to guess the meaning of the word because of the similarity in pronunciation.



TC	Line	Error	Type of Error	Correction Technique	Learners' Reaction
13	3420	T: Do you have a pet? S: Sometimes S: A long time ago. T: What kind of a pet? S: It is a dog.	Grammatical error	Ignore (Chaudron, 1983)	No reaction
14	3423-3425	T: Turhan, do you have a pet? Ss: Pork T: Eh-heh.	Lexical error	Gesture (Walz, 1982)	No reaction
15	3468-3471	Do you have a special friend? Mustafa: Dead T: Why? S:	Content error (Chaudron, 1988)	Ignore (Chaudron, 1983)	No reaction

### 3.1.1.1.7 Analysis and Description of the Data of TD in Beginner Class

Table 9.1 Analysis and Description of the Data of TD in Beginner Class

TD	Line	Error	Type of Error	Correction Technique	Learners' Reaction
1	1492-1493	Musa: I have to get up seven o'clock in the morning. T: I have to get up at seven o'clock in the morning.	Lexical error	Repetition with change (Chaudron, 1983)	No reaction
2	1495-1501	Kerem: At weekend ['wi:kɪnd] // T: [wi:kɪnd] Kerem: [wi:kɪnd] T: [wi:kɪnd] Kerem: [wi:kɪnd] I don't need to get up early because ° T: Because ? Kerem: It's holiday.	Phonological error	Interrupt (Chaudron, 1983)	
3	1510-1512	S: I don't have to lunch at // T: I don't <u>have to</u> Ömer: I don't have to have lunch at weekend.	Grammar error	Pinpointing (Walz, 1982)	Self-corrects
4	1424-1425	Oğuzhan have to revise [rɪvays] // my homework T: // revise [rɪ'vaɪz ] evet my homework.	Grammatical error Phonological error	Ignore (Chaudron, 1983) Provide (Chaudron, 1983)	No reaction
5	1533-1535	Uğur: He doesn't have to have lunch at school [sɪkɒl] T: Evet. Farklı yapan var mı? He doesn't have to have lunch at school [sku:l ] dedi.	Phonological error	Implicit correction (Lightbown & Spada, 1993)	No reaction

TD	Line	Error	Type of Error	Correction Technique	Learners' Reaction
6	1553-1556	Tolga: He has to paint [point] // T: paint [peɪnt] Tolga: [peɪnt] pictures. T: pictures at weekends. It is his homework	Phonological error	Repetition with change (Chaudron, 1983)	Repeats the correct pronunciation
7	1557-1561	Osman: He doesn't have to (.) tidy [tɪdɪ] (x) t // T: tidy [tɑɪdɪ] Osman: [tɑɪdɪ] his room mum tidy [tɪdɪ] // T: tidy [tɑɪdɪ] Osman: [tɑɪdɪ] it.	Phonological error Grammatical error	Interrupt and Repetition with change (Chaudron, 1983) Ignore (Chaudron, 1983)	Repeats the correct pronunciation
8	1566-1574	Ömer: it's a rule [rule] for him. (2) Yanlış mı? T: Bir daha baştan oku. Ömer: He has to go [gu] to bed // T: go [gəʊ] to bed Ömer: go [gəʊ] to bed at nine // T: O'clock Ömer: O'clock (x) it's it is a rule [rɒl] // T: rule [ru:l] Ömer: rule [ru:l] for him.	Phonological error Phonological error	Interrupt (Chaudron, 1983) Interrupt (Chaudron, 1983)	Repeats the correct pronunciation Repeats the correct pronunciation
9	1595-1596	Ss: August ['ɔ:gɪst] T: August ['ɔ:gəst].	Phonological error	Repetition with change (Chaudron, 1983)	No reaction
10	1545-1546	Ayhan: I late T: Get up late	Grammatical error	Provide (Chaudron, 1983)	No reaction
11	1673-1677	T: What are the months of autumn? S: Fall. T: Months? S: Hi. S: September	Content error (Chaudron, 1988)	Repetition with no change (Chaudron, 1983)	No reaction

TD	Line	Error	Type of Error	Correction Technique	Learners' Reaction
12	1696-1697	S: Boot [boat]. Boot [boat]. T: Boot [bu:t]	Phonological error	Repetition with change (Chaudron, 1983)	No reaction
13	1711-1714	S: Cold. T: Cold? S: Very cold T: Cool. Not so cold. It's cool.	Content error (Chaudron, 1988)	Repeat (Chaudron, 1983) Provide (Chaudron, 1983)	Tries self correction
14	1722-1723	S: Cloudy [ci:odi] T: Cloudy [klaudi]	Phonological error	Repetition with change (Chaudron, 1983)	No reaction

### 3.1.1.1.8 Analysis and Description of the Data of TD in Low Intermediate Class

Table 9.2 Analysis and Description of the Data of TD in Low Intermediate Class

TD	Line	Error	Type of Error	Correction Technique	Learners' Reaction
1	3499-3504	T: Invitation. Bu ne olabilir? (3) invite neydi? S: Davet. T: Davet? S: Etmek. T: Etmek. Aferin çünkü o zaman invitation ne oluyor? Ss: Davetiye.	Lexical error	Repetition with no change (Chaudron, 1983)	Self corrects
2	3558-3571	S: The Cooks T: The Cooks S: Hold T: Hold S: Reception T: Bak bakalım hangi zamanla yapılmış? Ss: Will T: E o zaman hold u nasıl yapıyoruz? T: The Cooks S: Will T: Will S: Hold T: Hold = reception S: =Reception	Grammatical error	Metalinguistic feedback (Lyster & Ranta, 1997) followed by expansion (Chaudron, 1983)	Self corrects
3	3573-3578	S: The Cook is (x) =are T: The Cooks =are inviting S: Inviting [inviting] T: [in'vaitın] S: Guests [gaps] T: Yes. [gap] değil guests [gests].	Grammatical error Phonological error  Phonological error	Repetition with change (Chaudron, 1983) Negation and Repetition with change (Chaudron, 1983)	Self-corrects

TD	Line	Error	Type of Error	Correction Technique	Learners' Reaction
4	3578-3587	T: Where will they have the reception? S: Hold the reception S: They will at // T: They will? S: Hold T: Hold =the reception S: =the reception T: Nerdeydi? Açın arkaya bakın. S: Neye bakıyoruz? S: The Officers' Club.	Content error Grammatical error	Peer correction Interrupt (Chaudron, 1983)	Self correction
5	3645-3649	S: Will you go dancing [dansın] // T: [dænsın] S: [dænsın] with me today? Cevabı yes, I will go dancing [dansın] // T: [dænsın] S: [dænsın] with you today.	Phonological error Phonological error	Repetition with change (Chaudron, 1983) Repetition with change (Chaudron, 1983)	Repeats the correct pronunciation Repeats the correct pronunciation
6	3656-3659	Ahmet: Will you go out [out] to dinner with me today? Yes, (x) yes I will go out [out] // T: [aut] Ahmet: [aut] to dinner with you.	Phonological error	Interrupt (Chaudron, 1983)	
7	3695-3708	S: We can go to a movie [muv] It's not // T: [muv] mu? S: izlemeyecekler mi? T: Orada sana ne soruyor birde? S: Bu gece ne yapacaksın diye bir şey soruyor. T: Ne yapacaksın diye soruyor. Sen hayır diye cevap veriyorsun. S: We can go to a movie. Good. T: Good mu? S: Yani güzel o yüzden gideceğiz. Because da kullanabiliriz // T: Tamam o zaman is i neden sonra kullanıyoruz? Özne. Öznen ne? S: O T: We can go to a movie. S: Evet. Because it's good. T: Ok.	Phonological error Content error (Chaudron, 1988)  Content error (Chaudron, 1988)	Interrupt (Chaudron, 1983) Expansion (Chaudron, 1983)  Repetition with no change (Chaudron, 1983)	Translation  Corrects the error

TD	Line	Error	Type of Error	Correction Technique	Learners' Reaction
8	3709-3712	S: No, no you can look on book. T: <u>look at</u> S: look at on the book T: phone book. Ok.	Grammatical error  Grammatical error	Repetition with change and emphasis (Chaudron, 1983) Exit (Chaudron, 1983)	Adds correction but does not delete the wrong word
9	3730-3733	S: I can changed it // T: Bir daha söyler misin? S: I can changed it myself. T: I can <u>change</u> it myself. Changed değil.	Grammatical error	Asks for repetition Repetition with change followed by Negation (Chaudron, 1983)	No correction
10	3833-3842	S: Adams inside the mall [mil]. T: Mall [mɑ:l]. Mustafa: Mall [mɑ:l] She said she and her husband [husband] // are expecting company next week. T: // [hʌzbænd] S: [hʌzbænd] are expecting [ekspayting] // T: [ɪk'spektɪŋ] S: [ɪk'spektɪŋ] company next week we should have them over for dinner. S: Who is their company [kumpani] ? T: [kʌmpəni].	Phonological error Phonological error Phonological error Phonological error	Interrupt and Repetition with change (Chaudron, 1983) Interrupt and Repetition with change (Chaudron, 1983) Interrupt and Repetition with change (Chaudron, 1983) Interrupt and Repetition with change (Chaudron, 1983)	Repeats the correct form Repeats the correct form Repeats the correct form Repeats the correct form
11	3845-3848	Mustafa: Remember [remembər] // T: [rɪ'membər] Mustafa: Nell [nɪl]// T: [nel]	Phonological error Phonological error	Interrupt and Repetition with change (Chaudron, 1983) Interrupt and Provide (Chaudron, 1983)	No reaction Repeats the correct pronunciation

TD	Line	Error	Type of Error	Correction Technique	Learners' Reaction
12	3854-3862	<p>S: I won't tell you a lie and say I have missed [mısɪd] seeing her since she was here [her] before.</p> <p>Mustafa: Well I suppose I could have a (x) luncheon [lunçiyın] and have just women ?</p> <p>T: Guests</p> <p>S: Guests. I could invite //</p> <p>T: Nell, Mr. Adams //</p> <p>T: <u>Mrs.</u> Adams</p> <p>S: Mrs. Adams and the other [udır]//</p> <p>T: [ʌðər]</p> <p>S: [ʌðər] women in my club.</p>	<p>Phonological error</p> <p>Phonological error</p> <p>Phonological error</p> <p>Phonological error</p>	<p>Ignore (Chaudron, 1983)</p> <p>Ignore</p> <p>Ignore</p> <p>Repetition with change (Chaudron, 1983)</p>	<p>Repeats the correct pronunciation</p>



#### 4.1.1.1.9 Analysis and Description of the Data of TE in Beginner Class

Table 10.1 Analysis and Description of the Data of TE in Beginner Class

TE	Line	Error	Type of Error	Correction Technique	Learners' Reaction
1	1803-1606	S: I went sail in the water. T: Did you dive? Ss: Eh-heh. S: Yes.	Grammatical error	Ignore (Chaudron, 1983)	No reaction
2	1831-1833	S: Busy [buzy] T: Hih? S: Busy [bızı]	Phonological error	Gesture (Walz, 1982)	Peer correction
3	1849-1854	S1: She needs to take the * exercise. T: Hmmm. İh. S: Get in shape T: Hihı. S1: Neymiş? S: Get in shape	Lexical error	Gesture (Walz, 1982)	Peer correction
4	1858-1862	T: What happened? S: I sick. T: Flu? S: grip değil. T: get away from me. Stay away. Eh-heh. I've never had the flu this year.	Grammatical error	Ignore (Chaudron, 1983)	No reaction
5	1876-1878	Ali: SPC [sipies] Diaz is out of shape. T: Specialist Ali: Specialist Diaz is out of shape.	Phonological error	Repetition with change (Chaudron, 1983)	Repeats the correct pronunciation

TE	Line	Error	Type of Error	Correction Technique	Learners' Reaction
6	1895-1897	T: Physical ? S: Test T: Training.	Lexical error	Pinpointing (Walz, 1982)	Does not self correct
7	1911-1914	S: Specialist [sipeyşil] // T: Specialist [spefəlist] S: Specialist [spefəlist] Diaz doesn't have much (x) free time but she knows that exercise is important for people.	Phonological error	Repetition with change (Chaudron, 1983)	Repeats the correct pronunciation
8	2025-2026	S: Sgt. [sgt] T: Sergeant [sɑ:rdʒənt]	Phonological error	Repetition with change (Chaudron, 1983)	No reaction
9	2042-2046	S: Sergeant Tim forgot [fərgit] to lock the door. T: Ne yapmış bu adam? Ss: Kilitlemeyi unutmuş. S: Kapıyı kilitlemiş. T: Forgot [fər'gɒt] (3) Unutmuş.	Phonological error Content error (Chaudron, 1988)	Delayed correction Repetition with change (Chaudron, 1983) Peer correction	No reaction
10	2049-2052	S: Mary wants visit her sister next week. T: Wants <u>to</u> visit. S: To var değil mi orada? T: wants to play football, wants to visit. Hmm.	Grammatical error	Repetition with change (Chaudron, 1983) Gives examples	Asks for clarification
11	2070-2074	Kazım: Mary didn't remember to (x) this morning T: To (2) to Ss: bring Kazım: Morning T: This morning. Zamanı hep en sona.	Grammatical error Lexical error	Pinpointing (Walz, 1982) Peer correction Provide (Chaudron, 1983) Metalinguistic feedback (Lyster & Ranta, 1997)	No reaction

TE	Line	Error	Type of Error	Correction Technique	Learners' Reaction
12	2078-2084	Kazım: Mary didn't remember to (x) S: Bring Kazım: Bring S: His book this morning. Kazım: This book this morning. S: His book, his Kazım: His book this morning.	Grammatical error	Peer correction	Repeats the correct form
13	2088-2094	S: I am do (x) yok I am trying to T: Hihi S: hmm my (x) do my T: Hi S: Do my right now. T: Do <u>my</u> homework S: Right now.	Lexical error	Repetition with change and emphasis (Chaudron, 1983)	Goes on the topic

3.1.1.1.10 Analysis and Description of the Data of TE in Low Intermediate Class

Table 10.2 Analysis and Description of the Data of TE in Low Intermediate Class

TE	Line	Error	Type of Error	Correction Technique	Learners' Reaction
1	3987-3990	Murat: Where are my medical records [rɪ'kɔ:rdz]? T: [rekərdz] S: [rekərdz]	Phonological error	Repetition with change (Chaudron, 1983)	Repeats the correct pronunciation
2	4025-4029	S: We take a break hourly [haurɪlɪ] T: [avərɪlɪ] Every hour hourly. S: [haurɪlɪ] Ss: Eh-heh. T: What. Who said that? [avərɪlɪ]. [haurɪlɪ] no [avərɪlɪ].	Phonological error	Repetition with change and expansion (Chaudron, 1983). Negative feedback is provided.	Repeats the correct pronunciation
3	4108-4109	S: They will go another time. Post (x) postponed [postponɪd] T: [pəust'pəʊned]	Phonological error	Repetition with change (Chaudron, 1983)	No reaction
4	4121-4123	S: applied [epleyd] ? S: Pasaport için başvurmuşlar. T: [ə'plɑɪ]	Pronunciation error	Repetition with change (Chaudron, 1983)	No reaction
5	4124-4130	S: A dead [did] dog was in the street. A car hit it. T: A? Ss: Eh-heh. S: Ölü olacak hocam. S: Dead [ded] T: [ded] S: [ded]	Phonological error	Gesture (Walz, 1982)  Peer models the pronunciation. Teacher repeats it.	Learner tells the answer in L1. Repeats the correct pronunciation.

TE	Line	Error	Type of Error	Correction Technique	Learners' Reaction
6	4135-4143	Murat: I dead that the window was open. T: I ? Murat: I dead that the window was open dedim. T: Hıhı. S: Noticed T: Hah. Murat: Farketmek. T: Realize. S: Pencerenin açık olduğunu farkına vardım.	Lexical error	Pinpointing (Walz, 1982)  Peer correction	Repeats the same erroneous form.  Translates to L1
7	4144-4145	S: A birth [birtı] certificate [sertıfıcatı] is a (.) document. T: Document. Good. A birth [b3:rə] certificate [sər'tıfəkıt] is a document.	Phonological error	Repetition with change (Chaudron, 1983)	No reaction
8	4168-4173	S: O zaman cevap he went to foreign. T: A. No. S: Orada country olsaydı foreign olacaktı. T: Foreign yabancı demek. Ama he is a foreign diyemezsiniz. He went to a foreign country olurdu. Foreign bir sıfat. Yabancı ülke, yabancı yemek. Murat: Diğer kelimelerle kullanılıyor.	Lexical error	Expansion (Chaudron, 1983) and negative feedback	Deduction
9	4180-4182	S: That stamp isn't very common. In fact, it is very unusual [anusual]. T: unusual [ʌn'ju:zu:əl]. S: unusual [ʌn'ju:zu:əl].	Phonological error	Repetition with change (Chaudron, 1983)	Repeats the correct pronunciation.
10	4198-4202	S: Fırlatmak anlamına da gelmiyor mu? T: Launch [lɔ:ntʃ] o [lɔ:ntʃ]. Farklı yazılıyor o. Böyle yazılıyor. ((Writes on the board)) S: Lunch [lunç] farklı. T: Launch [lɔ:ntʃ] and lunch [lʌntʃ]. The missile is launched.	Lexical error	Expansion (Chaudron, 1983)	No reaction

#### 3.1.1.1.11 Comparison of Data in the Table and Questionnaires

In this part of the study, data description of the recordings are compared to answers of the questionnaires to see whether there is mismatch between what teachers do in the classroom and what they think as right in theory. Learners' answers to the questionnaire will also be discussed to see if their preferences match to those of their teacher.

TA corrected 7 grammar, 8 pronunciation and 1 intonation error in beginner class. In low-intermediate class, 5 grammar, 13 pronunciation, 3 lexical errors were corrected.

Beginner and low-intermediate learners believe they make grammar errors. Teacher on the other hand, neither agreed nor disagreed on correcting grammar errors (see teacher questionnaire 8). In the transcription, it could be seen that grammar errors of both beginner and low-intermediate learners were corrected. For grammar errors pinpointing, clue, loop and negation (Chaudron, 1983) correction types were preferred. Learners in each level pointed out grammar errors should be corrected.

Furthermore, teacher agreed on the preference of recast, it could be seen that the teacher did not use any recast in his classes.

Beginner learners think they make errors in vocabulary choice. 10 low-intermediate learners disagreed that they make vocabulary errors whereas 8 low-intermediate learners agreed committing vocabulary errors (see learner questionnaire 9). Teacher agreed on correcting errors of vocabulary choice (see teacher questionnaire 9).

Beginner and low intermediate learners believe errors of coherence should be corrected (see learner questionnaire 10) but the teacher disagreed about correcting these errors (see teacher questionnaire 10).

Both beginner and low-intermediate learners prefer to be corrected when their message failed to convey the intended message (see learner questionnaire 11). The teacher also agreed (see teacher questionnaire 11). However, it could be seen that the teacher did not follow this criteria for correcting errors.

Low-intermediate learners stated that they do not make pronunciation errors (see learner questionnaire 5). In the transcription of the recorded lesson, it could be seen that pronunciation errors were made. For pronunciation and intonation errors repetition with change (Chaudron, 1983) was preferred. The teacher stated that he neither agreed nor disagreed correcting pronunciation errors (see teacher questionnaire 13). The results of beginner learners about pronunciation errors did not give consistent results. But it could be observed that beginner learners make pronunciation errors.

Both beginner and low-intermediate learners believe teacher should do the correction (see learner questionnaire 13). However, the teacher stated that he does not perform correction (see teacher questionnaire 21). In the transcription, only two peer interferences were observed and most of the correction was performed by the teacher.

Low-intermediate learners stated they prefer to self-correct their errors (see learner questionnaire 21). However in the transcription it could be seen that the correction move was started by the teacher.

It could be seen that beginner and low intermediate learners are comfortable with peer correction and they stated that they do not feel embarrassed (see learner questionnaire 15 & 24). They also stated that making errors is a part of learning (see

learner questionnaire 39). The teacher neither agreed nor disagreed about encouraging peer correction (see teacher questionnaire 22). The reason for this could be the fact that the teacher agreed that learners pick up errors from each other (see teacher questionnaire 23). Beginner and low intermediate learners stated that they listen to their peers while they are corrected (see learner questionnaire 41).

Low-intermediate learners stated the teacher should correct errors immediately (see learner questionnaire 18). The teacher neither agreed nor disagreed correcting learners immediately (see teacher questionnaire 16). In the transcription it could be seen that the teacher either waits until the learner finishes the sentence or interrupts and explicitly corrects the learner.

Another mismatch was observed about delayed correction. Although TA stated delayed correction was preferred (see teacher questionnaire 20) he did not have a feedback session during class hour. He preferred correcting the learner after the errors were made.

Beginner and low intermediate learners believe they are given enough waiting time. The teacher also stated that enough waiting time was given to learners (see teacher questionnaire 25). In the transcription it could be seen that approximately two to four seconds is given to the learner before correcting. However, in many cases the teacher does not wait for the learner to self correct. The studies show if the teacher adds ten more seconds to the waiting time, the learners will be able to self-correct (Holley & King 1997, as cited in Klim, 1994).

Beginner learners and low-intermediate learners prefer being corrected (see learner questionnaire 26). And they also think it is necessary. The teacher believes the learners prefer being corrected (see teacher questionnaire 45).



When learners realized they made an error they preferred asking the teacher (see learner questionnaire 23). However, learners also pointed out that they try to self-correct their errors. Similarly, the teacher believed that learners are able to self correct (see teacher questionnaire 24).

Beginner and low intermediate learners believe the teacher considers their preferences about correction (see learner questionnaire 29). The teacher also agreed considering this factor (see teacher questionnaire 39).

Beginner and low intermediate learners stated that they benefit from correction (see learner questionnaire 30). The teacher also agreed that correction is an important part of his teaching process and that corrective feedback is helpful (see teacher questionnaire 5 & 17).

TA disagrees on the item about importance of fewer errors (see teacher questionnaire 6). But during the recording sessions it could be seen that all errors were corrected.

Beginner and low intermediate learners think the more they become proficient learners, the fewer errors they are going to make (see learner questionnaire 35).

It could be seen that the teacher preferred explicit correction techniques for beginners. In low intermediate classes explicit correction techniques were observed. On the contrary, the teacher stated in the questionnaire that he uses different correction techniques in different levels of proficiency (see teacher questionnaire 26). Low-intermediate learners think the teacher uses different techniques in accordance with the proficiency level (see learner questionnaire 33). This could be explained by the time that learners spent with the teacher. TA agreed on the item about using implicit correction technique in advanced levels (see teacher questionnaire 37). However in his low

intermediate class explicit correction techniques such as emphasis, repetition with change and emphasis (Chaudron, 1983) were observed. This shows a controversy between the practice and theory. Although he agreed on the preference of recast, it could be seen that the teacher did not use any recast in his classes.

In both levels learners prefer explicit correction and believe the teacher should correct explicitly (see learner questionnaire 34). However, the teacher stated that he prefers explicit correction in beginner levels and implicit correction in more advanced levels (see teacher questionnaire 34 &37). In the transcription it was observed that the teacher used repetition with change for pronunciation and intonation errors, pinpointing, clue, loop, and negation (Chaudron, 1983) for grammar errors in beginner and emphasis, repetition with no change (Chaudron, 1983) for lexical errors, explicit correction for pronunciation errors, and clarification, repetition with change and emphasis, peer correction (Chaudron, 1983) were used in low-intermediate levels.

Both beginner and low-intermediate levels stated the teacher uses gestures while correcting errors (see learner questionnaire 36). Since the lessons were voice recorded, it is hard to observe non-verbal behaviors. Using gestures is an implicit way of correction. Learners stated that they made use of gestures, in other words implicit correction. However, they previously stated that they prefer explicit correction. It could be concluded that learners benefit from implicit correction but prefer explicit correction.

Beginner and low intermediate learners stated that the teacher corrects every error (see learner questionnaire 40). Similarly, in the transcription it could be seen that the teacher corrects every error.

Learners of both levels stated that they are satisfied with their teacher's correction (see learner questionnaire 42).

TB corrected 1 grammar, 10 pronunciation, 4 content, 6 lexical and 1 discourse error in beginner levels. 19 grammar, 15 pronunciation, 3 content errors were corrected in low intermediate class.

Learners in both beginner and low-intermediate levels showed controversial opinions about correcting grammar errors; 9 learners in beginner level and 14 learners in low-intermediate level think grammar errors should be corrected (learner questionnaire 8). But 8 Beginner level and 14 low- intermediate level learners did not have clear ideas about the correction of grammar errors. TB thinks grammar errors should be corrected. It can be stated that preferences of learners in both levels do not match to their teacher's.

There is a relation between teacher's and learners' preferences for correcting vocabulary errors. Learners and the teacher agreed that errors in vocabulary choice should be corrected (see learner questionnaire 9, teacher questionnaire 9).

About correcting errors of cohesion, there is a mismatch. 17 low- intermediate and 15 beginner- level learners agreed on the item about correcting these errors whereas the teacher stated he does not prefer correcting these errors (see learner questionnaire 10, teacher questionnaire 10). Although the teacher disagreed on the item about the correction of ideas he preferred to correct the student who attempted to answer the question considering his culture (see Lines 614-617).

Learners in both levels and the teacher agreed that errors that hinder communication should be corrected (see learner questionnaire 11). In the transcription of the lesson it could be seen that the teacher corrected errors that did not interrupt the meaning. This shows a controversy between what the teacher did and what he believed to be right.

It could be seen that in beginner-level learners of TB are more sensitive to pronunciation errors than low-intermediate learners. In the transcription of the beginner level it could be noted that the teacher is inclined to correct every pronunciation error. However, the teacher neither agrees nor disagrees about correcting pronunciation errors (see teacher questionnaire 13).

Both in beginner and low- intermediate levels learners prefer teacher correction (see learner questionnaire 13). However, the teacher disagrees that correction is carried out by the teacher (see teacher questionnaire 21). Conversely, both levels stated that they preferred self correction (see learner questionnaire 14). It can be assumed that learners do not have a clear idea about who should correct errors. The teacher neither agreed nor disagreed on the role of peer correction (see teacher questionnaire 22). When transcriptions were observed it can be seen that correction was carried out mostly by the teacher. The rationale behind this could be explained by the fact that learners still think that teacher is the source of information.

It can be noted that especially low-intermediate learners are comfortable with peer correction (see learner questionnaire 15). Similarly, it was noted that they did not feel embarrassed when their errors were corrected (see learner questionnaire 24 and 25). The time spent with classmates also plays an important role in feeling comfortable with peer correction.

Beginner and low intermediate learners agreed on the item about being given enough waiting time (see learner questionnaire 17). The teacher also stated that enough waiting time was given to learners before correcting errors (see teacher questionnaire 25). Although TB agreed on providing the learner with enough waiting time, it could be seen that not enough waiting time was provided.

Beginner and low intermediate learners and the teacher share similar ideas on immediate correction. However, teacher stated that he thinks his students prefer delayed correction (see teacher questionnaire 44).

Beginner and low intermediate learners think errors should be corrected after the sentence is completed (see learner questionnaire 19). The teacher also stated that correction was done after the learner finishes the sentence (see teacher questionnaire 18).

Beginner and low intermediate learners in both levels stated that they try to self correct (see learner questionnaire 21). TB thinks the learners are able to correct themselves (see teacher questionnaire 24).

Beginner and low intermediate learners in each level and the teacher think correction is helpful (see teacher questionnaire 17). It could be seen that learners in both levels benefit from feedback (see learner questionnaire 30). Beginner and low intermediate learners think errors should be corrected (see learner questionnaire 26). However, the teacher neither agreed nor disagreed about the preferences of his learners on this idea. Namely, the teacher does not have a clear opinion whether the learners think errors should be corrected or not (see teacher questionnaire item number 45). Interestingly the teacher stated that learners' preferences about correcting were considered (see teachers questionnaire 39) which shows a controversy in this issue.

Beginner and low intermediate learners think their errors are not overcorrected (see learner questionnaire 40).

Beginner and low intermediate learners did not agree that more mistakes are made as the level of proficiency increases (see learner questionnaire 32). This item is in

relation with learner questionnaire item number 35 in which learners stated the number of errors decreases as the level of proficiency increases.

Low-intermediate learners think the teacher uses different correction techniques as learners progress (see learner questionnaire 33). In the transcription and analysis of lesson recordings it could be seen that for certain type of errors different techniques were used. Beginners disagreed that correction types differ as the proficiency level increases probably because it was their first year in the school. The teacher also agreed that he uses different techniques with different levels (see teacher questionnaire 26).

Another controversy included the type of correction; TB stated that he does not prefer explicit correction (see teacher questionnaire 27) but it could be seen that 14 errors were corrected by changing the learners' erroneous statements. He also disagreed on the item about explicit correction in beginner levels (see teacher questionnaire 34). However it could be seen that the most preferred type of correction used in beginner levels was repetition with change which is considered explicit. In low intermediate levels it could be observed that the teacher made use of different correction techniques such as repetition with no change (2 times), clue (2 times), and implicit correction. TB seemed to accept (lines 1098-1103 and 2818-2819) and ignore (lines 2878-2890) some errors in low intermediate levels. TB disagreed that he carries out the correction process (see teacher questionnaire 21).

Beginner and low intermediate learners pointed out that they understand errors when told explicitly (see learner questionnaire 34). However, the second part of the questionnaire indicated that low-intermediate learners preferred implicit correction. Especially low-intermediate learners stated that they do not need explicit correction in order to understand correction.

Gestures were favored by learners on both levels. Similarly, the teacher preferred using gestures in the classroom (see teacher questionnaire 33). Learners stated they understood teacher's gestures and make use of these implicit correction (see learner questionnaire 38). It can be derived that although they understand implicit correction, they prefer explicit correction.

In beginner level, learners stated that errors should be corrected explicitly (see learner questionnaire 34). However, the teacher disagreed with the idea of using explicit correction in beginner levels (see teacher questionnaire 34). So, there is a mismatch between learners' and teacher's preferences regarding the type of correction in different levels.

Low-intermediate learners conversely stated that explicit correction is not necessary (see learner questionnaire 38). The teacher disagreed with the idea of using explicit correction in more advanced levels (see teacher questionnaire 36).

TB neither agreed nor disagreed on the item about knowing students' preferences (see teacher questionnaire 38) but agreed on the item about considering students' preferences for error correction (see teacher questionnaire 39).

Especially beginner level learners see making errors as a part of learning. This number slightly falls in low-intermediate level (see learner questionnaire 39).

Beginner level and low-intermediate level learners stated that their teacher corrects every error (see learner questionnaire 40). This could be interpreted as the traditional role of the teacher in the classroom as a corrector.

Learners from both levels stated that they listen to their peers while they are corrected (see learner questionnaire 41).

Learners of both levels stated that they were satisfied with their teacher's correction (see learner questionnaire 42).

TC corrected 10 grammar, 4 pronunciation errors in beginner class. In low intermediate class 19 grammar, 15 pronunciation and 3 content errors were corrected. The high number of errors in low intermediate class could be explained by the fact that the lesson included more discussion activities compared to other lessons.

Both beginner and low-intermediate learners pointed out that they make grammar errors (see learner questionnaire 3). Teacher prefers correcting grammar errors (see teacher questionnaire 8). In the transcription, it could be seen that grammar errors in beginner level were corrected. Some errors were ignored in low-intermediate level.

Both beginner and low-intermediate learners believe it is important to correct errors in vocabulary choice (see learner questionnaire 9). However, the teacher does not prefer correction of these errors (see teacher questionnaire 9).

Both beginner and low-intermediate learners think errors of coherence should be corrected but the teacher disagreed about correcting these errors (see learner questionnaire 10).

About correcting errors that hinder communication there is a discrepancy between learners' and teacher's preferences. The teacher does not prefer to correct these errors (see teacher questionnaire 11) but learners want to be corrected if their errors hinder communication (see learner questionnaire 11).



It could be seen that beginner levels are more sensitive to pronunciation. The teacher similarly stated that pronunciation errors should be corrected (see teacher questionnaire 13).

Both beginner and low-intermediate learners think teacher should do the correction (see learner questionnaire 13).

Especially low-intermediate learners stated that they should self-correct their errors (see learner questionnaire 14). This could be explained by the fact that they made some progress in language. It is more likely that more advanced levels are able to self-correct. However, the teacher neither agreed nor disagreed about the learners' ability to self correct (see teacher questionnaire 24). Another discrepancy between learners' preferences is that low-intermediate learners both think the teacher should do the correction but state they can self-correct their errors (see learner questionnaire 13 & 14).

Both beginner and low-intermediate learners are comfortable with peer correction (see learner questionnaire 15). The teacher neither agreed nor disagreed about encouraging peer correction (see teacher questionnaire 22). The reason for this could be the fact that the teacher agreed that learners pick up errors from each other. Both beginner and low-intermediate learners also stated that making mistakes is a part of learning (see learner questionnaire 39). What's more, they do not feel embarrassed when their errors were corrected (see learner questionnaire 24).

Both beginner and low-intermediate learners think the teacher should correct their errors immediately (see learner questionnaire 17) however; the teacher neither agreed nor disagreed on immediate correction (see learner questionnaire 16). In the transcriptions, immediate correction was observed.

Similarly TC agreed that delayed correction is a part of her teaching process (see teacher questionnaire 20). However, in the recordings no delayed correction was observed.

Especially low-intermediate learners agreed that errors are corrected after the sentence ended (see learner questionnaire 19). But the teacher neither agreed nor disagreed on this item (see teacher questionnaire 18).

Beginner and low intermediate learners think errors should be corrected (see learner questionnaire 26). However the teacher neither agreed nor disagreed about knowing learners' preferences about error correction (see teacher questionnaire 39) but also stated that learners' preferences about error correction were taken into consideration (see teacher questionnaire 39).

Beginner and low intermediate learners stated that they try to self correct their errors (see learner questionnaire 14). The teacher on the other hand is neutral about learners' self correction (see teacher questionnaire 24).

Beginner and low intermediate learners pointed out that they ask the teacher when they realized that they make a mistake (see learner questionnaire 23). Conversely it was stated by the learners that learners want to correct their own errors (see learner questionnaire 14). This preference indicates that learners see the teacher as the source of information and the authority.

Beginner and low intermediate learners believe correction is necessary (see learner questionnaire 26) and also stated that they benefit from correction (see learner questionnaire 30).

Although the teacher stated that correction is an important part of the teaching (see teacher questionnaire 5), she neither agreed nor disagreed on this issue.

Beginner and low intermediate learners believe their errors were not over corrected (see learner questionnaire 40).

Beginner and low intermediate learners believe as they become more proficient learners of English, they will make fewer errors (see learner questionnaire 32).

When corrections in two classrooms with different levels of proficiency were observed it could be asserted that TC used intonation, explanation and negation correction types (Chaudron, 1983) in low intermediate levels but did not in beginners. With beginners TC preferred repetition with change, repetition with emphasis, provide, ignore, repetition with change and emphasis (Chaudron, 1983), and metalinguistic feedback (Lyster & Ranta, 1997). These correction techniques could be classified as explicit correction. The teacher agreed on the item about the use of elicitation (see teacher questionnaire 32) but the correction types she used did not match to this preference. TC ignored errors of content in low intermediate class and grammar errors in beginners. TC agreed on the item about not correcting errors unless they affect communication but in low intermediate class it could be noticed that she corrected errors which did not affect flow of information (see lines 3042 and 3125) and did not correct the errors in the same type (see lines 3469 and 3423).

The teacher stated that she prefers explicit correction in beginner levels and implicit correction in more advanced levels (see teacher questionnaire 34 & 37). In the transcription it was observed that the teacher uses both type of correction in both levels.

Beginner and low intermediate learners stated they prefer explicit correction and the teacher stated she preferred more explicit correction (see teacher questionnaire 29) which shows a mismatch with the item above.

Beginner and low intermediate learners think the teacher uses gestures and intonation for correcting errors and they stated they made use of this correction (see

learner questionnaire 38). Using gestures and intonation is implicit correction but learners previously stated they preferred explicit correction.

Beginner and low intermediate learners stated they pay attention while their friends are corrected (see learner questionnaire 41).

Beginner and low intermediate learners are satisfied with their teacher's correction (see learner questionnaire 42).

TD corrected 1 grammar, 10 pronunciation, 4 content errors, 6 lexical errors, and 1 discourse error in beginner class. 19 Grammar, 15 pronunciation and 3 content errors were corrected in low intermediate class.

Compared to low-intermediate learners, beginner learners think they make grammar errors. Beginner and low intermediate learners think grammar errors should be corrected (see learner questionnaire 8). The teacher also prefers correcting grammar errors (see teacher questionnaire 8). Brown stated that at intermediate level learners could ask for correction (Brown, 2000) but in this case it is the beginner learners who ask for correction.

Concerning the pronunciation errors, it could be noted that beginner levels are more sensitive to pronunciation errors. The teacher also agreed correcting pronunciation errors (see teacher questionnaire 13).

Low-intermediate learners give priority to correcting errors compared to beginners. The teacher agreed that correcting errors in vocabulary choice is important (see teacher questionnaire 9).

Beginner and low intermediate learners preferred being corrected on cohesion (see learner questionnaire 10) however the teacher disagrees on this issue (see teacher questionnaire 10).

Beginner and low intermediate learners preferred to be corrected when they fail to convey the message (see learner questionnaire 11). The teacher also agreed that errors that hinder communication should be corrected (see teacher questionnaire 11).

Beginner level learners are more dependent on teacher about correction. This could be explained by the fact that learners do not feel confident enough to use the language. Low-intermediate learners develop their own criteria and become less dependent (Stern, 1991).

Although beginner level learners want teacher correction (see learner questionnaire 13) they also stated that they should self-correct their errors (see learner questionnaire 14). Similarly, the teacher agreed that learners are able to self-correct (see teacher questionnaire 24) but she also agreed that learners pick errors from each other. In transcription no self-correction was observed.

It could be seen that beginner and low intermediate learners are comfortable with peer correction (see learner questionnaire 15). They stated that they do not feel embarrassed when they were corrected (see learner questionnaire 24). Beginner and low intermediate learners and teacher both believe corrective feedback is helpful (see learner questionnaire 26, teacher questionnaire 17) and learners also believe making errors is a part of learning (see learner questionnaire 39) and stated that they benefit from correction (see learner questionnaire 34).

No clear ideas about waiting time was observed in beginner classes; however low-intermediate learners believe enough waiting time was given for self-correction (see learner questionnaire 17).

Beginner and low intermediate learners believe the teacher take their preferences into consideration (see learner questionnaire 29). The teacher also agreed considering the learners' preferences (see teacher questionnaire 39).

Learners do not have clear ideas about the relation between correction and level of proficiency (see learner questionnaire 33).

TD preferred repetition with change, provide, interrupt and implicit correction (Chaudron, 1983) with beginners. In low intermediate classes the widely used type of correction was again repetition with change. Metalinguistic feedback (Lyster & Ranta, 1997), negation and expansion (Chaudron, 1983) were used in low intermediate class but not in beginner class. Although TD agreed on the item about implicit correction in advanced levels (see teacher questionnaire 37), in the recordings it was observed that different from beginner class she preferred metalinguistic feedback, negation and expansion which fall under the category of explicit correction. TD agreed that she preferred more explicit correction (see teacher questionnaire 27) she also agreed on the item that she indicates the problem but does not provide any further information. (see teacher questionnaire 40).

Beginner learners and low-intermediate learners prefer explicit correction and stated that the teacher should correct explicitly (see learner questionnaire 37). However, the teacher stated that she preferred implicit correction in more advanced levels.

Beginner learners and low-intermediate learners stated that the teacher uses gestures and intonation while correcting errors (see learner questionnaire 36). The teacher neither agreed nor disagreed about using gestures (see teacher questionnaire

33). The learners stated they benefit from this type of correction. Gestures could be considered as implicit type of correction. It could be concluded that learners understand but do not prefer implicit correction.

Beginner and low intermediate learners stated they pay attention while their friends are corrected (see learner questionnaire 41).

Beginner and low intermediate learners are satisfied with their teacher's correction (see learner questionnaire 42).

TE corrected 5 grammar, 5 pronunciation, 4 lexical errors and 1 content error in beginner class. In low intermediate class, 7 pronunciation and 3 lexical errors were corrected.

Beginner and low-intermediate learners believe they make grammar errors (see learner questionnaire 3). Learners also think grammar errors should be corrected (see learner questionnaire 8). Teacher also prefers correcting grammar errors (see teacher questionnaire 8).

Beginner learners believe they make errors in vocabulary choice but low-intermediate learners disagreed on this item (see learner questionnaire 9). Although they disagreed that their errors are mainly vocabulary choice, they believe these errors should be corrected (see learner questionnaire 9). The teacher also prefers correcting errors of this kind (see teacher questionnaire 9).

Low-intermediate learners think they make pronunciation errors (see learner questionnaire 5). When the table was analyzed it could be seen that pronunciation errors took up a large percentage of the errors. The teacher similarly preferred correcting these errors (see teacher questionnaire 13).

Beginner and low intermediate learners believe coherence errors should be corrected but the teacher preferred not correcting these errors (see learner questionnaire 10, teacher questionnaire 10).

Both beginner and low-intermediate learners prefer to be corrected when they fail to convey the message (see learner questionnaire 11). The teacher similarly preferred correction of these errors (see teacher questionnaire 11).

Both beginner and low-intermediate learners think teacher should do the correction (see learner questionnaire 13). The teacher also agrees that she performs the correction most of the time (see teacher questionnaire 21). In the recordings it could be seen that peer correction occurred 6 times which was the highest number among the teachers. The teacher also pointed out that learners pick up errors from each other (see teacher questionnaire 23). This could be the reason behind why she neither agreed nor disagreed about encouraging peer correction (see teacher questionnaire 22).

Although learners stated that the teacher should do the correction (see learner questionnaire 13), they stated that they should self correct their errors (see learner questionnaire 14). However, the teacher stated that learners are not able to self correct (see teacher questionnaire 24).

It could be seen that beginner and low intermediate learners are comfortable with peer correction (see learner questionnaire 15). They stated that they do not feel embarrassed when they were corrected (see learner questionnaire 25). They also believe making errors is a part of learning (see learner questionnaire 39).

Beginner and low intermediate learners believe the teacher gives enough waiting time before correction (see teacher questionnaire 25, learner questionnaire 17). When the transcriptions were analyzed the teacher does not give enough waiting time to the learner.



Low intermediate learners stated that teacher should immediately correct their errors (see learner questionnaire 18). The teacher also prefers immediate correction (see teacher questionnaire 16).

Beginner and low intermediate learners think teacher should correct when the learner finishes the sentence (see learner questionnaire 19). The teacher also stated that she prefers correcting after the learner finishes the sentence (see teacher questionnaire 18). In the transcriptions it can be observed that the teacher sometimes interrupts the learner (see lines 1911 -1914) sometimes waits until the learner finishes the sentence (see lines 3987-3990). The teacher does not follow a systematic approach in correction.

Beginner learners and low-intermediate learners prefer being corrected (see learner questionnaire 26). Beginner and low intermediate learners and teacher both believe corrective feedback is helpful and learners stated that they benefit from correction (see learner questionnaire 30, teacher questionnaire 17). As it was mentioned afore, learners believe making errors is a part of learning (see learner questionnaire 39). However, the teacher neither agreed nor disagreed about learners' preference for not being corrected (see teacher questionnaire 45).

Although learners prefer asking the teacher about their errors (see learner questionnaire 23), they also stated that they try self- correction (see learner questionnaire 21). However, the teacher disagreed that the learners are able to self-correct (see teacher questionnaire 24).

Beginner and low intermediate learners believe the teacher take their preferences into consideration (see learner questionnaire 29). The teacher also agreed considering the learners' preferences (see teacher questionnaire 39).

Beginner learners and low-intermediate learners think teachers' correction technique differs as they become more proficient (see learner questionnaire 33). The teacher also agreed using different techniques in different levels (see teacher questionnaire 26). In beginner class, the most widely used correction type was repetition with change. Peer correction was the second widely used correction types. In low intermediate class the most widely used correction type was repetition with change. In a study, it was observed that repetition is an effective way of giving feedback (Büyükbay, 2007). Differently, negative feedback and expansion were used only in low intermediate class. Beginner learners and low-intermediate learners prefer explicit correction and stated that the teacher should correct explicitly (see learner questionnaire 34). However, the teacher stated that she preferred implicit correction in more advanced levels (see teacher questionnaire 37).

Beginner learners and low-intermediate learners stated that the teacher uses gestures and intonation while correcting errors (see learner questionnaire 36). The teacher neither agreed nor disagreed about using gestures (teacher questionnaire 33). The learners stated they benefit from this type of correction (see learner questionnaire 38). Gestures could be considered as implicit type of correction. It could be concluded that learners understand but do not prefer implicit correction.

Beginner and low intermediate learners stated they pay attention while their friends are corrected (see learner questionnaire 41).

Beginner and low intermediate learners are satisfied with their teacher's correction (see learner questionnaire 42).

### 3.2 Analysis of Questionnaires

#### 3.2.1 Analysis of Questionnaires on the Preferences of Teachers' in Error

##### Correction

Table 11.1 Result of Item on Error Definition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	23,3	23,3	23,3
	Disagree	7	23,3	23,3	46,7
	Neither Agree nor Disagree	1	3,3	3,3	50,0
	Agree	6	36,7	36,7	86,7
	Strongly Agree	4	13,3	13,3	100,0
Total		30	100,0	100,0	

Table 11.2 Result of Item on Mistake Definition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	10,0	10,0	10,0
	Disagree	6	20,0	20,0	30,0
	Neither Agree nor Disagree	1	33,3	33,3	63,3
	Agree	16	20,0	20,0	83,3
	Strongly Agree	6	16,7	16,7	100,0
Total		30	100,0	100,0	

Teachers who participated in the questionnaire disagreed about the definition of error. According to the teachers, errors are not considered as incompetence or lack of knowledge. 19 teachers disagreed to this item. However, 22 teachers agreed about the definition of the mistakes. This could be assumed as teachers' confusion regarding the definitions. The distinction between error and mistake is important because it affects teachers' approach and move as well as to decide when and how to treat them.

Table 11.3 Result of Item on Errors and Strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	10,0	10,0	10,0
	Disagree	8	26,7	26,7	36,7
	Neither Agree nor Disagree	2	20,0	20,0	56,7
	Agree	9	30,0	30,0	86,7
	Strongly Agree	8	26,7	26,7	100,0
Total		30	100,0	100,0	

Teachers agreed that errors are part of the students' learning strategy. When teachers see errors within this perspective, they will be able to treat errors more effectively because making errors also means that the learner is testing the language.

Table 11.4 Result of Item on Importance of Errors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	6,7	6,7	6,7
	Disagree	6	20,0	20,0	26,7
	Neither Agree nor Disagree	8	26,7	26,7	53,3
	Agree	8	26,7	26,7	80,0
	Strongly Agree	6	20,0	20,0	100,0
Total		30	100,0	100,0	

Although teachers see errors as a part of strategy, they gave unclear opinions about using errors to see how far the learner progressed. This could be considered as a controversy because accepting errors as learning strategy means being able to monitor learners' interlanguage. Despite the fact that they accepted error within this perspective, they are not able to see the progress of the learner.

Table 11.5 Result of Item on Correction and Learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	16,7	17,2	17,2
	Disagree	6	20,0	20,7	37,9
	Neither Agree nor Disagree	4	13,3	13,8	51,7
	Agree	7	23,3	24,1	75,9
	Strongly Agree	7	23,3	24,1	100,0
	Total	29	96,7	100,0	
Missing System		1	3,3		
Total		30	100,0		

Teachers believe error correction is a part of their learning. It could be also inferred that teachers do not want to seem as “heavy correctors” (Bartham & Walton 1991 as cited in Ustaci, 2011).

Table 11.6 Result of Item on Correction is Helpful

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	20,0	20,0	20,0
	Disagree	5	16,7	16,7	36,7
	Neither Agree Nor Disagree	7	23,3	23,3	60,0
	Agree	6	20,0	20,0	80,0
	Strongly Agree	6	20,0	20,0	100,0
Total		30	100,0	100,0	

A clear-cut distinction can not be made in this item about place of error correction in teachers' practice. There is not a definite result about teachers' preferences about the effectiveness of corrective feedback. Although teachers perform correction in each class, they did not state that they find correction helpful.

Table 11.7 Result of Item on 'It is Important Learners Should Have Few Errors'

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	13,3	13,3	13,3
	Disagree	13	43,3	43,3	56,7
	Neither Agree Nor Disagree	4	13,3	13,3	70,0
	Agree	5	16,7	16,7	86,7
	Strongly Agree	4	13,3	13,3	100,0
Total		30	100,0	100,0	

The result of this item will be discussed with the item below.

Table 11.8 Result of Item on Affective Factors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	20,0	20,0	20,0
	Disagree	6	20,0	20,0	40,0
	Neither Agree Nor Disagree	1	3,3	3,3	43,3
	Agree	7	23,3	23,3	66,7
	Strongly Agree	10	33,3	33,3	100,0
Total		30	100,0	100,0	

Teachers do not mind that the learners make a lot of errors. Rather than preventing them, teachers are trying to work errors for them. What's more, teachers stated that they consider their learners' affective condition and do not want to discourage them.

Table 11.9 Result of Item on Correction & Accuracy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	13,3	13,3	13,3
	Disagree	8	26,7	26,7	40,0
	Neither Agree nor Disagree	1	3,3	3,3	63,3
	Agree	9	30,0	30,0	96,7
	Strongly Agree	7	23,3	23,3	100,0
Total		30	100,0	100,0	

The result of item on correction and accuracy and result of item on focus on fluency and correction will be discussed together.

Table 11.10 Result of Item on Focus on Fluency & Correction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	13,3	13,8	13,8
	Disagree	4	13,3	13,8	27,6
	Neither Agree nor Disagree	1	20,0	20,7	48,3
	Agree	11	20,0	20,7	69,0
	Strongly Agree	9	30,0	31,0	100,0
	Total	29	96,7	100,0	
Missing System		1	3,3		
Total		30	100,0		

16 teachers think correction helps learners' to become more accurate. Teachers hold the view that correction leads to accuracy. This item is closely linked to 15<sup>th</sup> item of the questionnaire which tries to find teachers' preferences about correction in communicative activities. Teachers prefer not correcting errors if the focus is on fluency. This shows that teachers' preferences' show difference in relation to the type of activities.

Table 11.11 Result of Item on Correcting Grammar Errors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	10,0	10,0	10,0
	Disagree	2	6,7	6,7	16,7
	Neither Agree nor Disagree	4	13,3	13,3	30,0
	Agree	7	23,3	23,3	53,3
	Strongly Agree	14	46,7	46,7	100,0
Total		30	100,0	100,0	

14 Teachers (46.7 %) stated that they prefer to correct grammar errors. This could be considered as an indication of the previous item about the relation between correction and accuracy. Similarly, Cathcart and Olsen's study indicated a high ranking for pronunciation and grammar errors (1982 as cited in Klim, 1994).

Table 11.12 Result of Item on Correcting Errors of Vocabulary Choice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	6,7	6,7	6,7
	Disagree	11	36,7	36,7	43,3
	Neither Agree nor Disagree	3	10,0	10,0	53,3
	Agree	11	36,7	36,7	90,0
	Strongly Agree	3	10,0	10,0	100,0
Total		30	100,0	100,0	

The results of this item did not bring light to the issue of correcting errors in vocabulary choice. Teachers do not come up with situations where they correct inappropriate use of words compared to structural problems in learners' utterances. One factor causing this result could be explained by the proficiency level of the learner and the type of activities in which the learners are expected to produce limited language.



Table 11.13 Result of Item on Errors in Ideas

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	23,3	23,3	23,3
	Disagree	14	30,0	30,0	53,3
	Neither Agree nor Disagree	1	16,7	16,7	70,0
	Agree	4	16,7	16,7	86,7
	Strongly Agree	4	13,3	13,3	100,0
Total		30	100,0	100,0	

Teachers prefer not correcting errors on ideas expressed.

Table 11.14 Result of Item on Correcting Errors That Hinder Communication

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	16,7	16,7	16,7
	Disagree	5	26,7	26,7	43,3
	Neither Agree nor Disagree	1	3,3	3,3	46,7
	Agree	12	40,0	40,0	86,7
	Strongly Agree	11	13,3	13,3	100,0
Total		30	100,0	100,0	

Teachers stated that they prefer to correct errors that hinder communication but it could be seen in the transcriptions that errors that did not interrupt the intended message were corrected. Teachers know that correcting errors that did not hinder communication might interrupt the flow of the conversation but in practice they do not follow this criterion for correcting errors. This shows a contradiction between what teachers believe and what they do.

Table 11.15 Result of Item on Correcting Errors in Style

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	26,7	26,7	26,7
	Disagree	8	26,7	26,7	53,3
	Neither Agree nor Disagree	6	20,0	20,0	73,3
	Agree	7	23,3	23,3	96,7
	Strongly Agree	1	3,3	3,3	100,0
Total		30	100,0	100,0	

Teachers prefer not correcting errors of style. This type of correction is closely linked to proficiency level. As learners progress the instructions are given considering the style. In the beginner level learners are trying to convey the message without considering the style. As they become more proficient learners, they start to pay attention to style.

Table 11.16 Result of Item on Correcting Errors of Pronunciation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	13,3	13,3	13,3
	Disagree	9	30,0	30,0	43,3
	Neither Agree nor Disagree	6	20,0	20,0	63,3
	Agree	8	26,7	26,7	90,0
	Strongly Agree	3	10,0	10,0	100,0
Total		30	100,0	100,0	

The results do not give clear ideas concerning correction of pronunciation errors. However in the transcriptions it can be observed that teachers are sensitive to pronunciation errors. It could be seen that 102 pronunciation errors were corrected in the observed classes. 65 pronunciation errors were made in low-intermediate classes whereas 37 pronunciation errors were observed in beginner classes. Learners also stated that pronunciation errors should be corrected.

Table 11.17 Result of Item on Correcting Frequent Errors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	13,3	13,3	13,3
	Disagree	4	13,3	13,3	26,7
	Neither Agree nor Disagree	5	16,7	16,7	43,3
	Agree	9	30,0	30,0	73,3
	Strongly Agree	8	26,7	26,7	100,0
Total		30	100,0	100,0	

Frequency of errors is an important factor in correcting errors (Cohen, 1975). Teachers prefer to correct errors that occur frequently. If frequent errors are not corrected, they might be fossilized. It could be seen that teachers prefer to correct frequent errors. The main point with reference to correcting frequent errors is that teachers need to monitor their learners' output and correct errors that might lead to fossilization.

Table 11.18 Result of Item on Correcting Immediately

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3,3	3,3	3,3
	Disagree	8	26,7	26,7	30,0
	Neither Agree Nor Disagree	8	26,7	26,7	56,7
	Agree	6	20,0	20,0	76,7
	Strongly Agree	7	23,3	23,3	100,0
Total		30	100,0	100,0	

The result of this item will be discussed with the item below. (Table 11.19)

Table 11.19 Result of Item on Delayed Correction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	6,7	6,7	6,7
	Disagree	11	36,7	36,7	43,3
	Neither Agree Nor Disagree	6	20,0	20,0	63,3
	Agree	10	33,3	33,3	96,7
	Strongly Agree	1	3,3	3,3	100,0
Total		30	100,0	100,0	

It could be observed that teachers prefer to correct immediately. If the table about delayed correction is analyzed, it could be seen that the results are contradictory: There is not a noticeable difference between immediate correction and delayed correction. However, in the observed lessons of the teachers who stated that they preferred delayed correction (TC & TA) it was observed that teachers did not perform feedback sessions. Delayed correction requires teacher to be systematic; during activities teacher needs to write down the errors which require feedback and at the end of the exercise or lesson. In immediate correction teachers do not have enough time to think about to correct or not to correct or how to correct the erroneous sentence.

Table 11.20 Result of Item on Waiting for Correction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3,3	3,4	3,4
	Disagree	4	13,3	13,8	17,2
	Neither Agree nor Disagree	8	26,7	27,6	44,8
	Agree	10	33,3	34,5	79,3
	Strongly Agree	6	20,0	20,7	100,0
Total		29	96,7	100,0	
Missing System		1	3,3		
Total		30	100,0		

The result of this item will be discussed with the item below. (Table 11.21)

Table 11.21 Result of Item on Waiting for Self-Correction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	6,7	6,7	6,7
	Disagree	3	10,0	10,0	16,7
	Neither Agree nor Disagree	9	30,0	30,0	46,7
	Agree	10	33,3	33,3	80,0
	Strongly Agree	6	20,0	20,0	100,0
Total		30	100,0	100,0	

Teachers prefer to wait before correcting the learner. This preference shows a clear relation with questionnaire item number 19 in which teachers prefer to wait and see whether the learner self-correct. However, in the observed lessons, especially in pronunciation errors, it could be observed that teachers do not wait for correction.

Table 11.22 Result of Item on Teacher Correction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	23,3	23,3	23,3
	Disagree	6	20,0	20,0	43,3
	Neither Agree nor Disagree	3	10,0	10,0	53,3
	Agree	7	23,3	23,3	76,7
	Strongly Agree	7	23,3	23,3	100,0
Total		30	100,0	100,0	

The result of this item will be discussed with the item below. (Table 11.23)

Table 11.23 Result of Item on Peer correction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	23,3	23,3	23,3
	Disagree	9	30,0	30,0	53,3
	Neither Agree nor Disagree	10	33,3	33,3	86,7
	Agree	4	13,3	13,3	100,0
Total		30	100,0	100,0	

In a traditional class one of the roles of the teacher is to inform the learner about the production. If the table is analyzed, it could be seen that 14 teachers stated that they carry out the correction. However, 13 teachers disagreed that they correct the learner. In the recordings it could be seen that correction was carried out by teachers. Only four teachers agreed encouraging peer correction. In the transcriptions it could be seen that rather than teacher initiated peer correction, peers interfere (see lines 57-65 & 2536 & 2551). In classroom interaction there is a possibility that they might go unnoticed by other learners. It could also be seen that when peer correction is performed, teachers tend to repeat the peer's utterance (see lines 20- 33 & 57-65 & 2536- 2551).

Table 11.24 Result of Item on 'Students Pick up Errors'

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	30,0	31,0	31,0
	Disagree	2	6,7	6,9	37,9
	Neither Agree nor Disagree	1	3,3	3,3	58,6
	Agree	7	23,3	24,1	82,8
	Strongly Agree	10	33,3	33,3	100,0
Total		29	96,7	100,0	
Missing System		1	3,3		
Total		30	100,0		

Teachers believe that students pick up errors from each other which could be considered as the cause of not encouraging peer correction. However, in the table above it could be seen that 8 peer-corrections were performed in beginner classes and only four peer-corrections were carried out in low intermediate class. So, it is possible to say that beginners are more inclined to correct each other. But when the table is analyzed it could be seen that self-correction is performed more in low-intermediate classes. It was stated that peer-correction or self correction is more beneficial to eliminate errors compared to teacher correction (Cohen, 1975). What's more, peer correction reduces student dependence on the teacher and increases the amount the students listen to each other (Gower & Phillips & Walters, 1995).

Table 11.25 Result of Item on Teachers' belief for Self-correction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	10,0	10,0	10,0
	Disagree	13	43,3	43,3	53,3
	Neither Agree nor Disagree	3	10,0	10,0	63,3
	Agree	7	23,3	23,3	86,7
	Strongly Agree	4	13,3	13,3	100,0
Total		30	100,0	100,0	

Teachers stated that learners are not able to correct themselves. This could be the reason why teachers do not encourage peer correction.

Table 11.26 Result of Item on Providing Waiting Time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	16,7	17,2	17,2
	Disagree	5	16,7	17,2	34,5
	Neither Agree Nor Disagree	6	20,0	20,7	55,2
	Agree	7	23,3	24,1	79,3
	Strongly Agree	6	20,0	20,7	100,0
Total		29	96,7	100,0	
Missing System		1	3,3		
Total		30	100,0		

Teachers stated that enough waiting time was given to learners. It can be observed from the table that teachers correct pronunciation errors without waiting (see lines 1557-1561 & 1696 - 1697 & 1722-1723).

Table 11.27 Result of Item on Using Different Correction Techniques in Different Levels

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	13,3	13,3	13,3
	Disagree	5	16,7	16,7	30,0
	Neither Agree nor Disagree	7	23,3	23,3	53,3
	Agree	9	30,0	30,0	83,3
	Strongly Agree	5	16,7	16,7	100,0
Total		30	100,0	100,0	

Teachers agreed that they use different techniques in different levels of proficiency. In the table below, it could be seen that the most popular correction technique was repetition with change (Chaudron, 1983) (69 times). Other popular techniques were pinpointing (Walz) and provide (Chaudron, 1983). In low-intermediate classes asking for clarification, metalinguistic feedback (Lyster & Ranta, 1997), ignore (Chaudron, 1983), negative feedback and expansion (Chaudron, 1983) were used in low-intermediate but not in beginner. As stated afore, self-correction is performed more in low-intermediate classes. It could be stated that beginner learners need to be drawn attention to the erroneous part more compared to low-intermediate classes.

Table 11.28 Result of Item on Preferring Explicit Correction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	13,3	13,3	13,3
	Disagree	11	36,7	36,7	50,0
	Neither Agree nor Disagree	11	36,7	36,7	86,7
	Agree	4	13,3	13,3	100,0
Total		30	100,0	100,0	



Table 11.29 Result of Item on Teachers Preference of Providing Correct Form

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	10,0	10,0	10,0
	Disagree	6	20,0	20,0	30,0
	Neither Agree nor Disagree	8	26,7	26,7	56,7
	Agree	10	33,3	33,3	90,0
	Strongly Agree	3	10,0	10,0	100,0
Total		30	100,0	100,0	

The number of teachers who agree and disagree with explicit correction is the same. This could be explained by the fact that teachers consider many factors such as proficiency level, type of activity and individual needs. It could be seen that in beginner classes teachers made 45 explicit correction and 60 in low-intermediate classes.

Teachers stated they prefer providing the correct form. This type of correction is explicit and it will be noticed by the learner. This correction type might be appropriate for grammar exercises but not for discussion activities.

Table 11.30 Result of Item on Teachers Preference of Metalinguistic Feedback

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	20,0	20,0	20,0
	Disagree	5	16,7	16,7	36,7
	Neither Agree nor Disagree	5	16,7	16,7	53,3
	Agree	7	23,3	23,3	76,7
	Strongly Agree	7	23,3	23,3	100,0
Total		30	100,0	100,0	

Teachers prefer 'metalinguistic feedback' (Lyster & Ranta, 1997). This correction type was carried out 11 times (5 times in beginner, 6 times in low-intermediate). Interestingly, metalinguistic feedback was followed by different techniques such as

exemplification or expansion (see lines 3558-3571) or was succeeded by pinpointing or provide (see lines 2710-2717).

Table 11.31 Result of Item on Use of Recast

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	20,0	20,0	20,0
	Disagree	3	10,0	10,0	30,0
	Neither Agree nor Disagree	9	30,0	30,0	60,0
	Agree	5	16,7	16,7	76,7
	Strongly Agree	7	23,3	23,3	100,0
Total		30	100,0	100,0	

It could be seen that teachers do not have clear ideas about the term “recast”. Recast was the least used type of correction. Recast (Lyster & Ranta, 1997) was used in beginner classes two times (see lines 20-33 & 614-617). But in these two cases one of the recast ended up with uptake. This is one disadvantage of recast which occurs due to its implicit nature.

Table 11.32 Result of Item on Emphasizing Incorrect Utterance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	33,3	33,3	33,3
	Disagree	6	20,0	20,0	53,3
	Neither Agree nor Disagree	2	6,7	6,7	60,0
	Agree	6	20,0	20,0	80,0
	Strongly Agree	6	20,0	20,0	100,0
Total		30	100,0	100,0	

According to the questionnaire results emphasizing the incorrect utterance was not preferred by teachers. But repetition without change (Chaudron, 1983) was preferred 11 times. Chaudron analyzed Fanselow’s study with Canadian French learners and

stated that repetition with no change and emphasis were common reactions among teachers (Chaudron, 1983). Similarly in the recordings of this study, it could be seen that repetition with no change was one of the most commonly used correction technique.

Table 11.33 Result of Item on Elicitation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	10,0	10,0	10,0
	Disagree	4	13,3	13,3	23,3
	Neither Agree Nor Disagree	7	23,3	23,3	46,7
	Agree	14	46,7	46,7	93,3
	Strongly Agree	2	6,7	6,7	100,0
Total		30	100,0	100,0	

Result of this item will be discussed with the item below (Table 11.35)

Table 11.34 Result of Item on Indicating the Error

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	10,0	10,0	10,0
	Disagree	9	30,0	30,0	40,0
	Neither Agree Nor Disagree	7	23,3	23,3	63,3
	Agree	6	20,0	20,0	83,3
	Strongly Agree	5	16,7	16,7	100,0
Total		30	100,0	100,0	

Result of this item will be discussed with the item below (Table 11.35)

Table 11.35 Result of Item on Indicating and Elicitation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	16,7	17,2	17,2
	Disagree	7	23,3	24,1	41,4
	Neither Agree Nor Disagree	6	20,0	20,7	62,1
	Agree	6	20,0	20,7	82,8
	Strongly Agree	5	16,7	17,2	100,0
Total		29	96,7	100,0	
Missing System		1	3,3		
Total		30	100,0		

Elicitation includes techniques such as cueing (Walz, 1982) or repetition with no change (Chaudron, 1983). Another question (item number 40) in the questionnaire indicated that 12 teachers disagreed with just indicating the error whereas 11 teachers agreed with the item. The last item about elicitation indicated that teachers are not sure about using elicitation.

Table 11.36 Result of Item on Using Gestures

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	13,3	13,3	13,3
	Disagree	7	23,3	23,3	36,7
	Neither Agree nor Disagree	8	26,7	26,7	63,3
	Agree	11	36,7	36,7	100,0
Total		30	100,0	100,0	

It is hard to be able to observe gestures by voice recording. 11 Teachers agreed and 11 teachers disagreed with the use of gestures. Gestures could be classified as implicit way of correcting or helping the learner to correct. Interestingly 78,4% of the beginner learners, and 86% of the low-intermediate learners stated that their teacher uses gestures in the classroom.

Table 11.37 Result of Item on Using Explicit Correction with Beginners

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	16,7	16,7	16,7
	Disagree	4	13,3	13,3	30,0
	Neither Agree nor Disagree	4	13,3	13,3	43,3
	Agree	9	30,0	30,0	73,3
	Strongly Agree	8	26,7	26,7	100,0
Total		30	100,0	100,0	

Table 11.38 Result of Item on Using Implicit Correction with Beginners

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	10,0	10,3	10,3
	Disagree	13	43,3	44,8	55,2
	Neither Agree nor Disagree	6	20,0	20,7	75,9
	Agree	3	10,0	10,3	86,2
	Strongly Agree	4	13,3	13,8	100,0
Total		29	96,7	100,0	
Missing System		1	3,3		
Total		30	100,0		

Teachers are aware that learners have a limited amount of language and in order to benefit from correction, teachers stated that they prefer explicit correction in beginner levels.

Table 11.39 Result of Item on Using Explicit Correction in Low-Intermediate Levels

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	23,3	23,3	23,3
	Disagree	11	36,7	36,7	60,0
	Neither Agree nor Disagree	4	13,3	13,3	73,3
	Agree	5	16,7	16,7	90,0
	Strongly Agree	3	10,0	10,0	100,0
Total		30	100,0	100,0	

The results of the questionnaire indicate inconsistent results regarding correction types in advanced levels. 18 teachers stated they prefer explicit correction in advanced levels whereas 16 teachers stated they prefer implicit correction in advanced levels. As stated above, 60 of the corrections (in observed classes) in low-intermediate classes are explicit.

Table 11.40 Result of Item on Using Implicit Correction in Low-Intermediate Levels

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	13,3	13,3	13,3
	Disagree	3	10,0	10,0	23,3
	Neither Agree nor Disagree	7	23,3	23,3	46,7
	Agree	11	36,7	36,7	83,3
	Strongly Agree	5	16,7	16,7	100,0
Total		30	100,0	100,0	

16 Teachers agreed on using implicit correction techniques in advanced levels. In the recordings it could be seen that there is not a significant difference between beginner and low-intermediate classes in terms of teachers' using different correction techniques in different proficiency levels.

Table 11.41 Result of Item on 'Teacher Knows Preferences of Learners'

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	20,0	20,0	20,0
	Disagree	4	13,3	13,3	33,3
	Neither Agree nor Disagree	11	36,7	36,7	70,0
	Agree	8	26,7	26,7	96,7
	Strongly Agree	1	3,3	3,3	100,0
Total		30	100,0	100,0	

Table 11.42 Result of Item on 'Teacher Considers Preferences of Learners'

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	16,7	16,7	16,7
	Disagree	7	23,3	23,3	40,0
	Neither Agree nor Disagree	7	23,3	23,3	63,3
	Agree	11	36,7	36,7	100,0
Total		30	100,0	100,0	

11 Teachers (36.7%) neither agreed nor disagreed on the item about knowing the preferences of their students. However, the same percentage of teachers agreed that they consider their learners' preferences of error correction. This result is supported by Salikin who stated that teachers carry out the correction process without thinking what their students think of oral correction (2001 as cited in Ustaci, 2011).

Table 11.43 Result of Item on 'Teachers Believe Learners Want Immediate Correction'

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	13,3	13,3	13,3
	Disagree	4	13,3	13,3	26,7
	Neither Agree nor Disagree	5	16,7	16,7	43,3
	Agree	11	36,7	36,7	80,0
	Strongly Agree	6	20,0	20,0	100,0
Total		30	100,0	100,0	

Teachers believe their learners prefer immediate correction. If the results of the learners' questionnaire results are analyzed, it could be derived that both beginner learners and low-intermediate learners prefer immediate correction.

Table 11.44 Result of Item on 'Teachers Believe Learners Want Delayed Correction'

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	26,7	26,7	26,7
	Disagree	11	36,7	36,7	63,3
	Neither Agree nor Disagree	3	10,0	10,0	73,3
	Agree	5	16,7	16,7	90,0
	Strongly Agree	3	10,0	10,0	100,0
Total		30	100,0	100,0	

Teachers do not believe their learners prefer delayed correction. If the results of the learners' questionnaire results are analyzed, it could be derived that both beginner learners and low-intermediate learners prefer immediate correction.

Table 11.45 Result of Item on 'Teachers Think Learners Want No Correction'

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	13,3	13,3	13,3
	Disagree	8	26,7	26,7	40,0
	Neither Agree nor Disagree	9	30,0	30,0	70,0
	Agree	4	13,3	13,3	83,3
	Strongly Agree	5	16,7	16,7	100,0
Total		30	100,0	100,0	

Teachers think their students want correction. If learners' questionnaire results are analyzed, it could be seen that beginner learners and low-intermediate believe correction is necessary.



Table 11.46 Result of Item on 'Teachers Believe Learners Have No Clear Ideas'

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	13,3	13,3	13,3
	Disagree	7	23,3	23,3	36,7
	Neither Agree nor Disagree	11	36,7	36,7	73,3
	Agree	5	16,7	16,7	90,0
	Strongly Agree	3	10,0	10,0	100,0
Total		30	100,0	100,0	

Teachers believe their learners have clear ideas about correction. It is clear that the learners believe correction is necessary. Both beginners and low-intermediate learners stated that they prefer explicit correction. However, the results of the questionnaire indicated that learners understand implicit correction but prefer explicit correction.

### 3.2.2 Analysis of Questionnaire on Preferences of Learners' in Error Correction

This part includes comparing the results of the second part of the questionnaire adapted from Catchart & Olsen (1976 as cited in Kul, 1992). The teacher responses were selected from the observed classes. Beginner and low-intermediate classes were asked to classify different techniques that the teacher would give as a response to the erroneous sentence: "Was you in İstanbul?" Learners were asked to rate these responses as "kötü, iyi değil, iyi, çok iyi".

Table 12.1 Result of Item on “Hmm” as Teacher’s Response in Beginner Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kötü	39	31,0	31,0	31,0
	İyi değil	28	22,2	22,2	53,2
	İyi	27	21,4	21,4	74,6
	Çok iyi	21	16,7	16,7	91,3
	5	11	8,7	8,7	100,0
Total		126	100,0	100,0	

Table 12.2 Result of Item on “Hmm” as Teacher’s Response in Low-Intermediate Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kötü	33	34,7	35,9	35,9
	İyi değil	17	17,9	18,5	54,3
	İyi	32	33,7	34,8	89,1
	Çok iyi	10	10,5	10,9	100,0
Total		92	96,8	100,0	
Missing System		3	3,2		
Total		95	100,0		

Very close results were found in this item of the questionnaire. 39 Beginner learners found this correction type bad. The reason behind this could be explained by its being implicit. However, other implicit techniques such as “was you in Istanbul?” was considered good. 42 Low-intermediate learners stated they preferred this technique. 50 Low-intermediate learners classified it either as bad or not good. This correction type is not preferred by beginner learners.

Table 13.1 Result of Item on “Were you in Istanbul?” as Teacher’s Response in Beginner Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kötü	7	5,6	5,6	5,6
	İyi değil	18	14,3	14,5	20,2
	İyi	47	37,3	37,9	58,1
	Çok iyi	38	30,2	30,6	88,7
	5	14	11,1	11,3	100,0
	Total	124	98,4	100,0	
Missing System		2	1,6		
Total		126	100,0		

Table 13.2 Result of Item on “Were you in Istanbul?” as Teacher’s Response in Low-Intermediate Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kötü	46	48,4	50,0	66,3
	İyi değil	7	7,4	7,6	16,3
	İyi	8	8,4	8,7	8,7
	Çok iyi	31	32,6	33,7	100,0
Total		92	96,8	100,0	
Missing System		3	3,2		
Total		95	100,0		

This explicit correction technique was not preferred by low-intermediate learners. Although the questionnaire results indicated that low-intermediate learners preferred explicit correction techniques, this explicit correction technique was not preferred by low-intermediate learners. Beginner learners preferred this correction type.

Table 14.1 Result of Item on “You ile were kullanılır” as Teacher’s Response Beginner Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kötü	9	7,1	7,1	7,1
	İyi değil	19	15,1	15,1	22,2
	İyi	35	27,8	27,8	50,0
	Çok iyi	47	37,3	37,3	87,3
	5	16	12,7	12,7	100,0
Total		126	100,0	100,0	

Table 14.2 Result of Item on “You ile were kullanılır” as Teacher’s Response in Low-Intermediate Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kötü	36	37,9	40,0	60,0
	İyi değil	12	12,6	13,3	20,0
	İyi	6	6,3	6,7	6,7
	Çok iyi	36	37,9	40,0	100,0
Total		90	94,7	100,0	
Missing System		5	5,3		
Total		95	100,0		

This correction type was preferred by beginner learners. Although low-intermediate learners had stated that they preferred explicit correction, they did not

prefer this correction technique. This is a controversy between what learners stated in the questionnaire.

Table 15.1 Result of Item on “You ile hangisini kullanıyoruz?” as Teacher’s Response in Beginner Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kötü	33	26,2	26,6	26,6
	İyi değil	28	22,2	22,6	49,2
	İyi	35	27,8	28,2	77,4
	Çok iyi	27	21,4	21,8	99,2
	5	1	,8	,8	100,0
Total		124	98,4	100,0	
Missing System		2	1,6		
Total		126	100,0		

Table 15.2 Result of Item on “You ile hangisini kullanıyoruz?” as Teacher’s Response in Low-Intermediate Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kötü	19	20,0	20,7	20,7
	İyi değil	38	40,0	41,3	80,4
	İyi	17	17,9	18,5	39,1
	Çok iyi	18	18,9	19,6	100,0
Total		92	96,8	100,0	
Missing System		3	3,2		
Total		95	100,0		

This is an example of elicitation. According to the first part of the questionnaire, learners stated they prefer explicit correction. However, this correction technique was not preferred by low-intermediate classes. It is not possible to make a clear statement about the preference of beginners as the results are very close. It could be asserted that type of explicit correction is also important for determining the preferences of the learners’.

Table 16.1 Result of Item on “Repeat Please” as Teacher’s Response in Beginner Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kötü	55	43,7	44,0	68,0
	İyi değil	22	17,5	17,6	24,0
	İyi	8	6,3	6,4	6,4
	Çok iyi	39	31,0	31,2	99,2
	5	1	,8	,8	100,0
Total		125	99,2	100,0	
Missing System		1	,8		
Total		126	100,0		

Table 16.2 Result of Item on “Repeat Please” as Teacher’s Response in Beginner Classes in Low-Intermediate Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kötü	14	14,7	15,1	15,1
	İyi değil	39	41,1	41,9	74,2
	İyi	16	16,8	17,2	32,3
	Çok iyi	24	25,3	25,8	100,0
Total		93	97,9	100,0	
Missing System		2	2,1		
Total		95	100,0		

This move could be considered as ‘loop’ (Chaudron, 1983). It was favored by beginner classes but not by low-intermediate learners. Although being implicit in nature, beginners preferred this correction.

Table 17.1 Result of Item on “In simple past we use were with you” as Teacher’s Response in Beginner Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kötü	19	15,1	15,7	15,7
	İyi değil	13	10,3	10,7	26,4
	İyi	48	38,1	39,7	66,1
	Çok iyi	40	31,7	33,1	99,2
	5	1	,8	,8	100,0
Total		121	96,0	100,0	
Missing System		5	4,0		
Total		126	100,0		

Table 17.2 Result of Item on “In simple past we use were with you” as Teacher’s Response in Low-Intermediate Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kötü	22	23,2	23,9	23,9
	İyi değil	15	15,8	16,3	40,2
	İyi	34	35,8	37,0	77,2
	Çok iyi	21	22,1	22,8	100,0
Total		92	96,8	100,0	
Missing System		3	3,2		
Total		95	100,0		

This correction includes ‘metalinguistic feedback’ (Lyster & Ranta, 1997). In the teachers questionnaire it was stated that teachers preferred metalinguistic feedback. Both in beginner and low-intermediate classes, it could be seen that ‘metalinguistic feedback’ (Lyster & Ranta, 1997) is also preferred by learners, especially in beginner classes.

Table 18.1 Result of Item on “Yes, I was in Istanbul yesterday” as Teacher’s Response in Beginner Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kötü	81	64,3	64,8	64,8
	İyi değil	21	16,7	16,8	81,6
	İyi	14	11,1	11,2	92,8
	Çok iyi	9	7,1	7,2	100,0
Total		125	99,2	100,0	
Missing System		1	,8		
Total		126	100,0		

Table 18.2 Result of Item on “Yes, I was in Istanbul yesterday” as Teacher’s Response in Low-Intermediate Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kötü	71	74,7	76,3	76,3
	İyi değil	14	14,7	15,1	91,4
	İyi	5	5,3	5,4	96,8
	Çok iyi	3	3,2	3,2	100,0
Total		93	97,9	100,0	
Missing System		2	2,1		
Total		95	100,0		

With this move teachers ignored the error and continued the topic. Although teachers agreed that they preferred to correct errors that hinder communication (see teacher questionnaire item 11), in cases like this example they preferred to correct the learner (see lines 1064-1069 & 1006-1007). This move was not preferred by either class. As it was mentioned afore, learners have a strong preference for being corrected (see learner questionnaire item 26).

Table 19.1 Result of Item on “No” as Teacher’s Response in Beginner Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kötü	49	38,9	39,8	39,8
	İyi değil	32	25,4	26,0	65,9
	İyi	32	25,4	26,0	91,9
	Çok iyi	10	7,9	8,1	100,0
Total		123	97,6	100,0	
Missing System		3	2,4		
Total		126	100,0		

Table 19.2 Result of Item on “No” as Teacher’s Response in Low-Intermediate Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kötü	43	45,3	46,7	46,7
	İyi değil	33	34,7	35,9	82,6
	İyi	11	11,6	12,0	94,6
	Çok iyi	5	5,3	5,4	100,0
Total		92	96,8	100,0	
Missing	System	3	3,2		
Total		95	100,0		

This move could be classified as ‘negation’ (Chaudron, 1983). In the table about the analysis of the corrective moves, it could be seen that negation was used four times; especially in low-intermediate classes (see lines 173-176 & 502-516). This move was not preferred by either class. The reason behind this preference could be the fact that only providing negation will not help the learner to understand the erroneous part. What’s more, it might discourage the learner. Consequently, it is assumed that if negation is followed by another act, beginner learners would have benefited more.

Table 20.1 Result of Item on Smiling as Teacher's Response in Beginner Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kötü	66	52,4	52,8	52,8
	İyi değil	28	22,2	22,4	75,2
	İyi	18	14,3	14,4	89,6
	Çok iyi	13	10,3	10,4	100,0
Total		125	99,2	100,0	
Missing System		1	,8		
Total		126	100,0		

Table 20.2 Result of Item on Smiling as Teacher's Response in Low-Intermediate Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kötü	62	65,3	66,7	66,7
	İyi değil	19	20,0	20,4	87,1
	İyi	6	6,3	6,5	93,5
	Çok iyi	6	6,3	6,5	100,0
Total		93	97,9	100,0	
Missing System		2	2,1		
Total		95	100,0		

This move was not favored because it might embarrass the learner or it might be misinterpreted by the learner.

Table 21.1 Result of Item on "Was you in Istanbul?" (Emphasis) as Teacher's Response in Beginner Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kötü	38	30,2	30,4	30,4
	İyi değil	17	13,5	13,6	44,0
	İyi	35	27,8	28,0	72,0
	Çok iyi	33	26,2	26,4	98,4
	5	2	1,6	1,6	100,0
Total		125	99,2	100,0	
Missing System		1	,8		
Total		126	100,0		



Table 21.2 Result of Item on “Was you in Istanbul?” (Emphasis) as Teacher’s Response in Low-Intermediate Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kötü	9	9,5	9,8	9,8
	İyi değil	15	15,8	16,3	26,1
	İyi	35	36,8	38,0	64,1
	Çok iyi	33	34,7	35,9	100,0
Total		92	96,8	100,0	
Missing System		3	3,2		
Total		95	100,0		

Teacher’s emphasis on the incorrect utterance was favored by both beginner and low-intermediate learners. Interestingly, the same number of learners in different levels of proficiency preferred this correction. This correction does not provide the correct answer nevertheless, it was still preferred by the learner and it ended up with learners’ uptake (see lines 20-33 & 396-397 & 745-751 & 760-762 & 2559-2561).

Table 22.1 Result of Item on “Bence sen yanlış biliyorsun” as Teacher’s Response in Beginner Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kötü	43	34,1	34,7	34,7
	İyi değil	46	36,5	37,1	71,8
	İyi	27	21,4	21,8	93,5
	Çok iyi	8	6,3	6,5	100,0
Total		124	98,4	100,0	
Missing System		2	1,6		
Total		126	100,0		

Table 22.2 Result of Item on “Bence sen yanlış biliyorsun” as Teacher’s Response in Low-Intermediate Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kötü	33	34,7	35,5	35,5
	İyi değil	16	16,8	17,2	95,7
	İyi	40	42,1	43,0	78,5
	Çok iyi	4	4,2	4,3	100,0
Total		93	97,9	100,0	
Missing System		2	2,1		
Total		95	100,0		

This could again be classified as ‘negation’ (Chaudron, 1983). Although the previous negation was not preferred by either class, this negation did not indicate the same amount of dislike in low-intermediate classes.

Table 23.1 Result of Item on “Are you sure?” as Teacher’s Response in Beginner Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kötü	26	20,6	20,8	20,8
	İyi değil	37	29,4	29,6	50,4
	İyi	43	34,1	34,4	84,8
	Çok iyi	18	14,3	14,4	99,2
	5	1	,8	,8	100,0
Total		125	99,2	100,0	
Missing System		1	,8		
Total		126	100,0		

Table 23.2 Result of Item on “Are you sure?” as Teacher’s Response in Low-Intermediate Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kötü	14	14,7	15,1	15,1
	İyi değil	19	20,0	20,4	35,5
	İyi	44	46,3	47,3	82,8
	Çok iyi	16	16,8	17,2	100,0
Total		93	97,9	100,0	
Missing System		2	2,1		
Total		95	100,0		

With this question teacher tries to draw attention of the learner. Teacher expects the learner to self correct at this level. Low-intermediate learners, who had stated they preferred explicit correction, favored this move. Beginner learners also favored this correction but there is not an indisputable distinction in this level.

### 3.3 Conclusion

In this part of the study, results of the questionnaires were analyzed and compared to each other. These results were also compared to the error correction moves in the observed lessons. In summary, the results showed that there is a discrepancy between what teachers believe to be right and what they do in the

classroom. Similarly, the first and the second part of the learner questionnaire indicated learners have inconsistent preferences especially about how to be corrected.

The conclusions and the discussions will be presented in the next chapter.

## **CHAPTER 4**

### **CONCLUSION**

The first two chapters of the study focused on literature about error and correction including their relations to proficiency level and the methodology of the study. Teachers' preferences and learners' expectations for error correction and the reasons behind these preferences were also discussed. In addition, the rationale behind conducting such a research was provided. In the third chapter, the procedure for collecting and analyzing the data, and the informants of the research were introduced. The fourth chapter presented an analysis of teachers' and learners' preferences for error correction considering the level of proficiency. In this part of the study, research questions will be discussed in detail.

When the questionnaires and the lesson recordings were analyzed, it could be observed that teachers make use of a wide range of correction techniques; the results showed that teachers use different type of feedback but prefer more explicit correction techniques. According to the questionnaire results, emphasizing the incorrect utterance was not preferred by teachers. But repetition without change (Chaudron, 1983) was preferred 11 times. It was observed that the most popular correction technique was repetition with change (Chaudron, 1983) (69 times). Other popular techniques were pinpointing (Walz, 1982) and provide (Chaudron, 1983). Similar results were observed in Klim's study. Klim stated that in grammar focused adult classes, the most popular correction techniques were negation, provide explanation and emphasis (Klim, 1994). It

is also important to note that teachers seem to focus on fluency and encourage interaction between learners but it was also found that teachers do not encourage peer correction in their classes for fear that learners might pick up errors from each other. What's more, the questionnaire results showed that teachers do not mind learners make a lot of errors. But they are inclined to correct every error. From this point of view, it could be asserted that teachers still hold a more traditional way of approaching error treatment. The communicative aspect of language is a substantial issue and teachers have the theoretical knowledge about how to treat errors. However, their practices in the classroom show inconsistency with their knowledge. Similarly, Klim stated that there was a mismatch between teachers' perception of correction and their practice (Klim, 1994). In a study by Dirim, it was asserted that there was not a mismatch between teachers' beliefs and practice (Dirim, 1999). It should be noted that the study was limited to one hour of videotaping. What's more, it was stated that the learners displayed inconsistency before viewing and after viewing the tapes (Dirim, 1999).

Teachers who only answered the questionnaire showed inconsistent preferences about knowing and considering students' preferences for error correction. Although the teachers stated that they consider learners' preferences for error correction, 11 Teachers (36.7%) neither agreed nor disagreed on the item about knowing the preferences of their students. The questionnaire results indicate that teachers seem to tolerate errors because they did not want to seem as 'heavy correctors' (Bartham & Walton 1991 as cited in Ustaci, 2011). However, teachers also believe correction helps learners to be more accurate and in the observed lessons only few errors were ignored. The fact that teachers prefer correcting grammar errors could be considered as an indication of the relation between accuracy and grammar. Teachers know that correcting errors that did not hinder communication might interrupt the flow of the conversation but in practice they do not follow this criterion for correcting errors. Teachers do not prefer to correct errors in style. However, especially in low-intermediate classes, learners are aware of the fact that the language use differs with regard to the

context. Two of the teachers whose lessons were observed stated that they prefer delayed correction (TA & TC) but none of these teachers provided the learners with delayed correction. It was also observed that teachers tend to repeat learners' utterances when they are correct as stated by Doughty (1994 as cited in Lyster & Ranta, 1997).

Beginner and low intermediate learners believe as they become more proficient learners of English, they will make fewer errors. Beginner level learners are more dependent on teacher about correction. This could be explained by the fact that learners do not feel confident enough to use the language.

Learners (both beginner and low-intermediate) stated they prefer explicit correction. However, considering the second part of the learner questionnaire, it was observed that low-intermediate learners understand implicit correction but prefer explicit correction. For intermediate learners, in the first part of the questionnaire, explicit correction was preferred. However, in the second part of the questionnaire, explicit correction techniques such as the second and the third item were not preferred.

Beginner learners think they make grammar errors but in low-intermediate level only 14,7 % of the learners think grammar errors were made. It could also be seen that learners are sensitive to pronunciation errors. Furthermore, they believe pronunciation errors should be corrected. This finding is similar to Lennane's in which learners of different cultures found the correction of pronunciation errors more important (Lennane, 2007). Learners believe correction is necessary and both beginner and low-intermediate level learners prefer teacher correction. Learners believe teacher is the source of information and the corrector. It could be noted that learners too have a traditional approach to language and error treatment. The age factor and the previous experience play an important role in this factor. Another factor was also highlighted by

Lennane; some learners are recipients of knowledge and therefore, are not used to scenarios involving communicative activities (Lennane, 2007).

Although teachers see errors as a part of strategy, they gave unclear opinions about using errors to see how far the learner progressed. Although teachers perform correction in each class, they did not state that they find correction helpful.

Teachers stated that they consider affective factors such as anxiety and stress. What's more, waiting time is another significant factor in the treatment of error. Although teachers and learners agreed on providing enough time for correction, it was observed that the average waiting time was limited to 2 to 4 seconds. It was stated that if the teacher adds ten more seconds to the waiting time, the learners will be able to self-correct (Holley and King 1997, as cited in Klim, 1994). The reason behind the amount of self-correction in low-intermediate classes is an indication of this.

Although teachers stated that they use different correction techniques in different levels of proficiency, low-intermediate learners disagreed that teachers' correction differs in different levels of proficiency. Beginner learners stated that teacher's correction differs in accordance with the proficiency level. When teachers' and learners' preferences were compared, it could be observed that teachers prefer explicit in beginner and in low-intermediate levels. However, the results of the questionnaire did not match with what teachers do in the classroom. Teachers stated they preferred explicit correction in beginner classes and implicit in more advanced levels. It was observed that the most popular correction technique was repetition with change (Chaudron, 1983) (69 times). Other popular techniques were pinpointing (Walz) and provide (Chaudron, 1983). In low-intermediate classes asking for clarification, metalinguistic feedback (Lyster & Ranta, 1997), ignore (Chaudron, 1983), negative feedback and expansion (Chaudron, 1983) were used in low-intermediate but not in beginner. Teachers prefer explicit correction techniques in beginner classes. The results of the questionnaire indicate inconsistent

results regarding correction types in advanced levels; 16 teachers stated they prefer implicit correction in advanced levels. 60 of the corrections (in observed classes) in low-intermediate classes were explicit. Differently, negative feedback and expansion were used only in low intermediate class.

According to questionnaire results, it could be seen that proficiency level affected learners more than those of teachers; beginner learners stated that correction techniques differ as the level of proficiency progresses. However, in the recordings it could be seen that teachers' corrections do not show significant differences related to error correction. In his study, Kul also did not find significant differences in teachers' corrections who teach different levels (Kul, 1992). Learners of both levels stated that they prefer explicit correction and the teachers preferred explicit correction both in beginner and low-intermediate levels. Learners are very sensitive to pronunciation errors and it could be observed that teachers are also sensitive to pronunciation errors. Learners of both levels prefer teacher correction. In the same vein, teachers carry out the correction especially in beginner classes.

#### **4.1 Statement of Limitations**

This study would have been strengthened if more classes had been observed. Due to scheduling and other considerations, the researcher was able to collect data from 10 classes.

Due to institutional constraints, it was not possible to videotape the lessons. If videotaping had been carried out, it would be possible to observe gestures better.

It is important to note that individual teachers can make a difference as can be seen from the data in the research.



One of the main factors affecting the correction moves is the focus of the lesson. In this study 10 lessons were observed one of which was meaning focused. If meaning focused lessons such as conversation classes had been observed, different results could have been obtained.

#### **4.2 Implications for Further Research**

Since this research included preferences of the teachers and learners further research could be carried out on the factors affecting these preferences.

Collecting data for these studies take long time. It is recommended that the study is carried out including a larger number of classrooms and hence teachers.

#### **4.3 Conclusion**

The discussion about how, when, and what to correct depends on the focus of the lesson and the proficiency level of the learner. Furthermore, if error correction is to be effective, teachers should not stick to rigid methods but they should be willing to modify their practices concerning their learners' needs (Lennane, 2007). Schulz noted that "in order to have pedagogical credibility and increase their student's commitment to and involvement in learning, teachers must make an effort to explore students' beliefs about language learning and establish a fit between their own and their students' expectations" (1996 as cited in Lennane, 2007, p. 29).

Omaggio commented that errors should be corrected in a non-threatening way. Teachers' role here is to monitor learners without cutting their efforts off to communicate and provide feedback to help them progress toward higher level of proficiency (1984 as cited in McRobie, 1993).

In summary, the results of the study revealed that there are differences between teachers' preferences and learners' preferences on error correction regarding level of proficiency. Results of the questionnaire and recording of the lessons provided variable and more reliable information in determining the preferences of the teachers. Questionnaires showed what the teachers know but recordings showed what teachers actually do in practice. At this point, the preferences of both teachers and learners revealed inconsistent beliefs concerning error correction. It could be seen that 18 teachers agreed in using explicit correction in low-intermediate levels whereas 16 teachers agreed using implicit correction in low-intermediate levels. If this data is compared to description of the data taken from the recorded lessons, it could be derived that explicit correction technique was preferred by teachers instructing to different levels of proficiency. From the learner's perspective, it could be seen that learners from different levels of proficiency preferred explicit correction but they also stated that they understood implicit correction.

Analyzing the data, it could be asserted that beginner and low-intermediate learners have different preferences for error correction and teachers know that different language proficiencies require different methods but in practice they fail to substantiate this awareness in a systematic way.

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## 6. APPENDICES

### APPENDIX 1

#### Tape Scripts of the Recorded Lessons

#### RAW DATA INDEX

#### FIRST LESSON RECORD ANALYSIS- ELEMENTARY CLASS

**Teacher:** Teacher A

**Subject:** Question forms of “to be” in Simple past, There it is, There they are, Here it is, here they are, and “want+infinitive”

**Course Book:** Non-Intensive American Language Course Volume 1

**Time:** 10:10 -11:00

13.12.2011

1. T: Let's make questions. (3) Yes, I was in İstanbul yesterday. Please make it
2. a question.
3. S: I was in İstanbul. Dün İstanbul'a gittim diyor.
4. T: Do not translate, make it a question. Yes?
5. S: Ben dün İstanbul'a gittim.
6. T: I do not need it.
7. S: Olumsuzunu mu söyleyeceğiz ?
8. T: I do not need it. Make it a question.
9. S: I was in İstanbul yesterday.
10. T: All right. What is the question?
11. S: Ha sorusu. Was (x) bir dakika hocam (2) Ben dün nereye gittim? Yok,
12. sen dün nereye gittin?
13. T: Sadece evet hayır sorusu yapacaksın.
14. S: Olumsuzunu mu yapacağız?
15. T: Soru yapacaksın sadece. Evet ya da hayır. Yardımcı fiille. Dün İstanbul'da
16. mıydın? Diyeceksin yani.
17. T: Quiet! (.) Beyler bu uğultunun sebebi nedir öğrenebilir miyim? Ömer?
18. Ömer: Hocam
19. T: Please.
20. S: Was you in İstanbul yesterday?
21. T: Was you mu?
22. S: Yani sen diye soruyor.
23. T: Tamam. You ile hangisini kullanıyoruz?
24. S: Was you (2)
25. T: Was you ((rising intonation))
26. S: were kullanacaksın
27. T: Yes.
28. S: Was were
29. T: Ah!
30. S: were were sadece were [ver] sadece were kullanacaksın.
31. S1: Were [ver] you in İstanbul yesterday?
32. T: Were [wə] you in İstanbul yesterday? Arkadaşlar were [wə] ile where
33. [weər] i ayırın. Were şu ((writes on the board)) where nerede demek.
34. S: Were we at home next weekend?
35. T: Were we (with rising intonation)

36. S: Were we  
37. T: at home last weekend?  
38. S: at home last weekend?  
39. T: Kastettiğim şey bu. Teşekkür ederim. Okan? Okan hala sayfayı arıyor.  
40. Sekiz metreden iletişim kopmuş durumda. Yes, please. They were  
41. happy at the party. Make it quick.  
42. Okan: Soru mu yapacağız?  
43. T: Soru yapacağız.  
44. Okan: They were at the party.  
45. Another Student: Were they at the party?  
46. T: Shh! (Okan'a döner) Yardımcı fiili başa al.  
47. Okan: Were they at the party?  
48. T: Bu kadar. Yaptığınız işin zorluğu yok. Yes?  
49. S: Were we at home last weekend?  
50. T: Dördüncü cümledeyiz. She was my best friend before school.  
51. S: Was ile başlayacağız.  
52. T: Was ile başlayacağız.  
53. S: Was she my best friend before school?  
54. T: Was she my best friend before school? Ya da was she your best friend de  
55. diyebilirsin. Arka sayfadayız. 252. Was Mr. Tucker at the library yesterday?  
56. Yes, Mr. Tucker was at the library yesterday.  
57. S: Was Harry (4)  
58. T: Was Harry ((rising intonation))  
59. S: Hocam ne yazıyor?  
60. Another Student: Egypt.[icipt]  
61. S: Egypt [icipt]. Was Harry in Egypt [ecipt] ?  
62. T: Egypt [icipt].  
63. S: Was Harry in Egypt [icipt] last week? No, Herry was Egypt last week.  
64. Another Student: Wasn't.  
65. T: Harry wasn't. Number 2  
66. S: Were the students in class at 7:30 a.m last Wednesday? [venezday]  
67. T: Wednesday [wenzdi].  
68. S: Yes, the students were in class at 7:30 a.m last Wednesday [wenzdi]?  
69. T: Tamam, doğru. Yes, please?  
70. S: Were the teacher late on Friday?  
71. T: Soruya bak. Were dedin zaten. Were the (2)  
72. S: Were the teachers late on Friday?  
73. T: Teachers. Çoğul olduğu için teachers were. Were the teacher değil. Were  
74. the teachers Ok. ?  
75. S: Was Anita at the BX yesterday?  
76. T: Yes, Anita was at the BX yesterday. Thank you.  
77. S: Was you in England two years ago?  
78. T: You ile hangisini kullanıyoruz? I was, he was, she was, it was (.) We were,  
79. you were, they were. Demek ki?  
80. S: Were you in England two years ago? Yes, I was in England two years  
81. ago.  
82. S: Was yesterday [yest<sub>a</sub>day] at the //  
83. T: Was yesterday [yest<sub>a</sub>dey] dedik güzel. Yerini değiştirdik. Evet orada ne  
84. olay? Thursday  
85. S: Thursday.  
86. T: Orada bir şey eklemene gerek yok. Sadece evet hayır sorusu soruyorsun.  
87. S: Were you early at class this [öiz] morning?  
88. T: Were you early to class this [öis] morning? Yes, we were early to class  
89. this morning. Here it is, here they are, there it is. There they are. Bunu  
90. çevirerek ancak anlamını pekiştirebiliriz. Türkçeye çevirecek olsak mesela  
91. "here it is" i işte burada olarak çevirebiliriz.  
92. S: Where is my pencil? Kalemim nerede? Here it is it is on my notebook.

93. Burada defterin üzerinde.  
94. T: İşte burada defterin üstünde. Yes, next?  
95. S: Where are the bad pictures? There are the bad pictures.  
96. T: These are the bad pictures.  
97. S: There are the bad pictures hocam.  
98. T: There mi yazıyor orada?  
99. S: Bu güzel resimler. There...  
100. T: Güzel resimler dedin kaldın  
101. S: Güzel resimler mi?  
102. T: Where  
103. S: Nerede bad  
104. T: Bad neydi arkadaşlar? These are the bad pictures.  
105. S: Kötü resimler nerede?  
106. T: These are the bad pictures. Soru işareti var mı bunda?  
107. S: Hayır  
108. T: Demek bu ne? Düz cümle  
109. S: Düz cümle  
110. T: These neydi?  
111. S: Bu, o  
112. T: These Bunlar.  
113. S: Bunlar these  
114. T: Bunlar kötü resimler  
115. S: İşte bunlar kötü resimler.  
116. T: Here they are  
117. S: İşte burada  
118. T: İşte buradalar  
119. S: İşte burada masanın üstünde.  
120. T: Sıramın üzerinde diyor. They are on my desk. Yes, please?  
121. S: Where is the calendar? There it is. Takvim orada  
122. T: İşte orada  
123. S: İşte orada. Duvarın üstünde.  
124. T: Duvarın üstünde ya da duvarda. Biz ona artık duvarın üstünde değil ne diyoruz? Duvarda. Duvar yüzey olduğu için bütün yüzeyin üzerindeki şey için  
125. on kullanabilirsiniz. Duvarı onlar öyle algılıyorlar.  
126. S: Where are the students? They are not in class.  
127. T: İdeal öğrenci  
128. S: They are There they are. They are going to the mess hall. Öğrenciler nerede? Diyor. Öğrenciler sınıfta değil diyor.  
129. T: Süper  
130. S: There they are İşe buradalar gidiyorlar.  
131. T: There işte ordalar.  
132. S: Ordalar gidiyorlar diyor.  
133. T: Nereye?  
134. S: Yemekhane mi?  
135. T: Yemekhane. Onlar yemekhaneye gidiyorlar. İşte orada yemekhaneye gidiyorlar. Biraz gözünde canlandırın. Biraz tiyatro yapın. Yanlış da olabilir ama bir şeyler söyleyin.  
136. S: Where is my coffee? Here [her]  
137. T: Here [hiə]  
138. S: Here [hiə] is your coffee. Benim kahvem nerede? Benim kahvem  
139. S: İşte benim kahvem.  
140. T: işte senin kahven. Ya da buyur senin kahven. Yes?  
141. S: Where is the dictionary [diçtinari]?  
142. T: Dictionary [dıkʃən(ə)ri] diyoruz.  
143. S: Dictionary [dıkʃən(ə)ri]  
144. T: Yes.  
145. S: İşte burada diyor. O diyor



150. T: Oku istersen İngilizcesini.  
151. S: Where it is?  
152. T: There it is.  
153. S: It is on the table.  
154. T: İşte orada  
155. S: İşte orada masanın üstünde.  
156. T: Masanın üstünde. Neredeyse ben yaptım alıştırmaı.  
157. S: Where is the map? Harita nerede diyor? İşte burada. Masanın üstünde.  
158. T: Descriptive adjective artı noun. Sıfalar neyle kullanılır?  
159. Ss: İsimle.  
160. T: İsimlerle birlikte kullanılır. Ya tek başına ya isimlerle birlikte kullanılır. Bill is  
161. a man. Bill bir adamdır diyor. He is tall. Uzundur. Bill is a tall man. Bill uzun  
162. bir adamdır. Sıfatın yeri neresi? İsimden önce değil mi? Sıfatın yeri neresi  
163. isimden önce. Yani ordaki sıfatı bulacağız. İsmi de bulacağız tabii ki önce  
164. sonra onu sıfatı isimden önce koyacağız. Olay bu. Jane is a woman. She is  
165. short. Jane is a short woman. Yes, please. My brother has a car. It is new.  
166. My brother has a new car. Miss Tin is a teacher. She is good. Miss Tin is a  
167. good teacher. Asıl kullanacağımız cümle hangisi? İsim olan cümle değil mi?  
168. İsim geçen cümleyi kullanıyoruz. Miss Tin is a teacher. Miss Tin is a good  
169. teacher. Yes? Bunun için önce hangisinin sıfat hangisinin isim olduğunu  
170. bilmemiz gerekiyor.  
171. S: The student mmm (3)  
172. T: Önce normalini oku.  
173. S: A student is in the library. She is young. (3) A student were //  
174. T: "were" ile bir durumunuz yok. Sadece biz betimleme sıfatını uygun  
175. kullanmaya çalışıyoruz.  
176. S: A young student (2)  
177. T: Şöyle sorayım arkadaşınıza bakın. A student is in the library. Bir öğrenci  
178. kütüphanede. She is young. Başkası cevaplamasın lütfen. She diye kimi  
179. kastediyor orada?  
180. S: Bilmiyorum.  
181. T: Yani she diye bahsettiğimiz şey (.) A mi the student mı? Is mi? The library  
182. mi? Hangisi?  
183. Student: (2)  
184. T: She diye bir şahıstan bahsederiz değil mi? Orada şahıs olan hangisi?  
185. S: Mmmm.  
186. T: A student. Yani she is young. O genç. O sıfatı hangisine birleştirebiliriz  
187. demektir bu? Student ile birleştirebiliriz.  
188. S: Evet.  
189. T: Önüne koyduğumuza göre cümleyi yeniden kur.  
190. S: Young a student.  
191. T: Allah Allah. A (2)  
192. S: A  
193. T: young  
194. S: A young student is in the library.  
195. T: İşte bu. Baştan söyle.  
196. S: A young is  
197. T: A young student  
198. S: A young student is in the library.  
199. T: A young student is in the library.  
200. S: yapayım mı diğerini?  
201. T: Yok. Adamlar saymıştır şimdi. Panik olmasınlar.  
202. S: Eh-heh.  
203. T: Hayatta bırakmam.  
204. S: Where is your coffee? It is hot. Where is your hot coffee?  
205. T: Here is your hot coffee. Evet it is hot dediği nedir coffee değil mi?  
206. S: Evet.

207. T: Onun sıfatı hangisi? Hot.  
208. S: Hot coffee.  
209. T: Bunu ne ile birleştiriyoruz? Coffee nin önüne koyacağız "hot"ı. Here is your  
210. hot coffee. Yes. Three?  
211. S: Jane is tall to a man.  
212. T: Önce düzgün okursan daha güzel olur.  
213. S: Jane is talking to a man. He is tall.  
214. T: Yes.  
215. S: Jane is (3) tall.  
216. S: talking  
217. S: talking  
218. T: talking  
219. S: to a tall man.  
220. T: Niye talking diyorsun öbürüne tall diyorsun?  
221. S: (x) Tall  
222. T: talking. Jane is talking to a tall man. Birine "talk" birine "tall". I will kill you.  
223. Yes, please. \*  
224. S: I am reading a new book.  
225. T: I am reading a new book. I am reading a book. It is new. I am reading a  
226. new book. Adamın uykusu geldi, kaynatıyor şimdi bak. Please.  
227. S: I am drinking cold tea.  
228. T: Hepsini bir oku önce. I am drinking tea.  
229. S: I am drinking tea. It is cold. Ben soğuk çay içiyorum.  
230. T: Bu kadar. 23'e sadece kelimeleri yapacağız. Yarın da dersimiz var değil  
231. mi? Perşembe günü mü var? Perşembe günü üç saat dersimiz var.  
232. 23, 24 ve 25 üçünü birden yapacağız. Arz ederim.  
233. S: Hepsini mi?  
234. T: Ne var bunda  
235. Another S: Kelime var. Dinlemede de yaparız.  
236. T: Ok. Let's repeat them. Drive.  
237. Ss: Drive  
238. T: Drive  
239. Ss: Drive  
240. T: Fly.  
241. Ss: Fly.  
242. T: Fly.  
243. Ss: Fly.  
244. T: Salute  
245. Ss: Salute  
246. T: Salute  
247. Ss: Salute  
248. T: Walk  
249. Ss: Walk  
250. T: Walk  
251. Ss: Walk  
252. T: Work  
253. Ss: Work  
254. T: Work  
255. Ss: Work  
256. T: All right  
257. Ss: All right  
258. T: Enlisted  
259. Ss: Enlisted  
260. T: Enlisted  
261. Ss: Enlisted  
262. T: Right  
263. Ss: Right

264. T: Right now  
264. Ss: Right now  
265. T: Right away.  
266. Ss: Right away.  
267. T: Right here  
268. Ss: Right here  
269. T: Airman  
270. Ss: Airman  
271. T: Airman  
272. Ss: Airman  
273. T: Army  
274. Ss: Army  
275. T: Army  
276. Ss: Army  
277. T: Civilian  
278. Ss: Civilian  
279. T: Civilian  
280. Ss: Civilian  
281. T: Driver  
282. Ss: Driver  
283. T: London  
284. Ss: London  
285. T: Military  
286. Ss: Military  
287. T: Navy  
288. Ss: Navy  
289. T: Officer  
290. Ss: Officer  
291. T: Sailor  
292. Ss: Sailor  
293. T: Soldier  
294. Ss: Soldier  
295. T: Work  
296. Ss: Work  
297. T: Anlamını bulamadığımız kelime var mı diye sorayım?  
298. S: Sailor  
299. T: Sailor mı? Denizci er demek.  
300. S: Seaman ne peki?  
301. S: Ben denizci diye biliyorum  
302. T: Seaman in bir rütbe karşılığı var.  
303. S: Çavuş mu?  
304. T: Evet.  
305. S: Sailor?  
306. T: Sailor da denizci er.  
307. S: enlisted?  
308. T: enlisted de arkadaşlar Subay hariç diğer \_ asker kişiler.  
309. S: Erat mı?  
310. T: Rütbesi olmayan da bu işe dahil. Er de dahil yani.  
311. S: er yani.  
312. T: Erden subay rütbesine kadar  
313. S: Army?  
314. T: Army ordu demek. 5 dakika mı var?  
315. S: 20 dakika var.  
316. T: 20 dakika mı var? O zaman biz bu konuyu bayağı bitiririz.  
317. S: Bir konu daha mı işleyeceğiz hocam?  
318. T: Evet. Ben 5 dakika var sandım o yüzden Perşembe günü yaparız dedim.  
319. Türkçede olduğu gibi İngilizcede de iki fiil birbirini takip edebilir. Ne gibi (3)

320. koşmayı istemek, kilitlemeyi unutmak, selam vermeyi reddetmek mesela  
321. diyorum. İki fiil birbirini takip edebilir. Bunun üç tane kuralı var. Fiil artı fiilin üç  
322. tane kuralı var İngilizcede. Biz ilk kuralı ile ilgili Verb plus verb to infinitive  
323. yani to verb birinci kural. İkinci kural verb plus verb – ing. Verb plus verb.  
324. ((Writes on the board)) Ya to infinitive oluyor, ikinci fiilin başına to geliyor ya  
325. fiil ing alıyor ya da fiil sade bir şekilde kalıyor. Bunların yaklaşık beş tane  
326. ögesi var. Fiili var daha doğrusu. Grup grup. İşte want fiilini görürseniz  
327. bundan sonra gelecek fiil to infinitive şeklindedir. Şöyle; I (2) want (2) to (2)  
328. swim (.) this afternoon. Bu öğleden sonra yüzmek istiyorum. She needs to  
329. talk now. Şimdi konuşması gerekiyor. Bunun to infinitive olmasını belirleyen  
330. şey ilk fiildir arkadaşlar.  
331. S: Hocam want ile to mu kullanılıyor?  
332. T: want to . Zaten konumuz bu. Bunda da mesela  
333. S – S: want to  
334. T: kırk fiilden ikisi want ve need. Koşmaktan nefret ederiz diyor. We hate  
335. running. Şunun da dört tane ögesi var; ((shows verb+infinitive /  
336. verb+ing / verb+verb on the board)) Let, help, watch, see. En temeli bu  
337. dördü. Genelde ortasına bir nesne gelir mutlaka. Let someone talk. Birinci  
338. fiilimiz let ikinci fiilimiz talk. İkisi de yalın halde. Yani bu üç kural var;  
339. verb+infinitive / verb+ing / verb+verb. Let us talk, help me carry these.  
340. Şunları taşımama yardım et. I watch him play in the garden . Watch  
341. somebody do something. Doing de var da onun anlamı bambaşka. I see him  
342. mesela onun ne yaptığını görsün? I see him go to work every morning. Her  
343. sabah işe gidişini görürüm. I see him go to work every morning. Bunun da  
344. dört tane ögesi var işte bunlar da bunlar. 40 bunun ((verb+infinitive  
345. is shown on the board)) Bunlardan sonraki fiiller işte o kırk öğeden biriye to  
346. infinitive, bu kırktan biriye gerund şeklinde takip eder.  
347. S: \*  
348. T: Nasıl?  
349. S: Nereden takip edeceğiz bunu?  
350. T: Bunları ezberleyeceksin, öğreneceksin yani. Genelde zaten soyut şeyleri  
351. ifade eden fiiller gerund grubundandır. Onun listesi var onu bilmeden olmaz.  
352. Bizim bilmemiz gereken ((on the board)) want to do something. Bir şey  
353. yapmayı istemek. Ne diyor mesela I ya da she wants to go now. Şimdi  
354. gitmek istiyor. They don't want to buy – ne olsun- this house ((on the board)).  
355. Bu evi satın almak istemiyorlar. Olumsuz da olabilir. İlla olumlu olacak diye  
356. bir şey yok. I don't want to think that. Bunu düşünmek istemiyorum.

## END OF THE LESSON

### RAW DATA INDEX

#### FIRST LESSON RECORD ANALYSIS- BEGINNER CLASS

**Teacher:** Teacher B

**Subject:** Parts of the body, telling the date, seasons.

**Course Book:** Non-Intensive American Language Course Volume 2 Lesson 1

**Time:** 10:10 -11:00

10.01.2012

357. T: Good morning friends.  
358. Ss: Good morning teacher.  
359. T: How are you today?  
360. S: Fine thanks and you?  
361. T: I am fine, thank you.  
362. T: Bakayım notlarınıza. Bilmiyor musunuz notlarınızı?  
363. S: Hocam bunlar 2. vize  
364. T: Onlar notlar mı, ortalamalar mı?

365. S: Notlar
366. T: Nasıl yani? İkisi de mi var orada? Hem notlar hem ikinci vizeler mi?
367. S: Ben ilk kez görüyorum bunu.
368. T: Bu ne bu? ((shows the transcript)) Okey. What did we learn
369. yesterday?
370. S: Body.
371. T: Yes, parts of the body. Yesterday we learned parts of the body?
372. What is the meaning of parts of the body (10) What is the
373. the meaning of 'parts of the body'?
374. S: Leg
375. T: Limbs and?
376. S: Tr (x)
377. T: Trunk. Yes. So what are the limbs?
378. S: Arms, legs.
379. T: Arms and legs. That is right. What did we learn?
380. S: What?
381. T: What (.) did (.) we (.) learn yesterday? Besides part of the
382. body. We learned (2)?
383. S: Knee
384. S: Nose
385. T: Those are the parts of body. But anything else?
386. S: ((silent))
387. T: Talking about someone's problem, matter. What is the matter with you?
388. For example, Tunç, what is the matter with you today?
389. Tunç: Toothache.
390. T: You have toothache. We use headache or toothache with 'have' or 'has'.
391. Okey. And in second lesson we learned dates. Saying the dates. How can
392. we say the dates? For example Adilcan what is the date today? What is the
393. date today? Date Hıhı?
394. Adilcan: Fourth
395. T: What is the date today?
396. Adilcan: Ha. Date (.) Day
397. T: Tuesday is the day of today. Date?
398. Ss: Tarih.
399. Adilcan: January
400. T: It is January
401. S: Tenth
402. T: January the tenth
403. S: January the tenth two thousand twelve.
404. T: Two thousand and twelve. Or ? Başka nasıl söyleyebiliriz? İki türlü
405. söyleyebiliyoruz dedik.
406. S2: It is the tenth of=
407. S3: =It is the tenth of
408. S2: January=
409. S3: = January.
410. T: Hı hı. Tuesday. That's right. We can either say the tenth of January or (2)?
411. S: The tenth of January
412. T: Or? January the tenth. We can say both dates. Ok. Now please open your
413. homework. I want to review yesterday's lesson today. Hatta Furkan için de
414. al.(3) Page one exercise A.
415. S: A
416. T: Hıhı.
417. Ss: ((Shows the book)) Yazılı
418. T: Silerseniz sevinirim. Evet arkadaşlar notları kaldıralım. Dikkatiniz
419. dağılmasın. ....
420. Okey. Look at the Picture (3) on page one. Uğur what is number one? Which
421. part of the body?

422. Uğur: He- head [head]  
423. T: Head [hed] Hıhı. Berkay, what is number two?  
424. Berkay: Brow (2) eye [iy]  
425. T: eyebrow ['aibraʊ]  
426. Berkay: eyebrow ['aibraʊ]  
427. T: Number three?  
428. S: nose [noiz]  
429. T: Nose [noz] hı hı. Fatih?(.) Number four?  
430. Fatih: (.) bu =  
431. T: = One of the main parts of the body. Head, limb and the last one. Which  
432. part?(5) Trunk. Ethem, number five?  
433. S: limb  
434. T: arm=  
435. Ethem: =arm  
436. T: Number six? What is the name of number six?  
437. S: Hand.  
438. T: Hand, hıhı. Murat (.) number seven?  
439. Murat: It is knee  
440. T: Knee. That is right. Number eight?  
441. S: Foot [fut]  
442. T: Foot [fut]. Hıhı. Semih, number one?  
443. Semih: Ankle.  
444. T: Ankle or  
445. Semih: Ankle or  
446. T: Is it ankle?  
447. Semih: Bileği mi gösteriyor? Anlamadım.  
448. S: Topuk.  
449. Semih: Heel.  
450. T: Heel. Hıhı. Erdem number ten?  
451. Erdem: Bu ne hocam? Limb (x) leg  
452. T: Leg hıhı. Furkan number eleven?  
453. Furkan: (2)  
454. T: Yasin, what is the name of number eleven?  
455. Yasin: Number eleven wrist  
456. T: Hıhı. That's right. Furkan, number twelve? Sinan sorry.  
457. Sinan: Bunu unutmuşum.  
458. T: Neck.  
459. Sinan: Neck.  
460. T: İbrahim, number thirteen?  
461. İbrahim: Lip.  
462. T: Lip. Sinan, number fourteen?  
463. Sinan: Ears.  
464. T: Ears. That's right. Now look at exercise C. Choose the correct answer.  
465. Which one is correct? A B or C? Please erase all of them.  
466. S: \*  
467. T: No. Let's do this exercise together. Uğur, please do the first one. Do you  
468. write with your left hand?  
469. Uğur: No, I write with my right hand.  
470. T: Right hand. Yes. This is my left hand and this is my left hand. Left and  
471. right are opposites. Number two, Berkay. My tea was here not there.  
472. Berkay: Who helped my chair?  
473. T: Helped? Are you sure? (3) What does help mean? Help ne demekti?  
474. S: Yardım.  
475. Berkay: Yardım.  
476. T: Hıhı. Yardım etmek. Burada neyi soruyor? Who blank my chair?  
477. Berkay: Kim (x) götürdü?  
478. T: Hıhı.

479. Berkay: O zaman pointed to mu?  
480. T: Adilcan which one is correct?  
481. Adilcan: Correct?  
482. T: Second one?  
483. Adilcan: (3)  
484. T: My chair was here not there. Who?  
485. Adilcan: Moved.  
486. T: Moved my chair. Hıhı. Ne demek 'move' arkadaşlar?  
487. S: Hareke ettirmek.  
488. T: Evet. Ne diyor bakın. My chair was here not there. Buradaydı, orada değil.  
489. O zaman kim hareket ettirdi değil mi? Who moved my chair? Number three  
490. Uğur?  
491. Uğur: The tongue doesn't have bones and is inside your mouth.  
492. T: Hıhı. The tongue doesn't have bones and is inside your mouth. Number  
493. four Aytunç?  
494. Aytunç: Our eyelids cover our eyes when we are asleep.  
495. T: That's right. Our eyelids cover our eyes when we are asleep. Anlıyoruz  
496. değil mi cümleleri?  
497. S: Tam değil  
498. T: Ne diyor burada? Eyelid ne demekti? (3) Göz kapağı. Hı hı. Cover  
499. arkadaşlar kaplamak, kapatmak, örtmek anlamında. Our eyelid cover our  
500. eyes when we are asleep. Uyurken göz kapaklarımız gözümüzü kapatır,  
501. örter. Erdem number five?  
502. Erdem: Imm. Muscles [müsikil] are on the inside of the body.  
503. T: Please say it again.  
504. Erdem: (3)  
505. T: Musical?  
506. Erdem: Musical  
507. T: Not musical  
508. Erdem: are in the //  
509. T: Cevabın doğru ama telaffuzunda bir problem var.  
510. Erdem: [müskil]  
511. T: Muscles ['mʌsəls]  
512. Erdem: Muscles ['mʌsəls].  
513. T: Yes please repeat after me. MUSCLES ['mʌsəls].  
514. Ss: Muscles.  
515. T: Muscles.  
516. Ss: Muscles.  
517. T: Number six Burak?  
518. Burak: Beş mi?°  
519. Another Student: Hıı.  
520. T: The answer is he has a sore throat.  
521. Burak: Take your medicine with Peter.  
522. Another Student: What's the matter//  
523. T: Are you sure?  
524. Burak: What's the matter?  
525. T: What's the matter with Peter? Hıhı. What's the problem? What's wrong  
526. with Peter? Number seven? (3) Sinan?  
527. Sinan: (4)  
528. T: It's very hot. So, don't  
529. Another S: Touch ((not heard by the student))  
530. Sinan: Anlamı ne hocam ?  
531. T: Touch  
532. Sinan: Touch  
533. T: Hıhı.  
534. Sinan: Touch.  
535. T: Don't touch that cup. It's very hot. Çok sıcak, ona dokunma diyor. Okey,

536. the eighth one?
537. Sinan: Touch dokunmak mı?
538. T: Hıhı. Dün üç tane fiil öğrenmiştik arkadaşlar neydi bu fiiller?
539. S: Point to
540. T: Point to
541. S: move[mouv]
542. T: move[mu:v] and touch
543. S: Yazmıştık
544. T: Hıhı. Ethem, number eight? I have something in my eye. What might it
545. be?
546. Ethem: Imm. An eyelash [eyleş]
547. T: An eyelash ['aɪləʃ] hı? Bakın ne diyor arkadaşlar. I have something in my
548. eye. Gözümde bir şey var. It might be (.) ne olabilir gözünde?
549. S: Çapak
550. T: Çapak demeyelim, kirpik diyelim. It might be an eyelash.
551. S: might be olabilir anlamında mı?
552. T: Might be evet. İhtimal, olabilir. Daha ileride göreceğiz onu. Number nine?
553. Semih?
554. Semih: Skin, muscles, and bones are the part of the body.
555. T: Skin, muscles, and bones are parts of the body. That's right. Murat
556. number ten?
557. Murat: My throat was sore [sar] yesterday. I took medicine for my throat
558. [trət]. My throat is okay today.
559. T: Yes, that's right. My throat was sore yesterday. I took medicine for my
560. throat. My throat is okay today. Arkadaşlar bunu herkes 'sore' olarak mı
561. düşündü? Başka bir şey olabilir miydi? Mesela neden hurt olmadı?
562. S: İncinir mi?
563. S: 'Hurt' acıtmak.
564. T: Evet 'hurt' incitmek dedik ama burada kullanılmamasının gramer
565. açısından da bir sebebi var. Nedir bu?
566. S: \*
567. T: Şimdi ne dedik arkadaşlar? 'To be' fiili ile 'sore' kullanıyoruz arkadaşlar.
568. Ancak 'hurt' bir fiildir. Dolayısıyla burada 'was' dediği için 'was sore'
569. diyebiliyoruz sadece. Hıhı. Number eleven?
570. S: What is wrong with Mike?
571. T: What is wrong with Mike? That's right. And the last one? Sinan? Tony
572. can't play basketball because
573. Sinan: He hurt his foot.
574. T: He hurt his foot.
575. Sinan: Ayağını incitmiş.
576. T: Güzel. Bakın burada fiil olarak 'He hurt his foot.' Okay. Please look at
577. page seven. Lesson two. Exercise B. Please answer the questions. You
578. have two minutes. We are doing exercise B. There are four questions there.
579. Answer them. Yesterday we learnt ordinal numbers. Please use ordinal
580. numbers in these answers.
581. S: Hocam üç ve dördü neye göre yapacağız? ((In the instructions for these
582. questions Answer questions one and two with long answers. Write
583. questions for numbers three and four is written.))
584. Another S: Soru mu yapacağız?
585. T: Yes. These are answers and ask questions them.
586. S: Soru soracağız.
587. T:Hıhı. You will ask the question.
588. S: Altıncı ayda mıyız diye soracağız?
589. T: O zaman yılın altıncı ayı nedir diye soracaksın. Aynı bir iki gibi. ....
590. Okey Muammer the first one. What's the first day of the week? LISTEN.
591. What's the first day of the week?
592. Muammer: Haftanın birinci günü nedir diye mi soracağız? Pazartesi.



593. Ss: Eh-heh.
594. Another Student: Happy Birthday Pazartesi.
595. T: Kendimize göre yapalım biz. (4)
596. Muammer: Monday.
597. T: Okey. Monday. Yes, that's right.
598. Muammer: 'First day' mi diyeceğiz?
599. T: Monday is the
600. Muammer: Monday is the
601. T: =First day of the week.
602. Muammer: First day =
603. Muammer: Anladığım kadarıyla.
604. T: Hıhı. That's right. Furkan? Please answer the second question.
605. Furkan: Okey. What's the last month of the year?
606. T: Hıhı.
607. Furkan: Last month of the year is December.
608. T: Yes. December is the last month of the year or the last month of the year
609. is December=.
610. Furkan. = December. That's right. Now look at number three. Please ask
611. questions to the answer. Aytunç? June is the sixth month of the year.
612. Aytunç: Yes. What is the sixth month of the year?
613. T: Yes. What is the sixth month of the year? (4) Uğur?
614. T: Monday is the second day of the week.
615. Uğur: What is the first day of the week?
616. T: Yes. Second day.
617. Uğur: Ama bize göre yaptım.
618. Ss: Eh-heh.
619. T: Soruyu da bize göre mi? Neyse biz burada ki soruya göre cevap
620. hazırladıkta o yüzden. What's the second day of the week?
621. S: Hocam soruda haftanın ikinci günü diyor?
622. T: Şimdi şöyle onlar güne başlarken aslında nasıl başlıyoruz?
623. Ss: Sunday
624. T: Tabii. Birinci gün Sunday aslında ama bize göre yapalım dedik
625. Muhammer'e. Bizim için nedir haftanın ilk günü?
626. S: Pazartesi.
627. T: Pazartesi. Biz kendimize göre cevaplandırdık. Ama kitap tabii ki American
628. people'a göre olduğu için (5) Yes. Let's remember saying the dates. (5) I am
629. writing some days on the board. (18) Ancak kendi tarih sistemimize göre
630. yazıyorum. Nedir bizimki? Beş Aralık 1975 mesela.
631. S: Amerikalıların \*
632. T: Onu mu tutturdu?
633. Ss: Eh-heh. ((talking))
634. T: Şimdi nereden döndünüz dolaştınız geldiniz futbola. Bende yazdım o tarihi
635. S: 2002 yapalım o tarihi.
636. T: Siz bu tarihleri yanlış söyleyin de ben sizi görün ne yapacağım o zaman.
637. (2) Okey the first one please. Please loudly.
638. S: It is December the fiveth (x) eighteen seventy five.
639. T: December the ((rising intonation))
640. S: Five
641. T: Fifth. Hı hı. It's December the fifth 1875 or it's the fifth of December. (3)
642. Second one? Fatih?
643. Fatih: It's January (.)
644. T: hı hı
645. S: the (3) twentieth
646. T: Twentieth ((rising intonation)) or twelfth?
647. S: Twelfth
648. T: Yes. It's January the twelfth
649. S: One hundred (3)

650. T: Yılları nasıl söylüyorduk?  
651. S: İki iki  
652. T: İki iki söylüyorduk değil mi? Evet.  
653. S: Nineteen  
654. T: Hıhı  
655. S: Ninety-two.  
656. T: That's right. It's January the twelfth nineteen ninety two. Number three  
657. Serkan (2) What's the day?  
658. Serkan: It is (x) April  
659. T: hı hı  
660. Serkan: The fifth (2) two thousand four.  
661. T: April the fifth ((rising intonation))  
662. Serkan: Fifth (2)  
663. T: Beş Nisan mı?  
664. Serkan: Fifteenth  
665. T: Yes, that's right. It is April the fifteenth or it is fifteenth of (.) April.  
666. Serkan: April.  
667. T: Hı hı. Erdem? Look at the fourth one.  
668. Erdem: It is May (3) twelfth (x)  
669. T: Twenty seventh  
670. Erdem: Twenty seventh (2) Ninety nine (2) nine.  
671. T: Yes. It's May the twenty seventh nineteen ninety. Furkan?  
672. Ss: Eh-heh.  
673. T: Kim yazdırmıştı bu tarihi? Uğur? Tell the date.  
674. Uğur: It is May [may]  
675. T: [may]?  
676. Another S: [meɪ]  
677. Uğur: It is May [meɪ] the seventh two thousand.  
678. T: Yedi Mayıs dedi//  
679. Uğur: Hocam bir de (x) bir de övünüyorlar.  
680. Another S: Seventeenth  
681. T: Seventeenth. It's May the seventeenth two thousand or it's seventeenth of  
682. May.  
683. S: Hocam yazılış farkı var.  
684. S: 12'nin yazılışı farklı  
685. T: Hı hı. Değişiyor. Anladım ne demek istediğinizi. Sondaki harf değişiyor.  
686. Twelve' i nasıl yazıyoruz? Ama onikinciye derken  
687. S: Twelfth  
688. T: Bakın burada ki harf değişiyor değil mi? (4) Bak bakalım nasıl yazmışız  
689. dün? (2) Öyle yazmışız değil mi?  
690. S: Öyle yazmışız.  
691. T: Diğerlerinde bir değişiklik yok. Thirteenth, fourteenth, fifteenth, sixteenth  
692. S: Sadece bir, iki, üç, oniki de mi var?  
693. T: Bir iki üç tamamen farklı bak –th almıyor. First, second, third. Onlar farklı  
694. ama diğerleri hep –th almasına rağmen sadece twelve de o sondaki harften  
695. dolayı onu düşürüp değiştiriyoruz. Ses uyumundan dolayı böyle bir değişiklik  
696. oluyor onikinci derken. (3) Now please open your coursebooks, page  
697. nineteen (6).  
698. S: Page ?  
699. T: Nineteen (7). Look at exercise A. Please tell me the date (2). Adil the first  
700. one?  
701. Adil: It's March (.) one of it's March of (.) It's March one (2)  
702. T: One'mı diyoruz°?  
703. Adil: One of (3)  
704. T: Tarihleri söylerken nasıl sayıları kullanıyoruz?  
705. Adil: March first//  
706. T: Hah. It's March the first//

707. Adil: Nineteen ninety.
708. T: Nineteen ninety. Yes, that's right. It's March (.) the first or the first of
709. March
710. S: The gelmesine gerek var mı hocam?
711. T: Evet. Ordinal numberlardan, sayma sayılarından önce the'yı kullanmak
712. zorundayız. Her zaman birinci, ikinci, üçüncü the first, the second, the third
713. hep the'yı kullanmanız gerekir.
714. S: Hocam o "the" ek mi?
715. T: Hayır. Belirteç diyelim.(2) O konuya geleceğiz. Yes Muammer the second
716. one?
717. Muammer: It's March (x) third//
718. T: It's March the third
719. Muammer: Third (.) Two thousand two.
720. T: Hı hı. All right. Yasin number three?
721. Yasin: It's March (2) fifth
722. T: Hı hı. May the fifth°
723. Muammer: May the =fifth Nineteen (.) nineteen fifty five
724. T: =The fifth hı hı..
725. T: Nineteen sixty five. Yes. Semih?//
726. Semih: February//
727. T: Number four.
728. Semih: February second
729. T: Hı hı
730. Semih: Twelve (x) şey two hundred yok
731. T: Two ?
732. Semih: yok hocam iki iki okumuyor muyuz?
733. T: İkibin den sonraları two thousand ile söylüyorduk ya. Two thousand and
734. four. It's February the second two thousand and four. Murat number five?
735. Murat: April (.) four nineteen eighty nine.
736. T: Hı hı. It's April the fourth nineteen eighty nine. Uğur, the last one?
737. Uğur: It's June ııı sixth (.) the sixth ıı two thousand six.
738. T: Hı hı. It's June the sixth two thousand and six. Hı hı. (2). Now please turn
739. the page and look at exercise B. The first one is given as an example for
740. you. What's the day? It's
741. Ss: = Friday.
742. T: =Friday. What's the date?
743. S: Sunday
744. T: It's September the eighth nineteen eighty seven. Yes. This is the example.
745. Please do other one. (3) Ethem, the second one. What's the date?
746. Ethem: Sunday.
747. T: It's Sunday. What is the date?
748. Ethem: ııı May (2) the eleventh
749. T: Hı hı.
750. Ethem: ııı nineteen (x) nineteen eighty.
751. T: Good. Number three? (.) Burak?
752. Burak: It's Monday [mondey] (x) [mñ'dey]//
753. T: Hı hı. What is the day? It's Monday.
754. Burak: It is (2) June the twelfth
755. T: Hı hı.
756. Burak: Ninteen ninety.
757. T: Yes, that's right. Number four? Uğur?
758. Uğur: Tuesday
759. T: Hı hı. It's Tuesday.
760. Uğur: February third
761. T: February the third
762. Uğur: the third (.) nineteen and ninety one.
763. T: Nineteen ninety one. Hı hı. Furkan?

764. T: Number five?
765. Furkan: It is (x) önce//
766. T: What's the date?
767. Furkan: It is Saturday.
768. T: What's the date?
769. Furkan: It is March the first
770. T: Hı hı.
771. Furkan: Two thousand one.
772. T: Two thousand and one. Hı hı. (.) Sinan, the last one please?
773. Sinan: It is Thursday
774. T: Hı hı.
775. Sinan: It is August the ninth
776. T: Hı hı.
777. Sinan: Two thousand four.
778. T: Two thousand and four. Hı hı.
779. S: Hocam two thousand diyoruz ya orada 'and' e gerek var mı?
780. T: Evet. Genellikle and li kullanıyoruz aralarında. Two thousand and four.
781. Konuşma dilinde kullanılır sorun da değil ama. Söylersek daha iyi. Do you
782. have any questions about the date? (2) Is it clear? (3) Clear?
783. Ss: Clear
784. T: Anlaşılır mı, açık mı?
785. S: Normalde temiz.
786. T: Yes. Now look at the other page. The seasons. What does season mean?
787. S: Sezon
788. S: Mevsim
789. T: Evet, mevsimler. How many seasons //
790. S: Four.
791. T: How many seasons are there? There are four seasons four. What are
792. they?
793. Ss: Spring, winter, autumn
794. T: yes. Spring, summer
795. Ss: Autumn
796. T: Autumn (.) There is another name for autumn what is it?
797. S: Fall.
798. T: Yes. Autumn and fall are the synonyms. (.) Fall. And the last season?
799. Ss: Winter.
800. T: Winter.
801. S: Fall ne?
802. T: Fall, autumn her ikisi de sonbahar demek arkadaşlar. Eş anlamlıdır.
803. Autumn veya fall her ikisini de görürsünüz. Now. What are the months of
804. spring?
805. S: December
806. S: March, April, June
807. T: December? June?
808. S: Mayıs
809. T: March?
810. Ss: April
811. T: April and May. Yes, March, April and May are the months of spring. And
812. what are the months of summer?
813. S: July
814. T: June? July and?
815. Ss: August
816. T: August. And what are the months of fall and autumn?
817. Ss: September, October, November
818. T: September
819. Ss: October
820. T: October

821. Ss: November
822. T: The last one is (.) November. The months of winter? Yasin? (3) December
823. Yasin: January
824. T: Hı hı January and?
825. Yasin: February.
826. T: February. Yes. (5). Now please look at page twenty one. Sinan please
827. read the first sentence.
828. Sinan: It is cold in the winter. December, January and February are the
829. winter months.
830. T: Hı hı. December, January and February are the winter months. And how
831. is the weather (.) how is the weather in (3) winter? What is the weather like in
832. the winter?
833. S: Snowy.
834. T: It is snowy or it is cold.
835. S: Cold.
836. T: Hı hı. Very cold. (2) Number two? Aykut, please read.
837. Aykut: Warm in the spring.
838. T: Hı hı.
839. Aykut: March, April and May are the spring months.
840. T: Hı hı. March, April and May are the spring months and what is the weather
841. like in the spring?
842. S: Summer
843. T: What is the weather like in spring?
844. Another S: Sunny and warm.
845. T: It is? Warm. Yazmış bakın burada. Değil mi bakın belirtmiş kış aylarında
846. hava nasıl olurmuş?
847. Another S: Cold
848. T: Cold değil mi? Cold in the winter months ((shows the reading part of the
849. book)) and what is the weather like in spring months?
850. S: Warm [worm]
851. T: [wôrm].
852. S: = Ilık.
853. T: Ilık. Yes. Hot and cold are opposites and (3) warm and //
854. S: Cool
855. T: Cool are opposites. (3)
856. S: Cool başka bir anlamda da kullanılıyor.
857. T: Tabi. Kişiler için de kullanılıyor değil mi? Nasıl birisi? Cool diyoruz değil
858. mi? Be cool diyoruz. Uğur please read the third sentence.
859. Uğur: It's hot in the summer. January ['dʒæɪn(x)juəri] and August are the
860. months in the summer seasons.
861. T: June, July and August are the months of summer seasons and what is the
862. weather like in summer?
863. S: Hot.
864. T: It's hot. (4) It's hot. And look at the last season. Berkay? Please read the
865. fourth sentence.
866. Berkay: It's cold in the fall September, October and November are the
867. autumn months.
868. T: Hı hı. September, October and November are the autumn months. And
869. what is the weather like in the fall?
870. Ss: Cool.
871. T: It's cool. (6) Serin değil mi arkadaşlar? Bakın warm ılık cool (2) serin. Now
872. look at the exercise below the pictures. (16) Please read the sentences and
873. then write the name of the correct season. (7) Read the sentences and then
874. write the name of the correct season. (35)
875. Have you finished? (47)
876. S-S: January warm
877. S-S: Ilık mı?

878. T: Okey, the first one? It's the month of November. It's cool outside. Which  
 879. season is this?  
 880. Ss: Autumn  
 881. T: Autumn or ((rising intonation)) (2) fall. Hı hı. You can say both names of  
 882. the seasons. Number two. It's very hot. I want to drink cold tea.  
 883. Ss: Summer.  
 884. T: This is summer. Put on your coat. It's very cold.  
 885. Ss: Winter.  
 886. T: Yes winter. And the last one; It's April and it's warm outside?  
 887. Ss: Spring.  
 888. T: Yes, spring is the correct answer. Do you have any questions?  
 889. S: No.  
 890. T: Okey. That is enough for this lesson.

#### END OF THE LESSON

#### RAW DATA INDEX

#### FIRST LESSON RECORD ANALYSIS- BEGINNER CLASS

**Teacher:** Teacher C

**Subject:** Future Tense (will)

**Course Book:** Non-Intensive American Language Course Volume 2

**Time:** 14.30–15.20

21.02.2012

891. T: Thank you. Sit down, please. Be quiet, please. Ömercan please clean and  
 892. rewrite ok?  
 893. Ömercan: Ok.  
 894. T: Ok. Let's start with page //  
 895. S: Altmışbeş  
 896. T: Sixty-five. From now on I want you to be quiet. \*  
 897. Ömer: Ok.  
 898. T: Listen to me carefully and take notes while I am  
 899. S: English  
 900. T: Open your books page 65 and (2) be quiet. We have a new grammar topic  
 901. will. As I said before this lesson we have two auxiliary verbs in future tense;  
 902. the first one is will the second one is 'be going to'. Today we will deal with  
 903. will=  
 904. Ss: =Will  
 905. T: As an auxiliary verb (.) in future tense. Let's look at this part first ((shows  
 906. the book)) and then I will explain in details. 'Will' is used to indicate future  
 907. time. For example John will work tomorrow night.  
 908. S: Yes. Judy will //  
 909. T: This is affirmative sentences (2) I mean positive one. And let's look at the  
 910. negative statements. John will not work tomorrow night or John won't work  
 911. tomorrow night.  
 912. S: Ok.  
 913. T: Do you understand?  
 914. Ss: Yes.  
 915. T: Let's look at second part. And please follow me. Will is often contracted  
 916. with a subject pronoun in both formal and informal writing. I mean he  
 917. apostrophe double 'l' is the contracted form of will. Let's write it on the  
 918. board and write it in your notebook.

919. S: Başlık
920. T: Future tense with will. We are going to start with positive statement then
921. negative statement one by one and you are going to write them in your
922. notebook Ok? Let's describe affirmative or positive statements
923. S: Ok
924. T: How do we make a sentence with will?
925. S: Subject
926. T: Yes first the subject then?
927. Ss: Will
928. T: Will then?
929. Ss: Verb
930. T: Verb?
931. Ss: One
932. T: And?
933. S: Aaa
934. T: Object etc. Let's look at the example. Who wants to make a sentence with
935. will ? Yes, Engin
936. Bekir: I will go cinema.
937. T: I will go cinema. ((Writes on the board)) go to cinema. Another one,
938. please. Yes? S: I will always love you.
939. T: That's right. Very good. I will always love you ((Writes on the board)) As
940. you see we add the verb after will. Will plus verb one. You do not add
941. anything to the verb. Okey? Subject will verb. This is the construction of
942. positive statement in future tense with will. What about negative statements?
943. S: Negative (.) won't.
944. T: First of all let's say will is a positive one//
945. S: Will not or won't = ((writes on the board))
946. T: will not is =the negative one. This is the contractive form of will not.
947. S: =negative one
948. T: This is the contractive form ((Points out)), this is the long one ok?
949. Ss: Ok.
950. T: What about the positive will? This is the normal form, this is the for
951. example, contractive form ok?
952. Ss: Ok.
953. T: Do you understand?
954. Ss: Yes.
955. T: Ok. We use contractive form in positive statement only in speech and in
956. informal writing. What do you understand (.) speech? (3) While we are
957. talking we use contractive form
958. S: Konuşurken
959. T: And while we are writing an informal paragraph we can always use (.)
960. =will
961. Ss: =will
962. T: But if you are writing a formal (.) text (.) formal paragraph, you can't use
963. apostrophe double 'll'.
964. S: Informal //
965. T: So you can't use the contractive form. Do you understand?
966. Ss: Yes.
967. T: Let's explain in Turkish. Diyorum ki will olumsuzunda da olumsuzunda
968. da kısa hallerini sadece konuşmalarda ve eee daha günlük konuşmalarda
969. kullanabilirsiniz.
970. S: Formal resmi değil mi hocam?
971. T: Evet. Ama daha resmi yazışmalarda, resmi evraklarda kısa hallerini
972. kullanmanız tercih edilmez. Genelde açık açık uzun bir şekilde yazmanız
973. istenir. Yani 'won't' un kısa halini kullanmanız doğru değildir daha resmi
974. evraklarda nasıl kullanırsınız will not, açık halde. Tamam mı? ((opens the text
975. book)) Will is usually contracted with noun in speech but not in writing. (.)

976. Again. John will, is the contractive form of John'll. (.) It is pronounced like  
977. this John'll  
978. Ss: John'll  
979. T: The future 'will' the future  
980. Ss: The future  
981. T: Ok? You are going to pronounce double 'l'. And let's write the (.) negative  
982. statement. How do we form a negative statement with future 'will'. Let's  
983. write the form first of all. The subject  
984. S: Pronounced will not  
985. T: will not or won't is the contractive form and verb one. That's right. What  
986. about the example, Engin?  
987. Engin: Arda will not go to Yalova this [diz] weekend.  
988. T: Ok. Arda will not will not go to Yalova this [d̈is] weekend. Are there  
989. anyone here who will give an example (3) in negative statement? Caner?  
990. Caner: I will not leave after the school.  
991. T: Ok. I will not leave after the school.  
992. S: After school we play football.  
993. Ss: Eh-heh.  
994. T: Okey. If you have any questions, I will help you.  
995. Ss: Okey.  
996. T: Now let's talk about the question form. How do we ask questions with  
997. 'will' in future tense.  
998. S: Will plus //  
999. T: Yes. First will come then  
1000. S: Subject  
1001. T: Then verb one and the question mark. This is the form of positive  
1002. statement. Let's write an example. The other students, please. Always the  
1003. same.  
1004. S: Hıııı.  
1005. T: Evet.  
1006. S: Onur (2) get (.) get up early.  
1007. T: Will Onur get up early? This is the question. ((writes on the board)) Will  
1008. Onur get up early? What about the other? Engin?  
1009. Engin: Will Emre Can come (2) Karamürsel this weekend?  
1010. Ss: Eh-heh.  
1011. T: Okey. Will Emre Can come to Karamürsel this weekend? Shh! Okey.  
1012. That's all I think. That's enough.  
1013. S: Yes. ....  
1014. T: Let's look at the first part. ((opens the book)) Statement. Jim will fly to  
1015. Atlanta. What about the question form of it? Will Jim fly to Atlanta?  
1016. S: Yes, he will //  
1017. T: And there are the answers to questions, long answers and short answers.  
1018. As you said before if we ask the question with auxiliary verb, how the answer  
1019. is started? (4) Do you understand my question?  
1020. Ss: No.  
1021. T: Diyorum ki eğer yardımcı fiille soruyorsak, sorularımıza nasıl  
1022. başlıyorduk?  
1023. S: Yes.  
1024. T: Yes or no. So it's called yes/no question. Bu tip sorularda zaten yes/no  
1025. soruları diye biliniyor ve o şekilde çağrılıyor değil mi? Bunun için de geçerli.  
1026. Sonuçta 'will' bizim yardımcı fiilimiz gelecek zamanda ve yardımcı fiille  
1027. sorduğumuz için cevaplar yes yada no ile başlayacak. Bir uzun cevabımız  
1028. var, bir kısa cevabımız var kitabımızda olduğu gibi. Okuyalım onları. Long  
1029. answer: Yes, Jim will fly to Atlanta. No, Jim won't fly to Atlanta. 'Yes, he  
1030. will. No, he won't.' are the short answers, ok?  
1031. S: Ok.  
1032. T: Let's turn the page. There are lots of exercise we are going to do them,



1033. perfect. Only you are going to read the sentences. Number one. Anıl, please
1034. read number one. Yes, only the answer. Ssh!
1035. Anıl: We'll take a trip to Florida this summer.
1036. T: Ok. We'll take a trip to Florida this summer. Azmi, number two.
1037. Azmi: Tom and Linda will see Disney World.
1038. T: Ok. What about number three? Shh! Taner?
1039. Taner: Tom will see the Miami Dolphins.
1040. T: Tom will see the Miami Dolphins. Eeem Muhsin?
1041. Muhsin: He will go to of the air games.
1042. T: He will go to part of their games. Ok. Tolgahan, number five?
1043. Tolgahan: He will eat good [got] food.
1044. T: He will eat good [gʊd] food. He will eat good [gʊd] food. Ömer?
1045. Ömer: We will be back in the three [tri:] week.
1046. T: We will be back in the three [θri:] week.
1047. S: Yanlış oldu hocam.
1048. T: will be //
1049. S: He will diyecektiniz.
1050. T: He'll be back in three weeks.Ok. What about Ömercan?
1051. Ömercan: I will call [kell] our [or] travel agent tomorrow.
1052. T: I will call [cə:] our travel agent tomorrow. Emircan?
1053. Emircan: Dan will take out suitcase.
1054. T: Dan will take out suitcases. Ok. Please (3) Adem read the cultural note.
1055. Yes.
1056. Adem: The Miami Dolphins is an American [amerikan] football team.
1057. T: The Miami Dolphins is an American [ə'merikən] football team. This is the
1058. cultural information about the USA ok? Let's go to exercise B. Make
1059. sentences with will like in the example. Let's look at the example first. I go to
1060. the movies every weekend. Now you are going to use the verb in the
1061. parenthesis and you are going to make sentences by using 'will'. Yes, Anıl?
1062. Anıl: I will go to movie next weekend.
1063. T: I will go to movies next weekend. Aaa Buğra?
1064. Buğra: He will (2) he will studies //
1065. Ss: He will studies
1066. T: Hıı. Be careful. Now you are going to change the sentence from simple
1067. present tense to future tense so you are going to drop the '-s'. Again please.
1068. Buğra: He will study in the library tomorrow afternoon.
1069. T: He will study in the library tomorrow afternoon. Number two, Abdülkadir?
1070. Abdülkadir: He'll play soccer in tomorrow evening [evening].
1071. T: He'll play soccer tomorrow evening ['i:vniŋ]. Selçuk?
1072. Selçuk: Jim will get up early tomorrow.
1073. T: That's right. Jim will get up early tomorrow. Number four ?
1074. S: She will go to bed late tomorrow.
1075. T: She will go to bed late tomorrow. Number five?
1076. S: They will walk to class tomorrow morning.
1077. T: They will walk to class tomorrow morning. Bütün örneklerde gördüğünüz
1078. gibi 'will' den sonra fiillerimiz yalın halde yani birinci haliyle geliyor. Şu ana
1079. kadar geniş zaman oduğu için fiillerimiz '-s' takısı almış özneye göre ama
1080. 'will' ile yaptığımız zaman ne yapıyoruz '-s' takısını kaldırıyoruz.
1081. S: 'will' burada ne anlama geliyor? (3) gelecek anlamına mı geliyor?
1082. T: 'will' ile kullandığımız için gelecek zaman oluyor. Bu halleri ile ((points
1083. to the the present tense sentences in the book)). Tamam mı? Devam edelim.
1084. Work with a partner. Write short answers to the questions.
1085. S: Short
1086. T: Now there are questions here and you are going to answer.
1087. S: Bunu mu?
1088. T: Short answer. Yes. First read the question then answer. Engin Özkan?
1089. Engin Özkan: Will Adam go to school late? Yes. Adam will go to school late.

1090. T: Only short answer. =Yes, Adam will.  
1091. Engin Özkan: = Yes, Adam will.  
1092. T: Or yes, he will. Number (2) two? İnan?  
1093. İnan: Will (.) will Mike see a movie? No, won't he.  
1094. S: No, he won't.  
1095. T: No, he won't.  
1096. Emrah: Uzun cevabı nasıl oluyor?  
1097. T: Long answer? Yes, Mike will see a movie. Ok. Emrecan Number three?  
1098. Emrecan: Will Jan and Sue depart and (3) ate yet? They will depart and ate  
1099. T: Please make short answer.  
1100. Emrecan: Tamam. O zaman  
1101. S: Yes, he will de.  
1102. Emrecan: Yes, they =will.  
1103. T: =will. Ok. Caner?  
1104. Caner: Will you go out tonight? No, I won't.  
1105. T: No, I won't. And the last one, Arda?  
1106. Arda: Will John live on the base? Yes, John will.  
1107. T: Yes, John will. Exercise D. Now you are going to write a question to the  
1108. answer. There are answers in exercise D. You are going to write question.  
1109. Number one, Engin? First read the answer then make a question.  
1110. Engin: Answer?  
1111. S: Cevabı mı okuyacağız?  
1112. Engin: Devam edeceğim mi hocam?  
1113. T: Yes, you are going to read it first //  
1114. Engin: Yes, Ann will visit her sister tomorrow. Will Ann visit her sister  
1115. tomorrow?  
1116. T: Yes, Ann will visit her sister tomorrow. The question is Will Ann visit her  
1117. sister tomorrow? Number two? Caner?  
1118. Caner: Will the children go to the cinema on Monday [mondıj]?  
1119. Ss: Eh-heh.  
1120. T: Ok.  
1121. S: Yanlış okudu.  
1122. T: Where?  
1123. S: [Mondıj] dedi.  
1124. T: A evet.  
1125. S: Hocam [Mondıj] mi [mɔndey] mi?  
1126. T: [mɔndey]  
1127. Caner: Hocam soruda Monday yok. Niye kullanıyoruz onu?  
1128. T: Because the answer is no. You should change something in the question.  
1129. For example Will the children go to the cinema on Wednesday? If you ask  
1130. like that the answer would be correct ok? Number three, Onur?  
1131. Onur: Will (2) eee  
1132. T: First read the answer.  
1133. S: Cevabı oku.  
1134. Onur: Yes, Al will fly to Las Vegas tomorrow. Will Al [al] fly to Las Vegas  
1135. tomorrow?  
1136. T: Yes, Al will fly to Las Vegas tomorrow.  
1137. Onur: Will Al [al] (.)Will Al [al]  
1138. S: ((tries to help)) Bi dakika. Will Al [æ]  
1139. Onur: Will Al [al] //  
1140. T: // [æ] Will Al [æ] fly to Las Vegas tonight? Ok?  
1141. Onur: Ok.  
1142. T: And the last one. (.) No. Number four. I am sorry. Ahmet?  
1143. Ahmet: Will //  
1144. T: First read the answer.  
1145. Ahmet: Will //  
1146. T: read the answer first.

1147. Ahmet: Will //
1148. T: Önce cevabı oku.
1149. Ahmet: Hı. No, the students won't make re (.) reservations this afternoon.
1150. T: Yes. This is the answer. So we are going to make question according to
1151. that answer.
1152. Ahmet: Sorusu.
1153. S: Will
1154. Ahmet: Hı?
1155. S: Will geliyor başa ya
1156. Another student: Yapayım mı?
1157. Ahmet: Will the students
1158. T: Ok. Will the students
1159. Ahmet: make reservations this afternoon?
1160. T: make reservations this afternoon? Ok. Osman? You are so quiet today.
1161. Why?
1162. Osman: Yes, Sara and Lora will graduate next month. Will Sara and Lora will
1163. (.) Lora graduate next month?
1164. T: Will Sara and Lora graduate next month? That's right. Please turn the
1165. page. Another grammar topic: Information questions with will. Please clean
1166. the board.
1167. S: Ok.
1168. T: Ok. Let's look at this part. Question word, auxiliary verb, subject and main
1169. verb. As I said before we have two forms of questions. The first one is yes/no
1170. question, the second one is information question. Anlıyor musunuz?
1171. Ss: Yes.
1172. T: We use auxiliary verb in yes/ no questions but we use wh-questions in
1173. information questions. Now in information question we use wh-questions.
1174. What are they? Let's count.
1175. Ss: Who
1176. T: Who
1177. Ss: Which, Where
1178. T: When
1179. Ss: What
1180. T: What. These are the information questions. We use these questions in
1181. information questions. Ok?
1182. Ss: Ok.
1183. T: Let's read the questions one by one. Who will come? When will they
1184. study? What will he do? Where will she go? Why will you move? These are
1185. all the information questions because we form the questions by using
1186. question words. Ok?
1187. Ss: Yes.
1188. T: Ok. Please listen to my question now. If you
1189. S: Eğer
1190. Another student: If you
1191. T: Ask the question with the question word what do you use in the answer?
1192. Yes/no. We use yes/no in the answer.
1193. S: Yes.
1194. T: With information question. You can't use yes/no in the answer part
1195. because the question (3) wants you to give extra information. Do you
1196. understand?
1197. Ss: Yes.
1198. Another Student: Ben anlamadım.
1199. T: Diyorum ki auxilay verb yani yardımcı fiille sorulan sorularda
1200. cevaplarımız yes/no ile başlıyordu çünkü bizden olay istiyordu sadece değil
1201. mi? Ama soru kelimesini sorduğumuz information question dediğimiz soru
1202. kelimesi ile sorulan sorularda cevap olarak yes/ no ile başlayabilir miyiz?
1203. Ss: Hayır.

1204. T: Çünkü bizden extra bir bilgi istiyor.Evet onu soruyorum.
1205. S: onlara I, you, we ile başlayacağız.
1206. T: Peki ikinci tabloya baktığımız zaman “Bob will fly to New York tonight”
1207. bu cümleyi üç ayrı soru cümlesi kullanarak soru haline dönüştüreceğiz.
1208. Bakalım Who will fly to New York tonight? The answer is Bob. Where will
1209. Bob fly? The answer is “to New York”. When will Bob fly to New York?
1210. Tonight. Her bir soruda farklı bir bilgi istiyor bizden. İlkinde kim New
1211. York’a gidiyor, ikincisinde ne zaman gidiyor? Dolayısıyla cevaplarımızda
1212. yes/no veremeyiz, bizden bir bilgi istediği için. Ok?
1213. Ss: Yes.
1214. T: Vocabulary: ‘The twins will graduate together’. Now we are going to
1215. study the vocabulary in this lesson. But first you should read the paragraph
1216. one by one. Who wants to read? (4) Emrecan start reading. And please
1217. follow your friend.
1218. Emrecan: Başlıyorum.
1219. T: Yes.
1220. Emrecan: Sara and Lora are twin sisters. They have the same birthday.
1221. They’re also friends, and they are always together.
1222. T: Do you understand?
1223. Ss: Yes.
1224. S: Kardeşlermiş doğum günleri varmış.
1225. T: Yes. They have the same birthday. They’re also friends, and they are
1226. always together. Tolgahan please go on with the second paragraph.
1227. Tolgahan: They started the school at the same time. They will graduate
1228. [gracuit] //
1229. T: graduate [grædzueit]
1230. Tolgahan: graduate [grædzueit] at the same time. They will graduate
1231. [græduet] doğru mu?
1232. T: graduate [grædzueit]
1233. Tolgahan: graduate [grædzueit] ((very silently)) this year. Their graduation
1234. will be next Friday. It will be at the school.
1235. T: Do you understand this paragraph?
1236. Ss: Yes.
1237. S: What mean graduate?
1238. T: What does it mean? Graduate. What does it mean?
1239. Ss: mezun, mezuniyet, mezun olmak ((talking at the same time))
1240. T: They will graduate this year.
1241. Ss: Bu yıl mezun olacaklar.
1242. T: Their graduation will be next Friday. Önümüzdeki hafta mezuniyetleri
1243. olacak. And it will be at the school.
1244. S: Okulda olacak.
1245. T: Yes. That’s right. Please repeat after me. Graduate [grædzueit]
1246. telaffuzunda zorlanılan kelimeler de repetition yaptırıyor diye ekleme
1247. yapabilirsin.
1248. Ss: Graduate [grædzueit]
1249. T: Graduate [grædzueit]
1250. Ss: Graduate [grædzueit]
1251. T: Graduation [grædzu:’eiʃən]
1252. Ss: Graduation [grædzu:’eiʃən]
1253. T: Graduation [grædzu:’eiʃən]
1254. S Graduation [grædzu:’eiʃən]
1255. T: Ok. Let’s go on with the third paragraph. Mehmet please start reading.
1256. Mehmet: Their father and mother will be there. After gr (x)
1257. S: graduation [grædzu:’eiʃən]
1258. T: graduation [grædzu:’eiʃən]
1259. Mehmet: graduation [grædzu:’eiʃən] the twins will go into the military. Sara
1260. will be in the army. Lora will go into the air Force. The twins won’t be

1261. together after (x) graduation [grædʒu:'eɪʃən]  
 1262. T: after their graduation. Do you understand the third paragraph?  
 1263. Ss: Yes.  
 1264. T: Ok. Now let's match the questions with the answers. Exercise A, number  
 1265. one. What are Sarah and Lora?  
 1266. S: What are Lora//  
 1267. T: What are they?  
 1268. Ss: They are twins. Number one is?  
 1269. Ss: E  
 1270. T: When did they start school?  
 1271. Ss: At the same time.  
 1272. T: At the same time. Number three is?  
 1273. Ss: C  
 1274. T: C. When will the graduation be?  
 1275. S: At the school.  
 1276. T: At the school.  
 1277. Ss: A.  
 1278. S: Okulda mı?  
 1279. T: Number three is A. When is the graduation?  
 1280. Ss: It will be Friday.  
 1281. T: It's next Friday. Number four is?  
 1282. Ss: D  
 1283. T: Who will be at graduation?  
 1284. Ss: Their father and mother  
 1285. T: Yes, their father and mother. Number five is = B.  
 1286. Ss: = B  
 1287. T: And the last one, number six? Where will they be after graduation?  
 1288. Ss: In the military.  
 1289. T: Yes. They will be in the military after their graduation. Exercise B. Now  
 1290. you are going to write questions. (x) by using who, what, where, and when.  
 1291. So you are going to use wh-question word and you are going to make  
 1292. questions (3) according to the underlined words. Dikkat edin altı çizili  
 1293. kelimeleri kullanarak soru yapacaksınız. Yani öyle bir soru yapacaksınız ki  
 1294. sorunun cevabı altı çizili kelimeyi ifade edecek. Number one. Let's look at  
 1295. the example first. Dorothy will arrive tomorrow. This is the answer. And  
 1296. Dorothy is underlined word. So you are going to ask the question according  
 1297. to the underlined word //  
 1298. S: Dorothy.  
 1299. T: Dorothy, yes. So, you are going to use the word 'who' will arrive  
 1300. tomorrow. Number one. She will pick her ticket today.  
 1301. S: What will (x)  
 1302. Another student: What will she  
 1303. T: Bilal?  
 1304. Bilal: What will pick up today?  
 1305. T: What will she pick up today? That's right.  
 1306. Ömer: Hocam (.) hocam?  
 1307. T: Yes, Ömer?  
 1308. Ömer: Whose ticket koyabilir miyiz buraya?  
 1309. T: Whose ticket?  
 1310. Ss: Kullanamayız.  
 1311. T: Yes, you can ask but not so well I think. Yani tam böyle düzgün //  
 1312. S: Uygun  
 1313. T: bir soru olmaz. Number two? (.) Orada sadece 'her' ün altını çizseydi o  
 1314. zaman sorabilirdik. Tamam mı? Ama burada sadece o nesnenin ne  
 1315. olduğunu sorduğu için 'what' daha uygun. Emrecan?  
 1316. Emrecan: Where will she //  
 1317. T: First read the answer.

1318. Emrecan: She'll arrive in San (x) San Francisco in the afternoon. (x) Where  
1319. she arrive =  
1320. S: =will  
1321. T: She'll arrive in San Francisco in the afternoon. Which word is underlined?  
1322. San Franscisco. So you are going to use this question word//  
1323. S: Where [wə]  
1324. T: Where [weər] will she =arrive in the afternoon?  
1325. S: =arrive  
1326. T: That's right. What about number  
1327. S: Four.  
1328. T: Four?  
1329. S: Do you understand? Şöyle diyor pardon  
1330. T: Önemli değil. Her plane will arrive at 10:30, = half past ten. Engin? Which  
1331. word is underlined?  
1332. S: =half past ten.  
1333. Engin: When  
1334. T: Which word is the underlined? Time is underlined.  
1335. Ss: Hangi saatte diye soracağız?  
1336. T: Yes. You are going to use which question word?  
1337. S: What  
1338. Engin: Hocam ben ne sordum?  
1339. T: tamam ben soru soruyorum sadece. Hangisinin altını çizmiş?  
1340. Ss: Zamanın  
1341. T: Ona göre hangi kelimenin, soru kelimesini kullanacağız?  
1342. Ss: When.  
1343. T: All right. Do it please.  
1344. Engin: (x) Her plane will arrive at half past ten. (x) When will her plane  
1345. arrive?  
1346. T: When will her plane arrive? That's right. What about number four.  
1347. Dorothy will meet Wanda for lunch. (4) Dorothy will meet Wanda for lunch.  
1348. Which word is the underlined?  
1349. Ss: Wanda.  
1350. T: Wanda. Which question word//  
1351. Ss: Who.  
1352. T: Yes, who. Who will ask the question?  
1353. S: Wanda ne ki?  
1354. T: Wanda is a person.  
1355. S: Personel.  
1356. Ss: Wanda isim mi hocam?  
1357. T: Wanda is a name of a person. İNSAN İSMİ.  
1358. S: Ben de diyorum Wanda ne?  
1359. T: Bilal.  
1360. Bilal: Who Dorothy will meet for lunch?  
1361. S: Who will  
1362. T: Who will Dorothy meet for lunch? Unutmayın bunu sakın soru kelimeleri  
1363. ile sorduğunuz sorularda bu gelecek zaman olabilir, geçmiş zaman olabilir,  
1364. şimdiki zaman olabilir hiç farketmez en başa soru kelimelerini yazarsınız  
1365. arkasına zamana göre uygun olan yardımcı fiili yazarsınız. Geçmiş  
1366. zamandaysa 'did' ((writes on the board)), geniş zamandaysa 'do' yada  
1367. 'does'. Şimdi hangi zamanı öğreniyoruz? 'will'. Soru kelimesi, arkasından  
1368. yardımcı fiil, arkasından özne, arkasından fiilimiz. Unutmayın bunu. Let's go  
1369. with the page seventy.  
1370. S: Hocam bir şey soracağım, ders programına baktınız mı?  
1371. T: Hayır bakmadım ama A sınıfında aynı.  
1372. S: Cuma günü iki saat daha var.  
1373. T: Aynı program değişmedi çünkü. Sizin programınız yanlış yazılmış.  
1374. Ss: ((talking))

1375. T: Ok. Let's go with the page seventy. Instructions. What does it mean?  
1376. Ss: talimat.  
1377. T: That's right. If you want to tell the things you want to do one by one //  
1378. S: Talimat değil mi?  
1379. T: Yes. That's right. It is called 'talimat'. Instructions. Bir şeyi adım adım yaptıklarını anlatırken cümlelerin herbirine söylenir. Bu cümlelerin en önemli özelliği emir cümlesi gibi fiille başlar direk. Özneye, yardımcı file, zaman ekine gerek duymadan direk fiille başlarsınız. Basit emir cümleleri halinde kurulur. Read the question and the instructions. How do you put on a jacket?  
1381. Bir ceket nasıl giyersin? Follow the instructions. Şimdi bu talimatlara göre yani adım adım bir ceket nasıl giyer bunu göstermiş. Bunu resimlere bakarak inceleyelim. Number one. First, pick up the jacket from the chair.  
1382. Ss: Sandalyeden al.  
1383. T: Yes. Number two. Next, put your arms in the sleeves.  
1384. S: Önce kolunu koy  
1385. T: Number three. Then button the cuffs.  
1386. Ss: Kol düğmelerini ilikle.  
1387. T: That's right and the last one. After that close the zipper.  
1388. Ss: Biz de yok ki.  
1389. T: Varsa iliklersin. Note bölümündekileri açıklayayım size. Button kelimesinin bir isim, bir de fiil anlamı var; Fiil anlamı düğmelemek, isim anlamı ise iki tane: birisi bu kazaklardaki düğmeler, bir de teknolojik aletlerde ki bastığımız düğmeler. Push diye söylediğimiz. Bunun üç anlamı olduğunu unutmayın. Bir fiil anlamı, iki tane de isim anlamı var. Tamam mı?  
1390. How do you lock a door? Devam edelim. İlk etapta bir ceket nasıl giyeriz bunu gördük adım adım. =Şimdi bir kapıyı nasıl kitleyiz? How do you lock a door? Number one? Tolgahan read it please, number one.  
1391. S: =kapıyı nasıl kitleyiz?  
1392. Tolgahan: First go to ((article 'the' was omitted by the reader.)) door. Stop next to the door. Pull on ((in the book pull the doorknob was written)) the door (x) knob//  
1393. T: Pull the doorknob to close the door. Next put the key [key]//  
1394. T: Please stop. First go to the door. Ok? Then read it please.  
1395. Tolgahan: Stop next to the door.  
1396. S: Kapının yanında dur.  
1397. Tolgahan: Pull the door//  
1398. T: Pull the door  
1399. S: Kapatıyoruz kapıyı  
1400. Tolgahan: to close the door.  
1401. T: to close the door. This is the first step, ok? Please go on.  
1402. Tolgahan: Next put the key [key] in the lock.  
1403. S: Anahtarı aldık  
1404. T: put the key [ki:] in the lock. Ok?  
1405. Tolgahan: Then turn the key to lock the door.  
1406. T: Then turn the key to lock the door. Ok.  
1407. Tolgahan: After that, turn the knob to check it.  
1408. T: Yes, this is the  
1409. S: lock  
1410. T: another step. Ok?  
1411. Ss: Ok.  
1412. T: That's all. These are the steps to lock a door. Another example. How do you turn on a television or radio on and off. Turn on?  
1413. S: Açmak  
1414. T: Turn off?  
1415. Ss: Kapatmak.  
1416. T: Ok. How do you turn on or turn off a radio and television. Number one.  
1417. The television is on. What does it mean?

1432. S: Açık.  
1433. T: what does this sentence mean? The television is on.= It means it is in  
1434. operation. Yes, that's right.  
1435. Ss: Açık  
1436. T: Push the button to turn it off. Push the button= tuşa bas. Açma kapama  
1437. düğmesine basıp kapatıyoruz.  
1438. Ss: = tuşa bas  
1439. T: Number two. The radio is off.  
1440. Ss: Radyo kapalı.  
1441. T: Yes. We can't hear anything because the radio is off. How do you turn it  
1442. on? Push the button to turn it on. Onu açmak için düğmeye = bas.  
1443. S: = bas.  
1444. T: These are all instructions Ok?  
1445. Ss: Ok.  
1446. T: How do you sharpen a pencil? Bir kalemi nasıl açarsınız? Number one.  
1447. First put the pencil in the sharpener. Next push the pencil in. Kalemi içine it.  
1448. Then turn the handle. Kolu ° =çevir. After that, check it. Açılıp açılmadığını  
1449. kontrol ediyoruz.  
1450. S: = Çevir.  
1451. T: Tamam mı? Speaking: Giving instructions. Burayı yapmayacağız ama  
1452. sadece resimlerin altında yazanları okumanızı istiyorum. Look up a word  
1453. Ss: Look up a word  
1454. T: Ne demek?  
1455. S: Kitaba bakmak  
1456. T: Kelimenin anlamına bakmak. Look up a word. Pack a suitcase?  
1457. S: Bavulunu toplamak  
1458. T: Evet. Bavulunu hazırlamak, çanta hazırlamak. Wash your hair?  
1459. Ss: Saç yıkamak.  
1460. T: Saçını yıkamak. Brush your teeth?  
1461. Ss: Dişlerini fırçalamak.  
1462. T: Listen to a tape?  
1463. Ss: Teyp dinlemek.  
1464. T: Teyp dinlemek. Make coffee?  
1465. Ss: Kahve yapmak.  
1466. T: Kahve yapmak. Aslında burada tek tek bunların hangi aşama ile  
1467. yapıldığını yazmanız gerek. O zaman bunları diğer derste yaparız. Ok.  
1468. Ss: Thank you.  
1469. T: That's enough for today.

END OF THE LESSON

RAW DATA INDEX

FIRST LESSON RECORD ANALYSIS- BEGINNER CLASS

**Teacher:** Teacher D

**Subject:** Modals (have to)

**Course Book:** Non-Intensive American Language Course Volume 2

**Time:** 14.30–15.20

27.02.2012

- 1470 T: Günaydın.  
1471 Ss: Sağol.  
1472 T: Buyurun. ((signs the attendance sheet)) Yapmanızı istediğim bir ödev  
1473 vardı.



- 1474 S: I am talking ile ilgili mi?  
1475 T: evet. I am talking in the dark ile başlayan bir paragraf vardı. Kaç kişi  
1476 yapmadı?  
1477 S: Yapamadım.  
1478 T: Yapamadım diye bir şey yok. Yapmadın. Başka kimler yapmadı kontrol  
1479 ederim. Çıkar ortaya.  
1480 S: ((silent))  
1481 T: Neden yapmadın?  
1482 S: ((silent))  
1483 T: O zaman paragrafı yeniden yazıyorsun. Başka? (3) Açın o zaman  
1484 göreyim. Niye eksik? İki kere yazacaksınız.  
1485 ((walks around the class to check the homework)). Evet, hadi yapalım.  
1486 S: neanen ne demek?  
1487 T: Nasıl?  
1488 S: Ne-a-nen diye yazıyor.  
1489 T: Nerede gördün?  
1490 S: Bir kitapta vardı da.  
1491 T: Bilmiyorum. I walk to school on weekdays. Evet. Yap bakalım Musa.  
1492 Musa: I have to get up seven o'clock in the morning.  
1493 T: I have to get up at seven o'clock in the morning. Başka yapan var mı?  
1494 Farklı yapan? Evet Kerem  
1495 Kerem: At weekend ['wi:kɪnd] //  
1496 T: [wi:kend]  
1497 Kerem: [wi:kend]  
1498 T: [wi:kend]  
1499 Kerem: [wi:kend] I don't need to get up early because °  
1500 T: Because ?  
1501 Kerem: It's holiday.  
1502 T: Evet. Tamam. At weekends I don't need to get up early because it's  
1503 holiday. Başka yapan var mı? Herkes doğru yaptı yani?  
1504 Ss: Doğru.  
1505 T: Bravo. Evet.  
1506 S: My school finishes at (x) half past seven in the morning I have to have  
1507 lunch at the school.  
1508 T: Yes. My school finishes at half past four in the morning I have to have  
1509 lunch at school. Dört? Evet Ömer?  
1510 Ömer: I don't have to lunch at //  
1511 T: I don't have to  
1512 Ömer: I don't have to have lunch at weekend.  
1513 S1: Have to yaptım.  
1514 T: Neden have to yaptın? Cümlelerin devamını okuyalım şimdi. I have lunch at  
1515 home at weekend. I sometimes go out with my friends for lunch. Hafta  
1516 sonları arkadaşlarımla çıkabiliyorum yani bu durumda //  
1517 S: // yemeğe gerek yok.  
1518 T: zorunluluk gibi bir şey var mı?  
1519 S1: Yok.  
1520 T: Yok. O zaman have to have. Evet. On weekdays Serhat?  
1521 Serhat: I sometimes go out with my friends go lunch on weekdays (x) I have  
1522 to do a lot of homework and at weekends.  
1523 T: Evet. Farklı yapan var mı? (4) Altı (x) bir sonraki. Evet Oğuzhan?  
1524 Oğuzhan have to revise [rɪvaɪz ] // my homework  
1525 T: // revise [rɪ'vaɪz ] evet my homework. Evet. Yedi (3) Evet Okan?  
1526 Okan: It is difficult to be fourteen years old.  
1527 T: Evet. Farklı yapan var mı? It is difficult to be fourteen years old. Evet  
1528 Oğuzhan?

- 1529 Oğuzhan: My brother is only six years old. He goes to kindergarden. He  
1530 doesn't have  
1531 to get up at seven o'clock. He gets up at half past eight.  
1532 T: half past eight. Evet. Uğur?  
1533 Uğur: He doesn't have to have lunch at school [sıkol]  
1534 T: Evet. Farklı yapan var mı? He doesn't have to have lunch at school [sku:l ]  
1535 dedi.  
1536 S: Have to yaptım.  
1537 T: Sonrasını okuyoruz. He comes home . He spends the afternoon with  
1538 mum. Öğlen eve geliyor ki öğleden sonrasını annesiyle geçirebiliyor.  
1539 Demek ki o zaman öğlen yemeğini yemek zorunda mı bu?  
1540 S: Değil.  
1541 T: He doesn't have to have. Neden has to olmaz? (2)  
1542 T: Doesn't has to niye olmaz?  
1543 Ss: Doesn't var, olumsuzluk eki.  
1544 T: Zaten zaman eki var. (4) Evet he come home(.) he evet Arda?  
1545 Arda: He have to  
1546 T: He have to this afternoon. Farklı yapan?  
1547 Ss: has to  
1548 T: Neden has to yaptınız?  
1549 Ss: He  
1550 T: He, she, it. He has to spend the afternoon with mum. I think it's boring.  
1551 Evet  
1552 Tolga?  
1553 Tolga: He has to paint [point] //  
1554 T: paint [peint]  
1555 Tolga: [peint] pictures.  
1556 T: pictures at weekends. It is his homework°. Evet Osman?  
1557 Osman: He doesn't have to (.) tidy [tidi] (x) t //  
1558 T: tidy [taıdı]  
1559 Osman: [taıdı] his room mum tidy [tidi] //  
1560 T: tidy [taıdı]  
1561 Osman: [taıdı] it.  
1562 T: Evet. Farklı yapan var mı?  
1563 S: tidy ne demek?  
1564 T: Toplamak. My (x) sorry he doesn't have to tidy his room mum tidies it.  
1565 Evet. Ömer?  
1566 Ömer: He has to go to bed at (x) nine it's a rule [rule] for him. (2) Yanlış mı?  
1567 T: Bir daha baştan oku.  
1568 Ömer: He has to go [gu] to bed //  
1569 T: go [gəv] to bed  
1570 Ömer: go [gəv] to bed at nine //  
1571 T: O'clock  
1572 Ömer: O'clock (x) it's it is a rule [rol] //  
1573 T: rule [ru:l]  
1574 Ömer: rule [ru:l] for him.  
1575 T: Evet. Var mı sorusu olan? Have to / has to anlaşıldı mı?  
1576 S: Hocam bir de have vardı hani?  
1577 T: O sahip olmak object pronoun bu daha farklı. Evet o zaman  
1578 S: Konunun anlatımı var mı?  
1579 T: Yazdığın zaman bulunur. Ben özellikle aradım bir site yok. Evet sayfa 101.  
1580 ( 21)  
1581 Look at the picture keep quiet. Look at the Picture. There are some (4) some  
1582 new words here. The pictures are about the weather. Look at the first one.  
1583 It's a sunny day. The sun is shinning and the sunshine is warm.

- 1584 The weather is nice today. Which season is this do you think?  
1585 S: Which //  
1586 T: Which season is //  
1587 S: Summer.  
1588 T: Summer. Evet. Let's talk about summer. What are the months of summer?  
1589 What are the months of the summer? (3)  
1590 S: July  
1591 S: June  
1592 T: June  
1593 Ss: July  
1594 T: July  
1595 Ss: August ['ɔ:gɪst]  
1596 T: August ['ɔ:gəst]. What do you remember about summer?  
1597 S: Nasıl bilirsin  
1598 S: Ne bilirsin  
1599 S: Karpuz//  
1600 T: In English  
1601 S: Watermelon  
1602 S: Peach  
1603 T: Melon  
1604 Ss: ((talking))  
1605 T: Beyler ya lütfen aynı anda konuşuyorsunuz duyamıyorum lütfen sakın  
1606 olun. Hepinizinkini konuşacağız tamam.  
1607 S: Bicycle  
1608 T: Bicycle  
1609 S: Ice cream  
1610 T: Ice cream  
1611 S: Poor  
1612 T: Melon  
1613 S: I am duty of student  
1614 T: poor  
1615 S: Nöbetçiyim hocam  
1616 T: poor  
1617 Ss: poor, poor, havuz  
1618 T: poor (.) poor p-o-o-r. Swimming pool.  
1619 S: Hocam burada ne anlamında kullanılmış? ((shows a different book))  
1620 T: Orada farklı anlamda kullanılmış. Gemiyi havuza aldık derler ya. O  
1621 anlamda kullanılmış.  
1622 Ss: ((talking))  
1623 T: Beyler bir saniye ya.  
1624 S: p  
1625 T: p  
1626 S: o  
1627 T: o  
1628 S: Bu ne ya?  
1629 T: p-o-u-r  
1630 S: Examination  
1631 T: Exam. \* What about adjective hot? Sunshine (3) sunshine.  
1632 S: Antalya.  
1633 T: Antalya. Picnic? BEYLER. YA BİR DAKİKA. BEYLER. Take a trip, to take  
1634 a trip.  
1635 S: Honey  
1636 T: Honey? Money.  
1637 Ss: Eh-heh.  
1638 T: To spend money.

- 1639 S: Girlfriend.  
1640 Ss: Eh-heh.  
1641 S: Sleep  
1642 T: To sleep  
1643 S: Beer, party  
1644 T: Beer. Party. Ayhan?  
1645 Ayhan: I late  
1646 T: Get up late.  
1647 S: Rafting  
1648 T: Rafting. Yes. Look at the picture again. It's a sunny day.  
1649 S: Bugün //  
1650 T: Sun (4) sunny.  
1651 S: Güneş.  
1652 T: Sun (.) sunny. Sun is shinning. Sun is shinning.  
1653 S: Güneş.  
1654 S: Güneşli. Hava güneşli.  
1655 T: To shine.  
1656 S: Parlamak mı?  
1657 T: Yes. To shine.  
1658 S: Hava parlıyor.  
1659 T: The sunshine (4) is a noun. Ok? Sunshine is warm. How is the weather in  
1660 summer? (4) How is the weather in summer?  
1661 S: Hot.  
1662 T: It's very hot. Hot. The weather is nice today. Yes. It's getting cloudy. The  
1663 clouds are black. It's going to be ((teacher did not read "a" in the text.))  
1664 cloudy, rainy day.  
1665 Yes. Wha (x) which season is this? (4) Which season is this? It's getting  
1666 cloudy.  
1667 S: Spring.  
1668 T: Spring?  
1669 S: Winter?  
1670 S: Sonbahar mı? Autumn.  
1671 T: Yes. Autumn. Let's talk about autumn.  
1672 S: Sonbahar mı?  
1673 T: What are the months of autumn?  
1674 S: Fall.  
1675 T: Months?  
1676 S: Hı.  
1677 S: September  
1678 T: September  
1679 Ss: October  
1680 T: October  
1681 Ss: November.  
1682 T: November. Yes, what do you think about autumn? What do you  
1683 remember?  
1684 S: Rain.  
1685 T: Rain.  
1686 S: Umbrella.  
1687 T: Umbrella.  
1688 S: Flower  
1689 T: Flower.  
1690 S: School.  
1691 T: School.  
1692 S: Dirty clothes.  
1693 T: Dirty clothes.

- 1694 S: Raincoat.  
1695 T: Raincoat.  
1696 S: Boot [boat]. Boot [boat].  
1697 T: Boot [bu:t]  
1698 S: Neydi? Light  
1699 T: Lightening.  
1700 S: Hard raining  
1701 T: Ha. Shower. What else?  
1702 S: Dead  
1703 T: Dead? (4) Death.  
1704 S: Yellow  
1705 T: Yellow  
1706 S: Shower  
1707 T: Shower. Melancholy. How is the weather in autumn? How is the weather  
1708 in autumn?  
1709 S: Rainy  
1710 T: Rainy.  
1711 S: Cold.  
1712 T: Cold?  
1713 S: Very cold  
1714 T: Cool. Not so cold. It's cool.  
1715 S: Cloudy  
1716 T: Windy. Rainy.  
1717 S: Cloudy.  
1718 S: Calling [kalling] leaves  
1719 T: become?  
1720 S: yaprak  
1721 T: Ha. Falling leaves.  
1722 S: Cloudy [cɪlodi]  
1723 T: Cloudy [klaʊdi] Look at the book. Look at the picture. It's getting cloudy.  
1724 To get adjective. ((writes on the board)) It's getting cloudy. It's getting hot. It's  
1725 getting dark.  
1726 Understand me? Get ve adjective kullandığımızda adjective neydi? Mesela  
1727 cloudy. Neydi cloudy?  
1728 Ss: Bulutlu.  
1729 T: Bulutlu. Getting dedik (x) To get cloudy dediğimizde aşamalı olarak artık  
1730 bulutlanıyor. It's getting hot. Isınıyor. It's getting dark. Hava kararıyor. He's  
1731 getting tired. Yoruluyor. He's getting bored yada sadece getting değil verb  
1732 "ing" olarak kullanmak zorunda değiliz. She got bored at the cinema.  
1733 Evet. Sinemada sıkıldı. Anlaşıldı mı? Evet. Bakıyoruz yine.  
1734 It's getting cloudy. The clouds are black. Cloud,  
1735 cloudy. Cloud is a noun. Cloudy is an adjective. It's going to be cloudy and //  
1736 S: Yağmur.  
1737 T: Rainy.  
1738 Ss: Yağmurlu.  
1739 T: Bunları bir önce yazın da. Yerimiz kalmadı.  
1740 S: Hocam bu "get" i havalarda için ve insanlarda mı kullanıyoruz?  
1741 T: Yok. Nasıl diyeyim farklı bir duruma bürünüyorsa o zaman "get" ile  
1742 kullanabilirsin. Dedi ki he got bored at the cinema. = sıkıldı. Hah.  
1743 S: = Sıkıldı.  
1744 T: Özellikle kullandığı bir şey yok. He got sick dedik mesela. He got sick.  
1745 Hastalandı. ((waits a few minutes as students copy the words on the  
1746 board.)) Bitmedi mi daha?  
1747 Bu örnek aslında yazsanız iyi olur. Evet siliyorum artık. It's wet and cold.  
1748 People need to wear raincoats and take umbrellas on rainy days. Bu da yine

- 1749 autumn gibi duruyor. Raining evet bu raining hem isim olarak kullanılıyor  
1750 hem de to rain fiil olarak kullanılıyor. Rain is raining demiyoruz tabii.  
1751 Rain is raining şeklinde kullanmıyoruz. It's = raining  
1752 S: = raining  
1753 T: Tamam? It's raining. It's a windy day. The wind [waynd] (x) is blowing, but  
1754 sky is clear. There are no clouds. What do you think about the season?  
1755 S: Spring.  
1756 T: It's spring. Let's talk about spring. (3) What are the months of spring?  
1757 S: March.  
1758 T: March.  
1759 S: Hayır.  
1760 T: March, April  
1761 S: May.  
1762 T: May.  
1763 S: Nevruz.  
1764 T: Nevruz.  
1765 S: Flower.  
1766 T: Flower. \*  
1767 S: Cherry.  
1768 T: Cherry.  
1769 S: Love.  
1770 T: Love.  
1771 S: Birthday  
1772 T: Earthquake? Ha birthday. Fun funny.  
1773 S: T-shirt.  
1774 S: Bird.  
1775 T: Bird. Singing bird.  
1776 S: Badem de var.  
1777 T: Badem. Almond. What else?  
1778 S: Egg egg  
1779 T: Egg? Beyler. Lütfen ama ya. Evet. How is the weather?  
1780 S: Sunny.  
1781 T: How is the weather?  
1782 S: Cool.  
1783 T: Sometimes cloudy.  
1784 S: Rainy.  
1785 T: Windy. April rain.  
1786 S: April fool.  
1787 T: April fool. W-a-r-m. Not hot not cold.  
1788 S: Hocam şarkısı da var.  
1789 T: Neymiş o?  
1790 S: İlbaharda sevdim

END OF THE LESSON

RAW DATA INDEX  
SECOND LESSON RECORD ANALYSIS- BEGINNER CLASS  
**Teacher:** Teacher E  
**Subject:** "To" Infinitive  
**Course Book:** Non-Intensive American Language Course Volume 2  
**Time:** 13:30 -14:20

27.04.2012

- 1791 T: Sit down, please. Open the window. Bahattin open the window. (5) Now  
1792 stand up (.) everybody.  
1793 S: Şınav mı çekeceğiz?  
1794 T: No. Workout together. Take a deep breath through your nose. Go on.  
1795 Ss: Eh-heh  
1796 T: Good. And now with your arms yes, everybody come on come on. Yes,  
1797 very good.  
1798 S: Take a breath  
1799 T: Take a deep breath. Very good, very good (3) very good. Ok. Now you  
1800 can move your heads slowly very slowly around. Yes, what?  
1801 S: SB dersimize de siz girin.  
1802 T: Ok I will don't worry eh-heh. Thank you sit down.  
1803 S: I went sail in the water.  
1804 T: Did you dive?  
1805 Ss: Eh-heh.  
1806 S: Yes.  
1807 T: All right. We talked about being out of shape, getting in shape, workout,  
1808 exercise. Now (.) tell me (.) what is your new year's resolution?  
1809 S: İkinci sınıf olmak  
1810 T: Hmm. In English?  
1811 S: I want to be //  
1812 S: I want to be second class.  
1813 S: I am going to study English?  
1814 T: Is that so? Ok.  
1815 S: Mezun olacağız nasıl //  
1816 S: I (x) I will graduate  
1817 S: Go to Antalya.  
1818 T: Good. Going to Antalya is your resolution. In summer?  
1819 S: No no coast guard.  
1820 T: Ah! OK. Yes? Where is your book by the way?  
1821 S: \*  
1822 T: Ok. Good. Page 301. Exercise B  
1823 S: B  
1824 T: Yes. Workout, gym. Fill in the blank with the correct word. Here.  
1825 S: SPC ne demek?  
1826 T: Hah! SPC Diaz. This is specialist. This is his name ((writes and shows  
1827 the name on the board)). On the door they have specialist (x) they have  
1828 guard on duty I am sorry. Red ((shows insignia from the book))  
1829 S: Uzman çavuş.  
1830 T: Yes. ((waits for the completion of the exercise))  
1831 S: Busy [buzy]  
1832 T: Hıh?  
1833 S: Busy [bızı]  
1834 Another S: Meşgul  
1835 T: Yes.  
1836 S: Şarkı çalıyor.  
1837 T: Kindergarten.

**1838** S: Hayat anaokulundaki çocuklara güzel.  
**1839** T: Yes. Don't worry. You will be better in two years.  
**1840** S: İki yıl sonra?  
**1841** S: Hocam bir tanesinde iki tane mi var?  
**1842** T: Yes,yes. Possible.  
**1843** S: Which?  
**1844** T: Eh-heh. I won't. Yes.  
**1845** Ss: ((Discussing the questions))  
**1846** S: Three times.  
**1847** S: Exercise three değil mi hocam?  
**1848** T: Yes.  
**1849** S1: She needs to take the \* exercise.  
**1850** T: Hmm. Iıh.  
**1851** S: Get in shape  
**1852** T: Hıhı.  
**1853** S1: Neymiş?  
**1854** S: Get in shape  
**1855** T: Hıhı. Try, just try. We'll do together. ((walking around the class to check  
**1856** the students))  
**1857** Ss: Eh-heh.  
**1858** T: What happened?  
**1859** S: I sick.  
**1860** T: Flu?  
**1861** S: grip değil.  
**1862** T: get away from me. Stay away. Eh-heh. I've never had the flu this year.  
**1863** S: Oh!  
**1864** T: Never. But for you it's very normal of course, very easy. Are you sick or  
**1865** are you allergic to something?  
**1866** S: Grip değilim hocam.  
**1867** S: Nasıl değilsin.  
**1868** T: I think you're allergic to something.  
**1869** S: Benim kağıdım full. Reçetem.  
**1870** T: You don't feel sick hı? Your nose is itchy, then you're allergic to  
**1871** something.  
**1872** S: Yes.  
**1873** T: Go to the dispensary. Because your eyes (x) yes allergy. (6)  
**1874** Ss: ((talking))  
**1875** T: All right. Let's read your sentences yes Ali?  
**1876** Ali: SPC [sipies] Diaz is out of shape.  
**1877** T: Specialist  
**1878** Ali: Specialist Diaz is out of shape.  
**1879** T: Good. Like who? (4) Like who? Specialist Diaz is out of shape. Like who?  
**1880** S: Like?  
**1881** T: Specialist Diaz is out of shape. Like who?  
**1882** S: Who is Diaz?  
**1883** T: Who is out of shape?  
**1884** Ali: Hıı.  
**1885** T: Yes, Abdullah?  
**1886** Abdullah: She doesn't like to (.) exercise.  
**1887** T: Exercise or?  
**1888** Ss: Workout.  
**1889** T: Work out. They are the same. Exercise or work out very good. She  
**1890** doesn't like to exercise.  
**1891** Yes, Arda?  
**1892** Arda: She needs to get in shape for next PT test.  
**1893** T: Very good. What's PT? ((writes on the board))  
**1894** S: Fiziksel test.



- 1895 T: Physical ?  
1896 S: Test  
1897 T: Training.  
1898 S: Antreman mı?  
1899 T: Physical Training. Physical Training Test  
1900 S: Hıı.  
1901 T: Yes, Mahmut?  
1902 Mahmut: She will have a good time with her friends. She will be busy.  
1903 Arkadaşıyla  
1904 S: Arkadaşıyla ne yapacaklarmış?  
1905 T: Have a good time.  
1906 S: İyi vakit geçireceklermiş.  
1907 S: Exercise or workout olmaz mı hocam?  
1908 T: Exercise or workout arkadaşıyla antremana başlayacaklarmış.  
1909 Mahmut: Have a good time olmaz mı hocam?  
1910 T: Onu başka bir yerde göreceksiniz.  
1911 S: Specialist [sipeyşıl] //  
1912 T: Specialist [spejəlist]  
1913 S: Specialist [spejəlist] Diaz doesn't have much (x) free time but she knows  
1914 that exercise is important for people.  
1915 T: Good. She doesn't have much free time. What's free time ° ?  
1916 Ss: Boş zaman.  
1917 T: She doesn't have much free time. She is busy.  
1918 S: Biz de öyleyiz.  
1919 T: Yes. Just like you. Exercise is important for people. Ne diyor?  
1920 Ali: Egzersiz önemlidir diyor.  
1921 T: Good. Let's go on. Yes, Ali?  
1922 Ali: She usually doesn't have (x) have a good time when she plays volleyball  
1923 but she (x)  
1924 T: Ok. She thinks  
1925 Ali: Volleyball is fun  
1926 S: E devam et artık.  
1927 T: Ok she doesn't have have a good time başka bir şey yapan oldu mu?  
1928 S: Have fun  
1929 T: Have fun o da olur. Hıhı. Have fun or have a good time. But she thinks  
1930 volleyball was (.) is fun. Volleyball is fun?  
1931 S: Eğlenceli.  
1932 T: She thinks volleyball is fun. Ok? Yes?  
1933 S: The girl had a good time when they play in the (x) nasıl okunuyor?  
1934 Ss: Gym [d3ım]  
1935 S: Gym [d13ım]  
1936 Ss: Gym [d3ım]  
1937 S: Gym [d3ım]  
1938 T: Hıh.  
1939 S: Gym [d3ım] next Tuesday.  
1940 T: Good. Gym [d3ım]. Did you go to your new gym?  
1941 Ss: No  
1942 T: Why?  
1943 Ali: Çok eksikleri var.  
1944 Ss: Ağırlık eksikleri var.  
1945 T: Hmmm.  
1946 S: Bir de karın çalıştırmak için alet yok.  
1947 T: You can do situps. .... Vücudunuzu şekle sokar yani = get in shape  
1948 Ss: =Get in shape. Do you?  
1949 T: Yes. I have a ball. There are three sentences here (6) hmmm. Why? Why  
1950 did I write them?  
1951 S: Biri gerek duymak biri hoşlanmak. Adı adım mı ilerliyor ne yapıyor?

- 1952 T: Eh-heh. Hmm . Ortak özellikleri nedir acaba?  
1953 S: Plan mı yapıyor?  
1954 S: Karşı taraftan bir şey mi istiyor?  
1955 S: Bir şeyden sonra bir şey geliyor.  
1956 T: Bir şeyden sonra bir şey geliyor. Tamam. Doğru. Neden sonra ne geliyor?  
1957 S: Fiilden sonra fiil geliyor  
1958 S: To dan sonra fiil geliyor.  
1959 T: What is "like"?  
1960 Ss: Hoşlanmak.  
1961 T: Hoşlanmak. What is "need"?  
1962 Ss: İhtiyaç duymak  
1963 Ss: Gerekli  
1964 T: İhtiyaç duymak, gerekli olmak. ((points to the board))  
1965 S: başlamak  
1966 T: begin  
1967 Ss: başlamak  
1968 T: These are the heart of sentences, heart ((points to the verb)) without them  
1969 the sentences will die. Heart, very important.  
1970 Hoşlanmak. Bir şeyden hoşlandığımızda ne diyoruz?  
1971 S: I like chocolate.  
1972 T: I like //  
1973 S: I like you  
1974 Ss: Eh-heh.  
1975 T: I like chocolate diyoruz mesela, ice cream diyoruz. Hıh? I like ice cream.  
1976 But //  
1977 Ali: I like to eat chocolate.  
1978 T: Hıh. He doesn't like to exercise or work out. Look.  
1979 Ali: Fiil.  
1980 T: Yes yes  
1981 S: İkinci fiil.  
1982 T: fiilimiz yani eylemimiz. Bir şey yapmaktan hoşlanmak yada hoşlanmamak.  
1983 Bir şeyi sevmek yada sevmemek değil. Aynı şekilde bir şeyi yapması gerekli,  
1984 ihtiyacı olmak yada olmamak yada bir şeyi yapmaya başlamak yada bir şeyin  
1985 başlaması farklı. Bu cümlelerin hepsinde iki tane eylem var.  
1986 Bakın ((points to the sentences)) ama fiilim  
1987 sevmek yada sevmemek. Neyi sevmiyormuş?  
1988 S: Egzersiz yapmayı.  
1989 T: Egzersiz yapmayı. Ne gerekiyormuş?  
1990 S: Formda olması  
1991 T: Forma girmesi gerekiyormuş. Neye başlıyormuş?  
1992 S: Egzersiz yapmaya.  
1993 T: Egzersiz yapmaya. İki tane eylem olduğu zaman araya ne geliyormuş?  
1994 Ss: To  
1995 T: To. Bazı fiillerde bu olur seneye göreceksiniz bazı fiillerde de gene iki tane  
1996 olduğunda buna ((points to the verb)) ing takısı gelir.  
1997 Biz şimdi sadece araya to gelenlere baktık. Bir tane daha öğrenmiştik  
1998 önceden  
1999 S: I want  
2000 T: Güzel. "I want" dı. Want?  
2001 Ss: İstemek  
2002 T: Hmm. I want to  
2003 Ss: Exercise, play a game  
2004 T: Exercise. Bakın burada da ne var gene arada  
2005 S: İstemek  
2006 T: İstemek. Bir şey yapmayı istiyorsanız "want to". Ama sadece //  
2007 S: I want  
2008 T: Bir dondurma istiyorsanız, çikolata istiyorsanız I want chocolate. Yapmak

- 2009 yani ikinci bir eylem varsa here is "to".  
2010 That's it. Write it down. Take a note. Gentlemen on page three hundred three  
2011 there is a list, look. Begin, forget, learn, like, need, remember with "to"  
2012 S: Şu ne anlama geliyor?  
2013 T: Remember  
2014 Ss: Hatırlamak  
2015 S: \*  
2016 T: No.  
2017 S: \*  
2018 T: Yes, there is. (120) All right about this one, page three hundred four.  
2019 There are scrambled sentences. Scrambled.  
2020 S: Karışık  
2021 T: Hıhı. Scrambled. You're going to unscramble.  
2022 S: Düzgün hale getireceğiz.  
2023 T: Yes. Exercise B here. Three hundred four. Bu önemli bir egzersiz. Neyi  
2024 nereye koyacağınızı bilmeniz açısından. Zaten dört tane var. (30)  
2025 S: Yapayım mı hocam? Sgt. [sgt]  
2026 T: Sergeant [sɑ:rdʒənt]  
2027 S: forgot //  
2028 S: Hocam diğer kitaba geçecek miyiz?  
2029 T: Yes. After the second (3)  
2030 S: Finals  
2031 T: Yes, I guess so. Bless you.  
2032 S: Hocam?  
2033 S: \*  
2034 T: In English  
2035 S: May I go to the bathroom?  
2036 T: Yes, you may. ((a student coming from the clinic enters)) What  
2037 happened?  
2038 S: Knee  
2039 T: Oh! Ok.  
2040 S: Ayakkabı vurmıştır. ....  
2041 T: All right. Let's do the first one. Yes, please.  
2042 S: Sergeant Tim forgot [fərgɪt] to lock the door.  
2043 T: Ne yapmış bu adam?  
2044 Ss: Kilitlemeyi unutmuş.  
2045 S: Kapıyı kilitlemiş.  
2046 T: Forgot [fə'gɒt] (3) Unutmuş. Hem pronunciation düzeltiyor hem de yanlış  
2047 anlamayı.  
2048 S: Kapıyı kilitlemeyi unutmuş.  
2049 S: Mary wants visit her sister next week.  
2050 T: Wants to visit.  
2051 S: To var değil mi orada?  
2052 T: wants to play football, wants to visit. Hmm. Kazım?  
2053 Kazım:  
2054 T: Try, Kazım just try.  
2055 Kazım: Hocam bunları birleştiriyoruz değil mi?  
2056 T: Yeah. Yes, Kazım.  
2057 Kazım: Remember  
2058 S: She  
2059 T: First Kazım who? Who?  
2060 Kazım: Mary  
2061 T: Mary good. Verb. What?  
2062 S: Hatırlamak, remember  
2063 T: Hıhı.  
2064 Kazım: Didn't remember  
2065 T: Didn't remember, very good.

- 2066 Kazım: Bring ne demek?  
2067 T: Getirmek  
2068 Kazım: To bring  
2069 T: Yes,yes.  
2070 Kazım: Mary didn't remember to (x) this morning  
2071 T: To (2) to  
2072 Ss: bring  
2073 Kazım: Morning  
2074 T: This morning. Zamanı hep en sona. Yada en  
2075 S: Hocam şunu bir daha anlatır mısınız?  
2076 T: Repeat again, Kazım.  
2077 S: Repeat.  
2078 Kazım: Mary didn't remember to (x)  
2079 S: Bring  
2080 Kazım: Bring  
2081 S: His book this morning.  
2082 Kazım: This book this morning.  
2083 S: His book, his  
2084 Kazım: His book this morning.  
2085 T: Good. Yes. All right, the last one? Yes.  
2086 S: Yapmaya çalışacağım.  
2087 T: Try.  
2088 S: I am do (x) yok I am trying to  
2089 T: Hıhı  
2090 S: hmm my (x) do my  
2091 T: Hi  
2092 S: Do my right now.  
2093 T: Do my homework  
2094 S: Right now.  
2095 S: "do" nereye gitti?  
2096 Ali: do dedi ya to do  
2097 S:  
2098 Ali: To do my homework.  
2099 S: Haaa.  
2100 T: Right now.  
2101 S: İçin  
2102 T: İh!  
2103 Ali: İki fiilin arasına giriyor.  
2104 T: İki fiilin arasına giriyor. Orada anlam olarak bir vazifesi yok. Sadece iki  
2105 fiilin arasına geliyor. He doesn't like to exercise. Egzersiz yapmayı sevmez.  
2106 She needs to get in shape. Forma girmeye ihtiyacı var.  
2107 He'll begin to exercise. Egzersiz yapmaya başlayacak.  
2108 Futbol oynamak istiyorum, dondurmayı severim, keki severim.  
2109 S: Anladım.  
2110 T: All right. That's enough for this lesson. You may close your books. Don't  
2111 forget next week you're going to give me the papers.  
2112 Ss: Aaa. Remember?

END OF THE LESSON

RAW DATA INDEX  
SECOND LESSON RECORD ANALYSIS- LOW-INTERMEDIATE CLASS  
**Teacher:** Teacher A  
**Subject:** Must (probability), Infinitives  
**Course Book:** Non-Intensive American Language Course Volume 4  
**Time:** 10:10 -11:00

06.01.2012

- 2113 T: Buyurun, buyurun.....Birinci sınıflarda da 'must' ı işliyoruz. Aynı yerdeyiz  
2114 yani.  
2115 S: Must?  
2116 Another student: 'must' işte yaa. Zorunluluk.  
2117 S: \*  
2118 T: Ama orada 'probability' yani?  
2119 S: Yani?  
2120 T: Muhtemeliyat. 'must' bildiğiniz gibi '-meli, -malı'. Kullanıldığı yerler bayağı  
2121 bir kalabalık. Ben hepsini yazayım. Türkçe mi yazayım?  
2122 S: Türkçe (.) İngilizce  
2123 T: Ben İngilizce yazayım, Türkçe söyleyeyim, siz Türkçe yazın. Sonra  
2124 İngilizce siz onu zaten çevirirsiniz. 'must' ın biliyorsunuz en çok kullanıldığı  
2125 yer zorunluluk.  
2126 S: '-meli, -malı'.  
2127 Another student: Obligation.  
2128 T: Obligation. İkinci kullanıldığı yer yasaklama yani  
2129 S: You mustn't //  
2130 T: Prohibition. Üçüncü kullanıldığı yer ki burada ondan bahsediyor; 'probability'  
2131 yani? (3) olasılık. Pro(.)ba(.)bi(.)lity ((writes on the board)) Dördüncü kullanıldığı  
2132 yer var mı? Var. Strong advice yani güçlü tavsiye. Bir arkadaşınız en belirgin  
2133 örnek hasta ona ne diyorsunuz? You must see a doctor.  
2134 ... Anlamalarını bir daha söyleyeyim: Obligation, Prohibition  
2135 S: Yasak  
2136 T: Yasaklama. Yasaklama ne ile olur tabi ki? Olumsuz hali ile yani 'mustn't'.  
2137 'probability' ihtimal belirtir. % 90 ihtimal. Mesela 'can' % 60 belirtirse, 'must' %90  
2138 bir ihtimal belirtir. 'Strong advice' güçlü tavsiye. Örnek verelim mesela  
2139 'obligation' You must  
2140 S: To work  
2141 T: You must study to pass the exam=  
2142 S: = exam  
2143 T: Ya da (.) You must salute the Seniors. Üstlerini selamlamalısın. Zorunluluk  
2144 mu? Evet. Yasaklamak: You mustn't  
2145 S: smoking in the class  
2146 Another student: smoked in the class.  
2147 T: Bir daha  
2148 S: smoke (.) in the class.  
2149 T: Bakın 'modal'lar dan sonra gelen bütün fiiller sadedir. Yani öyle you mustn't  
2150 smoking, you mustn't smoked gibi şeyler yok.  
2151 SA: You musn't smoking yanlış mı oluyor?  
2152 T: Ya bu da klasiktir. Başka bir şey yazalım. You mustn't run the red light.  
2153 S: Kırmızı ışıkta //  
2154 T: Kırmızı ışıkta geçmemelisin. .... 'mustn't' ın arkadaşlar probability ihtimal  
2155 belirtir. Mesela I saw (3) kimi görmüş olsun? Katie at the hospital. She looked  
2156 pale. She must be //  
2157 S: ill.  
2158 T: ill. Hastanede görmüş, solgun görünüyor, kesin hasta diyor. Yani she must  
2159 be ill. Daha sonra tavsiyede kullanılıyor dedik. Başka ne olabilir?

- 2160 S: Yağmur yağıyor. It is raining =  
2161 Another student: = It is raining. You must use (3)  
2162 T: your umbrella.  
2163 S: Yes.  
2164 T: Another?  
2165 S: You must use a medicine.  
2166 T: You must use ya da take. 'Medicine' biliyorsunuz 'use' ile değil de 'take' ile.  
2167 You must take your medicine. 'Medicine' çoğulu yok. 'medicine' hep 'medicine'.  
2168 You must take your medicine to recover. Bu arkadaşını ölmek üzere başucunda  
2169 böyle ilaçlarını alsan iyi olur yavrum falan diye öyle konuşuyor. .... Hı şeye mi  
2170 geldik? Bakıyoruz. Please, please. ((points to the board)) Hepsini yazmana  
2171 gerek yok. Sadece probability i yaz. It is cloudy today. It must rain. Clouds are  
2172 dark. Bulutlar koyu renkte. Şimşek çakıyor. Nem oranı yüzde doksan.  
2173 S: It must rain.  
2174 T: Yes please repeat them.  
2175 Ss: Afford.  
2176 T: Afford.  
2177 Ss: Afford.  
2178 T: Blow out.  
2179 Ss: Blow out.  
2180 T: Blew out.  
2181 Ss: Blew out.  
2182 T: Blown out.  
2183 Ss: Blown out.  
2184 T: Come over.  
2185 Ss: Come over.  
2186 T: Came over.  
2187 Ss: Came over.  
2188 T: Come over.  
2189 Ss: Come over.  
2190 T: Drop by.  
2191 Ss: Drop by.  
2192 T: Drop by.  
2193 Ss: Drop by.  
2194 S: come over sonu aynı mı?  
2195 T: Aynı. Present perfect ile kullanıldığı için. Have, has gelir onun başına,  
2196 anlarsın onun perfect olduğunu. Yes. Went over.  
2197 Ss: went over.  
2198 T: Gone over.  
2199 Ss: Gone over.  
2200 T: Look forward to.  
2201 Ss: Look forward to.  
2202 T: Must.  
2203 Ss: Must.  
2204 T: Sing.  
2205 Ss: Sing.  
2206 T: Sang.  
2207 Ss: Sang.  
2208 T: Sung.  
2209 Ss: Sung.  
2210 T: Turn down.  
2211 Ss: turn down.  
2212 T: Reject.  
2213 Ss: Reject.  
2214 T: Turn up.

- 2215 Ss: Turn up.  
2216 T: Turn up.  
2217 Ss: Turn up.  
2218 T: Wrap.  
2219 Ss: Wrap.  
2220 T: Wrap.  
2221 Ss: Wrap.  
2222 T: \*  
2223 Ss: \*  
2224 T: Comfortable.  
2225 Ss: Comfortable.  
2226 T: Comfortably.  
2227 Ss: Comfortably.  
2228 T: Poor.  
2229 Ss: Poor.  
2230 T: Pretty.  
2231 Ss: Pretty.  
2232 T: Proud.  
2233 Ss: Proud.  
2234 T: Proudly.  
2235 Ss: Proudly.  
2236 T: Rich  
2237 Ss: Rich  
2238 T: Soft  
2239 Ss: Soft  
2240 T: Softly  
2241 Ss: Softly  
2242 T: Uncomfortable.  
2243 Ss: Uncomfortable.  
2244 T: Uncomfortably.  
2245 Ss: Uncomfortably.  
2246 T: Birth.  
2247 Ss: Birth.  
2248 T: Birthday.  
2249 Ss: Birthday.  
2250 T: Candle.  
2251 Ss: Candle.  
2252 T: Gift.  
2253 Ss: Gift.  
2254 T: Present.  
2255 Ss: Present.  
2256 T: Song.  
2257 Ss: Song.  
2258 T: Turn.  
2259 Ss: Turn  
2260 T: Take turns.  
2261 Ss: Take turns.  
2262 T: From now on.  
2263 Ss: From now on.  
2264 T: Afford neydi?  
2265 Ss: Karşılama  
2266 T: Karşılatabilmek. Mesela çocuklar her şeyi istiyor. Ne diyorsun? İşte ona  
2267 paramız yetmiyor diyorsun. Hani sürekli her şeyi istemesin, şımarasın diye. Ne  
2268 diyorsun? We can not afford it.  
2269 S: Karşılatabamayız.

- 2270 S: \*
- 2271 T: Diyoruz. Sorry baby, we can not afford it. Ok Dad!
- 2272 Ss: Eh-heh.
- 2273 T: Afford to infinitive fiillerden biridir. 'Afford' dan sonra gelen. I can't afford to
- 2274 pay my bills. Yani faturalarımı ödemeyi karşılayamıyorum, ödeyemiyorum.
- 2275 'Afford' dan sonra gelen başka bir fiil olursa to infinitive olarak geliyor. Blow out?
- 2276 S1: Havaya uçurmak
- 2277 T: Burada tabii şey olduğu için doğum günü pastası olduğu için
- 2278 S: Üfleyerek söndürmek.
- 2279 T: Üflemek
- 2280 S1: Normalde havaya uçurmak
- 2281 T: Havaya uçurmak, patlatmak. Come over?
- 2282 Ss: Uğramak
- 2283 T: Uğramak. Come over to me.
- 2284 S: Bana uğra.
- 2285 T: Bana uğra. Ara beni diyor yani. Drop by?
- 2286 S: Ziyaret etmek
- 2287 T: Ne diyoruz ona? Çat kapı //
- 2288 S: Geçerken uğramak.
- 2289 Another S: Telefonla aramak
- 2290 S: Geçerken uğramak.
- 2291 T: Hah. Çat kapı birine uğramak. Yani uğramakla çat kapı çelişti ama.
- 2292 S: Ayak üstü.
- 2293 T: Go over
- 2294 S: Gözden (.) gözden geçirmek.
- 2295 T: Talk over, think over, 'over' lı bazı fiiller tekrar demek. 'Re' anlamına gelir.
- 2296 Tekrar gözden geçirmek. Bir tane daha vardı.
- 2297 S: O neydi?
- 2298 S: Be over.
- 2299 T: Bitmek demek. Go over tekrar gözden geçirmek.
- 2300 S: \*
- 2301 T: Reconsider gibi kelime var. Look forward to=
- 2302 S: = Dört gözle beklemek
- 2303 T: Buradaki 'to' 'infinitive'in 'to' su olmadığı için bundan sonra gelen kelime de fiil
- 2304 de '-ing' takısı alır. Mesela I am looking genelde böyledir forward to dört gözle
- 2305 beklemek, neyi dört gözle bekliyorsun? Şu olayı: I am looking forward to
- 2306 graduating.
- 2307 S: Graduate nedir?
- 2308 T: Mezun olmayı dört gözle bekliyorum. Bu 'to' nun ((points 'look forward to'
- 2309 on the board)) şu 'to' ile bir alakası yok ((points to "infinitive" 'to' )) Bu '-e, -a'
- 2310 anlamındaki 'to'; mezun olmayı dört gözle bekliyorum. Dört nerede burada? Yok.
- 2311 'Looking forward to' bundan sonra '-ing' li bir fiil koymayı unutmayınız. ....
- 2312 'Must' dedik mustard diye bir kelime var.
- 2313 S: Must
- 2314 T: Hardal. Şu telaffuzu Türkçe'den İngilizce'ye geçerken zorlanılan fiillerden bu:
- 2315 Sing, sang, sung.
- 2316 S: Şarkı anlamı var.
- 2317 T: Öyle ama bizimkiler şöyle okuyor: Sing [sɪŋ], sang [sɑŋ], Sung [sʊŋ].
- 2318 Yanlış.
- 2319 Sing [sɪŋ], sang [sɑŋ], Sung [sʊŋ]. Mesela buna benzer ne var? 'ring', 'rang',
- 2320 'rung' var.
- 2321 S: pat, pat patter
- 2322 T: pat, pat patter mı? O birinci sınıfta başlıyor, ikinci sınıfta devam ediyor: Put
- 2323 [pʊt], Put [pʊt], Put [pʊt]
- 2324 S: cut, cut, cut



- 2325 T: Bir yanışı da düzeltelim lütfen. O cut, cut, cut doğrudur. 'Turn down'?
- 2326 S: Kısmak
- 2327 S: Aşağı indirmek
- 2328 T: Hıı. 'Turn down' iki tane anlamı var: Mesela bunu radyo ile alakalı yerde
- 2329 görürseniz //
- 2330 S: Kısmak
- 2331 T: Ha sesle alakalı bir şeyde görürseniz, o sesini kısmak.
- 2332 S: Ve reddetmek.
- 2333 T: Ha. İkinci anlamı da phrasal olarak 'reject', yani reddetmek. She turned down
- 2334 S: My offer
- 2335 T: Evet arkadaşlar şu 'down'((shows the board))'town' değil. She turned down
- 2336 the //
- 2337 S: My offer.
- 2338 T: Job (.) ne diyelim?
- 2339 S: offer
- 2340 T: offer mı diyelim? Hadi öyle olsun. İş teklifini ne yapmış? Reddetmiş. Sanırsam
- 2341 buradaki anlamı sesi kısıp açmak.
- 2342 S: Evet.
- 2343 T: Could you (.) turn down (.) the volume (.) please? Sesi biraz kısabilir misin
- 2344 lütfen? Soru işareti, rica, ünlem. Turn up tam tersi sesi açmak, ya da bir şeyi
- 2345 arttırmak. Termostatı mesela yükseltebilirsin? Elektrikli, elektronik aletlerde daha
- 2346 çok kullanılır.
- 2347 S: Wrap?
- 2348 T: Wrap?
- 2349 S: paketlemek.
- 2350 T: sarmak demek, paketlemek. Wrap. Broke?
- 2351 S: fakir
- 2352 S: Züğürt
- 2353 Şener: I am broke.
- 2354 T: Züğürt demek. Broke Şener. Broker ne oluyor? Züğürtçü mü?
- 2355 S: Züğürtçü olur mu?
- 2356 T: Züğürt mü arıyor? Mesela bakkalcı vardı eskiden. Bakkal alan, bakkal satan,
- 2357 bu işten menfaat sağlayan kişi. Geçimi bunun üzerine kurulmuş. Comfortable?
- 2358 S: Komforlu
- 2359 S: Komforlu
- 2360 T: O da güzeldi, komforlu.
- 2361 S: Rahat.
- 2362 T: Rahat. Comfortably? Rahat bir şekilde. Sıfatların sonuna '-ly' eklerseniz (3)
- 2363 S: Zarf oluyor.
- 2364 T: Zarf oluyor evet. Poor? Gariban. 'poor' un zayıf anlamı da var. Zayıf, bir
- 2365 yönden zayıf. Mesela şu tahtanın ahşabı biraz yamulmuş, it is poor to use here.
- 2366 Burada kullanmak için zayıf kalmış. Pretty?
- 2367 S: Sevimli
- 2368 T: iki anlamı var. Bir sıfat olarak sevimli, şirin demek.İkincisi de 'quite' anlamında
- 2369 'quite'.
- 2370 S: Sessiz.
- 2371 T: Hayır 'quite'. 'Quiet' değil. Oldukçe 'very'. 'quite' pretty. He is pretty happy
- 2372 here. O burada oldukça mutlu. Pride?
- 2373 S: Gururlu.
- 2374 T: Pridely?
- 2375 S: Gururlu bir şekilde.
- 2376 T: Rich?
- 2377 S: Zengin
- 2378 S: Richie rich vardı.
- 2379 T: Richie rich rahmetli. Soft?

- 2380 S: Yumuşak değil mi?  
2381 T: Hard (3) soft. Softly?  
2382 S: Yumuşakça=  
2383 T: = Yumuşakçana  
2384 S: burada sessiz anlamıyla kullanılmış.  
2385 T: Evet. Biraz sessiz konuş°. ..... Uncomfortable?  
2386 S: Rahatsız  
2387 T: Konforsuz bir şekil. Konforsuz.  
2388 S: Rahatsız.  
2389 T: Rahatsız°. Mesela adama soruyorsun. Are you uncomfortable? Rahatsız  
2390 mısın? Diyorsun adama. Adam diyor: No, I am not uncomfortable.  
2391 Thank you, I am comfortable. Diyor. Rahatsız mısın arkadaşım?  
2392 S: Chicken translation.  
2393 T: birth  
2394 S: Doğum.  
2395 T: Doğum. Day?  
2396 S: Doğum günü.  
2397 T: Günü. Candle?  
2398 S: Mum  
2399 T: Kandil. Kandil dağı. Arapçadan geçmiştir.  
2400 S: Farsça  
2401 T: Evet. Farsça olabilir.  
2402 S: Hediye.  
2403 T: Gift?  
2404 S: Hediye.  
2405 T: Hediye. Tanrı vergisi anlamı da vardır. Mesela birinin yeteneği vardır. He has  
2406 a gift.  
2407 S: Allah vergisi denir ya.  
2408 T: Hah. Ne diyoruz ona? It is a gift from God. Present? Present' in da bir sürü  
2409 anlamı var. Yine buradaki anlamı gift ile aynı. Present ['prezənt], gift. Present  
2410 [pri'zent] dersiniz sunmak, sunuş demek. Present ['prezənt] dersiniz yine  
2411 mevcut anlamı var, diyoruz ya hazır.  
2412 ..... . Song?  
2413 S: Şarkı.  
2414 T: Şarkı. Turn?  
2415 S: Sıra.  
2416 T: Sıra. Mesela sıra ile bir iş yapıyorsunuz  
2417 S: Sıra vermek  
2418 T: It is his turn. Onun sırası. Sigara dönme, şarap dönme take turns aşağıda ki.  
2419 Sırayla. .... . From now on?  
2420 S: Şu andan itibaren  
2421 T: Şu andan itibaren.  
2422 S: Hocam bende bir şey sorabilir miyim?  
2423 T: Bana bir şey sorsana.  
2424 S: Guess  
2425 T: I guess, Probably, I guess, it is possible that.  
2426 S: \*  
2427 T: Galiba, acaba, I wonder if aklıma geldi de. I guess; acaba şey galiba.  
2428 S: Hocam az kaldı.  
2429 T: Yapma canım. Benim biyolojik saatim hiç öyle demedi. Tahmini 18 dakikamız  
2430 var. Hemen şunu okuyalım. Bakıyoruz, bakıyoruz. Okuyacağız, arkadaki  
2431 soruları cevaplayacağız. Bir paragrafı bir arkadaş, diğer paragrafı diğer arkadaş.  
2432 Hemen gönüllü olarak sizi seçtik tabii ki. Evet. Gönüllü oldu arkadaşlar o yüzden.  
2433 S: ((looks around))  
2434 T: Devam et, devam et. Dinler onlar.

- 2435 S: My father, my youngest brother, and my son [sun]  
2436 T: [sun] deđil o son [sλn]  
2437 S: My son [sλn] were born in the month of May. Some of (x) bu us [us] diye mi //  
2438 T: us [λs]  
2439 S: some of us [λs] buy present for my father some for my brother and some for  
2440 my (.) son.  
2441 T: Yes.  
2442 S: We can't afford to buy presents so [su] we each//  
2443 T: So [səu]  
2444 S: Iıı (x) so [səu] we each buy one instead [instid]  
2445 T: instead [insted]  
2446 S: instead [insted] my wife likes to wrap the gifts in the pretty paper.  
2447 T: Yes. We usually  
2448 S: We usually have just one big cake and put [pat](3)  
2449 T: Neymiş?  
2450 S: (3)  
2451 T: Az önce söyledik?  
2452 S: candle  
2453 T: and  
2454 S: put [pʊt] and put [pʊt] candles on it only for my son. My son [sun] likes to  
2455 blow them out. Before he blows out the candles, we sing Happy Birthday to the  
2456 birthday boys. Next, we eat some cake. That then, they take turns opening the  
2457 presents. My son is always the first one to open his, because he has looked  
2458 [lukid] forward to //  
2459 T: looked [luket] forward to  
2460 S: looked [luket] forward to getting new (x) new toys for a long time. My brother  
2461 Paul[pau] (.) my brother Paul [pau] is next;then my father. Sonunu okuyayım  
2462 mı? You have probably sung [sung]  
2463 T: sung [sλŋg]  
2464 S: sung [sλŋg] song (('the' article was not read)) before here [her]  
2465 T: here [hɪə]  
2466 S: here [hɪə] it is for you to sing at your next birthday party:  
2467 T: Happy birthday to you! Mumlar ışı ışı, pastası da pek güzel. Nasıl?  
2468 S: Bunu kim yaptı biliyor musunuz? Happy birthday  
2469 T: Yoo.  
2470 S: 12 yaşında iki tane kız kardeş yazmış. Daha sonra söylenmiş, üzerine para  
2471 kazanmışlar.  
2472 T: Telif hakkı mı şey yapmışlar?  
2473 S: Evet.  
2474 T: Enteresan, ilginç. Desene yıllardır korsan doğum günü kutluyorduk. .... Yes,  
2475 who was born in (('the month of' is written on the text but not read by the  
2476 teacher)) May? .....
- 2477 S: My father, my younger brother, and my son was born in the month of May.  
2478 T: Onun yerine his father, his youngest brother falan desek daha güzel olmaz  
2479 mı? Yada her bakıyoruz 'she' mi o?  
2480 S: Bilmiyorum ki hocam. Paul diyor. Paul diyor.  
2481 T: O zaman 'he' mi oluyor?  
2482 S: 'He' oluyor.  
2483 T: He. His brother, his father şeklinde devam ediyoruz. Yes. Number two?  
2484 S: What happened in the same city? Their birth placed in the same city.  
2485 T: Their birth took place.  
2486 S: Took place.  
2487 T: yer aldı. Took place 'i karşılayacak başka bir kelime var mı?  
2488 S: Neye karşı?  
2489 T: Take place' i mesela karşılayacak başka bir şey var mı? (3) Yer almak,

- 2490 meydana gelmek, olmak.  
2491 S: Here! Here.  
2492 T: Happen.  
2493 S: What happen//  
2494 T: Olmak  
2495 S: Ne oldu?  
2496 T: Yani bu anlamda olur.  
2497 S: They birth in the same city olmaz mı?  
2498 T: They birth ((with rising intonation))  
2499 S: Their birth took place ya bir fiil kullanman lazım. Fiil yok orada mesela. They  
2500 were born in the same city.  
2501 S: Their birth desek direk  
2502 T: Onların doğumları dedin (.) aynı şehirde  
2503 S: Aynı şehirde doğdular  
2504 T: İşte doğdum nasıl diyorsun? I was born. Doğdular: They were born in the  
2505 same city. Aynı şehirde. Thank you. Three?  
2506 S: What kind [kind] of party do they have //  
2507 T: What [kind] of değil, what kind [kaınd] of party  
2508 S: What kind [kaınd] ?  
2509 T: What kind [kaınd] of party  
2510 S: do they have every year? Birthday party.  
2511 T: They have a birthday party.  
2512 S: Every year.  
2513 T: Every year. Four?  
2514 S: What does the family decide in April? The family decide//  
2515 T: The family ((with rising intonation))  
2516 S: The family decided  
2517 T: decide  
2518 S: decide who will buy a present for which person.  
2519 T: Yes. Who will buy and for whom. Kim kimin için hediye alacaklarına karar  
2520 veriyorlarmış. Sürpriz oluyor sonra bir de. Sürpriz! Five?  
2521 S: Do you think it is cheaper to buy presents in this way? We can't afford to buy  
2522 three presents, so we each buy (x)  
2523 T: Soruda mesela 'Do you think' demiş. Sizce demiş. Sen fikrini belirteceksin.  
2524 Soruda mesela ne diyor? Do you think it is cheaper to buy presents in this way?  
2525 Another S: I think (.)  
2526 T: It is  
2527 S: It is (3)  
2528 T: Bu bir 'yes/no' sorusu olduğu için direk cevap veriyorsun. I think  
2529 S: I don't  
2530 T: No, I don't think  
2531 S: I don't think cheaper to buy presents this way.  
2532 T: Yes.  
2533 S: Niye var başında?  
2534 T: Niye diye sorsaydı 'why do you think it is cheap?' Sonra başka türlü cevap  
2535 verebilirdin.=  
2536 S2:= What does the writer's wife do? My wife likes to wrap presents in this way.  
2537 T: Bu da bir cevap. My wife mı?  
2538 S3: evet.  
2539 S2: Yoo.  
2540 T: My wife  
2541 Another S: She wife  
2542 T: sen mi yazdın bunu?  
2543 Another S: She wife  
2544 S2: Haa.

- 2545 S4: Her wife  
2546 S2: Her wife  
2547 T: Her wife bir de üstüne üstlük. Hollanda yani.  
2548 Ss: Eh-heh.  
2549 T: His wife olsa olmaz mı?  
2550 S2: İyi olur.  
2551 T: Tamam. His wife  
2552 S2: His wife likes to wrap presents in this way  
2553 T: His wife likes to wrap presents. Sarmayı seviyormuş yani.  
2554 S2: Hıı.  
2555 S: What does his son[son] like to do?  
2556 T: son [sʌn]  
2557 S: son [sʌn]  
2558 T: His son [sʌn] likes to blow candles. .... What does his son like to do?  
2559 S: His son liked to do blow candles.  
2560 T: His son likes to  
2561 S: blow.  
2562 T: Candles. İşte bu 'do' yu orada söylemiyoruz. 'Do' genel bir fiil olduğu için  
2563 soruda kullanmamız gerekiyor. His son likes to blow candles. Orçun? Please.  
2564 S: What do they sing? They sing Happy Birthday to birthday boys.  
2565 T: They sing the birthday song. Doğum günü şarkısı söylerler. .... I  
2566 S: Ben mi yapayım?  
2567 T: Shh!  
2568 S: \*  
2569 T: \*  
2570 S: What do the birthday boys open?  
2571 Another S: Gift.  
2572 S: Gift  
2573 T: Yes.  
2574 S: (x)  
2575 T: Az önce söyledik aslında.  
2576 Another S: Burada yazıyor.  
2577 S: He has looked forward to getting new toys have a long time. For a long time.  
2578 T: Burada öyle mi yazıyor?  
2579 S: Evet.  
2580 Another S: Why var.  
2581 T: 'Why' varsa 'because' u ararız diyorsunuz. He has looked forward to getting  
2582 new toys have a long time. Haa. Sabırsızlanıyor evet.  
2583 S: Çünkü burada diyor ki//  
2584 T: Aynen çeviri çeviri gidiyor. 188'i yapıyoruz.  
2585 S: Bakalım.  
2586 T: We are on page 188. We have nine questions and we have a lot of reasons to  
2587 be quiet I guess.  
2588 S: Ben mi?  
2589 T: No. Your friend. Beyler buradaki soruları biliyorsunuz. Nerede çıkıyor?  
2590 Ss: Sınavda  
2591 T: Sınavda. Turn down diyor. Reduce. Kocaman kocaman yazmıyoruz.  
2592 S: Yazmıyorum ki hocam.  
2593 T: Orada bir inşaat yaptın. ....  
2594 I will drop by after work today. Visit you.  
2595 T: Yani?  
2596 S: Ziyaret edeceğim.  
2597 T: I will visit you. Yes, thank you three? Mesela orada 'ring' yazsaydı ne  
2598 olacaktı? I'll ring you.  
2599 S: Call

- 2600 T: Evet o anlama geliyor.  
2601 S: \*  
2602 T: Visit me? Yes.  
2603 S:\* He is rich [riŋ] now.  
2604 T: He is rich [ rɪtʃ] now.  
2605 S: He is rich [ rɪtʃ] now.  
2606 T: Yes. He has a lot of money.  
2607 T: I can afford a new car now. Adamın yeni araba fobisi olabilir mi?  
2608 S: Yoo.  
2609 T: Ya da parası olmayabilir mi?  
2610 Another S: Olabilir.  
2611 T: I don't have enough money. Belki adamın yeni araba fobisi vardır. Yeni arabaya binemiyordur.  
2612 arabaya binemiyordur.  
2613 S: Vururum falan diye.  
2614 T: Tabii  
2615 S: Hadi Barış  
2616 Barış: Yapıyorum. Could you blow out the candles? Mumları söndürebilir misin?  
2617 Diye sormuş.  
2618 T: Gibi  
2619 Another S: Because  
2620 S: Bir dakika durur musun?  
2621 S: Bence şey bu make them stop burning [borning].  
2622 T: Make them stop BURNING [bɜrning]. Hemen hemen eşanlamlı bir kelime  
2623 daha var. Şeyde görmüştük (x) yangın muhabbetinde  
2624 S: Light  
2625 S: O ateşti.  
2626 S: Burn  
2627 T: put out.  
2628 S: Cümleyi anlıyorum da  
2629 T: Yes?  
2630 S: Because he was (x) he couldn't buy new clothes.  
2631 T: Because he was ? ((rising intonation))  
2632 S: Because he (3)  
2633 T: Oku, oku.  
2634 S: Okudum hocam  
2635 T: sesli oku, ben de duyayım.  
2636 S: Because he was poor [pɔr], he couldn't buy new (3)  
2637 S: Poor [pɔr] diyor.  
2638 T: He couldn't buy new shoes diyor.  
2639 S: He didn't have any money.  
2640 T: Demek ki poor, broke, can't afford bunlar hep alakalı şeyler. Şurada bir  
2641 kompozisyon yazsak her şey var. Param yoktu, yeni bir ayakkabı alamadım.  
2642 S: Devam ediyor muyuz?  
2643 T: Yes, please.  
2644 S3: Could you lend me some money? Sorry I am not (x) I don't have any money.  
2645 T: Yani.  
2646 S3: Ben züğürtüm diyor.  
2647 T: Poor, peniless var buna benzer?  
2648 S3: Efendim?  
2649 T: Peniless. Bildiğiniz 'penny' var ya.  
2650 S: Dolar  
2651 T: Evet. Peniless. Broke ile aynı anlamda. Peniless. Throwing bullets to the  
2652 penny. Yani meteliğe kurşun sıkıyor.  
2653 S: Betty was promoted to a lieutenant. Her commanding officer spoke proudly of  
2654 her. He feels good about her.

- 2655 T: He feels good about her. Yani Betty.  
2656 S: Hocam ne diyor orada?  
2657 T: Ne diyor? Betty hakkında iyi mi düşünüyor?  
2658 Another S: İyi düşünüyor.  
2659 S: Proudly ile aynı anlamda mı?  
2660 T: Yani. Betty hakkında iyi düşünceleri var yani.  
2661 S: Bell rings  
2662 S: Have a good day.

END OF THE LESSON

RAW DATA INDEX

SECOND LESSON RECORD ANALYSIS- LOW INTERMEDIATE CLASS

**Teacher:** Teacher B

**Subject:** Revision

**Course Book:** Non-Intensive American Language Course Volume 4

**Time:** 10:10 -11:00

23.02.2012

- 2664 T: Buyurun arkadaşlar. (15). Furkan daha tatil modundan çıkamamışsın  
2665 galiba. (10) Arkadaşlar tekrar soruyorum gramer konuları ile ilgili sormak  
2666 istediğiniz bir şey var mı? Kafanıza takılan herhangi bir soru işareti? (5)  
2667 Güzel. Bu homework alıştırmaları güzel duruyor. Hazırla. Açma diye  
2668 söylüyorum bak bu son ihtarım. (5). Evet arkadaşlar sessizliği sağlayalım.  
2669 Alıştırma yapacağız sadece. Ama uğultu içinde hiç verimli geçmiyor, lütfen.  
2670 Sesimiz çıkmadan 16. ünitenin alıştırmaları çok güzel. Güzel bir tekrar  
2671 olacak konulardan sonra. Please open your homework text page 77 (.) 77  
2672 exercise 1. Choose an adverb in the box to complete the sentences.  
2673 Gürkan: What do I need //  
2674 T: Gürkan bekleyelim herkes bir yapsın. Bitirsinler ondan sonra yapalım.  
2675 ((walking around the class)) Daha homework ün açık değil, hadi.  
2676 S: Yok hocam uyumuyorum.  
2677 S: Hocam yanlış yapmışlar  
2678 T: Nerede?  
2679 S: ((points to the question))  
2680 T: ((silently reads the question)) \* he didn't do well. Evet cevabı vermiş  
2681 orada. Yanlış. Evet dördüncü soruda bir problem var arkadaşlar. Onu  
2682 atlıyoruz. Yazmış zaten boşluk bırakması gereken yeri. (120) Have you  
2683 finished? Let's start the first one? Ali?  
2684 Ali: Ted went to High School in the (x) United [united] states he speak  
2685 English well.  
2686 T: He speaks English well. Ancak ne diyor? Ted went to High School in the  
2687 United [ju:'naıtıd] states. So, he speaks English well. Lisedeyken Amerika  
2688 Birleşik devletlerine gittiyse eğer  
2689 S: well  
2690 T: He speaks English well. Herhangi bir comparative yada superlative  
2691 formunu kullanmamıza gerek yok burada. Direk zarf halini getirdik. Second  
2692 one, Altan?  
2693 Altan: Alex and his friend [frınd] are good dentist but Alex dentist the (x)  
2694 S: Best  
2695 S: Worst  
2696 S: Better değil mi?

- 2697 S: Bad  
2698 T: Şimdi of all demiş hepsi içerisinde bakın. Alex and his friend [friend] are  
2699 good dentists  
2700 S: Hocam zaten the yı koymuş  
2701 T: Bak Alex is the best of all. (5) Number three (3) Ümit?  
2702 Ümit: Sgt. Brown plays well but Sgt. Green plays better than he does.  
2703 T: But Sgt. Green plays better than he does. (3) Mehmet?  
2704 Mehmet:  
2705 T: Five (x) Number five?  
2706 Mehmet: Students get (x) got up late on the //  
2707 T: No, the fifth one.  
2708 Mehmet: She didn't do terrible (x) terribly well  
2709 T: Ok. Eray? Number five.  
2710 Eray: My sister and my mum are drivers but I think my cousin is the (3) best  
2711 of all.  
2712 T: Yanılıyorsun arkadaşını. Evet Eray, bir daha oku. My sister and my mum  
2713 are bad drivers bad but I think my cousin is  
2714 Eray: worst  
2715 T: The worst. Yes. Superlative form of bad ? What is the superlative form of  
2716 bad? Badly the worst değil mi?  
2717 S: Evet.  
2718 T: I think my cousin is the worst of all.  
2719 S: Cousin?  
2720 T: Cousin kuzen. İlker the last one?  
2721 İlker: My friend doesn't sing well but I am sure I sing better than he does.  
2722 T: Yes. Good. I am sure I sing better than he does. Now look at exercise two.  
2723 First of all read the dialogue and then report what was said. Bakıyoruz daha  
2724 sonra ne söylendiğini report ediyoruz. Bir bekleyelim herkes bir yapsın.  
2725 Bitirsinler ondan sonra yapalım ((walking around the class)). Senin işin zor.  
2726 O kitabın hali ne öyle? Nasıl karalamışlar. Onu çok iyi temizleyip getirmen  
2727 lazım.  
2728 S: Son on ünite olduğu için  
2729 T: Muhtemelen. Şu alıştırmaları yapın artık.  
2730 S: Have to?  
2731 T: Have to yu olumlu kullanırken didn't have to yu olumsuzlarda. Don't have  
2732 to yada didn't have to nun bir derece past ı. Bakın arkadaşlar tahtaya  
2733 yazıyorum bunu da must not prohibition anlamında kullanıldığında must not  
2734 olarak kalıyor demiştik. Ancak obligation, zorunluluklarda don't have to ve  
2735 doesn't have to olduğu zaman bunu report ederken arkadaşlar didn't have to  
2736 olarak report ediyoruz. Dikkat edin bakın.  
2737 S: Biliyoruz hocam.  
2738 T: Karıştıranlar vardı açıklayım dedim. Bekleyelim biraz daha. İnsanların  
2739 çekmecelerini karıştırıp bulduklarınızla dalga geçmeyin. Has everyone  
2740 finished? Burak please start with you. The first one. Hepsini okuyalım bir.  
2741 Burak: I have to read it again.  
2742 T: Hıhı. What did the airmen say?  
2743 Burak: He said [seyd] he had to read it again.  
2744 T: He said [sed] he had to read it again. He said [sed] he had to read it  
2745 again.  
2746 Can please number two?  
2747 Can: Al told that she didn't have to go (x) go home.  
2748 T: Al told that he didn't have to go to the meeting. He didn't have to. Burak  
2749 number three?  
2750 Burak: What about the soldiers? They must not be late to the port.  
2751 T: Hıhı.



**2752** Burak: What did Mark say to him? Mark said [seyd] late to the port.  
**2753** T: Mark said that they? (2) musn't be late to the port. Look we don't change  
**2754** must not. It remains the same. Number four? Taykut?  
**2755** Taykut: I have to be there . When do I have to be there? You must be there  
**2756** as early as you can. What did Mr. Al say to his wife? Mr. Al said [seyd] (x)  
**2757** had to bir dakika Mr. Al //  
**2758** T: said to his wife  
**2759** Taykut: said to his wife you //  
**2760** T: She diyeceğiz.  
**2761** Taykut: Pardon. She had be there as early as you can.  
**2762** T: Good. She had to be there as early as she can. She had to be there as  
**2763** early as she can. She can mi? (3) Can i de değiştirmemiz gerekiyor mu?  
**2764** S: Could  
**2765** T: Could. She could. She had to be there as early as she could. Yiğit,  
**2766** number five?  
**2767** Yiğit: She said [seyd] she (x) his next tour [tor] of duty [dati] would be in  
**2768** Japan[dʒəpɪn].  
**2769** T: Hıhı. He said [sed] that his next tour [tʊər] of duty [du:ti] would be in  
**2770** Japan [dʒəpɪn]. Furkan number six?  
**2771** Furkan: Are you going to back to your country? Yes, I am going to next  
**2772** month. What did the major tell the captain? Major tell told the //  
**2773** T: Major told the Captain  
**2774** Furkan: You were //  
**2775** T: He diyeceğiz  
**2776** S: He was  
**2777** Furkan: He was going to next month.  
**2778** T: He was going to go next month. Ümit?  
**2779** Ümit: How do you think \* going? I have to get a new job. He said he had to  
**2780** get a new job.  
**2781** T: He said he had to get a new job. Good. Can you do it, please?  
**2782** S: What is Al doing these days? Al is going to write a book about his trip to  
**2783** Af (x) Africa. What did Sue tell Allen? Allen (x) is (x) was going to write a  
**2784** book about his trip to Africa.  
**2785** T: Hıhı. Sue told Allen he was going to write a book about his trip to Africa.  
**2786** Number nine? Yes, please. Read the dialogue first.  
**2787** S: Doesn't everyone know about the (x) . He mustn't forget to call [kel] the  
**2788** general. What did Sgt. Smith tell Sgt. Gordon? Sgt. Smith said that they  
**2789** mustn't forget to call [kel] the general.  
**2790** T: Hıhı. They mustn't forget to call [kɔ:l] the general's Office. Do not forget  
**2791** we don't change mustn't. Mahmut?  
**2792** Mahmut: What book are you studying? We will finish book 25 next week.  
**2793** What did Al say to Paul [pul]? Al said [seyd] (x) he said [seyd] that would  
**2794** finish book 25 next week.  
**2795** T: Good. He said [sed] that they would finish book 25 next week. Last one  
**2796** (2) Batuhan?  
**2797** Batuhan: Betty told Mike she didn't have more that five hours of sleep last  
**2798** night.  
**2799** T: Good. She didn't have more that five hours of sleep last night. Ok. Now  
**2800** please look at exercise C. Again there is a exercise about indirect speech.  
**2801** First of all look at the example; I will leave tomorrow morning. What did she  
**2802** say? She said that she would leave tomorrow morning. She would leave.  
**2803** Please do the other one. Please wait for your friends. ((walking around the  
**2804** class)). You don't have to take the test. Sınava girmek zorunda değilsin.  
**2805** S: He didn't have to.  
**2806** T: Yes. Gel. ((a student comes in)) Geçmiş olsun. .... Bir tane örnek

- 2807 yapıp bırakıyorsunuz. Yapın şunları. Topu topu beş tane zaten. Sen yokken  
2808 iki konu işledik. Onlara bakalım birlikte. Evet bakalım birlikte. Mehmet?  
2809 Mehmet: We will go at seven. What did Maggie say? //  
2810 T: Arkadaşlar dinleyin.  
2811 Mehmet: Maggie said she would go at seven.  
2812 T: Maggie said?  
2813 S: He would  
2814 S: She would  
2815 T: He would or ?  
2816 S: They  
2817 T: They would go at seven. They would go at seven. Number two? Hadi.  
2818 S: He said [seyd] they had to be there at the end of the month.  
2819 T: Hıhı. She said [sed] they had to be there at the end of the month.  
2820 Hüseyin?  
2821 Hüseyin: Kim said [seyd] that we don't have to take the test.  
2822 T: We don't have to ?  
2823 Hüseyin: Aa pardon. (4) I didn't have to take //  
2824 T: We don't have any problem with "we" ok. But we don't have or  
2825 S: Had to değil mi?  
2826 S: Had to  
2827 T: Eğer have to deseydi had to derdik ama don't have to demiş? (3) don't  
2828 have to yu nasıl yapıyorduk?  
2829 S: Didn't have to  
2830 T: Hıhı. Do'nun past hali nedir? Do'nun?  
2831 S: Didn't have to  
2832 T: Olumsuz olduğu için tabii. We didn't have to. We didn't have to.  
2833 S: We ?  
2834 T: Ne diyelim peki Emircan? "You don't have to" demiş.  
2835 S: Frank'e demiş ama.  
2836 T: Doğru. Frank'e demiş. You diyelim. Frank'e you don't have to take a test.  
2837 So, Kim said he didn't have to take a test. Evet. (4)  
2838 Altan: Yapayım mı hocam?  
2839 T: Altan Yap hadi dördü.  
2840 Altan: He said [seyd] he were going to //  
2841 T: Are you sure? He were?  
2842 Altan: He was mı diyeceğiz?  
2843 T: He was  
2844 S: Ben sana dedim.  
2845 Altan: Ya bırak. He was going to go swimming after class today.  
2846 T: He said [sed] he was going to go swimming after class. Evet. The last  
2847 one?  
2848 S: He said [seyd] that he had to clean the apartment next Saturday.  
2849 T: Yes. He said [seyd] that they had to clean the apartment next Saturday.  
2850 Please look at exercise five. Fill in the blanks with the words from the  
2851 box."bad, badly, worse, the worst". Choose the correct form to fill in the  
2852 blanks. (3 min.) Evet. Please do the first one.  
2853 Ümit: Yes, Sam //  
2854 T: Bir saniye. Arkadaşlar, benim doğru cevaba ihtiyacım yok. Arkadaşınız  
2855 benim için okumuyor. Dinleyin.  
2856 Ümit: Yes, Sam //  
2857 T: Ümit we are doing exercise five not four.  
2858 Ss: Eh-heh.  
2859 Ümit: Burayı geçtik mi hocam?  
2860 Ss: Eh-heh.  
2861 Ümit: I always lose at card games because I play so (4) badly.

- 2862 T: Badly. Good. I always lose at card games because I play so badly.  
2863 Number two? Altan?  
2864 Altan: Alex plays much better than  
2865 T: Alex plays much better than I. Number three? Yes, please?  
2866 S: Of all the people I know, Jane plays the best.  
2867 T: Of all the people I know, Jane plays the best.  
2868 S: The worst olmaz mı?  
2869 T: Maybe the worst doesn't matter. Both of them are correct. Eray, number  
2870 four?  
2871 Eray: Tom did very well on the test.  
2872 T: Tom did very well on the test or Tom did very badly on the test. Last one,  
2873 Burak?  
2874 Burak: He always wins because he plays so well.  
2875 T: Hıhı. He always wins because he plays so well. Ok. The last exercise. It's  
2876 about the new words you have learned. Choose the correct answer. A, b or  
2877 c. Bakın arkadaşlar güzel bir alıştırmaya dikkat ederek yapın lütfen. ((walks  
2878 around the class))  
2879 S: Attempt to ne demek?  
2880 T: Nerede geçiyor? ((looks at the exercise)) attempt to, try to. Attempt means  
2881 try to. What's round trip? Round trip nedir?  
2882 S: Hıhı. Gidiş dönüş. O zaman bir yolculuk, yolculuğun neyini sorabilir?  
2883 S: Ücret.  
2884 T: Hıhı. Bakalım.  
2885 S: Hocam diğer konu değil miydi?  
2886 T: Olabilir.  
2887 S: Ben yanlış yazdım.  
2888 T: board fiili bir önceki konuda da geçti çünkü. He sat on the sofa, he fell  
2889 asleep.  
2890 S: As soon as mi?  
2891 T: Hıhı. On and on continually, from now on şu andan itibaren. As soon as  
2892 yapar yapmaz değil mi? Sofa ya oturur oturmaz. From now on şu andan  
2893 itibaren.  
2894 S: On and on  
2895 T: Continually. Sürekli, durmadan. (2) Devamlı.  
2896 S: Kilometreyi soramaz mıyız?  
2897 T: Nasıl yani?  
2898 S: Gidiş kaç kilometre diye soramaz mıyız?  
2899 T: What's the round trip \_\_\_\_\_ to New York? ((silently reads the question))  
2900 Ama o zaman what ile soramayız ki.  
2901 S: Hıı. How  
2902 T: How many kilometers diye sorabilirsin. Bak yakalamış olayı Hüseyin.  
2903 Konuya hakim olmak önemli ama mantıken bir bakalım. Round-trip ne  
2904 demek?  
2905 S: Gidiş dönüş.  
2906 T: Yani yolla ilgili, yolculukla ilgili bir şey. Neyi sorabilir New York'a  
2907 neyini? Gidiş dönüş ?  
2908 S: Yolcuyu sorabilir mesela kaç kişi //  
2909 T: O zaman how many passengers diye sorar. Kilometer da aynı şey; many  
2910 kilometers diye sorar. Ama what's the price of the trip; yolun ücreti. What's  
2911 the round-trip fare to New York? Gidiş dönüş ücreti ne kadar? From now on  
2912 şu andan itibaren. As soon as yapar yapmaz. Sofa nedir sofa? Çekyate  
2913 diyelim. Çekyata oturur oturmaz uykuya daldı. He is very tired. Arkadaşlar  
2914 bitti herhalde. Çeneniz açıldığına göre.  
2915 S: Hocam buldum kitabımı.  
2916 T: Buldun mu kitabını?

- 2917 S: Atlanın kitabıymış.
- 2918 T: Altan senin kitabın nerede o zaman? Çok uzaklarda aramana gerek
- 2919 kalmadı bak. Tamam onun okuma kitabına bak. .... İlker. It's time to
- 2920 board the plane.
- 2921 Ss: Get on
- 2922 T: Get on. Second one? Mr. And Mrs. Brown canceled their plans to go to
- 2923 dinner next week. Mehmet?
- 2924 Mehmet: They're not going to dinner next week.
- 2925 T: They're not going to dinner next week. Number three, Seçkin? Bill puts
- 2926 aside some money each week.
- 2927 Seçkin: Save.
- 2928 T: Save. That's right. Eyüp, the doctor attempted to treat [tri:t] the man.
- 2929 Eyüp: Number four?
- 2930 T: Sorry. They served coffee and cookies at the meeting.
- 2931 S: Refreshment.[refreʃmənt]
- 2932 T: Refreshment. [rɪ'freʃmənt]
- 2933 S: Refreshment. [rɪ'freʃmənt]
- 2934 T: Eray, number five? The doctor attempted to treat [tret] the man.
- 2935 Eray: tried [tɪəd]
- 2936 T: Tired?
- 2937 Eray: Tried [tɪəd]
- 2938 T: Are you tired? Tired?
- 2939 Eray: Hocam
- 2940 T: tried [traɪd]not tired [taɪəd]. Tired yorgun demek. Tried [traɪd]
- 2941 Eray: Tried [traɪd]. Evet.
- 2942 T: Burak?
- 2943 Burak: We are travelling //
- 2944 T: The vending machine
- 2945 Burak: The vending machine was turned [turnɪd] off. No one could buy
- 2946 anything.
- 2947 T: Hıhı. Off. That's right. Arkadaşlar ben burada cevaplayan arkadaşlarla
- 2948 yapıyorum sadece kimsenin dinlediği yok. (3) Mehmet? Seven. Number
- 2949 seven?
- 2950 Mehmet: (x) We're travelling to Europe and Asia [eɪsya] this fall [full].
- 2951 We're going abroad.
- 2952 T: Abroad. We're travelling to Europe and Asia [eɪzə] this fall. We're going
- 2953 abroad. Yiğit?
- 2954 Yiğit: Bill found fifty dollars yesterday. He was very lucky.
- 2955 T: He was very lucky. Can?
- 2956 Can: Please finish this in three o'clock.
- 2957 T: In three o'clock? Saatlerden önce in mi kullanıyoruz?
- 2958 S: Ama burada yok.
- 2959 T: Normalde saatlerden önce ne kullanırız? Şu an şıklara bakma normalde?
- 2960 Can: At.
- 2961 T: At kullanırız. Ama burada in olmaz, on olmaz, onun yerine gördüğünüz bir
- 2962 şey vardı by
- 2963 Can: By.
- 2964 T: Değil mi? Bunun örneği kitapta vardı değil mi? Ne diyordu örnekte? She
- 2965 will be at home by three o'clock. Until anlamını veriyor bak. Lütfen saat üçe
- 2966 kadar bitir. (4) Mehmet Ali?
- 2967 Mehmet Ali: \*
- 2968 T: Have you ever travelled to a ?
- 2969 Mehmet Ali: Foreign [fɔ:reɪn]
- 2970 T: Foreign [fɔ:reɪn] country?
- 2971 Mehmet Ali: Foreign [fɔ:reɪn] country?

- 2972 T: Hıhı.  
 2973 S: On biri yapayım mı hocam?  
 2974 T: Please.  
 2975 S: The flight was very smooth [smoth]. There were[ver] no problems.  
 2976 T: Yes. The flight was very smooth [smu:ð]. There were[w3:r] no problems.  
 2977 Mehmet?  
 2978 Mehmet: What's the round trip fare to New York?  
 2979 T: Hıhı. What's the round trip fare to New York? Herkes bunu fare yaptı mı?  
 2980 Ss: Evet.  
 2981 T: Gidiş dönüş bakın. Tek yön neydi?  
 2982 Ss: (x) One way.  
 2983 T: Hıhı.  
 2984 S: One way ticket ((student remembers a song))  
 2985 T: İnternet üzerinden uçak bileti alırsanız hep one way or round trip.  
 2986 S: Google çevir den öğreniriz hocam.  
 2987 T: Olur diyorsun? İnsan onu gördüğünde vay biz bunu öğrenmiştik der.  
 2988 Duygulanır, anılarını yad eder okuldaki  
 2989 S: Aaah  
 2990 T: Batuhan?  
 2991 S: Beş  
 2992 T: Number thirteen.  
 2993 Batuhan: As soon as he sat on the sofa, he fell asleep.  
 2994 T: As soon as he sat on the sofa, he fell asleep. Hüseyin. Number fourteen?  
 2995 Hüseyin: Rough.  
 2996 T: The top of the table isn't smooth. In fact, it's ?  
 2997 Hüseyin: Rough [ruf]  
 2998 T: Rough [rʌf] hıhı. Smooth and rough are opposites. Furkan?  
 2999 Furkan: There is a good chance [tʃeɪndʒ] that we'll win the match.  
 3000 T: Good. There is a good chance [tʃæns]. The last one.  
 3001 S: The plane was full. There were [ver] (x) 250 passengers on it.  
 3002 T: Hıhı. The plane was full. There were [w3:r] 250 passengers on it. Have a  
 3003 nice meal.

END OF THE LESSON

RAW DATA INDEX

SECOND LESSON RECORD ANALYSIS- LOW-INTERMEDIATE CLASS

**Teacher:** Teacher C

**Subject:** Reading Passage "Tokyo's Famous Dog"

**Course Book:** STORIES WORTH READING - 1

**Time:** 14.30–15.20

23.02.2012

- 3004 T: Thank you, sit down, please.  
 3005 Ss: ((talking))  
 3006 T: Ok. Please open your books, page 61, unit 6.  
 3007 S: Waow  
 3008 T: Let's start. Number 1. Who are people on the picture? Where are they and  
 3009 what are they doing? There are three pictures on the page. What do you  
 3010 think? Who are the people? Okan?  
 3011 Okan: One girl is Indian one girl is from European.

- 3012 T: Ok.  
3013 S: They are friends.  
3014 T: Yes, they're friends and they get on very well I think. They're old friends  
3015 aren't they? What are old friends?  
3016 S: Yaşlı.  
3017 S: Yakın arkadaş.  
3018 T: Yes that's right. What about second picture? What do you think about it?  
3019 Who are they, where are they and what are they doing? Ok. Oğuzhan?  
3020 Oğuzhan: They are (x) two grandpa //  
3021 T: They are two grandpa  
3022 Oğuzhan: They are friends.  
3023 T: Yes. Again. What about third picture?  
3024 S: Cherries  
3025 T: Who are they, what are they doing?  
3026 S: Cherries  
3027 T: Who?  
3028 S: They're friends.  
3029 T: They're friends and they are moving out their house and all of the friends  
3030 help one another.  
3031 S: Arkadaşlık ne demek hocam?  
3032 T: Friendship. Number two. Do you have a girlfriend? Ahmet?  
3033 Ahmet: ((smiles))  
3034 T: Yes  
3035 Ahmet: Yes.  
3036 Ss: Eh-heh.  
3037 T: What do you like to do together? Who is your best friend, Çağrı?  
3038 Çağrı: Hı. Who is your best friend?  
3039 T: What do you like to do together?  
3040 Çağrı: Eh-heh.  
3041 S: Otlaniyor.  
3042 Çağrı: We like mı diyoruz?  
3043 T: Yes, we like to do  
3044 Çağrı: We like to do smoking  
3045 Ss: Eh-heh.  
3046 Çağrı: play scrabble  
3047 T: Playing scrabble together.  
3048 Çağrı: Riding a horse.  
3049 T: Riding a horse.  
3050 S: Ata binmek  
3051 Ss: Eh-heh.  
3052 T: Do you have friends who help you?  
3053 S: Sana kim yardım ediyor?  
3054 T: No.  
3055 S: yardım ediyor musun?  
3056 T: No.  
3057 S: Sana yardım eden arkadaşların var mı?  
3058 T: Yes.  
3059 Ss: Eh-heh.  
3060 T: Do you have friends who help you? Sana yardım eden arkadaşların var  
3061 mı?  
3062 Burak: Yes.  
3063 T: Burak, who are they? Ne dedim?  
3064 S: Kim onlar?  
3065 T: Kim onlar? In this class?  
3066 Burak: Kim bana yardım ediyor değil mi?

- 3067 T: Yes.
- 3068 Burak: Soner, Orhan //
- 3069 T: How do they help you?
- 3070 S: Temizlik işlerinde yardım ediyorlar.
- 3071 Ss: Eh-heh.
- 3072 T: Ok. What else?
- 3073 S: English
- 3074 T: Soner helps Burak while studying English.
- 3075 Burak: Yes.
- 3076 T: Ok. Start reading the first part. Tokyo's famous dog. Let's read this preview reading activity. Number one. How do you get to work or school? It's the same for all of you. How do you get to school? Okula nasıl gelirsin?
- 3077 S: Walk.
- 3078 T: Yes. It's the same for all of you.
- 3079 S: Walk
- 3080 T: Walking.
- 3081 S: Walking.
- 3082 T: Do you walk by yourself or by other people?
- 3083 S: Other people.
- 3084 T: Now you're going to look at the picture and fill in the blanks with the words from the box. Let's read the word first of all. Professor, remember, wait, . . . . , morning, take a train, evening, and dive. Do you know the meaning of all the words I think.
- 3085 Ss: Yes.
- 3086 T: Ok. So let's start filling the gap. Number one is done for you. It's an example. It's =morning
- 3087 Ss: =Morning
- 3088 T: Number two
- 3089 Ss: Evening. Number three?
- 3090 Ss: Wait.
- 3091 T: Wait. Number four?
- 3092 Ss: Take a train
- 3093 T: Take a train. Number five?
- 3094 Ss: Professor
- 3095 T: Professor. Number six?
- 3096 Ss: take you [yu]
- 3097 T: Take you [ju:]
- 3098 S: Take you [ju:]
- 3099 T: Number (x) seven?
- 3100 Ss: Remember
- 3101 T: Remember. Number eight?
- 3102 Ss: Dive
- 3103 T: Dive
- 3104 Ss: ((talking))
- 3105 S: Be quiet.
- 3106 S: Hocam iki kere kullandık.
- 3107 T: Ah! Yes. I am sorry. Number eight is da
- 3108 S: daaa
- 3109 T: Ok. Look at photo//
- 3110 S: Photo
- 3111 T: And read the title of the story. What's the title?
- 3112 S: Tokyo's famous dog. =
- 3113 T: =Tokyo's famous dog. What do you think happened in the story? Before reading the story, please guess what happened in the story. What do you think?
- 3114
- 3115
- 3116
- 3117
- 3118
- 3119
- 3120
- 3121

- 3122** S: About a dog.  
**3123** T: Yes, the story is about a dog. It's a famous dog in Tokyo. What do you  
**3124** think happened in the story?  
**3125** S: Ee (.) the dog is statue  
**3126** T: This dog is a statue? (3) I think this statue is of a dog. Ok.  
**3127** S: Statue?  
**3128** T: Heykel  
**3129** S: You want dogs?  
**3130** T: Sometimes I think but I can't take care of it. Do you understand?  
**3131** Ss: Ha  
**3132** S: Hiç bir şey anlamadı.  
**3133** T: Anladın mı? (2) Onun sorumluluğunu alamam diyorum.  
**3134** S: Why?  
**3135** T: Feeding, taking care is difficult.  
**3136** Ss: ((talking))  
**3137** T: Ok. Let's go on with the story. Mr. Eisaburo was a professor at the  
**3138** Imperial University in Tokyo, Japan. He had a special friend. Special?  
**3139** Ss: Özel. The friend was a dog named Hachiko. What was the name of the  
**3140** dog?  
**3141** Ss: Hachiko.  
**3142** T: The dog's nickname was Hachi. What does nickname mean?  
**3143** Ss: Takma ad.  
**3144** T: Ok. Every morning, the dog and Mr. Uyeno walked together to the  
**3145** Shibuya Train station in Tokyo. The professor said "goodbye" to Hachi and  
**3146** took the train to work. Hachi waited for the professor at the train station.  
**3147** S: Wow.  
**3148** T: Every evening the professor returned from the university on the train. And  
**3149** Hachi was waiting for him. One morning the professor and Hachi walked to  
**3150** the train station as usual. The professor said "goodbye" to Hachi and got on  
**3151** the train. That day, the professor got very sick at work, and he died.  
**3152** Ss: Aaa  
**3153** T: In the evening, Hachi was waiting for the professor at the train station. The  
**3154** professor never returned on the train. Every day Hachi continued to wait at  
**3155** Shibuya Train Station for the professor.  
**3156** Ss: Waow.  
**3157** T: People at the train station saw Hachi everyday. They saw him everyday  
**3158** for ten years.  
**3159** Ss: Ooo  
**3160** T: Sometimes they talked to Hachi or gave him food. Finally on the eighth of  
**3161** March 1935, Hachi died. Where did he die? He died at the Shibuya Train  
**3162** Station. Ne büyük sadakat değil mi?  
**3163** S: Köpek beklemiş, ölmüş.  
**3164** People thought Hachi was a very good friend to the professor. They wanted  
**3165** to remember Hachi. They put a statue of Hachi at Shibuya Train Station.  
**3166** Today, people still remember Hachi. The statue of Hachi is a popular  
**3167** meeting place. Shibuya Train Station is very busy. If you want to meet a  
**3168** friend near Shibuya Train Station, you can say, "Meet me at the Hachi."  
**3169** S: Hocam ne olmuş? Ben anlamadım.  
**3170** T: Anlamadın mı? Ne oluyor? Bir profesör üniversitede çalışıyor bir de  
**3171** köpeği var köpeği ile beraber yaşıyor. Her gün tren istasyonuna beraber  
**3172** yürüyorlar adam orada trene biniyor ve işte üniversitenin olduğu kente  
**3173** gidiyor. Köpek adamı bekliyor. Adam akşam treni ile döndüğünde beraber  
**3174** eve gidiyorlar. Adamı her gün bekliyor tren istasyonunda. Bir gün adam yine  
**3175** gidiyor ama iş yerinde hastalanıyor ve ölüyor. Geriye dönemiyor. Köpek onu  
**3176** on yıl boyunca sabah akşam orada bekliyor. Ama artık o da orada



- 3177** hastalanıyor ve ölüyor. Tren istasyonunda ölüyor yani hiç onu terk etmiyor.  
**3178** Bunu hikâyesini anlatıyor. Köpeğin bilmiyorum diğer hayvanlarda nasıldır  
**3179** ama insanlar üzerindeki etkisi daha farklı biliyorsunuz. Evet. Sadakat  
**3180** anlamında (x) en güçlü hayvanlardan biridir.  
**3181** S: Çağatay köpekleri dövüyormuş.  
**3182** Ss: Eh-heh. ((talking))  
**3183** S: Yetenek Türkiyede bir köpek var.  
**3184** T: Evet. Bobo mu Bono mu?  
**3185** Ss: Eh-heh.  
**3186** T: Ne bilmiyorum. Page 64. Let's go on with (2) A. Understanding the main  
**3187** idea. Draw lines to connect the sentences (3)  
**3188** S: Draw?  
**3189** T: According to the story.  
**3190** S: Draw?  
**3191** T: It means match. Eşleştir yani. Number one the story is about ?  
**3192** Ss: A dog and a professor  
**3193** T: A dog and a professor. Number two everyday Hachi waited for the  
**3194** professor ?  
**3195** Ss: At the train station.  
**3196** T: At the train station. One day, the professor ?  
**3197** Ss: Died.  
**3198** T: Died. For ten years people saw Hachi?  
**3199** Ss: Waiting for the professor.  
**3200** T: Waiting for the professor. People made ?  
**3201** Ss: a statue of Hachi.  
**3202** T: Ok. People still remember Hachi  
**3203** S: Today.  
**3204** T: Today. Find the detail. Now we are going to circle the correct answer. The  
**3205** professor worked at the ?  
**3206** S: Hachiko University  
**3207** T: Noo.  
**3208** Ss: Imperial University.  
**3209** T: Imperial University. People at the train Station?  
**3210** S: Gave food to Hachi.  
**3211** T: Gave food to Hachi. Hachi died in?  
**3212** Ss: Bindokuzyüzotuzbeş.  
**3213** T: B. 1935. Today when people want to meet a friend //  
**3214** Ss: Meet me at Hachi.  
**3215** T: Yes. Meet me at the Hachi. Learning new words. Please read the word  
**3216** from the box. Took the train (.) returned (.) died (.) and nickname. You're  
**3217** going to fill in the gaps with the words. Number one Ahmet?  
**3218** Ahmet: A short name is a nickname.  
**3219** T: A short name is a nickname.  
**3220** Ahmet: Yes.  
**3221** T: Yes.  
**3222** S: Gap?  
**3223** T: Boşluk. Last year I was very sad. My friend ?  
**3224** Ss: Died.  
**3225** T: Mr. Uyeno ?  
**3226** S: Took the train  
**3227** T: Took the train  
**3228** S: To work  
**3229** T: To work everyday. Last night my mother  
**3230** Ss: returned  
**3231** T: returned =from vacation.

- 3232 S: = from vacation [vaɪkeɪʃən].
- 3233 T: vacation [veɪkeɪʃən]. evening (.) waited (.) statue (.) and meet. You're
- 3234 going to fill in the gaps with the words now. Number one?
- 3235 S: Two.
- 3236 T: The?
- 3237 S: =Statue
- 3238 T: =Statue of Liberty in New York is very famous. Statue of Liberty?
- 3239 S: Özgürlük Anıtı.
- 3240 T: Yes. I like to?
- 3241 Ss: meet
- 3242 T: meet my friends after class.
- 3243 S: After fall.
- 3244 T: Yesterday after class, I?
- 3245 S: I waited
- 3246 T: I waited for my friends in the cafeteria. And I eat dinner at six in the ?
- 3247 Ss: Evening.
- 3248 T: Evening. Using new words. You are going to find the words from exercise
- 3249 C
- 3250 S: Ben buldum onları.
- 3251 T: In the word search.
- 3252 S: İşaretleyelim mi?
- 3253 T: You are going to find the words from exercise C. Start finding the new
- 3254 words. Please tell me the words you found.
- 3255 S: Took the train
- 3256 T: Took the train
- 3257 S: Waited
- 3258 T: Waited
- 3259 S: Return [rɪtʌrn]
- 3260 T: Return [rɪtʌ:rn]
- 3261 S: Nickname
- 3262 T: Nickname
- 3263 S: died
- 3264 T: died
- 3265 S: statue
- 3266 S: Took train [ræɪn]
- 3267 T: rain?
- 3268 S: şurada ((points to the word))
- 3269 T: O took the train
- 3270 Ss: Eh-heh
- 3271 T: What else?
- 3272 S: statue
- 3273 T: EE statue
- 3274 S: train var burada
- 3275 T: Took the train
- 3276 S: Took the train
- 3277 T: What else?
- 3278 S: Waited var.
- 3279 T: Met var.
- 3280 S: Met?
- 3281 T: Meet and dog var.
- 3282 S: Dog var dog.
- 3283 T: Yes.
- 3284 S: Dog [dɒ:g]
- 3285 T: Please turn the page.
- 3286 S: Kayaking ne? Burada öyle bir şey gördüm.

- 3287 T: What?  
3288 S: Sanırım kano gibi bir şey.  
3289 S: Nerede yazıyor, sayfa kaç?  
3290 S: 73.  
3291 S: Şoklardayız.  
3292 T: Kayaking  
3293 S: Kano mu?  
3294 T: Might be.  
3295 S: rock climbing şu ((points to the picture))  
3296 S: Kayaking kaymak gibi bir şey  
3297 S: 73'ü aç, bungee jumping var.  
3298 T: Ok. Please turn the page 66. E. Pronouns. Now we are dealing with the  
3299 grammar part (.) of unit six. Pronouns and adjectives. There are two topics  
3300 you will do. First pronoun. What does pronoun mean do you know?  
3301 S: Yes.  
3302 T: What are they? (2) What are pronouns? In English?  
3303 S: He, She //  
3304 T: We, you, they, I  
3305 S: It, they  
3306 T: Pronouns take the place of a noun. Do you understand me?  
3307 Ss: Yes.  
3308 T: In Turkish zamir. İsimlerin yerini tutan kelimelere pronoun diyoruz biz.  
3309 Pronounları biliyorsunuz İngilizce'deki. Buradaki alıştırmaları buna göre  
3310 yapalım. The professor takes it to work. It is the underlined word.  
3311 S: School  
3312 T: It replaces the?  
3313 S: No.  
3314 T: NO. =Train  
3315 S: = train.  
3316 T: Take the train to work  
3317 S: İşe gitmek mi?  
3318 T: They made a statue.  
3319 Ss: People  
3320 T: People. He waits for the professor?  
3321 Ss: Hatchi  
3322 T: The professor walks with him.  
3323 Ss: Hatchi  
3324 T: Gördüğünüz gibi ismin yerine kullanılmış.  
3325 S: Hocam Hatchi'yi niye him demiş? He mi o?  
3326 T: Hayvanlarda mesela güneş, ay, deniz bunlarda he yada she öznelerini  
3327 kullanabiliriz.  
3328 S: Yeni öğrendim bunu.  
3329 T: Evet.  
3330 S: Aaa  
3331 S: Hatchi erkek mi kız mı?  
3332 S: Yok canım.  
3333 T: Hayır. İngilizce de var öyle.  
3334 S: Lise'de İngilizce öğretmenimiz sadece she kullanılır demişti, ben de öyle  
3335 hatırlıyorum.  
3336 T: Neydi?  
3337 S: Öznelerde sadece she kullanılır demişti.  
3338 T: Erkek olduğunu bildiğin birisine she mi diyeceksin?  
3339 S: Hayır siz dediniz ki //  
3340 T: Bir kere cinsiyetini biliyorsan he yada she kullanıyorsun güneş, ay  
3341 bunlarında öyle durumları var Onu söylemek istiyorum. İlla hayvana it demek

- 3342** zorunda değiliz yani.  
**3343** S: Bunu 4. sınıftan beri niye böyle öğretiyorlar. Bem geldim şimdi sonuna //  
**3344** T: Yeniliklere açık olun lütfen. Adjectives. Bir diğer konumuz da sıfatlar.  
**3345** Adjectives are words that describe nouns. İsimleri anlatan (x) (2) bir yeri, bir  
**3346** kişiyi, bir nesneyi bize tanıtan kelimelere sıfat deriz. Onların özelliklerini,  
**3347** niteliklerini, sayılarını, şekillerini, insanların hem fiziksel özelliklerini hem de  
**3348** kişisel özelliklerini anlatmak için kullandığımız bir takım sıfatlarla sıfatlar o  
**3349** ismi, o yeri, o kişiyi tanıtır. Mesela burada dört tane ayrı cümle var.  
**3350** S: =The car is blue.  
**3351** T: =The car is blue. I live in a small house. It's hot. These are delicious  
**3352** cookies. Burada altı çizili kelimeler birer sıfat. İlk cümledeki blue bir renk,  
**3353** onun rengini bize (x) bildiriyor. İkinci cümlede ise home büyük mü küçük mü  
**3354** olduğunu, üçüncü cümlede hot, dördüncü cümlede delicious.  
**3355** S: Hocam  
**3356** T: Zaten sayılar bile sıfattır.  
**3357** S: Hocam  
**3358** T: Kaç adet olduğunu göstermek için  
**3359** S: Hocam. Sıfatlar normalde isimden önce //  
**3360** T: Evet şimdi söyleyeceğim onu. Normalde kullanım yeri isimden öncedir.  
**3361** Ama bazen arkasından gelen isim söylenmeden de sıfatla cümle  
**3362** kurabiliyoruz. Tıpkı üçüncü cümlede olduğu gibi. It is hot. It burada neyin  
**3363** yerine geçiyorsa onun sıcak olduğunu ifade ediyor. Mesela it is hot tea; sıcak  
**3364** bir çaydır diyebilirsin yada it is hot deyip çayı söylemeden sıcak olduğunu  
**3365** ifade edebilirsin. Tamam mı? (2) Şimdi burada aşağıda kutunun içinde  
**3366** sıfatlar var bu sıfatlar insanlara ait özellikleri ifade ederler. \* fiziksel özellikleri  
**3367** ifade ederken anlatırken kullandığımız ifadeler. Nice ne demek?  
**3368** S: Güzel  
**3369** T: Hoş, iyi, güzel. Kind?  
**3370** S: Çeşit, tür.  
**3371** T: Nazik demek.  
**3372** S: Tür ne demek?  
**3373** T: O da aynı anlama geliyor. Kind da aynı zamanda kind in bir anlamı tür  
**3374** demek ama sıfat olarak kullanılan kind in anlamı tür demek. Caring? Ne  
**3375** demek caring? (3) Şevkatli, üzerine titreyen anlamında. Angry?  
**3376** S: Üzgün  
**3377** T: Sinirli. Happy?  
**3378** S: Mutlu.  
**3379** T: Funny?  
**3380** S: Komik  
**3381** T: Eğlenceli. Nüktedar deriz ya, eğlenceli. Generous? (3)  
**3382** S: General  
**3383** T: Cömert. Selfish?  
**3384** S: Balık gibi  
**3385** T: Bencil  
**3386** S: Balık gibi. Eh-heh.  
**3387** T: Polite?  
**3388** Ss: Kibar  
**3389** T: Helpful?  
**3390** Ss: Yardım sever  
**3391** T: Evet. (5) Sizin ekleyeceğiniz var mı? Sizin var mı bildiğiniz? İnsanların  
**3392** fiziksel ya da ruhsal özelliklerini //  
**3393** S: Prompt  
**3394** T: Ne demek  
**3395** S: Dakik  
**3396** T: Niye kitap?

- 3397 S: Sensible  
3398 T: Ne demek o?  
3399 S: Farkında  
3400 T: Ama genelde insan için kullanılmaz o.  
3401 S: Peki ne için kullanacağız?  
3402 T: Durum o an için yaşanan durum  
3403 S: Cool var.  
3404 T: Evet. Cool. Bunlar çok kişisel özellikler değil mi?  
3405 S: Sweat  
3406 T: Ne demek o?  
3407 S: Tatlı  
3408 T: İki "e" ile olacak.  
3409 S: sweat. "a" "t"  
3410 T: "e" "a" "t". Ne demek?  
3411 S: Terlemek  
3412 T: Bu bir sıfat mı?  
3413 S: Bilmiyorum işte.  
3414 S: Eh-heh.  
3415 T: Terlemek diyorsan bu bir fiildir.  
3416 S: Terlemiş insan  
3417 Ss: Eh-heh.  
3418 T: Communicating your ideas. Let's talk about you. Do you have a pet?  
3419 S: Sometimes  
3420 S: A long time ago.  
3421 T: What kind of a pet?  
3422 S: It is a dog.  
3423 T: Turhan, do you have a pet?  
3424 Ss: Pork  
3425 T: Eh-heh. Tolga, do you have a pet?  
3426 Tolga: Ne?  
3427 S: Hayvanın var mı?  
3428 T: Does it have a nickname?  
3429 Tolga: Sopa  
3430 T: Why? ((students talking)) Shh!  
3431 Tolga: Ayağından ameliyat geçirdi. Üç dört gün alçıda durdu.  
3432 T: Ok. Do you have a nickname? What about others? (5) Recep?  
3433 S: I (.) Cedric  
3434 T: Cedric  
3435 S: Yes.  
3436 T: Why?  
3437 S:  
3438 T: What else? (5) I think you all have a nick name. But you don't want to say.  
3439 S: Chuckie.  
3440 T: Chuckie. Who is he?  
3441 S: Chuckie in the film.  
3442 T: (x) Berkay's nickname?  
3443 S: Kötü kedi var  
3444 S: Bad cat  
3445 T: Kim? ((a student raises his hand)) You? Why?  
3446 S: Çok sinsî bir gülüşü var.  
3447 T: Başka nick name i olan var mı?  
3448 S: Fanta  
3449 T: Duymadım  
3450 S: Fanta  
3451 T: Ha Fanta. Evet ya benziyor.

- 3452 S: Eh-heh.  
3453 S: Hocam Samet bana port der mesela ben de ona kötü kedi derim mesela.  
3454 T: Why?  
3455 S: Hocam Sonerin de var mesela Bieber  
3456 Ss: Eh-heh.  
3457 T: Why?  
3458 S: They are (x) beyaz.  
3459 S: You?  
3460 T: I don't have a nick name.  
3461 Ss: Eh-heh.  
3462 T: Ok. Do you have any special friend? Pet?  
3463 S: Special friend?  
3464 T: İlla insan olmak zoruna değil.  
3465 S: İnsan olmak zoruna değil.  
3466 T: Your best friend is your special friend?  
3467 S: Yes. ((talking))  
3468 T: Mustafa? MUSTAFA? Do you have a special friend?  
3469 Mustafa: Dead  
3470 T: Why?  
3471 S:  
3472 Ss: Eh-heh  
3473 T: Neden gülüyorsunuz? Her şeyi alay konusu yapmanız hoş değil.  
3474 S: Ben şaka yaptım ama arkadaş alındı galiba.  
3475 T: herkes her şakayı kaldıramayabilir. İnsanları tanımadan şaka yapmayın.  
3476 S: Çok da alingan olmamak lazım.

#### END OF THE LESSON

#### RAW DATA INDEX

#### SECOND LESSON RECORD ANALYSIS- LOW INTERMEDIATE CLASS

**Teacher:** Teacher D

**Subject:** A Reception

**Course Book:** Non-Intensive American Language Course Volume 4

**Time:** 14.30–15.20

10. 04. 2012

- 3477 S: The classroom is ready with fourteen students ma'm.  
3478 T: İyi dersler.  
3479 S: Sağol.  
3480 T: Buyrun. Ağladın mı? Gözlerin şişmiş.  
3481 S: Polen kaçtı hocam.  
3482 T: Batuhan? Kafamızı kaldırıyoruz. Beden eğitiminden çıktınız ama ben ders işlemek zorundayım. 18'i işlemiş miydik?  
3483 Ss: Evet.  
3484 Ss: Evet.  
3485 T: Tamam. (10) Evet. 283'ü açalım. Sınavımız nereye kadardı bizim?  
3486 Ss: 25. 16. Üniteye kadar.  
3487 T: 25? Pazartesi de ders işleyemeyeceğiz.  
3488 S: Neden?  
3489 T: Haftaya da işleyemeyeceğiz. Öbür ders de ders işleyeceğiz. Gerisi de sınav haftası.  
3490 S: 19. Ünite biter mi?  
3491 S: Biter.

- 3493 T: İnşallah. Evet. Geçen (x) Pazartesi günü topic den bahsediyorduk. Ne yapıyorduk? He \* diyorduk. Ne oluyordu? (3) Verdiği anlam ne oluyordu?  
3494 S: İsim oluyordu?  
3495 T: İsim oluyordu da verdiği anlam ne oluyordu? Bu fiilden meydana gelen durum değil mi? İlk kelitemiz bakın orada invite  
3496 S: Invitation  
3497 T: Invitation. Bu ne olabilir? (3) invite neydi?  
3498 S: Davet.  
3499 T: Davet?  
3500 S: Etmek.  
3501 T: Etmek. Aferin çünkü o zaman invitation ne oluyor?  
3502 Ss: Davetiye.  
3503 T: Davet veya davetiye. Did Col. Cook invite you to his reception? Yes, the invitation came in today's mail. A lot of guests yes?  
3504 S: Konuk.  
3505 S: Ne?  
3506 T: Hı? They're going to hold the reception at the officer's club. Hold? Düzenlemek, yapmak, organize etmek anlamında kullanılmış burada. Ee wedding anniversary? (3) wedding?  
3507 S: Evlilik  
3508 S: Nikah.  
3509 T: Evlilik. Anniversary?  
3510 S: Yıldönümü.  
3511 T: Evet. Celebration da yine aynı to celebrate //  
3512 S: Kutlamak.  
3513 T: Evet. Açın bakalım sayfa 285. (15) Senin kitabın nerede?  
3514 T: Evet. What did Lt. Egger receive in the mail?  
3515 S: Geçeyim mi?  
3516 T: Geç. Var mı cevap verebilecek bir zat-ı muhterem?  
3517 S: Anlamadım.  
3518 T: Neyi anlamadın? Soruda cevabı vermiş fiil de var. Önemli olan oradaki cevabı bir yere yerleştirmek. (8) What ile neyi soruyor beyler?  
3519 S: Fiili soruyor  
3520 T: Ne değil mi? Ne yani cümlelerin hangi ögesini soruyor?  
3521 S: Fiil  
3522 S: Ne, kim  
3523 S: =Nesne  
3524 T: =Nesne yi soruyor değil mi? Parantez için de de verdik cevabı. Nesnenin yeri neredeydi?  
3525 S: Cümlelerin  
3526 S: Yardımcı fiilden sonra değil mi?  
3527 T: Allahım şimdi bayılacağım. Neydi bizim cümle yapımız? Neydi bizim cümle yapımız? Özne sonra = fiil  
3528 S: = fiil  
3529 T: sonra  
3530 S: =Nesne  
3531 T: =Nesne. Niye gülüyorsun?  
3532 S: \*  
3533 T: Nesi komik bunun? Evet bu durumda cevap nereye gelecek? Özne ne?  
3534 YAPMAYIN YA BUNU ÖĞRETTİĞİME İNANAMIYORUM YANİ. Özne ne burada özne?  
3535 S: Invitation  
3536 S: Receive  
3537 T: Fiil ne?  
3538 S: Receive  
3539 T: Receive. Hangi tense ile kurulmuş bu cümle?  
3540 S: Geçmiş.

- 3550 T: Yani? Cümleyi kurmak için önce ne gerekiyor?  
3551 S: Invitation  
3552 T: Invitation. Who are the Cooks inviting? Pardon. What will the Cooks hold?  
3553 (7)  
3554 S: The //  
3555 T: What will the Cooks hold? İkiyi yapıyoruz. What will the Cooks hold?  
3556 S: The (x) reception.  
3557 T: Özne ne beyler?  
3558 S: The Cooks  
3559 T: The Cooks  
3560 S: Hold  
3561 T: Hold  
3562 S: Reception  
3563 T: Bak bakalım hangi zamanla yapılmış?  
3564 Ss: Will  
3565 T: E o zaman hold u nasıl yapıyoruz?  
3566 T: The Cooks  
3567 S: Will  
3568 T: Will  
3569 S: Hold  
3570 T: Hold = reception  
3571 S: =Reception  
3572 T: Bu kadar. Who are the Cooks inviting?  
3573 S: The Cook is (x) =are  
3574 T: The Cooks =are inviting  
3575 S: Inviting [inviting]  
3576 T: [ɪn'vaɪtɪŋ]  
3577 S: Guests [gæsts]  
3578 T: Yes. [gæp] değil guests [gæsts]. Where will they have the reception?  
3579 S: Hold the reception  
3580 S: They will at //  
3581 T: They will?  
3582 S: Hold  
3583 T: Hold =the reception  
3584 S: =the reception  
3585 T: Nerdeydi? Açın arkaya bakın.  
3586 S: Neye bakıyoruz?  
3587 S: The Officers' Club.  
3588 T: The Officers' Club. Evet. What will the Cooks celebrate? =The Cooks will  
3589 S: =The Cooks will celebrate  
3590 T: Celebrate  
3591 S: Ann (x)  
3592 T: Anniversary. Evet. What did Lt. Egger offer to do?  
3593 S: They offer to //  
3594 T: Offer  
3595 S: To =slice  
3596 T: = slice the cake. (5) Evet. Sayfa (x) 286'da  
3597 S: Bir dakika  
3598 T: Hold. (10) Burada anlamı ne olabilir? İlkinde ne kullandık birinde?  
3599 Organize etmek anlamını kullandık. Bir de ayrıca kapsamak, (x) içermek,  
3600 bulundurmak anlamında kullandık.  
3601 S: Burada almak anlamında  
3602 T: Evet burada bakın the glass three ounces demiş. The glass holds three  
3603 ounces. Bu bardak üç ons alır. Bu kova iki litre su alır.  
3604 S: Ounce?  
3605 T: Orada ons ağırlık birimi. Evet. 287. Evet yine modal dan bassetmiş. Will ve  
3606 would. Will is often used in these situations. Offering to do something.



- 3607 Neymiş will in kullanımı? (5) Offering to do something.  
3608 S: Offering to do something.  
3609 T: Evet. Offer neydi?  
3610 S: Teklif.  
3611 T: Teklif. Teklifte kullanıyormuşuz. Agreeing to do something.  
3612 S: Bir şeyler yapmak için  
3613 T: Kabul etmekte kullanıyormuşuz. Promising to do something. =söz  
3614 vermekte  
3615 S: =söz vermekte.  
3616 T: Okuyoruz şimdi. George will help you today. I'll help you tomorrow. Bugün  
3617 sana George yardım edecek yarın ben sana yardım edeceğim. Burada ne  
3618 var? Offering mi, agreeing mi, promising mi?  
3619 S: Promising.  
3620 T: Evet burada promising var. We'll have a party next Saturday. Would is a  
3621 polite way of saying what you want or what you want to do. Would da ne  
3622 yapıyorduk kibar isteklerimizi, ricalarımızı belirtirken kullanıyorduk değil mi?  
3623 Özellikle ilk defa bulunduğumuz ve resmiyet gerektiren ortamlarda  
3624 kullanıyorduk. I'd like some information about the hotel, please. Otel  
3625 hakkında bilgi edinmek istiyorum. We're having a party next weekend. Can  
3626 you come? Gelir misin? I'd love to. Evet, çok isterim diyor. Bakalım  
3627 örneklere. Would you like to come to our party this Saturday night? Burada  
3628 ne var? Offer mı, agree mi?  
3629 S: Nerede hocam?  
3630 T: Aşağıdaki diyalogu okuyorum. Bir. Would you like to come to our //  
3631 S: Offer.  
3632 T: Offer. Yes, I'd love to. Who can we get to go with us? I think Alice would  
3633 go shopping with us.  
3634 S: Agree.  
3635 T: Evet burada da bizimle gelmeye //  
3636 S: Kabul etmek olabilir, offer olabilir.  
3637 T: Would da arzu etmek anlamı var. Agreeing to do something. Something fiil  
3638 değil ki kabul etmek olsun.  
3639 S: Offer.  
3640 T: Evet arkada ki alıştırmayı yapalım. Özgür? Evet bitti mi? Biri kim yapıyor?  
3641 S: Örnekte ki gibi  
3642 T: Evet.  
3643 S: Will I (x) //  
3644 T: Ama önce sorusunu sorsana  
3645 S: Will you go dancing [dansır] //  
3646 T: [dænsır]  
3647 S: [dænsır] with me today? Cevabı yes, I will go dancing [dansır] //  
3648 T: [dænsır]  
3649 S: [dænsır] with you today.  
3650 T: Evet. İki.  
3651 S: Will you play tennis with me today? Yes, I will play tennis with you.  
3652 T: Evet. Üç. Eren?  
3653 Eren: Will you do homework with me today? Yes, I will do homework with  
3654 you.  
3655 T: Evet. Dört? Evet. Ahmet?  
3656 Ahmet: Will you go out [out] to dinner with me today? Yes, (x) yes I will go  
3657 out [out] //  
3658 T: [avt]  
3659 Ahmet: [avt] to dinner with you.  
3660 T: Evet. Beş. Alptekin?  
3661 Alptekin: Will you take a walk [vor] with me today? Yes, I will take a walk  
3662 [vor] with you.  
3663 T: Altı? Evet Özgür?

- 3664 Özgür: Will you play soccer [sıkıkr] with me today? Yes, I will play soccer  
3665 with you.  
3666 T: Evet. "Can" e bakıyoruz. Can'ı bu zamana kadar hangi anlamlarda  
3667 kullandık?  
3668 S: Ability  
3669 T: Ability, başka?  
3670 S: olabilir  
3671 T: Possibility güzel, başka? Bir de request. Şimdi yine burada possibility'den  
3672 bahsetmiş. We can see the lake from the living room window. Oturma  
3673 odasının penceresinden gölü =görebiliriz.  
3674 S: = görebiliriz. You can walk to the library. It's very close. Yani buradan  
3675 kütüphaneye yürüyorsun, oldukça yakın. Close burada ne anlamda  
3676 kullanılmış?  
3677 =Yakın.  
3678 S: =Yakın.  
3679 T: Flying in an airplane can be dangerous.  
3680 S: Uçakta uçmak tehlikelidir.  
3681 T: Efendim?  
3682 S: Uçakta uçmak tehlikeli =olabilir.  
3683 T: =olabilir. Evet, bakıyoruz örneklere what can we do when Aunt Mary and  
3684 Uncle John come to visit? Burada olasılık soruyor değil mi? Alternatiflerimiz  
3685 neler? We can take them out to dinner.  
3686 S: Yemeğe gönderebiliriz.  
3687 T: Evet, onları yemeğe götürebiliriz. What can we buy Sam for his birthday?  
3688 Maybe we can buy him a bicycle. There's a sale at the bike shop this week.  
3689 S: Belki bisiklet alabiliriz diyor  
3690 T: Evet. 290'a bakalım. Oradaki alıştırmayı yapmaya çalışalım. (180) Bitti  
3691 mi? Bir tane yapıp bıraktınız mı?  
3692 S: Yok.  
3693 T: Ha bir tane yapıp bıraktınız yani? Evet başlayalım, bir? What should we  
3694 do tonight?  
3695 S: We can go to a movie [muv] It's not //  
3696 T: [muv] mu?  
3697 S: izlemeyecekler mi?  
3698 T: Orada sana ne soruyor birde?  
3699 S: Bu gece ne yapacaksın diye bir şey soruyor.  
3700 T: Ne yapacaksın diye soruyor. Sen hayır diye cevap veriyorsun.  
3701 S: We can go to a movie. Good.  
3702 T: Good mu?  
3703 S: Yani güzel o yüzden gideceğiz. Because da kullanabiliriz //  
3704 T: Tamam o zaman is l neden sonra kullanıyoruz? Özne. Öznen ne?  
3705 S: O  
3706 T: We can go to a movie.  
3707 S: Evet. Because it's good.  
3708 T: Ok. İki?  
3709 S: No, no you can look on book.  
3710 T: look at  
3711 S: look at on the book  
3712 T: phone book. Ok. Üç. Do you need any help changing that tire? (7) Evet?  
3713 (4) myself ne demek? ((the answer was given as "myself" in the  
3714 parenthesis))  
3715 S: Benim  
3716 S: Kendim  
3717 T: Benim demek değil. Kendim demek değil mi? O zaman burada ki cevap  
3718 ne olabilir?  
3719 Do you need any help changing that tire? Burada bir teklif var. Cevap ne  
3720 olur? Kabul etmek mi olur?

- 3721 S: No  
3722 T: No evet.  
3723 S: No, you need (x) yok  
3724 T: No? (3)  
3725 S: You need  
3726 T: Need kullanmak zorunda değilsin.  
3727 S: No, you can't  
3728 T: No. Olmaz. Burada can diyorsa cevapta ne istiyor olabilir? Sana soruyor;  
3729 Tekerleği değiştirmek için yardıma ihtiyacın var mı diyor?  
3730 S: I can changed it //  
3731 T: Bir daha söyler misin?  
3732 S: I can changed it myself.  
3733 T: I can change it myself. Changed değil. Is there a place to swim around  
3734 here? Ne olabilir?  
3735 S: No //  
3736 T: Hı?  
3737 S: No.  
3738 T: E in the river demiş.  
3739 S1: Burada diyor //  
3740 T: Yüzülebilecek bir yer var mı?  
3741 S: Var.  
3742 S: Evet.  
3743 T: Ne dersiniz?  
3744 S1: We can  
3745 T: We can ?  
3746 S1: Swim in the river.  
3747 T: We can swim in the river. We need some (x) fresh air in here. (3) Ne  
3748 diyebiliriz? Temiz havaya ihtiyacımız var diyor.  
3749 S: I can //  
3750 T: Efendim?  
3751 S: I can open the window.  
3752 T: Evet. We can (x) I can open the window. What should we do at the picnic  
3753 (x) sorry what should we do at the picnic Sunday?  
3754 S: We can  
3755 S: We can play  
3756 T: We can?  
3757 S: play volleyball.  
3758 T: We can play volleyball. Ok. 292 Ödev beyler. Çünkü buradaki kelimeleri  
3759 çalışmanız gerekiyor bu alıştırmaları yapmanız için. Burada gördüğünüz  
3760 kelimeleri uygun yere yerleştirmeniz gerekiyor. Tamam? Çarşamba bunun  
3761 üstünde duracağız. Haftaya Çarşamba kelimeleri biliyor olduğunuzdan emin  
3762 olmam lazım. Evet. Soracağınız bir şey var mı? Anlaşılmayan bir şey var mı?  
3763 Tekrar etmemi istediğiniz bir yer var mı? Anladınız mı peki, belki ona cevap  
3764 verirsiniz?  
3765 S: Evet. Part part  
3766 T: Efendim?  
3767 S: Part part  
3768 T: Part part anladınız?  
3769 S: O kadar anladıysak iyi diyorsun? Evet sayfa 299. Repeat after me.  
3770 Barbecue  
3771 Ss: Barbecue.  
3772 T: Allahım enerjiye bak. Drop in  
3773 Ss: Drop in.  
3774 T: Have got  
3775 Ss: Have got.  
3776 T: Have over  
3777 Ss: Have over

- 3778 T: Miss  
3779 Ss: Miss  
3780 T: Help yourself  
3781 Ss: Help yourself  
3782 T: afraid  
3783 Ss: afraid  
3784 T: afterward  
3785 Ss: afterward  
3786 T: anywhere  
3787 Ss: anywhere  
3788 T: as  
3789 Ss: as  
3790 T: Before  
3791 Ss: Before  
3792 T: Fresh  
3793 Ss: Fresh  
3794 T: Inside  
3795 Ss: Inside  
3796 T: Nowhere  
3797 Ss: Nowhere  
3798 T: Outside  
3799 Ss: Outside  
3800 T: Kim o konuşan ya?  
3801 T: Somewhere  
3802 Ss: Somewhere  
3803 T: Stale  
3804 Ss: Stale  
3805 T: Barbecue  
3806 Ss: Barbecue  
3807 T: Catsup  
3808 Ss: Catsup  
3809 T: Company  
3810 Ss: Company  
3811 T: Ketchup  
3812 Ss: Ketchup  
3813 T: Luncheon  
3814 Ss: Luncheon  
3815 T: Potato salad  
3816 Ss: Potato salad  
3817 T: Rain check  
3818 Ss: Rain check  
3819 T: Sauce  
3820 Ss: Sauce  
3821 S: Catsup ile ketchup arasında ki fark nasıl?  
3822 T: Eh-heh.  
3823 S: Yok yani nasıl var mı?  
3824 T: Olmaz mı? Öğrenirsin ileride.  
3825 S: Niye iki tane var burada?  
3826 S: Biri \*  
3827 T: Bakalım öyleymiş. Öğreneceğiz.  
3828 S: (( talking to another student)) Ne?  
3829 T: Bu arada Catsup ile ketchup aynı şeymiş. Burada yazıyor. Evet sayfa 301.  
3830 Kim okuyor? Clara and Clyde? Tamam Clara Mustafa. Sen Clara evet.  
3831 Mustafa: As I was shopping yesterday, I saw Mrs. Ad //  
3832 T: Adams  
3833 S: Adams inside the mall [mil].  
3834 T: Mall [mɑ:l].

**3835** Mustafa: Mall [mɑ:l] She said she and her husband [husband] // are  
**3836** expecting company next week.  
**3837** T: [hʌzbænd]  
**3838** S: [hʌzbænd] are expecting [ekspaytɪŋ] //  
**3839** T: [ɪk'spektɪŋ]  
**3840** S: [ɪk'spektɪŋ] company next week we should have them over for dinner.  
**3841** S: Who is their company [kumpani] ?  
**3842** T: [kʌmpəni]. BEYLER  
**3843** Mustafa: It's an old college friend [frɪnd]. //  
**3844** T: How? //  
**3845** Mustafa: college friend [frend]. Remember [remembər] //  
**3846** T: [rɪ'membər]  
**3847** Mustafa: Nell [nɪl]//  
**3848** T: [nel]  
**3849** Mustafa: [nel] from (x) eh-heh Ames ?  
**3850** T: Iowa?  
**3851** Ss: Eh-heh.  
**3852** S: Yes, I am afraid I do, and I won't tell you a lie and say I have missed  
**3853** [mɪsɪd] seeing her since she was here [her] before.  
**3854** Mustafa: Well I suppose I could have a (x) luncheon [lunçiyɪn] and have just  
**3855** women ?  
**3856** T: Guests  
**3857** S: Guests. I could invite //  
**3858** T: Nell, Mr. Adams //  
**3859** T: Mrs. Adams  
**3860** S: Mrs. Adams and the other [udır]//  
**3861** T: [ʌðər]  
**3862** S: [ʌðər] women in my club.  
**3863** T: Arkadaşlar anlamıyorum arkadaşınızın ne dediğini.  
**3864** Mustafa: All right, I won't make you come to my party this time. I (x) will give  
**3865** you a rain [reɪn] check //  
**3866** T: [reɪn] check  
**3867** Mustafa: Have you got [gʊt] (x) [gɒt]  
**3868** T: [gɒt]  
**3869** Mustafa: Adams' number? I will call [kɔ:l] (x) =[kɑ:l] her right now.  
**3870** T: = [kɑ:l]  
**3871** S: Yes, it's in the book net to the phone. And thanks for the rain check.  
**3872** T: Evet diyalog neyle ilgili, ne varmış? Ne varmış? I suppose I could have a  
**3873** luncheon and have just women guests.  
**3874** Ss : Öğle yemeği varmış.  
**3875** T: Evet. True false yapıyoruz. Clyde went to the shopping mall.  
**3876** S: True.  
**3877** S: False.  
**3878** S: True.  
**3879** Ss: False.  
**3880** T: Yes, false. Çünkü I saw Mrs. Adams inside the mall. Bu kimin cümlesi?  
**3881** S: Clara  
**3882** T: Clara'nın cümlesi değil mi? O yüzden false. Clara saw Mrs. Adams while  
**3883** she was shopping.  
**3884** Ss: True.  
**3885** T: Clara wants to invite the Adamses and their company to dinner.  
**3886** S: True.  
**3887** S: False.  
**3888** T: Hı?  
**3889** S: True.  
**3890** T: Clara remembers Nell Little.  
**3891** S: False.

- 3892 S: True.  
3893 T: True. That's right. A luncheon is a party at noon.  
3894 S: True.  
3895 S: False.  
3896 S: True.  
3897 T: True. Clara wants to see Nell Little again.  
3898 S: True.  
3899 S: False.  
3900 T: True. Nell is an old school friend of Mrs. Adams.  
3901 S: True.  
3902 S: False.  
3903 T: False. Çünkü kimin arkadaşı?  
3904 S: Klüp  
3905 T: Klüp mü? Ne klübü? Cylde won't have to come to luncheon.  
3906 S: False.  
3907 Ss: Eh-heh.  
3908 T: Evet 303'de (x) ödeviniz. 302'de bir kısım var. Bunu gördünüz mü? Onun olduğu ikinci cümleyi okuyorum. Please, help yourself to some pie, Harvey. I am going to go inside and get some ice-cream, too. Help yourself.  
3909 S: Dondurma alacakmış.  
3910 T: Hı. Sen katıl, keyfine bak, rahat ol.  
3911 S: Yourself kendine mi?  
3912 T: Efendim?  
3913 S: Yourself kendine mi?  
3914 T: Kendi kendine.  
3915 S: Burada ne demek o zaman?  
3916 T: Git kendine bir parça kek al, takıl yani.  
3917 S: Ders te de olur o zaman  
3918 T: Tabii arada ben sana öyle diyeceğim. Aramızdaki samimiyet bu boyuta vardı yani.  
3919  
3920  
3921

END OF THE LESSON

RAW DATA INDEX

FIRST LESSON RECORD ANALYSIS- LOW INTERMEDIATE CLASS

**Teacher:** Teacher E

**Subject:** -ly suffix, vocabulary

**Course Book:** Non-Intensive American Language Course Volume 4

**Time:** 14.30–15.20

25.04.2012

- 3922 T: Thank you. Sit down. Oh! Too many absent students. I have to write them  
3923 all. (20)  
3924 There is a chess tournament over there. Did you see it?  
3925 S: Yes.  
3926 T: Lots of students from different schools. They are playing chess.  
3927 S: Until three  
3928 T Yes. I saw one of the students Kaan Oruç. He is playing now.  
3929 S: Çok sessizler.  
3930 T: They have to concentrate. You must be quiet.  
3931 S: Süreli. ....  
3932 T: Page three hundred fifty seven. Three hundred fifty seven. Three hundred

- 3933** fifty seven. How is my pulse? It's a little fast. Here. Ten questions, ten  
**3934** answers, match them please.  
**3935** S: In the?  
**3936** T: Please.  
**3937** S: Exam?  
**3938** T: We will talk about it. Until Monday, we have time. We'll do revision,  
**3939** exercises. (( 5 minutes)) Ok. Let's try them one by one. Yes?  
**3940** S: Where do I sign in?  
**3941** T: Sign in.  
**3942** S: In the book on the front desk.  
**3943** S: Wrong.  
**3944** T: Wrong?  
**3945** S: Yes, wrong. Bence  
**3946** T: What did you do Orhan?  
**3947** S: Where do I sign in diyor o da diyor ki in the book on the front desk.  
**3948** Orhan: Hayır. Bence g olacak.  
**3949** S: Ne olacak?  
**3950** Orhan: G  
**3951** S: Bende i yaptım ama.  
**3952** T: Muhsin you're correct. In the book on the front desk. Sign in in the book.  
**3953** Number two yes?  
**3954** S: How many aspirins should I take? C. It's much too high.  
**3955** S: j değil mi?  
**3956** S: Hayır.  
**3957** S: No more than two tablets //  
**3958** Ss: No more than two tablets every four hours.  
**3959** T: Yes. No more than two tablets every four hours. Too high (.) Too high?  
**3960** S: Bir şey yüksek  
**3961** T: Look how many aspirins? No diye cevap veremezsiniz. Bir, iki, üç //  
**3962** S: Sayı ile cevap veririz.  
**3963** T: No yada yes ile cevap verilen bir soruya do you, did you diye soru sormak  
**3964** gerekir ya. Number three, İsmail?  
**3965** İsmail: Where should I sit? Please have a seat in the living room.  
**3966** T: Three?  
**3967** S: Four  
**3968** T: Four?  
**3969** S: Has the doctor seen your (x) knee? B.  
**3970** T: B?  
**3971** S: Ha. No, he hasn't examined it.  
**3972** T: Has the doctor seen your knee? What does see mean?  
**3973** S: Doktora görünmek  
**3974** S: Muayene etmek.  
**3975** T: Hıhı. Bakmak. Five, yes Erdem?  
**3976** Erdem: Are you allergic to penicillin? (x) Yes, it makes me sick.  
**3977** T: Yes, it makes me sick. Muhammed?  
**3978** Muhammed: How is pulse? It's a little fast.  
**3979** T: That's right. Number seven? Yes, Orhan?  
**3980** Orhan: How is my blood pressure? It's much too high.  
**3981** T: Hah. Be careful. Blood pressure is high. Pulse is //  
**3982** S: Fast.  
**3983** T: Fast. Hah. Number eight, yes Kadir?  
**3984** Kadir: What kind of medicine are you taking? I am not taking any (x) medication.  
**3985** T: Medication. Medication medicine same. Good.  
**3986** S: Eight?  
**3987** T: Eight is (x) e. Number nine, Murat?

- 3988 Murat: Where are my medical records [rɪ'kɔ:rdz]?
- 3989 T: [rekərdz]
- 3990 S: [rekərdz] The doctor is reading them now.
- 3991 S: what is record?
- 3992 T: Murat what is record?
- 3993 Murat: Benim kaydımı medical kaydımı yaptırdın mı diyor.
- 3994 T: Where, where
- 3995 Murat: Doktor diyor
- 3996 T: Reading
- 3997 Murat:
- 3998 T: Reading
- 3999 Murat: Okuyor, bakıyor gibi bir şey diyor.
- 4000 T: Yes. And the last one? Yes?
- 4001 S: What's your social security number? Social security number ek oluyor it's
- 4002 111 22
- 4003 3333.
- 4004 T: Yes, very good. 359. This is the last subject in the exam. You'll see it.
- 4005 Look. Does
- 4006 John take aspirin everyday? Everyday?
- 4007 S: Her gün.
- 4008 S: Her gün aspirin alıyor mu?
- 4009 T: Does John take aspirin daily.
- 4010 S: Günlük demek.
- 4011 T: Hah. Daily milk.
- 4012 S: Günlük süt.
- 4013 T: Daily news.
- 4014 S: Daily egg.
- 4015 T: Yes. Day daily. Bob reads the newspaper everyday. Hımm. Yes,
- 4016 Muhammed?
- 4017 Muhammed: Bob reads the newspaper daily.
- 4018 T: Daily.
- 4019 S: Hocam number one.
- 4020 T: Oh I am sorry. Yes, Aziz?
- 4021 Aziz: I take my medication nightly.
- 4022 T: Every night?
- 4023 S: Nightly.
- 4024 T: Nightly. Number four then (x) no number three. Three, yes, Ramazan?
- 4025 Ramazan: We take a break hourly [haurlı]
- 4026 T: [avərlı] Every hour hourly.
- 4027 S: [haurlı]
- 4028 Ss: Eh-heh.
- 4029 T: What. Who said that? [avərlı]. [haurlı] no [avərlı]. Yes?
- 4030 S: Do you get the Dental News every month? Do you get the Dental News
- 4031 monthly?
- 4032 T: Montly, very good. Dental News?
- 4033 S: Magazine.
- 4034 T: Yes. Kind of. \* I get paid every week.
- 4035 Ss: Weekly.
- 4036 S: I get paid weekly.
- 4037 T: Right. Number six? Yes?
- 4038 S: They take a vacation yearly.
- 4039 T: Yearly. Every year yearly. Yes, Hulusi?
- 4040 Hulusi: Do they check your blood pressure daily?
- 4041 T: Good. And the last one? And the Oscar goes to
- 4042 Hulusi: Şanslı kişi



- 4043 T: GeldiMurat.  
4044 GeldiMurat: Most people pay their rent every month. Most people pay their  
4045 rent monthly.  
4046 T: Monthly, very good. Be careful there is something different here. ((Writes  
4047 on the board)) He gets check up every year. He gets check up  
4048 Ss: Yearly.  
4049 T: Yearly. Be careful. This is also correct. He gets //  
4050 S: Yearly check up.  
4051 T: Hah. Good. Adjective  
4052 S: Adverb, adjective.  
4053 T: In English every year here ((points to the word on the board)) every year  
4054 he gets check up. He gets check up every year. This is adverb. But he gets  
4055 check up yearly. He gets check up yearly. Bakın check up bir isim ve bu  
4056 bunu niteliyor. Yıllık check up.  
4057 Yearly check up. Ok?  
4058 S: \*  
4059 T: No,no, no. This is every year. Yearly. How often do you have duty?  
4060 S: Görev?  
4061 T: Haha.  
4062 S: I get montly.  
4063 T: Hah.  
4064 S: Once a month.  
4065 T: You have duty monthly.  
4066 S: Weekly.  
4067 T: Weekly. Haha.  
4068 S: Sometimes yearly.  
4069 Ss: Eh-heh.  
4070 T: Şimdi. Which one?  
4071 Murat: Check up  
4072 T: Look every year means =yearly.  
4073 S: = yearly.  
4074 T: Her yıl. Yıllık. Check up'ını yıllık yaptırır yada yıllık check up yaptırır.  
4075 Burada sıfat olarak kullanıldığı için yıllık check up. Her yıl check up yaptırır.  
4076 Her yıl check up yaptırır dediğimde orada ki zaman zarfı dolayısıyla cümlenin  
4077 sonunda yer alıyor.  
4078 S: Ha.  
4079 T: Sıfat olarak da kullanıyorum. İşte yıllık check up, yıllık kitap gibi. Farklı  
4080 yani. Bunu her iki yerde de kullanıyorum. Ama bu ya başta ya sonda.  
4081 Sınavda ne yapacak  
4082 size; He gets check up every year //  
4083 Ss: Altına yearly.  
4084 T: Yes. Let's talk about next week because I don't remember very well.  
4085 Gentlemen there is something important here. Page (x) homework text  
4086 S: Yes, page?  
4087 T: Important  
4088 S: Page?  
4089 T: 123. Share your book, please. 123,124. Bunu yapın güzel sorular var.  
4090 ((Walks around the class)) Haftaya başlıyor sınavlar. 24-25 sınav haftasında  
4091 görüldüğü için mesul değilsiniz.  
4092 S: Buraya kadar mı?  
4093 T: Evet buraya kadar.  
4094 S: Kaçtan kaçaymış?  
4095 T: 23.  
4096 S: 24. konuya kadar.  
4097 Ss: ((talking))

- 4098 T: Hayır, en baştan tekrar etmem, anlamadığınız bir konu varsa sorarsınız,  
4099 anlatırım.
- 4100 S: 15 de var mı?  
4101 S: Dahil.  
4102 S: Toplamda sekiz konu.  
4103 S: Vay.  
4104 S: .....
- 4105 T: Number one, yes.  
4106 S: John and his wife blab la his trip.  
4107 Ss: Eh-heh.  
4108 S: They will go another time. Post (x) postponed [postponid]  
4109 T: [pəʊst'pəʊned] This is important.  
4110 S: Ne demek postpone?  
4111 S: (x) beklemek, bir süre geç kalmak.  
4112 S: Ertelemek.  
4113 T: Yes, Orhan?  
4114 Orhan: My son earned[ɜ:rɪd] ten dollars yesterday. He cut our neighbor's  
4115 grass. Dün benim çocuğum diyor //  
4116 S: Türkçeye çevirme  
4117 Orhan: komşunun çimlerini kesmiş diyor  
4118 T: Hıhı. Earn. Yes?  
4119 S: Bill and his brother are going to travel abroad. They applied [epleyd] for  
4120 passports.  
4121 S: applied [epleyd] ?  
4122 S: Pasaport için başvurmuşlar.  
4123 T: [ə'plai] Bu da önemli. Yes?  
4124 S: A dead [did] dog was in the street. A car hit it.  
4125 T: A?  
4126 Ss: Eh-heh.  
4127 S: Ölü olacak hocam.  
4128 S: Dead [ded]  
4129 T: [ded]  
4130 S: [ded]  
4131 T: [ded]. Altıncı his'te vardı. I see dead people.  
4132 S: Ölü adamlar görüyorum.  
4133 S: Bob and Mary took a lot of photographs during their trip to Africa.  
4134 T: Yes. Good. Murat?  
4135 Murat: I dead that the window was open.  
4136 T: I ?  
4137 Murat: I dead that the window was open dedim.  
4138 T: Hıhı.  
4139 S: Noticed  
4140 T: Hah.  
4141 Murat: Farketmek.  
4142 T: Realize.  
4143 S: Pencerenin açık olduğunu farkına vardım. Number seven, yes?  
4144 S: A birth [bɜ:θ] certificate [sɜ:tɪfɪkət] is a (.) document.  
4145 T: Document. Good. A birth [bɜ:rə] certificate [sɜ:'tɪfəkɪt] is a document.  
4146 S: Doküman.  
4147 T: Erdem?  
4148 Erdem: Frank traveled from Europe to South America. He went abroad.  
4149 S: Yurtdışı.  
4150 T: Good, abroad. Number nine?  
4151 S: Abroad?  
4152 T: Abroad, foreign country.

- 4153 S: Burada da foreign var.
- 4154 T: Hıı. Be careful gentlemen, number eight.
- 4155 S: Eight?
- 4156 T: Hıhı. Frank traveled from Europe to South America. He went abroad.
- 4157 S: Abroad
- 4158 S: Yurtdışı.
- 4159 T: Hıh. He went to a foreign country. Foreign country.
- 4160 S: Farklı.
- 4161 T: Hıhı farklı. Yabancı demek. He is a foreigner.
- 4162 Ss: Yabancı.
- 4163 T: Bu sıfat olarak kullanılıyor, o yüzden yabancı ülke demen lazım.
- 4164 S: Anladım.
- 4165 S: To'dan sonra //
- 4166 S: Yapayım mı?
- 4167 T: Hıhı.
- 4168 S: O zaman cevap he went to foreign.
- 4169 T: A. No.
- 4170 S: Orada country olsaydı foreign olacaktı.
- 4171 T: Foreign yabancı demek. Ama he is a foreign diyemezsiniz. He went to a
- 4172 foreign country olurdu. Foreign bir sıfat. Yabancı ülke, yabancı yemek.
- 4173 Murat: Diğer kelimelerle kullanılıyor.
- 4174 T: Aa //
- 4175 S: Burada farkı ne?
- 4176 T: A Russian is a foreigner. Stranger is again coming from another country or
- 4177 if you're coming from Kars you're a stranger here. Ok, yes? Ayrıca konuya
- 4178 Fransız kalmak içinde söyleniyor. Number nine? Birbirini tanımayan
- 4179 insanlara da stranger diyoruz.
- 4180 S: That stamp isn't very common. In fact, it is very unusual [anusual].
- 4181 T: unusual [ʌn'ju:ʒu:əl].
- 4182 S: unusual [ʌn'ju:ʒu:əl].
- 4183 T: Usual ne?
- 4184 Ss: Olağan.
- 4185 T: Unusual ne?
- 4186 Ss: Olağandışı, anormal.
- 4187 T: Ramazan?
- 4188 Ramazan: Fred and Betty got married yesterday. They're on their
- 4189 honeymoon.
- 4190 T: Honeymoon.
- 4191 Ss: Balayı.
- 4192 S: Reason?
- 4193 T: Sebeb.
- 4194 S: Luncheon?
- 4195 T: Yemek
- 4196 S: Honeymoon değil mi?
- 4197 T: Yes.
- 4198 S: Fırlatmak anlamına da gelmiyor mu?
- 4199 T: Launch [lɔ:ntʃ] o [lɔ:ntʃ]. Farklı yazılıyor o. Böyle yazılıyor. ((Writes on the
- 4200 board))
- 4201 S: Lunch [lunç] farklı.
- 4202 T: Launch [lɔ:ntʃ] and lunch [lʌntʃ]. The missile is launched. Atıldı.
- 4203 S: Atış yapıldı.
- 4204 S: Frank had a good reason for being late. He had a flat tire.
- 4205 T: Very good. Reason, iyi bir sebebi varmış. Good the last one? Yes
- 4206 Muhammed?
- 4207 Muhammed: Each of us has only one life so we should try to enjoy it.

- 4208** T: Muhammed in Turkish what does it say?  
**4209** S: Ne demek?  
**4210** Muhammed: Bir dakika.  
**4211** Ss: ((discussing about the question))  
**4212** S: Eğlenin diyor.  
**4213** S: Dünyaya bir kez gelirsın patlat diyor.  
**4214** T: Each of us her birimizin bir hayatı var bu yüzden  
**4215** S: Eğlenin.  
**4216** T: Not alın bunları.  
**4217** S: Notebook  
**4218** T: Ok. Lesson is finished.

END OF THE LESSON

## APPENDIX 2

### Learner Questionnaire

Lütfen adınızı yazınız.	Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum
1. İngilizce dersini seviyorum.					
2. İngilizce dersinde konuşurken yanlışlar yapıyorum.					
3. Yanlışlarım daha çok dilbilgisinden kaynaklanıyor.					
4. Daha çok sözcük seçiminde yanlış yaparım.					
5. Yanlışlarım daha çok telaffuzumla ilgili.					
6. Yanlış yapsam da karşımdaki kişiye istediğimi anlatabiliyorum.					
7. Yanlış yaptığım zaman karşımdaki kişinin söylediğimi anlamadığını düşünüyorum.					
8. Bence öğretmenim dilbilgisi ile ilgili yanlışlarımı düzeltmeli.					
9. Bence öğretmenim sözcük seçiminde yaptığım yanlışları düzeltmeli.					
10. Bence öğretmenim anlatmaya çalıştığım fikirlerin bütünlülüğü ile ilgili yanlışlarımı düzeltmeli.					
11. Bence öğretmenim fikirlerimi aktaramadığım zaman yanlışlarımı düzeltmeli.					
12. Bence öğretmenim telaffuzumla ilgili yanlışlarımı düzeltmeli.					
13. Yanlışlarımı öğretmenim düzeltmeli.					
14. Yanlışlarımı ben düzeltmeliyim.					
15. Yanlışlarımın sınıf arkadaşlarım tarafından düzeltilmesinden rahatsız olmam.					
16. Yanlışlarımı sınıf arkadaşlarım düzeltirse rahatsız olurum.					
17. Yanlış yaptığım zaman öğretmenim benim düzeltmem için bekler.					
18. Yanlışlarım hemen düzeltilmeli.					
19. Yanlışlarım ben konuşmamı bitirince düzeltilmeli.					
20. Yanlışlarım hiç düzeltilmemeli.					
21. Yanlış yaptığımı fark ettiğimde düzeltmeye çalışıyorum.					
22. Yanlış yaptığımı fark ettiğimde bunu önemsemiyorum.					
23. Yanlış yaptığımı fark ettiğimde öğretmenime sorarım.					
24. Yanlışlarım düzeltildiğinde utanırım.					
25. Yanlışlarım düzeltildiğinde rahatsız olmam.					
26. Yanlışların düzeltilmesi gereklidir.					
27. Yanlışların düzeltilmesi gerekli değildir.					
28. Yanlışların her zaman düzeltilmesi gerekmez.					
29. Yanlış düzeltimi ile ilgili öğretmenim benim tercihlerimi göz önünde bulundurur.					

30. Yanlıřlarım düzeltilince hata yaptığım yeri daha iyi anladım.					
31. Bazen yanıřlarımın fazla düzeltildiğini düşünüyorum.					
32. Dil düzeyim ilerledikçe hatalarım çoğalıyor.					
33. Dil seviyem ilerledikçe öğretmenimin yanıřlarımı düzeltme řekli deęiřiyor.					
34. Öğretmenim bana açık bir řekilde yanıř yaptığımı söylediđi zaman hatamı daha iyi anlıyorum.					
35. Dil düzeyim ilerledikçe hatalarım azalıyor.					
36. Öğretmenimin yanıř yaptığım zaman vücut dili ve/veya ses tonunu deęiřtiren bana bir hata yaptığımı belirtir.					
37. Yanlıřlarım düzeltilirken bana direk olarak nerede hata yaptığımı söylenmesini isterim.					
38. Öğretmenim bana açık bir řekilde yanıř yaptığımı söylemesi gerekmiyor. Öğretmenimin ses tonu ve/veya vücut dilinden yanıř yaptığımı anlıyorum.					
39. Öğrenmenin yollarından biri de yanıř yapmaktır.					
40. Öğretmenim yaptığım her yanıřı düzeltir.					
41. Öğretmenim bir arkadaşımın hatasını düzeltirken onu dikkatle dinlerim.					
42. Öğretmenimin hatalarımı düzeltme řeklerinden memnunum.					

İngilizce dersinde konuřurken řu hatayı yaptığınızı düşünün:

"Was you in İstanbul yesterday?"

Ařađıda öğretmeninizin size verebileceđi karřılıklar örnek řeklinde verilmiřtir. Hangi cevabı tercih edersiniz?

	Çok iyi	İyi	İyi deđil	Kötü
1. "Hmmmmmmm."				
2. "Were you in İstanbul yesterday."				
3. "you ile were kullanılır."				
4. "you ile hangisini kullanıyoruz?" (diđer öğrencilere sorar)				
5. "Repeat please."				
6. "Be careful in simple past tense we use "were" with the subject "you"'"				
7. "Yes, I was in İstanbul yesterday." (Önemsemez)				
8. No.				
9. Eh-heh. (Güler)				
10. "Was you in İstanbul?" (Yanıřa vurgu yapar)				
11. Bence sen yanıř biliyorsun.				
12. Are you sure?				

### APPENDIX 3

#### Teacher Questionnaire

QUESTIONNAIRE ON THE PREFERENCES OF TEACHERS IN ERROR CORRECTION					
This questionnaire was prepared to gather information about your preferences on error correction. Please read and mark the expression which reflects <b>your teaching</b> . Please write your name. Thank you.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. An error occurs as a result of incompetence or lack of knowledge in learner's interlanguage.					
2. A mistake is a slip of tongue or unsuccessful prediction.					
3. Errors are part of the students' learning strategy.					
4. Errors are important because I can learn how far the student has progressed.					
5. Error correction is an important part of my teaching process.					
6. It is important to me that my students have as few errors as possible.					
7. Correction means helping students to become more accurate in their use of language.					
8. I prefer correcting errors in grammar (verb tenses, *subject/verb agreement, article use)™.					
9. I prefer correcting errors in vocabulary choice (inappropriate usage etc.).					
10. I prefer correcting errors on the ideas expressed.					
11. I prefer correcting errors that hinder communication.					
12. I correct errors about inappropriate use of language. (style, etc.)					
13. I prefer correcting pronunciation errors.					
14. I prefer correcting errors that occur frequently.					
15. I prefer not correcting errors if the focus is on fluency unless they affect the communication.					
16. While correcting I prefer correcting the student immediately.					
17. I believe corrective feedback is helpful.					
18. While correcting I prefer correcting after the learner finishes the sentence.					
19. While correcting I prefer waiting to see whether the learner could self correct.					

20. While correcting I prefer delayed correction (at the end of exercise or the lesson).					
21. In my classroom I do the correction most of the time.					
22. In my classroom I encourage peer correction.					
23. I believe students pick up errors from each other.					
24. I provide learners with enough waiting time for self-correction.					
25. In my classroom students are able to correct themselves.					
26. I use different correction techniques in different levels of proficiency.					
27. I prefer more explicit correction.					
28. I prefer metalinguistic explanation (Metalinguistic feedback is when the teacher gives the grammar explanation concerning the mistake).					
29. I prefer providing the correct form.					
30. I prefer recast (reformulation of the incorrect utterance without drawing attention to form)					
31. I prefer to emphasize on the incorrect utterance.					
32. I prefer elicitation (helping the learner to find the incorrect utterance).					
33. I prefer using gestures in correcting errors.					
34. I prefer explicit correction in beginner levels.					
35. I prefer implicit correction in beginner levels.					
36. I prefer explicit correction in advanced levels.					
37. I prefer implicit correction in advanced levels.					
38. I know my students' preferences for error correction.					
39. I consider my students' preferences for error correction.					
40. While correcting the students I indicate there is a mistake but do not provide any further information.					
41. While correcting the students I indicate what is wrong and provide a model.					
42. While correcting the students I indicate what is wrong and elicit an acceptable version from the learner.					



43. I believe my students prefer immediate correction.					
44. I believe my students prefer delayed correction.					
45. I believe my students prefer not being corrected.					
46. I believe my students do not have clear ideas about correction.					
47. I consider affective factors while correcting students (anxiety, embarrassment, etc.)					

## APPENDIX 4

### Questionnaire Results of Learners

#### 2. İngilizce dersinde konuşurken yanlışlar yapıyorum.

##### BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	1	,8	1,0	1,0
	Katılmıyorum	5	4,0	5,2	6,2
	Kararsızım	11	8,7	11,3	17,5
	Katılıyorum	57	45,2	58,8	76,3
	Kesinlikle Katılıyorum	23	18,3	23,7	100,0
Total		97	77,0	100,0	
Missing System		29	23,0		
Total		126	100,0		

##### LOW- INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	1	1,1	1,1	1,1
	Katılmıyorum	5	5,3	5,4	6,5
	Kararsızım	6	6,3	6,5	12,9
	Katılıyorum	51	53,7	54,8	67,7
	Kesinlikle Katılıyorum	30	31,6	32,3	100,0
Total		93	97,9	100,0	
Missing System		2	2,1		
Total		95	100,0		

3. Yanlıřlarım daha çok dilbilgisinden kaynaklanıyor.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	4	3,2	4,2	4,2
	Katılmıyorum	22	17,5	22,9	27,1
	Kararsızım	23	18,3	24,0	51,0
	Katılıyorum	32	25,4	33,3	84,4
	Kesinlikle Katılıyorum	15	11,9	15,6	100,0
Total		96	76,2	100,0	
Missing System		30	23,8		
Total		126	100,0		

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	14	14,7	15,2	15,2
	Katılmıyorum	21	22,1	22,8	38,0
	Kararsızım	43	45,3	46,7	84,8
	Katılıyorum	14	14,7	15,2	100,0
Total		92	96,8	100,0	
Missing System		3	3,2		
Total		95	100,0		

4. Daha çok sözcük seçiminde yanlış yaparım.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	6	4,8	4,8	4,8
	Katılmıyorum	30	23,8	24,0	28,8
	Kararsızım	33	26,2	26,4	55,2
	Katılıyorum	45	35,7	36,0	91,2
	Kesinlikle Katılıyorum	11	8,7	8,8	100,0
Total		125	99,2	100,0	
Missing System		1	,8		
Total		126	100,0		

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	2	2,1	2,2	2,2
	Katılmıyorum	30	31,6	32,6	34,8
	Kararsızım	30	31,6	32,6	67,4
	Katılıyorum	22	23,2	23,9	91,3
	Kesinlikle Katılıyorum	8	8,4	8,7	100,0
Total		92	96,8	100,0	
Missing System		3	3,2		
Total		95	100,0		

5. Yanlıřlarım daha çok telaffuzumla ilgili.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	11	8,7	8,9	8,9
	Katılmıyorum	24	19,0	19,5	28,5
	Kararsızım	19	15,1	15,4	43,9
	Katılıyorum	42	33,3	34,1	78,0
	Kesinlikle Katılıyorum	27	21,4	22,0	100,0
Total		123	97,6	100,0	
Missing System		3	2,4		
Total		126	100,0		

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	12	12,6	13,0	13,0
	Katılmıyorum	27	28,4	29,3	42,4
	Kararsızım	8	8,4	8,7	51,1
	Katılıyorum	33	34,7	35,9	87,0
	Kesinlikle Katılıyorum	12	12,6	13,0	100,0
Total		92	96,8	100,0	
Missing System		3	3,2		
Total		95	100,0		

6. Yanlıř yapsam da karřımdaki kiřiye istediđimi anlatabiliyorum.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Katılmıyorum	14	11,1	11,1	11,1
	Kararsızım	35	27,8	27,8	38,9
	Katılıyorum	48	38,1	38,1	77,0
	Kesinlikle Katılıyorum	29	23,0	23,0	100,0
Total		126	100,0	100,0	

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	1	1,1	1,1	1,1
	Katılmıyorum	5	5,3	5,4	6,5
	Kararsızım	23	24,2	25,0	31,5
	Katılıyorum	42	44,2	45,7	77,2
	Kesinlikle Katılıyorum	21	22,1	22,8	100,0
Total		92	96,8	100,0	
Missing System		3	3,2		
Total		95	100,0		

7. Yanlış yaptığım zaman karşımdaki kişinin söylediğimi anlamadığımı düşünüyorum.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	9	7,1	7,1	7,1
	Katılmıyorum	37	29,4	29,4	36,5
	Kararsızım	45	35,7	35,7	72,2
	Katılıyorum	27	21,4	21,4	93,7
	Kesinlikle Katılıyorum	8	6,3	6,3	100,0
Total		126	100,0	100,0	

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	12	12,6	12,9	12,9
	Katılmıyorum	30	31,6	32,3	45,2
	Kararsızım	32	33,7	34,4	79,6
	Katılıyorum	16	16,8	17,2	96,8
	Kesinlikle Katılıyorum	3	3,2	3,2	100,0
Total		93	97,9	100,0	
Missing System		2	2,1		
Total		95	100,0		

8. Bence öğretmenim dilbilgisi ile ilgili yanıřlarımı düzeltmeli.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	5	4,0	4,0	4,0
	Katılmıyorum	18	14,3	14,3	18,3
	Kararsızım	33	26,2	26,2	44,4
	Katılıyorum	49	38,9	38,9	83,3
	Kesinlikle Katılıyorum	21	16,7	16,7	100,0
Total		126	100,0	100,0	

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	1	1,1	1,1	1,1
	Katılmıyorum	10	10,5	10,8	11,8
	Kararsızım	18	18,9	19,4	31,2
	Katılıyorum	42	44,2	45,2	76,3
	Kesinlikle Katılıyorum	22	23,2	23,7	100,0
Total		93	97,9	100,0	
Missing System		2	2,1		
Total		95	100,0		



9. Bence öğretmenim sözcük seçiminde yaptığım yanlışları düzeltmeli.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	4	3,2	3,3	3,3
	Katılmıyorum	15	11,9	12,2	15,4
	Kararsızım	22	17,5	17,9	33,3
	Katılıyorum	59	46,8	48,0	81,3
	Kesinlikle Katılıyorum	23	18,3	18,7	100,0
Total		123	97,6	100,0	
Missing System		3	2,4		
Total		126	100,0		

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	2	2,1	2,2	2,2
	Katılmıyorum	9	9,5	9,8	12,0
	Kararsızım	14	14,7	15,2	27,2
	Katılıyorum	47	49,5	51,1	78,3
	Kesinlikle Katılıyorum	20	21,1	21,7	100,0
Total		92	96,8	100,0	
Missing System		3	3,2		
Total		95	100,0		

10. Bence öğretmenim anlatmaya çalıştığım fikirlerin bütünlülüğü ile ilgili yanırlarımı düzeltmeli.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	2	1,6	1,6	1,6
	Katılmıyorum	16	12,7	12,8	14,4
	Kararsızım	22	17,5	17,6	32,0
	Katılıyorum	56	44,4	44,8	76,8
	Kesinlikle Katılıyorum	29	23,0	23,2	100,0
Total		125	99,2	100,0	
Missing System		1	,8		
Total		126	100,0		

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	2	2,1	2,2	2,2
	Katılmıyorum	9	9,5	9,8	12,0
	Kararsızım	16	16,8	17,4	29,3
	Katılıyorum	50	52,6	54,3	83,7
	Kesinlikle Katılıyorum	15	15,8	16,3	100,0
Total		92	96,8	100,0	
Missing System		3	3,2		
Total		95	100,0		

11. Bence öğretmenim fikirlerimi aktaramadığım zaman yanlışlarımı düzeltmeli.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Katılmıyorum	9	7,1	7,2	7,2
	Kararsızım	13	10,3	10,4	17,6
	Katılıyorum	70	55,6	56,0	73,6
	Kesinlikle Katılıyorum	33	26,2	26,4	100,0
Total		125	99,2	100,0	
Missing System		1	,8		
Total		126	100,0		

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	1	,8	,9	,9
	Katılmıyorum	6	5,1	5,2	6,0
	Kararsızım	12	10,2	10,3	16,4
	Katılıyorum	73	61,9	62,9	79,3
	Kesinlikle Katılıyorum	24	20,3	20,7	100,0
Total		116	98,3	100,0	
Missing System		2	1,7		
Total		118	100,0		

12. Bence öğretmenim telaffuzumla ilgili yanıřlarımı düzeltmeli.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	3	2,4	2,4	2,4
	Katılmıyorum	10	7,9	8,0	10,4
	Kararsızım	15	11,9	12,0	22,4
	Katılıyorum	64	50,8	51,2	73,6
	Kesinlikle Katılıyorum	33	26,2	26,4	100,0
Total		125	99,2	100,0	
Missing System		1	,8		
Total		126	100,0		

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	2	2,1	2,2	2,2
	Katılmıyorum	8	8,4	8,6	10,8
	Kararsızım	9	9,5	9,7	20,4
	Katılıyorum	52	54,7	55,9	76,3
	Kesinlikle Katılıyorum	22	23,2	23,7	100,0
Total		93	97,9	100,0	
Missing System		2	2,1		
Total		95	100,0		

13. Yanlıřlarımı retmenim dzeltmeli.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	5	4,0	4,0	4,0
	Katılmıyorum	10	7,9	8,0	12,0
	Kararsızım	19	15,1	15,2	27,2
	Katılıyorum	60	47,6	48,0	75,2
	Kesinlikle Katılıyorum	31	24,6	24,8	100,0
Total		125	99,2	100,0	
Missing System		1	,8		
Total		126	100,0		

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	1	1,1	1,1	1,1
	Katılmıyorum	9	9,5	9,8	10,9
	Kararsızım	21	22,1	22,8	33,7
	Katılıyorum	46	48,4	50,0	83,7
	Kesinlikle Katılıyorum	15	15,8	16,3	100,0
Total		92	96,8	100,0	
Missing System		3	3,2		
Total		95	100,0		

14. Yanlıřlarımı ben düzeltmeliyim.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	2	1,6	1,6	1,6
	Katılmıyorum	11	8,7	8,8	10,4
	Kararsızım	15	11,9	12,0	22,4
	Katılıyorum	56	44,4	44,8	67,2
	Kesinlikle Katılıyorum	41	32,5	32,8	100,0
Total		125	99,2	100,0	
Missing System		1	,8		
Total		126	100,0		

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	3	3,2	3,2	3,2
	Katılmıyorum	8	8,4	8,6	11,8
	Kararsızım	15	15,8	16,1	28,0
	Katılıyorum	44	46,3	47,3	75,3
	Kesinlikle Katılıyorum	23	24,2	24,7	100,0
Total		93	97,9	100,0	
Missing System		2	2,1		
Total		95	100,0		

15. Yanlışlarımın sınıf arkadaşlarım tarafından düzeltilmesinden rahatsız olmam.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	7	5,6	5,6	5,6
	Katılmıyorum	9	7,1	7,1	12,7
	Kararsızım	17	13,5	13,5	26,2
	Katılıyorum	53	42,1	42,1	68,3
	Kesinlikle Katılıyorum	40	31,7	31,7	100,0
Total		126	100,0	100,0	

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	7	7,4	7,5	7,5
	Katılmıyorum	12	12,6	12,9	20,4
	Kararsızım	9	9,5	9,7	30,1
	Katılıyorum	47	49,5	50,5	80,6
	Kesinlikle Katılıyorum	18	18,9	19,4	100,0
Total		93	97,9	100,0	
Missing System		2	2,1		
Total		95	100,0		

16. Yanlışlarımı sınıf arkadaşlarım düzeltirse rahatsız olurum.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	33	26,2	26,6	26,6
	Katılmıyorum	33	26,2	26,6	53,2
	Kararsızım	18	14,3	14,5	67,7
	Katılıyorum	19	15,1	15,3	83,1
	Kesinlikle Katılıyorum	21	16,7	16,9	100,0
Total		124	98,4	100,0	
Missing System		2	1,6		
Total		126	100,0		

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	21	22,1	22,8	22,8
	Katılmıyorum	41	43,2	44,6	67,4
	Kararsızım	14	14,7	15,2	82,6
	Katılıyorum	10	10,5	10,9	93,5
	Kesinlikle Katılıyorum	6	6,3	6,5	100,0
Total		92	96,8	100,0	
Missing System		3	3,2		
Total		95	100,0		



17. Yanlış yaptığım zaman öğretmenim benim düzeltmem için bekler.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	5	4,0	4,1	4,1
	Katılmıyorum	17	13,5	13,8	17,9
	Kararsızım	31	24,6	25,2	43,1
	Katılıyorum	39	31,0	31,7	74,8
	Kesinlikle Katılıyorum	31	24,6	25,2	100,0
Total		123	97,6	100,0	
Missing System		3	2,4		
Total		126	100,0		

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	1	1,1	1,1	1,1
	Katılmıyorum	10	10,5	11,0	12,1
	Kararsızım	14	14,7	15,4	27,5
	Katılıyorum	55	57,9	60,4	87,9
	Kesinlikle Katılıyorum	11	11,6	12,1	100,0
Total		91	95,8	100,0	
Missing System		4	4,2		
Total		95	100,0		

18. Yanlıřlarım hemen düzeltilmeli.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	8	6,3	6,5	6,5
	Katılmıyorum	17	13,5	13,7	20,2
	Kararsızım	25	19,8	20,2	40,3
	Katılıyorum	51	40,5	41,1	81,5
	Kesinlikle Katılıyorum	23	18,3	18,5	100,0
Total		124	98,4	100,0	
Missing System		2	1,6		
Total		126	100,0		

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	4	4,2	4,3	4,3
	Katılmıyorum	20	21,1	21,5	25,8
	Kararsızım	29	30,5	31,2	57,0
	Katılıyorum	33	34,7	35,5	92,5
	Kesinlikle Katılıyorum	7	7,4	7,5	100,0
Total		93	97,9	100,0	
Missing System		2	2,1		
Total		95	100,0		

19. Yanlıřlarım ben konuřmamı bitirince düzeltilmeli.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	9	7,1	7,1	7,1
	Katılmıyorum	25	19,8	19,8	27,0
	Kararsızım	20	15,9	15,9	42,9
	Katılıyorum	32	25,4	25,4	68,3
	Kesinlikle Katılıyorum	40	31,7	31,7	100,0
Total		126	100,0	100,0	

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Katılmıyorum	10	10,5	10,8	10,8
	Kararsızım	11	11,6	11,8	22,6
	Katılıyorum	53	55,8	57,0	79,6
	Kesinlikle Katılıyorum	19	20,0	20,4	100,0
Total		93	97,9	100,0	
Missing System		2	2,1		
Total		95	100,0		

20. Yanlıřlarım hi dzeltilmemeli.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	69	54,8	54,8	54,8
	Katılmıyorum	22	17,5	17,5	72,2
	Kararsızım	6	4,8	4,8	77,0
	Katılıyorum	19	15,1	15,1	92,1
	Kesinlikle Katılıyorum	10	7,9	7,9	100,0
Total		126	100,0	100,0	

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	50	52,6	54,3	54,3
	Katılmıyorum	36	37,9	39,1	93,5
	Kararsızım	4	4,2	4,3	97,8
	Katılıyorum	2	2,1	2,2	100,0
Total		92	96,8	100,0	
Missing System		3	3,2		
Total		95	100,0		

21. Yanlış yaptığımı fark ettiğimde düzeltmeye çalışıyorum.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	3	2,4	2,4	2,4
	Katılmıyorum	12	9,5	9,6	12,0
	Kararsızım	8	6,3	6,4	18,4
	Katılıyorum	45	35,7	36,0	54,4
	Kesinlikle Katılıyorum	57	45,2	45,6	100,0
Total		125	99,2	100,0	
Missing System		1	,8		
Total		126	100,0		

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	1	1,1	1,1	1,1
	Katılmıyorum	4	4,2	4,3	5,4
	Kararsızım	3	3,2	3,2	8,6
	Katılıyorum	57	60,0	61,3	69,9
	Kesinlikle Katılıyorum	28	29,5	30,1	100,0
Total		93	97,9	100,0	
Missing System		2	2,1		
Total		95	100,0		

22. Yanlış yaptığımı fark ettiğimde bunu önemsemiyorum.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	55	43,7	44,7	44,7
	Katılmıyorum	28	22,2	22,8	67,5
	Kararsızım	7	5,6	5,7	73,2
	Katılıyorum	14	11,1	11,4	84,6
	Kesinlikle Katılıyorum	19	15,1	15,4	100,0
Total		123	97,6	100,0	
Missing System		3	2,4		
Total		126	100,0		

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	35	36,8	37,6	37,6
	Katılmıyorum	43	45,3	46,2	83,9
	Kararsızım	5	5,3	5,4	89,2
	Katılıyorum	8	8,4	8,6	97,8
	Kesinlikle Katılıyorum	2	2,1	2,2	100,0
Total		93	97,9	100,0	
Missing System		2	2,1		
Total		95	100,0		

23. Yanlış yaptığımı fark ettiğimde öğretmenime sorarım.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	26	20,6	20,8	20,8
	Katılmıyorum	8	6,3	6,4	27,2
	Kararsızım	8	6,3	6,4	33,6
	Katılıyorum	51	40,5	40,8	74,4
	Kesinlikle Katılıyorum	32	25,4	25,6	100,0
Total		125	99,2	100,0	
Missing System		1	,8		
Total		126	100,0		

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	3	3,2	3,2	3,2
	Katılmıyorum	4	4,2	4,3	7,5
	Kararsızım	7	7,4	7,5	15,1
	Katılıyorum	51	53,7	54,8	69,9
	Kesinlikle Katılıyorum	28	29,5	30,1	100,0
Total		93	97,9	100,0	
Missing System		2	2,1		
Total		95	100,0		

24. Yanlışlarım düzeltildiğinde utanırım.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	50	39,7	40,0	40,0
	Katılmıyorum	36	28,6	28,8	68,8
	Kararsızım	5	4,0	4,0	72,8
	Katılıyorum	15	11,9	12,0	84,8
	Kesinlikle Katılıyorum	18	14,3	14,4	99,2
5		1	,8	,8	100,0
Total		125	99,2	100,0	
Missing System		1	,8		
Total		126	100,0		

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	36	37,9	39,1	39,1
	Katılmıyorum	40	42,1	43,5	82,6
	Kararsızım	10	10,5	10,9	93,5
	Katılıyorum	5	5,3	5,4	98,9
	Kesinlikle Katılıyorum	1	1,1	1,1	100,0
Total		92	96,8	100,0	
Missing System		3	3,2		
Total		95	100,0		



25. Yanlışlarım düzeltildiğinde rahatsız olmam.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	13	10,3	10,3	10,3
	Katılmıyorum	17	13,5	13,5	23,8
	Kararsızım	3	2,4	2,4	26,2
	Katılıyorum	45	35,7	35,7	61,9
	Kesinlikle Katılıyorum	48	38,1	38,1	100,0
Total		126	100,0	100,0	

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	5	5,3	5,4	5,4
	Katılmıyorum	6	6,3	6,5	12,0
	Kararsızım	3	3,2	3,3	15,2
	Katılıyorum	41	43,2	44,6	59,8
	Kesinlikle Katılıyorum	37	38,9	40,2	100,0
Total		92	96,8	100,0	
Missing System		3	3,2		
Total		95	100,0		

26. Yanlıřların düzeltilmesi gereklidir.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	4	3,2	3,2	3,2
	Katılmıyorum	3	2,4	2,4	5,6
	Kararsızım	4	3,2	3,2	8,7
	Katılıyorum	48	38,1	38,1	46,8
	Kesinlikle Katılıyorum	67	53,2	53,2	100,0
Total		126	100,0	100,0	

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Katılmıyorum	3	3,2	3,3	3,3
	Kararsızım	2	2,1	2,2	5,5
	Katılıyorum	40	42,1	44,0	49,5
	Kesinlikle Katılıyorum	46	48,4	50,5	100,0
Total		91	95,8	100,0	
Missing System		4	4,2		
Total		95	100,0		

27. Yanlıřların düzeltilmesi gerekli deęildir.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	77	61,1	61,6	61,6
	Katılmıyorum	37	29,4	29,6	91,2
	Kararsızım	7	5,6	5,6	96,8
	Katılıyorum	2	1,6	1,6	98,4
	Kesinlikle Katılıyorum	2	1,6	1,6	100,0
Total		125	99,2	100,0	
Missing	System	1	,8		
Total		126	100,0		

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	45	47,4	48,4	48,4
	Katılmıyorum	42	44,2	45,2	93,5
	Kararsızım	1	1,1	1,1	94,6
	Katılıyorum	3	3,2	3,2	97,8
	Kesinlikle Katılıyorum	2	2,1	2,2	100,0
Total		93	97,9	100,0	
Missing	System	2	2,1		
Total		95	100,0		

28. Yanlıřların her zaman düzeltilmesi gerekmez.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	42	33,3	33,9	33,9
	Katılmıyorum	33	26,2	26,6	60,5
	Kararsızım	13	10,3	10,5	71,0
	Katılıyorum	23	18,3	18,5	89,5
	Kesinlikle Katılıyorum	13	10,3	10,5	100,0
Total		124	98,4	100,0	
Missing System		2	1,6		
Total		126	100,0		

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	27	28,4	29,3	29,3
	Katılmıyorum	34	35,8	37,0	66,3
	Kararsızım	21	22,1	22,8	89,1
	Katılıyorum	9	9,5	9,8	98,9
	Kesinlikle Katılıyorum	1	1,1	1,1	100,0
Total		92	96,8	100,0	
Missing System		3	3,2		
Total		95	100,0		

29. Yanlış düzeltimi ile ilgili öğretmenim benim tercihlerimi göz önünde bulundurur.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	2	1,6	1,6	1,6
	Katılmıyorum	9	7,1	7,4	9,0
	Kararsızım	16	12,7	13,1	22,1
	Katılıyorum	58	46,0	47,5	69,7
	Kesinlikle Katılıyorum	37	29,4	30,3	100,0
Total		122	96,8	100,0	
Missing System		4	3,2		
Total		126	100,0		

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	1	1,1	1,1	1,1
	Katılmıyorum	6	6,3	6,5	7,6
	Kararsızım	23	24,2	25,0	32,6
	Katılıyorum	42	44,2	45,7	78,3
	Kesinlikle Katılıyorum	20	21,1	21,7	100,0
Total		92	96,8	100,0	
Missing System		3	3,2		
Total		95	100,0		

30. Yanlıřlarım düzeltilince hata yaptığım yeri daha iyi anlarım.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	22	17,5	17,5	17,5
	Katılmıyorum	8	6,3	6,3	23,8
	Kararsızım	4	3,2	3,2	27,0
	Katılıyorum	40	31,7	31,7	58,7
	Kesinlikle Katılıyorum	52	41,3	41,3	100,0
Total		126	100,0	100,0	

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Katılmıyorum	1	1,1	1,1	1,1
	Kararsızım	4	4,2	4,3	5,4
	Katılıyorum	51	53,7	54,8	60,2
	Kesinlikle Katılıyorum	37	38,9	39,8	100,0
Total		93	97,9	100,0	
Missing System		2	2,1		
Total		95	100,0		

31. Bazen yanlışlarımın fazla düzeltildiğini düşünüyorum.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	31	24,6	24,8	24,8
	Katılmıyorum	54	42,9	43,2	68,0
	Kararsızım	22	17,5	17,6	85,6
	Katılıyorum	14	11,1	11,2	96,8
	Kesinlikle Katılıyorum	4	3,2	3,2	100,0
Total		125	99,2	100,0	
Missing System		1	,8		
Total		126	100,0		

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	31	24,6	24,8	24,8
	Katılmıyorum	54	42,9	43,2	68,0
	Kararsızım	22	17,5	17,6	85,6
	Katılıyorum	14	11,1	11,2	96,8
	Kesinlikle Katılıyorum	4	3,2	3,2	100,0
Total		125	99,2	100,0	
Missing System		1	,8		
Total		126	100,0		

32. Dil düzeyim ilerledikçe hatalarım çoğalıyor.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	18	14,3	14,4	14,4
	Katılmıyorum	28	22,2	22,4	36,8
	Kararsızım	29	23,0	23,2	60,0
	Katılıyorum	38	30,2	30,4	90,4
	Kesinlikle Katılıyorum	12	9,5	9,6	100,0
Total		125	99,2	100,0	
Missing System		1	,8		
Total		126	100,0		

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	18	18,9	19,4	19,4
	Katılmıyorum	36	37,9	38,7	58,1
	Kararsızım	30	31,6	32,3	90,3
	Katılıyorum	7	7,4	7,5	97,8
	Kesinlikle Katılıyorum	2	2,1	2,2	100,0
Total		93	97,9	100,0	
Missing System		2	2,1		
Total		95	100,0		



33. Dil seviyem ilerledikçe öğretmenimin yanlışlarımı düzeltme şekli değişiyor.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	3	2,4	2,4	2,4
	Katılmıyorum	25	19,8	20,0	22,4
	Kararsızım	21	16,7	16,8	39,2
	Katılıyorum	47	37,3	37,6	76,8
	Kesinlikle Katılıyorum	29	23,0	23,2	100,0
Total		125	99,2	100,0	
Missing System		1	,8		
Total		126	100,0		

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	4	4,2	4,3	4,3
	Katılmıyorum	17	17,9	18,3	22,6
	Kararsızım	27	28,4	29,0	51,6
	Katılıyorum	37	38,9	39,8	91,4
	Kesinlikle Katılıyorum	8	8,4	8,6	100,0
Total		93	97,9	100,0	
Missing System		2	2,1		
Total		95	100,0		

34. Öğretmenim bana açık bir şekilde yanlış yaptığımı söylediği zaman hatamı daha iyi anlıyorum.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	9	7,1	7,1	7,1
	Katılmıyorum	16	12,7	12,7	19,8
	Kararsızım	15	11,9	11,9	31,7
	Katılıyorum	48	38,1	38,1	69,8
	Kesinlikle Katılıyorum	38	30,2	30,2	100,0
Total		126	100,0	100,0	

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Katılmıyorum	3	3,2	3,2	3,2
	Kararsızım	8	8,4	8,6	11,8
	Katılıyorum	57	60,0	61,3	73,1
	Kesinlikle Katılıyorum	25	26,3	26,9	100,0
Total		93	97,9	100,0	
Missing System		2	2,1		
Total		95	100,0		

35. Dil düzeyim ilerledikçe hatalarım azalıyor.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	5	4,0	4,0	4,0
	Katılmıyorum	31	24,6	24,6	28,6
	Kararsızım	23	18,3	18,3	46,8
	Katılıyorum	45	35,7	35,7	82,5
	Kesinlikle Katılıyorum	22	17,5	17,5	100,0
Total		126	100,0	100,0	

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	3	3,2	3,2	3,2
	Katılmıyorum	13	13,7	14,0	17,2
	Kararsızım	21	22,1	22,6	39,8
	Katılıyorum	39	41,1	41,9	81,7
	Kesinlikle Katılıyorum	17	17,9	18,3	100,0
Total		93	97,9	100,0	
Missing System		2	2,1		
Total		95	100,0		

36. Öğretmenimin yanlış yaptığım zaman vücut dili ve/veya ses tonunu değiştirerek bana bir hata yaptığımı belirtir.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	6	4,8	4,8	4,8
	Katılmıyorum	15	11,9	12,0	16,8
	Kararsızım	19	15,1	15,2	32,0
	Katılıyorum	58	46,0	46,4	78,4
	Kesinlikle Katılıyorum	27	21,4	21,6	100,0
Total		125	99,2	100,0	
Missing System		1	,8		
Total		126	100,0		

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Katılmıyorum	17	17,9	18,3	18,3
	Kararsızım	11	11,6	11,8	30,1
	Katılıyorum	52	54,7	55,9	86,0
	Kesinlikle Katılıyorum	13	13,7	14,0	100,0
Total		93	97,9	100,0	
Missing System		2	2,1		
Total		95	100,0		

37. Yanlıřlarım düzeltilirken bana direk olarak nerede hata yaptığımı söylemesini isterim.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	3	2,4	2,4	2,4
	Katılmıyorum	8	6,3	6,3	8,7
	Kararsızım	13	10,3	10,3	19,0
	Katılıyorum	52	41,3	41,3	60,3
	Kesinlikle Katılıyorum	50	39,7	39,7	100,0
Total		126	100,0	100,0	

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	1	1,1	1,1	1,1
	Katılmıyorum	5	5,3	5,4	6,5
	Kararsızım	10	10,5	10,8	17,2
	Katılıyorum	56	58,9	60,2	77,4
	Kesinlikle Katılıyorum	21	22,1	22,6	100,0
Total		93	97,9	100,0	
Missing System		2	2,1		
Total		95	100,0		

38. Öğretmenim bana açık bir şekilde yanlış yaptığımı söylemesi gerekmiyor. Öğretmenimin ses tonu ve/veya vücut dilinden yanlış yaptığımı anlıyorum.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	9	7,1	7,1	7,1
	Katılmıyorum	23	18,3	18,3	25,4
	Kararsızım	26	20,6	20,6	46,0
	Katılıyorum	50	39,7	39,7	85,7
	Kesinlikle Katılıyorum	18	14,3	14,3	100,0
Total		126	100,0	100,0	

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	1	1,1	1,1	1,1
	Katılmıyorum	24	25,3	25,8	26,9
	Kararsızım	22	23,2	23,7	50,5
	Katılıyorum	37	38,9	39,8	90,3
	Kesinlikle Katılıyorum	9	9,5	9,7	100,0
Total		93	97,9	100,0	
Missing System		2	2,1		
Total		95	100,0		

39. Öğrenmenin yollarından biri de yanlış yapmaktır.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	5	4,0	4,0	4,0
	Katılmıyorum	13	10,3	10,3	14,3
	Kararsızım	14	11,1	11,1	25,4
	Katılıyorum	49	38,9	38,9	64,3
	Kesinlikle Katılıyorum	45	35,7	35,7	100,0
Total		126	100,0	100,0	

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	1	1,1	1,1	1,1
	Katılmıyorum	6	6,3	6,7	7,8
	Kararsızım	14	14,7	15,6	23,3
	Katılıyorum	38	40,0	42,2	65,6
	Kesinlikle Katılıyorum	31	32,6	34,4	100,0
Total		90	94,7	100,0	
Missing System		5	5,3		
Total		95	100,0		

40. Öğretmenim yaptığım her yanlışını düzeltir.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	3	2,4	2,4	2,4
	Katılmıyorum	6	4,8	4,8	7,1
	Kararsızım	22	17,5	17,5	24,6
	Katılıyorum	60	47,6	47,6	72,2
	Kesinlikle Katılıyorum	35	27,8	27,8	100,0
Total		126	100,0	100,0	

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	1	1,1	1,1	1,1
	Katılmıyorum	6	6,3	6,5	7,6
	Kararsızım	20	21,1	21,7	29,3
	Katılıyorum	54	56,8	58,7	88,0
	Kesinlikle Katılıyorum	11	11,6	12,0	100,0
Total		92	96,8	100,0	
Missing System		3	3,2		
Total		95	100,0		



41. Öğretmenim bir arkadaşımın hatasını düzeltirken onu dikkatle dinlerim.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	2	1,6	1,6	1,6
	Katılmıyorum	10	7,9	7,9	9,5
	Kararsızım	12	9,5	9,5	19,0
	Katılıyorum	62	49,2	49,2	68,3
	Kesinlikle Katılıyorum	40	31,7	31,7	100,0
Total		126	100,0	100,0	

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Katılmıyorum	1	1,1	1,1	1,1
	Kararsızım	8	8,4	8,7	9,8
	Katılıyorum	59	62,1	64,1	73,9
	Kesinlikle Katılıyorum	24	25,3	26,1	100,0
Total		92	96,8	100,0	
Missing System		3	3,2		
Total		95	100,0		

42. Öğretmenimin hatalarımı düzeltme şeklinden memnunum.

BEGINNER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	4	3,2	3,2	3,2
	Katılmıyorum	5	4,0	4,0	7,1
	Kararsızım	9	7,1	7,1	14,3
	Katılıyorum	48	38,1	38,1	52,4
	Kesinlikle Katılıyorum	60	47,6	47,6	100,0
Total		126	100,0	100,0	

LOW-INTERMEDIATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Katılmıyorum	1	1,1	1,1	1,1
	Kararsızım	7	7,4	7,6	8,7
	Katılıyorum	44	46,3	47,8	56,5
	Kesinlikle Katılıyorum	40	42,1	43,5	100,0
Total		92	96,8	100,0	
Missing System		3	3,2		
Total		95	100,0		

## 7. CIRRICULUM VITAE

### **Pınar UYANIKER**

Karamürselbey Eğitim Merkezi Lojmanları 650/B Altınova / Yalova

**Date of Birth:** 09.07.1981

### **Education:**

- |            |                                                                            |
|------------|----------------------------------------------------------------------------|
| 1986-1991  | Büyükada Primary School                                                    |
| 1992- 1999 | Anabilim College                                                           |
| 1999-2004  | Marmara University, Faculty of Education, Department of ELT, İstanbul.     |
| 2007       | St. Giles International Certificate in Teaching English, Highgate, London. |

### **Seminars Attended and Certificates:**

- |                                  |                                                                                                                  |
|----------------------------------|------------------------------------------------------------------------------------------------------------------|
| Işın Bengi-Öner May 5, 2002,     | Marmara University, History of Translation.                                                                      |
| Işın Bengi-Öner December 7, 2002 | Marmara University, Teaching Translation.                                                                        |
| Tom MILLER December 7, 2002      | Marmara University, Reading Strategies.                                                                          |
| May 10, 2003                     | Language Teaching in Diversity and for Diversity.                                                                |
| May 8, 2004                      | Maltepe University, Embracing Differences.                                                                       |
| Feb.5, 2005                      | Naval College, New Methods and Approaches in ELT.                                                                |
| May 29-30, 2009                  | Arel University, International ELT Conference: Managing Innovative Changes in TEFL: New Insights Beyond Methods. |
| Feb. 26, 2010                    | Çevre College, A Bridge where all Skills Integrate.                                                              |
| Nov. 6-7, 2010                   | Aydın Üniversity, The past Present and Future of TEFL: Global Perspectives and Local Issues.                     |
| Jan.16, 2010                     | Anabilim College, Did the Cat Get your Tongue?.                                                                  |
| March 20, 2010                   | Beykent Schools, 'The Whole Art of Teaching is the Art of Awakening the Natural Curiosity of Young Minds'.       |
| March 27-28, 2010                | Istek Schools, ELT Conference.                                                                                   |
| April 1-2, 2011                  | Istek Schools, Reflections and Innovations in ELT.                                                               |
| May, 17, 2011                    | Military Academy, One-day ELT Event with Dr. Krashen                                                             |
| April 14, 2012                   | Maltepe University, 21 <sup>st</sup> Century Skills in Education.                                                |

**Experiences:**

1999-2000	School Experience in Şener Birsöz Secondary School
2002- 2003	School Experience in Anabilim College
2003-2004	London House Language Course, İstanbul
2004-	Naval Petty Officer Vocational School of Higher Education, Altınova

**Languages**

English

Spanish