UNIVERSITY OF ÇUKUROVA

THE INSTITUTE OF SOCIAL SCIENCES

ENGLISH LANGUAGE TEACHING DEPARTMENT

A CONVERSATIONAL ANALYSIS OF CLASSROOM DISCOURSE IN ELT
CONTEXT AT ÇUKUROVA UNIVERSITY

Ayşe Uğur ARIKDAL

Supervisor: Asst. Prof. Dr. Hatice ÇUBUKÇU

MASTER OF ARTS THESIS

ADANA/2006

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We certify that this thesis is satisfactory for the award of the degree of Master of Arts in the Department of English Language Teaching.

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Certified that this thesis conforms to be standards of the Institute of Social Sciences and I confirm that these signatures belong to the committee members.

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ABSTRACT

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In this study, data pertaining to Classroom Discourse, accumulated through audio-recordings in four different classes in English Language Teaching Department at Çukurova University was analysed through Discourse Analysis Methods thus determining and defining the interactional patterns which make up initiation moves. As generally accepted, Sinclair and Coulthard (1975) have played a pioneering role in Discourse Analysis. They and other researchers engaged in Discourse Analysis have pointed out to the presence of an interactional pattern IRF (Initiation-Response-Follow-up) in Classroom Discourse. In this study, the presence of this pattern with reference to Classroom Discourse was also examined. This is tried to be achieved by focusing on initiation moves. Initiation moves taken both by teachers and pupils were analysed in order to be able to determine the different functions they intend to fulfill and the frequency they were used with. The data base containing 1103 turns taken by the teachers and the pupils in the classes were transcribed and analysed. The analysis was conducted through the use of descriptive statistics. The results of the analysis pertaining to initiation moves in English classes, where research was conducted, point out to the presence of a pattern which consists of an initiation move mostly by the teacher, a response move given by the pupil and follow-up move by the teacher. Thus the presence of an IRF pattern becomes apparent. It has been established that the percentage of initiation moves belonging to pupils, %9,65, were far less than that of the teachers. It may be seen that the frequency distibution of initiation moves belonging to the teachers and pupils suggest to the presence of an assymetry biased towards the teachers. It may also be concluded that the pupils' contributions in classes were quite limited compared to that of the teachers'. Since there is no research conducted in this area in Turkey, the results obtained in this research were compared with the research done in other countries and has been found out that they were supporting eachother.

Key Words: IRF Pattern, Teacher 'initiation moves', Pupil 'initiation moves'Teacher control

ÖZET

ÇUKUROVA ÜNİVERSİTESİ İNGİLİZ DİLİ VE EĞİTİMİ ALANI'NDA SINIF SÖYLEMİ ÜZERİNE BİR KONUŞMA ÇÖZÜMLEMESİ

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Bu çalışmada, Çukurova Üniversitesi'nde, İngiliz Dili Eğitimi Alanı'nda, dört ayrı sınıftan ses kaydı yoluyla elde edilen sınıf içi söylemi, Söylem çözümlemesi yaklaşımıyla incelenerek öğretmen-öğrenci karşılaşımlarını oluşturan sözel etkileşimsel örüntülerin yapıları belirlenmiş ve betimlenmiştir. Temel olarak, sınıf- içi söylem incelemelerinin öncüsü sayılan Sinclair va Coulthard (1975) ve onu izleyen çalışmalarda öğretmen-öğrenci etkileşiminde yinelendiği belirlenmiş olan IRF (Açış- Yanıt- Geribildirim) üçlü etkileşimsel yapısının bu çalışmada incelenen sınıf söylemlerinde de geçerli olup olmadığı sorusunun araştırıldığı bu çalışmada, özellikle öğretmen ve öğrenciler arasında gerçekleşen karşılıklı konuşmalarda sözel etkileşimi başlatan sözcelere (Açış) odaklanılmış, ve bu sözcelerin öğretmenler ve öğrenciler tarafından hangi işlevlerle ve hangi oranlarda kullanıldıkları incelenmiştir.1103 konuşma sırasından oluşan veri tabanının çözümlenerek, betimsel istatistik yöntemiyle değerlendirilmesi sonucunda, ilgili sınıflardaki İngilizce derslerinde sınıf söyleminin, ağırlıklı olarak öğretmen tarafından başlatılan Açış, öğrenciden beklenen Yanıt ve gene öğretmen tarafından verilen Geribildirim (IRF)'den oluşan bir etkileşim örüntüsü sergilediği belirlenmiştir. Buna karşın öğrenciler tarafından başlatılan söylem birimlerinin yalnızca %9,65 oranında kaldığı gözlenirken, öğretmenler yönünde asimetrik bir yığılma gösterdiği ve öğrenci katkılarının öğretmen katkılarına göre oldukça kısıtlı olduğu kanısına varılmıştır. Ülkemizde, canlı sınıf söylemi üzerinde bu yönde yapılan çalışmalar bulunmadığından, bu çalışmanın sonucu, yurtdışında yapılmış olan çalışmalarla kıyaslanmış, ve elde edilen sonuçların önceki sonuçları desteklediği belirlenmiştir.

<u>**Anahtar Kelimeler:**</u> IRF (Açış-Yanıt- Geribildirim) Yapısı, Öğrenci açış sözceleri, Öğretmen açış sözceleri, Öğretmen hakimiyeti

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CHAPTER 1

INTRODUCTION

1.0. Introduction

Since it became established as a discipline in the middle of the 1970's, language teaching research has been intensively occupied with interaction in foreign language teaching as an object of research and the analysis of classroom discourse has been the centre of attention as pioneered by Sinclair and Coulthard's Discourse Analysis (DA) Model (1975), which defines the structure of the patterns of language in Classroom Discourse.

Some researchers; such as Anderson, Nussbaum and Grant (1999), Mc Donough and Shaw (1993) and McCarthy and Carter (1994), relying on Sinclair and Coulthard's DA Model, state that, a traditional classroom is a place where teachers ask questions of which they know the answers, where pupils have a limited time to speak (generally spending this time by giving answers to teachers' questions) and where the teacher evaluates pupils' answers and this mechanism is a vital one in Classroom Discourse. Based on the insights gained from the previous research, it can be asserted that investigating classroom discourse via the analysis of natural conversations realized during the teaching-learning process would provide useful insights into the development of educators for evaluating the actual interactional processes in classrooms, and hence, raising the quality of their teaching and re-evaluating their methodologies.

1.1. Background of the Study

An increasing amount of interest in Classroom Discourse studies may be traced as far as back as to the 1940's and a great deal of research in many

different fields of discourse has been done since since 1960's. There are several different procedures for investigation. The four distinguishable areas may be described as psychometric analysis, interaction analysis, ethnographic analysis and discourse analysis (Chaudron, 1988).

1.1.1. Psychometric Analysis

The Psychometric Analysis was used in early evalutions of L2 instruction (e.g., Scherer and Wertheimer, 1964, in Chaudron, 1988), which simply involved almost all possible standard educational procedures. The evaluation of the student-learning outcomes is realized through standardized proficiency test and/or instruction related achievement test (Chaudron, 1988).

The Psychometric Analysis is the most quantitative approach, since its methods and instruments involve numerical measurement, statistical analysis and inference.

1.1.2. Interaction Analysis

Interaction Analysis was developed when the influence of sociological investigations of group processes (e.g., Bales, 1970; Flanders, 1970) in L1 classrooms, and led to the development of observation and analysis of classroom interaction in terms of social meanings.

Characteristics of this approach were the emphasis put on the nature of the dependency of student bahaviours on the atmosphere and the interaction engendered by the teacher (Chaudron, 1988).

1.1.3. Ethnographic Analysis

The Ethnographic Analysis was founded on sociological and anthropological traditions. It was widely utilized in fist language classroom research. L1 research studies may be observed in the works of Cazden et al. (1972), Edwards and Westgate (1994), Hicks (1995) and Lemke (1998). These researchers attempt to interpret behaviours from participant's point of view rather than the observer's. On the other hand, Gumperz and Hymes (1972), exmined speech events like story telling, greeting rituals and verbal duels in different social settings.

In order to be able to conduct ethnographic research; considerable training, continuous record keeping, extensive involvement of the researcher in the classroom and careful interpretation of complex data is essential.

1.1.4. Discourse Analysis

The approach persued in this study is Discourse Analysis, which traditionally arose from the linguistic perspective. This approach may be described as an attempt to analyse fully the discourse of classroom interaction in structural-functional linguistic terms, rather than inferred social meanings (Chaudron, 1988).

Halliday (1985), greatly influenced the Discourse Analysis. His studies may be characterized as a functional approach to language. His work emphasizes the social functions of language and the structure of speech and writing.

Other similar work (e.g., Sacks, 1974) has been dealt with doctor-patient interaction, service encounters, interview, debates and business negotiations as well as monologues.

Sinclair and Coulthard (1975), in their study of Classroom Discourse, tried to identify the patterns of Classroom Discourse to clarify and understand the nature of discourse in response to an assertment by Halliday (1985) that language should be seen both as a system a process.

Sinclair and Coulthard (1975) developed a model for Discourse Analysis relying on observations of classroom interaction to describe teacher-pupil talk focused on the hierarchy of discourse units. They utilized Halliday's rank-scale classification of classroom discourse units.

Ranks, at the discourse level in descending order were: Lesson, Transaction, Exchange, Move and Act. These units provide the structural basis for their model which is also known as the Discourse Analysis Model or as the Birmingham Model. In this Model, they worked out to calsify different types of elements of natural conversation so that their relations and levels of structure can be found out, studied and described. Sinclair and Coulthard have best been remembered by the moves they identified and focused on, which were named as Initiation, Response and Feedback move, known as IRF patterns that generically characterize Classroom Discourse. Since Sinclair and Coulthard were linguists, their principle objective was not to improve the nature of educational practices but to describe the interactional patterns occuring in classroom discourse.

Malouf (1995:147) on the other hand asserted that:

> The strongest effort actually implement Halliday's ideas in a well-grounded, descriptively adaquate theory of discourse has been made by Sinclair and Coulthard (1992), who developed as a tool for systematic study of classroom discourse containing mainly interactions between teacher and individual students.

Mc Carthy (1991), also supports this view by claiming that it is useful for analysing patterns of interaction where talk is relatively tightly structured.

It may be further stated that, Discourse Analysis has contributed significantly in the growth of awareness of the internal structure and functional purpose of the verbal classroom interaction (Chaudron,1988).

1.2. Statement of the Problem

There is a volumous body of research on Classroom Discourse. More specifically, even though Initiation (I), Response (R), Feedback (F), patterns have been suggested to be prototypical of Classroom Discourse Analysis (e.g. Sinclair and Coulthard, 1975; Stubbs, 1989), it has been questioned through various studies (e.g. Francis & Hunston, 1992; Willis, 1992; Tsui,1992), and different variations of this structure have been identified depending on factors such as teacher's style, teaching approach employed and/or philosophy of education.

Greater amount of research done on this subject have been focused on 'teacher initiation moves' in classrooms. For example, in the research conducted by Sinclair and Coulthard (1975), 'teacher initiation moves' were profoundly examined compared to 'pupil initiation moves'. Because of this general characteristics of the main body of Sinclair and Coulthard's research, it may be defined as teacher-centered analysis.

Realizing that 'pupil initiation moves' are also an integral part of Classroom Discourse Analysis, examination of these moves are crucial in reflecting the level of control in classroom interactional environment. The duty of teachers to make safe equal participation by all students and orderly develop classroom activities is a problem to which there is no easy solution As there is no research done on IRF sequence in the classrooms in Turkey, and in order to be able to conduct a more complete analysis, both 'pupil initiation' and 'teacher initiation moves' in classroom context should also be included in a given research.

1.3. Purpose of the Study

The purpose of this study is to describe and identify the interactional patterns observed in Classroom Discourse in ELT context at Çukurova University, with specific focus on 'Initiation moves' both by teachers and pupils.

1.4. Research Questions

This study will try to find answers to the following questions:

- How are the teacher-student interactional exchanges in ELT classes patterned/structured?
- To what extent are the prototypical interactional patterns (IRF) identified in previous research in Classroom Discourse, employed in the ELT contexts, at ELT Department and at Foreign Language Center of Çukurova University?
- What functions do teachers' 'initiation moves' serve?
- What functions do pupils' 'initiation moves' serve?
- Does the distribution of 'initiation moves' among the teacher and the pupil suggest any asymmetries in terms of the control of Classroom Discourse?

1.5. Operational Definitions

It is assumed that the key words presented below are the ones that this study is based on and they are mentioned in order to set common criteria with other related studies.

Act: The smallest unit of discourse structure in Sinclair and Coulthard's Discourse Analysis Model is the 'act'. Sinclair and Coulthard (1975) proposed

twenty-two 'acts' consisting of three categories; meta-interactive, interactive, turn-taking and others. 'Acts' are expressed by clauses or single words.

Move: The second smallest unit of discourse structure in Discourse Analysis Model (Sinclair and Coulthard, 1975) is 'move', which corresponds to the basic functional unit of discourse. One or more than one 'acts' combine to form a 'move'. The basic 'move' types are; framing, opening, answering, eliciting, informing, acknowledging and directing, and a 'move' is the contribution of a speaker to form an 'exchange'.

Exchange: A minimal group of 'moves' is an 'exchange'. A canonical exchange consists of an initiating move (I), a responding move (R), and a follow-up move (F) (Sinclair and Coulthard, 1975). The Discourse Analysis Model of Sinclair and Coulthard differs from research in the Conversational Analysis tradition (e.g., Schegloff and Sacks,1973) in rejecting the two-part adjacency pair in favor of three-part 'exchange'. 'Exchanges' are classified into three types such as; boundary exchanges, teaching exchanges and bound exchanges. (See Method of Analysis).

Transaction: The second largest unit of discourse structure is the 'transaction'. A 'transaction' consists of a boundary exchange followed by any number of teaching exchanges, and is the largest unit whose structure can be specified by Sinclair and Coulthard (1975).

Lessons: Discourse Analysis Model (Sinclair and Coulthard, 1975) included 'lesson' as the largest unit and its status was seen similar to that of a 'paragraph'. Sinclair and Coulthard (1975) claimed that, there were no rules to describe the structure of both a 'paragraph' and a 'lesson', hence their inclusion was postulated only as an 'act of faith'.

1.6. Limitations of the Study

Stubbs (1983), claims that there are inevitable complexities faced while studying on natural data. Although the audio-taped lessons were listened many times before their final transcription, some parts of the utterances by both of the teachers and the students were not transcribed, which was inevitable, because it was not possible to record students' production made in a low voice, some were unclear and some were inaudible. The transcript was used to investigate what sort of teacher-initiations and pupil-initiations were made. Only the categories and their results which directly relate to the problems to be investigated in this study are shown in the tables.

As a common concern in all Discourse analytical studies, interference of researcher's intuitions in descriptions, while interpreting the conversation, has not been totaly avoidable (Schiffrin, 1994). In addition to this, due to the smallness of the number of teachers recorded in this study, the question whether or not teachers' personal styles (idiolects) have an impact on the varieties of classroom 'acts' remains unanswered.

CHAPTER 2

REVIEW OF LITERATURE

2.0. Introduction

In this chapter, definition of Discourse Analysis in general terms and its integral parts are tried to be defined. Major approaches to the issue are tried to be represented in accordance with their relative importance in the literature. The approaches mentioned in this chapter are such as; 'Ethnomethodology', 'Conversation Analysis' and with specific emphasis on 'Classroom Discourse'.

2.1. Review of Literature

Discourse Analysis may generally be defined as the examination of language use by members of speech community involving both language form and function (Demo, 2001). Discourse Analysis also includes the study of both spoken interaction and written texts (Hatch, 1992).

Discourse Analysis may also be conceived as, the study of how sentences in spoken and written language form larger meaningful units like; paragraphs, interview, conversations and the like. Mc Carthy (1991) furthermore defines Discourse Analysis as the study of the relationship between language and the context in which it is used, emphasizing and underlining the importance of the context.

Discourse Analysis is an interdisciplinary field which utilizes the methods and approaches of areas such as; interactional sociolinguistics, ethnomethodology, pragmatics and conversational analysis, each of which have different theoretical perspectives (Schiffrin, 1994). Although the focus of each approach is different, they share the common view that language is a social interaction.

Discourse Analysis employs the principles and concepts of linguistics and applies these above the clause level. Seen in this perspective, it may be argued that, a grammatical analysis alone would not be enough to explain the meanings of the sentences without taking the situation of the relationships of the speakers into consideration.

Analysis of spoken discourse is also called Conversation analysis which derives its techniques from ethnomethodology (Richards, Platt and Platt, 1992), which argues that the proper object of sociological study is a number of techniques and the members of a society use these techniques to interpret their world and to act within this world (Trask, 2004). In other words, ethnomethodology is a branch of sociology which studies how people understand and organize the ordinary life activities, focusing on people's relations with eachother, and how social interaction takes place between people (Richards, Platt and Platt, 1992). And this attempt to put forth a detailed definition of real talk in society has been supplied by the analysis of conversation in ethnomethodology. In this frame, Garfinkel (1974), proposed a method studying natural conversational data and uncovering the participant's common sense methodology for social interactions. Following Garfinkel (1974); Sacks, Schegloff and Jefferson (1977), tried to describe how people in a setting interact specifically through speech by analysing natural conversation and determining some interactional acts such as; turn-taking, interrupting, topic-opening/closing/changing. The attempt of Garfinkel (1974), Sacks, Schegloff and Jefferson (1977) was to describe regular patterns in everyday interaction.

The term Conversation Analysis came into the foreground in 1970's with Harvey Sacks, an American sociologist, as the leading figure in the development of this approach. In this type of analysis, the emphasis is on the close observation of the participants' behaviour in conversation and on the wide range of natural data, not on the structural models of discourse (Schiffrin, 1994).

Sinclair and Coulthard (1975) affirm that, there may be two layers in analysing discourse:

1- 'Interactive Plane', contributing to the discourse management
2- 'Autonomous Plane', related to the meaning of utterances the former, being the primary focus of Conversation Analysis Approach to discourse.

In addition to these layers, another outstanding characteristic of Conversation Analysis is its emphasis on talk in its local context (Schegloff, 1982). Conversation Analysis is also mainly concerned with giving an account on how coherence and sequential organization in discourse is produced and understood. Conversation Analysis also adopts empirical approach, looking out for recurring patterns in natural conversation (Sacks, 1974).

Sacks (1979), states some features of the sequential organization as:

1- People talk one at a time
2- Speaker change recurs
3- Sequences that are two utterances long and are adjacently placed may be 'paired' activities
4- Activities can be required to occur at 'appropriate' places
5- Certain activities are 'chained'

Basic structures that are of importance in Conversation Analysis may be counted such as; adjacency pairs, turn-taking, preference organization and repairs.

Adjacency Pairs, are the utterances in which the production of a first part by one speaker invites the production of a corresponding second part (Sacks, 1979). The first pair includes questions, greetings, challenges, offers, requests, complaints, invitations, announcements. The second pair is reciprocal (greeting-greeting; e.g., hello-hello) for some pairs. There is only one appropriate second pair for some first pair (question-answer), and more than one appropriate second pair conditions (complaint/apology/justification) for some first pairs.

Sacks (1979), defines turn-taking mechanism by suggesting that a current speaker can exercise three degrees of control over the next turn;

1- Speaker can select the next speaker by either naming him or alluding him with a descriptive phrase.

2- Speaker can constrain the next utterance.

3- Speaker can neither select nor leave the floor to continue the conversation by selecting himself.

Although there are several options of second pairs allowed by the first pair, some are preferred and some are not. For instance, 'accept' is a preferred response to an 'invite', so a preferred adjacency pair would be 'invite-accept'. According to Sacks (1979), unpreferred second pairs are distinguished by some features such as; 'delay', 'prefaces', 'accounts'.

Repairs are explained by Sacks (1979) with several reasons such as;

1- Give it the wrong name then correct myself (self initiated – self repair)

2- Give it the wrong name, realize my mistake, invite you correct my mistake (self initiated – other repair)

3- Fail to provide a name, prompting a question by you which I then answer (other initiated - self repair)

4- Give the wrong name, so you correct me (other initiated – other repair)

It has been argued by Halliday (1985) that the study of language as a complete object could only be justified under the circumstances that linguists adressed language as both a process a system of relations.

The most effective effort to implement Halliday's ideas in a descriptive theory of discourse has been made by Sinclair and Coulthard (1975). Sinclair and Coulthard chose classroom situations in which the teacher was teaching in the class and controlling the structure of discourse in the classroom (Sinclair and Coulthard, 1975; Stubbs, 1989; Hatch, 1992). Through their research Sinclair and Coulthard discovered that language in the classroom had a stiff order with highly structured speaking patterns. The most commonly observed classroom discourse pattern is composed of a teacher asking a question or giving a direction to elicit an answer from one or more students, and the teacher giving some kind of information.They claimed that there were certain moves in

conversation and named these moves which were combining and forming cycles such as; soliciting moves, responding moves, structuring moves and reacting moves (Sinclair and Coulthard, 1975). Then, they expressed the structure of exchanges in the Classroom Discourse in terms of moves namely; an Initiation (I) by the teacher, followed by a Response (R) from the pupil, followed by Feedback (F) from the teacher to the pupils' response (1975).

Sinclair and Coulthard did not deny that there were shortcomings in Classroom Discourse such as; teacher's utterances not fitting into any moves and the reacting moves not fitting into the other three moves. They also saw that although the IRF pattern dominates the classroom, I R F components might be recombined in a number of different orders in the conversation, but argued that this system was an advence in describing these units.

Sinclair and Coulthard's DA model has been criticised mainly because of the difficulty of using it to analyse talk in more spontaneous and informal situations, particularly if there are more than two interlocuters. This has led to modifications by a number of reseacrhers, among them Coulthard and Brazil (1992), Francis and Hunston (1992), Willis (1992), Malouf (1995) and Farooq (1999). The modifications are concerned with enlarging the exchange structute, highlighting the significance of intonation in discourse and introducing greater flexibility to the model especially at act level.The exchange structure as re-stated in the updated model of Coulthard and Brazil (1992) is I(R/I)RF.

According to Francis and Hunston (1992), although structure planned discourse interaction models may fit well with the Discourse Analysis Model, some problems stil exist. Francis and Hunston (1992) claim that speech acts in the Discourse Analysis Model relate to the following and previous utterances on a moment by moment basis, not as they contribute to the discourse as a whole. Francis and Hunsten's revised version of the Sinclair and Coulthard's Discourse Analysis Model, omits the category 'nomination' (along with 'bid' and 'cue') as not occuring in two-party everyday conversation. In the Francis and Hunsten Model, original Exchange structure, IRF, was revised to include up to five moves such as; I(R/I)R(F)(F), and within this structure the initiating move in this exchange would be accepteble as a second follow-up move.

Another criticism of Sinclair and Coulthard's Discourse Analysis Model is put forth by Malouf (1995), on the grounds that an 'act' may perform more than one function of the network of available choices simultaneously. On the other hand, Stubbs (1983:40) points out that, "school lessons are a good place to start naturalistic observation of spoken interaction, since they are highly organized in some rather obvious ways".

Like Sinclair and Coulthard (1975), Stubbs (1983), defines syntagmatic chaining units of classroom interaction as an exchange being the minimal interactive unit. For Stubbs (1983), the simple structure of conversation is IR, I (initiation) from one speaker and R (response) from another, and the most obvious example of such exchange is probably a QA (question-answer) adjacency pair. Stubbs (1989), in his work, focuses on communicative problems in the classroom and argues that teacher's talk is characterized by utterances which perform certain speech acts including; informing, explaining, defining, questioning, correcting, promoting, ordering, requesting and the like. Stubbs (1989) also claims that another major knowledge of ours about classroom is that teachers have more power and control than pupil and this should be identifiable in their language.

At a macro level, IRF structure characterizes the teacher's major responsibilities.

> As the participant primarily responsible for the classroom community engagement with the prescribed curriculum, the teacher selects and prepares curriculum units and launches them in ways designed to provide appropriate challanges for each student member. This is the Initiation (I). Students, in turn, are expected to Respond (R) by taking up some of the challenges presented by attempting, either alone or in collaboration with others, to go beyond their current understanding or level of skilled performance. The teacher's Follow-up then consists in responding to the students' attempts by providing assistance for their development (Sinclair and Coulthard, 1992:83).

CHAPTER 3

METHODOLOGY

3.0. Introduction

In this section, information regarding data collection techniques, procedures and data analysis is presented. The data used in this research is compiled from audio-recordings of teacher and pupil interactions in 4 ELT classes in Çukurova University. The data collection method was 'theoretical sampling' as proposed by Glaser and Strauss (1967). In the process of data collection, ethical considerations were given due importance. Sinclair and Coulthard's Discourse Analysis Model was taken to be the main analytical framework on which this research was based.

3.1. The Data

The data in this study has been based on audio-recordings of interactions between teachers and their students in four ELT classes at Çukurova University. Since this is both a qualitative and quantitative research and the purpose is to encounter as many different types of initiating moves as possible, the data in this study was obtained from different levels of classes namely three from prep classes in YADİM and one class at ELT department of second grade. Also, data was gathered from classes during teaching different skills namely; writing, reading, listening/speaking and grammar, and the data consists of 1103 conversational-turns realized both by pupils and teachers.

The total number of students in the classes is 65. They are between the ages of 20-30 with pre-intermediate and intermediate level of English language proficiency. The four English instructors, three female and one male, who

participated in this research are all native speakers of Turkish and are aged between 26-32.

3.2. Data Collection Procedure

Guided by the purpose of this research, Theoretical Sampling was used as the data collection method. Theoretical Sampling, proposed by Glaser and Strauss (1967), involves seeking out people and situations which are likely to reveal the phenomena in which the researcher is interested. Stubbs (1989) claims that, the researcher chooses groups of situations that will help to generate, to the fullest extent, the properties of his theoretical categories, therefore taking the teaching situation is an example of speech event is itself an example of theoretical sampling. Researchers (e.g. Stubbs, 1976) suggest this method to be suitable for qualitative research on natural data.

Before observing the class, first the teachers have been asked permission to audio-record their lessons. To minimize the effect of the recording device and the researcher's presence in the class, on the quality of the natural data, covert recording has been done by keeping the device out of sight of the students, and the observer attended the class as a guest or a friend of the teacher. The researcher also sat at the back or side of the class throughout the data collection period. Also the researcher has taken some notes regarding related to contextual information. Each class lasted aproximately 50 minutes.

3.2.1. Ethical Considerations

According to Labov (1972), discourse analyst both aims to get natural data and to be ethical while collecting natural data which is very difficult. In Labov's terms 'discourse analyst's paradox' is always present when working with the natural data since the researcher wants to both obtain uncontaminated data and the method to be ethical. Some researchers (e.g. Crystal and Davy, 1975) preferred to do covert recording and let the participants know that their talk is recorded after the recording process, but this is not possible in situations

like classroom recordings. Therefore, the researcher has asked permission from the teachers but the aim of the study is not explained to obtain natural data. Investigating the ethical problems in the research, Cameron et.al (1993) emphasizes that the feedback of the studies, findings and conclusion, is also another ethical problem. Because of that reason, it is planned to share the findings of this study with the participants, once the research is completed.

3.3. Method of Analysis

Restricted by the purpose of the study, the patterns of classroom discourse with specific focus on initiation moves both by teachers and pupils are analysed based on Sinclair and Coulthard's (1975) Discourse Analysis Model. In Discourse Analysis Model, pupil 'initiation moves' were analysed under two headings such as ; pupil elicit and pupil inform. Furthermore, these two headings are divided into 10 sub-sections namely ask for clarification, ask about Turkish for an English word/phrase/sentence, ask about English for a Turkish word/phrase/sentence, asking a metalinguistic question, asking about grammar, ask for permission, ask for approval, loop, bid and unclear, in this research. Then we compared these initiation moves both qualitatively and quantitatively. The conversational corpus was transcribed based on Jefferson's (1984) transcription conventions (See Appendix 1). As restricted by the study, no attention has been paid to pauses, overlapping, interruptions, or intonational patterns. Punctuation marks have been used as they are used in written texts. Descriptive statistics is employed to support findings of the study. As the choice of data collection methods depends mainly on the purpose of the research and the issues that are under investigation, the recorded data was transcribed and then Sinclair and Coulthard's (1975) Discourse Analysis (DA) Model is used as a tool of analysis.

3.3.1. Discourse Analysis Model

To identify the interactional patterns in discourse, Sinclair and Coulthard developed a model for Discourse Analysis based on observations of classroom interaction. They chose classroom situations in which the teacher was teaching in the class and controlling the structure of discourse in the classroom (Sinclair & Coulthard, 1975; Stubbs, 1989; Hatch, 1992). The research has revealed that language in the classroom had a stiff order with highly structured speaking patterns. The most commonly observed classroom discourse pattern is composed of a teacher asking a question or giving a direction to elicit an answer from one or more students, and the teacher giving some kind of information. They claimed that there were certain moves in conversation and named these moves which were combining and forming cycles such as; soliciting moves, responding moves, structuring moves and reacting moves (Sinclair and Coulthard, 1975). Then, they encoded these cyclic moves as: Initiation (I) by the teacher, followed by a Response (R) from the pupil, followed by Feedback (F) from the teacher to the pupils' response (1975). Classroom discourse has been analyzed in terms of the five units which are identified in the Discourse Analysis model are; 'act', 'move', 'exchange', 'transaction' and 'lesson' in an ascending rank order. The 'lesson' is the largest unit and 'act' is the smallest.

3.3.1.1. Acts and Moves

As for the smallest units of analysis, Sinclair et al. proposed twenty-two acts as shown in the list below.

- marker
- starter
- elicitation
- check
- directive

- informative
- prompt
- clue
- cue
- bid
- nomination
- acknowledge
- reply
- react
- comment
- accept
- evaluate
- silent stress
- meta-statement
- conclusion
- loop
- aside

7 of which, have been investigated in this research are as follows:

Elicitation: Realized by a question. Its function is to request a linguistic response.

Directive: Realized by a command. Its function is to request a non-linguistic response.

Check: Realized by a closed class of polar questions concerned with being 'finished' or 'ready', having 'problems' or 'difficulties', being able to 'see' or 'hear'. They are 'real' questions, in that for once the teacher doesn't know the answer. The function of checks is to enable the teacher to ascertain whether there are any problems preventing the successful progress of the lesson.

Informative: Realized by a statement. It differs from other uses of statement in that its sole function is to provide information. The only response is an acknowledgement of attention and understanding.

Clue: Realized by a statement, question, command, or moodless item. It is subordinate to the head of the initiation and functions by providing additional information which helps the pupil to answer the elicitation or comply with the directive.

Loop: Realized by a closed class of items -- 'pardon', 'you what', 'eh', 'again', and a few questions like 'did you say', 'do you mean''. Its function is to return the discourse to the state it was at before the pupil spoke, from where it can proceed normally.

Bid: Realized by a closed class of verbal and non-verbal items -- 'Sir', 'Miss', teacher's name, raised hand, heavy breathing, finger clicking. It's function is to signal a desire to contribute to the discourse.

3.3.1.2. Exchanges

Sinclair and Coulthard (1975) have identified 8 types of exchanges by teachers and pupils in Classroom Discourse based on the initiations by teachers and by pupils.

3.3.1.2.1. Teaching Exchanges I (R) (F)

As shown below, teachers' exchanges are structured by; Initiation (I) by the teacher, Response (R) by the pupil and Feed-back (F) by the teacher. The characteristics of each move vary according to the purpose of the exchange (e.g. eliciting, directing, informing).

1- Teacher eliciting exchange

Teacher: I   (elicit)

"What's the name of this cutter?"

Pupil: R   (reply)

"Hacksaw"

Teacher: F   (evaluation)

"The hacksaw"   (Sinclair and Coulthard, 1975:51)

2- Teacher directing exchange

Teacher: I   (directive)

"I want you to take your pen and I want to rub it as hard as you can on something woollen."

Pupil: R   (react)

"ACTIVITY"

Teacher: (F)   (evaluation)

Ø   (Sinclair and Coulthard, 1975:51)

3- Teacher informing exchange

Teacher: I   (inform)

"Now, luckily, the French could read Greek."

Pupil: (R)   (acknowledge)

Ø   (Sinclair and Coulthard, 1975:50)

3.3.1.2.2. Pupil Exchanges I (R)/(F)

Pupil eliciting exchanges, which are initiated by pupils, show a simpler structure lacking the follow up move.

4- Pupil eliciting exchange

Pupil: I   (elicit)

"Are the numbers for le- for the letters?"

Teacher: R   (reply)

"Yes, They're – that's the order, one, two, three, four."

(Sinclair and Coulthard, 1975:52)

5- Pupil Inform (teachers usually respond with feedback of some type)

Pupil: I   (inform)

"There's some- there's a letter's missing from that up and down one."

Teacher: F   (evaluation)

"Oh, yes. You're right. It is."   (Sinclair and Coulthard, 1975:52)

3.3.1.2.3. Bound Exchanges

Bound exchanges occur when an exchange reactivates an element in another exchange instead of repeating it or rephrasing it.

6- Re-initiation (i)

Teacher: I   (elicit)

"What is 'comprehend'?"

Pupil: Lack of response

Ø

Teacher: Ib   (bound initiation; acts such as prompt, nomination, or cue)

"Nicola? In fact if you get this word, you'll comprehend."

Pupil: R   (response)

"Find out."

Teacher: F   (follow-up)

"Yes, find out."   (Sinclair and Coulthard, 1975:54)

7- Re-initiation (ii)

Teacher: I   (elicit)

"Can you think what it means?"

Pupil: R   (response; wrong answer)

"Does it mean there's been an accident further down the road?"

Teacher: F   (evaluation)

"No."

Teacher: Ib   (bound initiation; moving to another pupil and letting the question stand)

"Look at the car."

Pupil: R   (response)

"Slippery roads?"

Teacher: F   (follow-up; accept/evaluate)

"Yes. It means 'Be careful because the road's very slippery.'"

(Sinclair and Coulthard, 1975:54)

8- Reinforce

Teacher: I   (direct)

"I want you to take your pen and I want you to rub it as hard as you can do on something woollen."

Pupil: R   (response; missing/incorrect)

"ACTIVITY"

Teacher: Ib   (bound exchange; reinforce by clue or prompt)

"Not in your hair, on your jumpers."

Pupil: R   (response)

"ACTIVITY"   (Sinclair and Coulthard, 1975:55)

In the following chapter, both selected examples from our data analysed following Sinclair and Coulthard's Discourse Analysis Model and related tables will be presnted.

CHAPTER 4

FINDINGS

4.0. Introduction

In this chapter, the findings pertaining to this research are tried to be analysed in the following manner. First, 'teaching exchanges' and 'bound exchanges' in four ELT classes are described in section 4.1. Then, their distributional shares are tried to be determined through calculating their percentage share in the sum total of observations.

The findings regarding teacher and pupil 'initiation moves' are concerned with the 'initiation moves' made both by the teachers and pupils in all four classes. This is tried to be achieved through calculating the percentage shares of teachers' and pupils' initiations with regard to the number of total initiations. In section 4.1 where teacher and pupil 'initiation moves' are examined with regard to teachers and pupils moves. The percentage share of each move according to the above classification are calculated.

In the next section, 4.3, where functional distribution of teachers' 'initiation moves' are analysed. Total number of acts belonging to four different classes are quantified in terms of 'elicit', 'clue', 'informative', 'directive', 'check', 'loop' and other acts in conjunction with Sinclair and Coulthard's 'Discourse Analysis Model'.

In section 4.4, pupil 'initiation moves' are is the subject matter of this research. It is important to note that findings presented under the heading 'pupil initiation' are not independent initiations like those of teachers. It is noteworthy to distinguish the difference between student talk from student response which has an individual characteristic of its own. It wouldn't be unfair to state that this type of moves were not given due importance by Sinclair and Coulthard (1975). Because in their model 'pupil initiation' forms were analysed under two headings; namely 'pupil elicit' and 'pupil inform'. In this research, two main

previously mentioned main headings are sub-divided into ten sub-sections. By doing so a more functional type of analysis is aimed to be achieved.

4.1. 'Teaching Exchanges' and 'Bound Exchanges' in four ELT classes

An overall presentation of data regarding 'Teaching Exchanges' and 'Bound Exchanges' for four classes are given in Table 4.1. The total number of exchanges is 254 of which 145 are 'Teaching' and 109 are 'Bound Exchanges'. Percentage distribution is %57,09 and %43, 91 respectively. As can be seen, the distribution is balanced and this result implies that there exists an IRF pattern in these classes.

Table 4.1. An Overall Presentation of 'Exchange' Data

	Total Number of Exchange	Teaching Exchanges		Bound Exchanges	
		Tokens	%	Tokens	%
Class 1	104	61	58,65	43	41,35
Class 2	57	34	59,65	23	40,35
Class 3	65	33	50,77	32	49,23
Class 4	28	17	60,71	11	39,29
TOTAL	254	145	57,09	109	43,91

4.1.1. 'Teaching Exchanges'

The following excerpts 1,2,3,4,5 and 6, pertaining to four ELT classes, illustrate some examples of IRF patterns.

Excerpt 1

0001 T**:**   OK. What's the matter today? What's the matter? (**I**NITIATION)

0002 P: No problem. (**R**ESPONSE)

0003 T: No problem? OK. (**F**OLLOW-UP)

Excerpt 2

0104 T: OK. So, what does Mary do now? (**I**NITIATION)

0105 P: She dies. (**R**ESPONSE)

0106 T: She died or she is dead. OK. (**F**OLLOW-UP)

Excerpt 3

0330 T: Contrast is the verb form. Noun form is the same as well. Contrast.

We talk about difference. What does different mean?

(**I**NITIATION)

0331 P: Farklı. (**R**ESPONSE)

0332 T: That's right. Difference the noun form. We talk about differences if

we contrast two things. OK. (**F**OLLOW-UP)

Excerpt 4

0707   T: OK. Do you think that it'll touch you somewhere? (**I**NITIATION)

0708   P: Yes. (**R**ESPONSE)

0709   T: OK. You remember it this way or that way or make some part of life maybe. (**F**OLLOW-UP)

Excerpt 5

0732   T: OK. Let's check the vocabulary exercise then. *Bilinmeyen kelimeleri ayırdınız mı?*

" Did you find the unknown vocabulary?" (**I**NITIATION)

0733   P: Yes. (**R**ESPONSE)

0734   T: Well. OK. (**F**OLLOW-UP)

Excerpt 6

1101   T: No. Sonuncusunu da yapalım then we'll take a break. I'll phone

"Let's do the last one"

the travel agency and book? (**I**NITIATION)

1102   P: Train tickets and a hotel. (**R**ESPONSE)

1103   T: Train tickets and a hotel. OK. (**F**OLLOW-UP)

In these excerpts, the exchanges start by the teacher's 'initiation move', continues by a 'pupil pesponse', and ends with the teacher's follow-up move. It may be claimed that the observations follow the sequence forseen by Sinclair and Coulthard (1975) as IRF.

4.1.2. 'Bound Exchanges'

Through the examination of excerpts 7, 8 and 9, it may be determined that 'Bound Exchanges' are present but in a different form than put forth by Sinclair and Coulthard (1975) in their Discourse Analysis Model. In Discourse Analysis Model, the sequence of 're-initiation (ii)' is in the form of I R F Ib R F (see 3.3.1.2.3 Re-initiation (ii)). Whereas in excerpt 8, the sequence takes the form of I R Ib R Ib R F. From this, it may be seen that the teacher may make more than one 're-initiations (ii)' before giving a feedback. In excerpt 9, the observations follow the sequence foreseen by Sinclair and Coulthard (1975). (See 3.3.1.2.3 Reinforce)

Excerpt 7

0005 T: How many of you live with his or her family? (INITIATION)

0006 P: ø   (NO RESPONSE)

0007 T: You live with your family? You? You have a family. Living together

            with your family? (RE-INITIATION-i)

0008 P: ø   (NO RESPONSE)

0009 T: Yes? Mother? Father? (RE-INITIATION-i)

0010 P: I thought my father, my mother. (RESPONSE)

0011 T: No, not your parents. (FOLLOW-UP)

In this excerpt, the teacher gets no response to an elicitation, so the teacher re-initiates two more times by giving a clue in order to get a reply from the pupil. As the consequence of the second re-initiation, the pupil gives a response which is concluded by the teacher's follow-up.

Excerpt 8

0771 T: Manifacturer? (INITIATION)

0772 P: *İmalat*

             "Manifacture" (RESPONSE INCORRECT)

0773 T: *Yani az önce sorduğum fiilin kişisi?*

             "I mean the subject of the previous verb" (RE-INITIATION-ii)

0774 P: *İmal eden, üretmek, üretici.*

             "Manifacturer, to manifacture, producer" (RESPONSE

                                                        MISSING)

0775 T: *Yani?*

             "So"   (RE-INITIATION-ii)

0776 P: *Kitapta* producer *yazıyordu.*

             "It was written producer in the book" (RESPONSE)

0777 T: OK. Producer you can say. Manifacturer, producer. OK.

                                                   (FOLLOW-UP)

In excerpt 8, after the teacher's initiation, the pupil responds with an incorrect answer. This leads the teacher to re-initiate by giving a clue. Despite the teacher's attempt, the pupil comes with a missing response, which leads the teacher to re-initiate again. As a consequence, pupil responds with a correct answer and the teacher follows-up.

Excerpt 9

0256 T: Can be but here the next evening John came across while

Riversdale was just leaving when he arrived. Do you think this

detail is important? (INITIATION)

0257 P: Yes. (RESPONSE-MISSING)

0258 T: How? (RE-INITIATION-REINFORCE)

0259 P: She made ııı (RESPONSE-MISSING)

0260 T: Who was Riversdale? Sorry? Who was first? (RE-INITIATION-

REINFORCE)

0261 P: Solicitor (RESPONSE)

0262 T: Solicitor. (FOLLOW-UP)

In this excerpt, it is observed that a missing response from the pupil to the teacher's initiation continues by the teacher's second and third attempts by reinforcement to get a correct answer. As the pupil comes with the answer "solicitor", which is correct, the teacher accepts the answer by repeating it.

4.2. Teacher and Pupil 'Initiation Moves'

In table 4.2 below, the frequency distribution of the 'initiation moves' made both by the teachers and pupils are shown.

Table 4.2. Distribution of Teacher and Pupil 'Initiation Moves'

	I_n	T		P	
		t_i	t_i/I_n %	pi	p_i/I_n %
Class 1	177	156	88,14	21	11,86
Class 2	132	126	95,45	6	4,55
Class 3	65	60	92,31	5	7,69
Class 4	51	42	82,35	9	17,65
TOTAL	425	384	90,35	41	9,65

This distribution in Table 4.2 is used to interpret the level of 'initiation' taken by pupil vs the control of teacher through Classroom Discourse. It has been observed that, of the total 425 'initiation moves', pupil and teacher i.e individual transactions, only 41 'initiation moves' have been started by the pupils as opposed to 384 'initiation moves' by the teacher. As can be seen in all class observations, teachers' 'initiation moves' have a dominant share, minimum %82,35 to %95,45, in total 425. Total pupils' share is only %9,65. This biased distribution may indicate a Classroom Discourse mainly dominated by teacher 'initiation moves'.

4.3. Functional Distribution of Teachers' 'Initiation Moves'

In order to provide a quantitative basis for analysis, the 'initiation moves' realized by the teachers are classified, presented in Table 4.3, according to seven different functions.

Table 4.3. Functional Distribution of Teachers' 'Initiation Moves'

	Total Number Of Acts	Elicit		Clue		Informative		Directive		Check		Loop		Others	
		Tokens	%	Tokens	%	Tokens	%	Tokens	%	Tokens	%	Tokens	%	Tokens	%
Class 1	224	81	36,16	37	16,52	8	3,57	12	5,36	11	4,91	8	3,57	67	29,91
Class 2	111	37	33,33	9	8,11	-	-	5	4,50	4	3,60	-	-	56	50,45
Class 3	236	83	35	51	22	7	2,97	11	4,66	13	5,51	-	-	71	30,08
Class 4	163	18	11,04	21	12,88	27	16,56	7	4,29	4	2,45	3	1,84	83	50,92
TOTAL	734	219	29,84	118	16,08	42	5,72	35	4,77	32	4,36	11	1,50	277	37,74

The seven functions mentioned are namely; elicit, clue, informative, directive, check, loop and others. Their shares respectively are; %29,84, %16,08, %5,72, %4,36, %1,50 and %37,74.

4.3.1. Teacher 'Elicit'

As may be seen from the percentage distribution in table 4.3, greater share belongs to 'elicit'. Selected examples are given in excerpts 10, 11, 12, 13, 14 and 15 below.

Excerpt 10

0738 T: Imitate, imitate. OK. When the other company tried to imitate. **What's the noun form of imitate?** Imitate verb. **Noun?**

                                                        (ELICIT)

0739 P: Imitation. (RESPONSE)

0740 T: Imitation. (FOLLOW-UP)

Excerpt 11

0873 T: Creation. **What is the adjective? (ELICIT)**

0874 P: Creative. (RESPONSE)

0875 T: Creative OK. (FOLLOW-UP)

Excerpt 12

0530 T: **What is wrong with that? (ELICIT)**

0531 P: Because it the story ends bad. The author tell that in a different way by different words. (RESPONSE)

0532 T: Hıhı (FOLLOW-UP)

Excerpt 13

0063 T: Hımm. **Is he at the puberty age? How old is he? (ELICIT)**

0064 P: Fifteen. (RESPONSE)

0065 T: Fifteen, the same. (FOLLOW-UP)

Excerpt 14

0356 T: OK. No no. Just a moment. Here we have two different people right. Jonathan and Michael. Right. And they have one characteristic. **Characteristic? (ELICIT)**

0357 P: *Özellik.*

"characteristic" (RESPONSE)

0358 T: Right. They are brilliant students. OK. They are hardworking students. So we can write these two sentences in a different way. OK. (FOLLOW-UP)

Excerpt 15

0420 T: OK. Owls, *baykuş.* Owls don't sleep at night. *Baykuşlar geceleyin uyumaz. Fareler geceleyin uyumaz.* **O zaman ne diyeceğiz bunlara?**

"Owls don't sleep at night. Mice don't sleep at night. **Now, what are we going to say?" (ELICIT)**

0421 P: Owls [ ] (RESPONSE)

0422 T: Owls don't sleep at night, and mice don't either. (FOLLOW-UP)

Excerpts 10, 11, 12, 13, 14 and 15 above are examples of teachers' elicitations which are realized by questions function of which is to request a linguistic response. In these excerpts the exchanges start by a teacher elicit, continues by a pupil response and a teacher follow-up move is the end of the exchange.

4.3.2. Teacher 'Clue'

From the data presented in table 4.3, 'clue' has the second greatest percentage share. Selected examples pertaining to 'clue' are expressed in excerpts 16, 17, 18, 19.

Excerpt 16

0750 T: Promoting. Promote? **Like Turkish. (CLUE)**

0751 P: *Promosyon.*

            " Promotion" (RESPONSE)

0752 T: Like, let's say *ilerletmek, geliştirmek*, promote. *İlerletmek, geliştirmek* when promote or he was promoted for example he was chef then he became executor. Right. He is promoted or he was promoted. (FOLLOW-UP)

Excerpt 17

0017 T: Who do you argue with most? Who do you argue with most? **Your father for example or mother**. Girls. You should argue with your mother? **(CLUE)**

0018 P: ø   (NO RESPONSE)

0019 T: **No? Do you have sisters? With your sisters maybe? (CLUE)**

0020 P: I have never argued with my father so far. (RESPONSE)

Excerpt 18

0067 T: Why doesn't he do it? (INITIATION)

0068 P: I don't know. (RESPONSE)

0069 T: **Is it because he wants to listen to loud music or is it because he is happy to make you irritated?** Which one? **(CLUE)**

0070 P: ø (NO RESPONSE)

0071 T: **Second one? (CLUE)**

0072 P: Yes. (P-RESPONSE)

Excerpt 19

0344 T: What is affirmative? Affirmative means positive. OK. Here we have two positive sentences. **Jonathan is a? (CLUE)**

0345 P: is a brilliant (RESPONSE)

0346 T: **is a brilliant what? (CLUE)**

0347 P: *Zeki*

            "Clever" (RESPONSE)

0348 T: **Brilliant? (CLUE)**

0349 P: *Parlak*

            "Brilliant" (RESPONSE)

0350 T: Student. Allright. Brilliant student. Jonathan . OK. (FOLLOW-UP)

In four excerpts given above, the teachers seem to give clues to the pupils by providing additional information to help the pupils answer the elicitations. It may be seen that in cases when the pupil gives no response (excerpts 17,18) or a missing response (excerpt 19), the teacher re-initiates by giving another clue to get a correct answer.

4.3.3. Teacher 'Informative'

Among the teacher 'initiation moves', 'informative acts' share is the third biggest one as shown in table 4.3. Examples that are selected from the data are given in excerpts 20, 21, 22.

Excerpt 20

0903 T: He goes skiing or he went skiing? **After go, if you are going on an activity it takes –ing. Go shopping, go swimming like.** Yes, part 2 Şule please. **(INFORM)**

0904 P: He went to lake   (RESPONSE)

Excerpt 21

0059 T: Now, it is another meaning. **Make up, yes, here make up also to speak to eachother after an argument. OK. Some people don't speak to eachother. They are cross. After being cross they kiss and make up. And they start to speak to eachother again.** OK. **(INFORM)**

0060 P: Sometimes I argue my brother. (RESPONSE)

Excerpt 22

0336 T: **When you compare two things you show how they are similar. When you contrast two things you show how they are different. OK. You show how they are different.** The language of comparison. First. OK. The language of comparison. Activity one. This part. The Turkish what does this mean? The language of comparison? **(INFORM)**

0337 P: [ ]

0338 T: The languages or a language? The languages or a language?

                                                (INITIATION)

0339 P: A language. (RESPONSE)

Selected examoles of 'informative acts' from our data may be observed through excerpts 20, 21 and 22. In these excerpts, 'informative acts' are realized by the teachers' statements whose function is to provide information about the subject of the lesson to the pupils.

4.3.4. Teacher 'Directive'

Compared to the first three 'acts', decreesing share of %4,77 belongs to teachers' 'directive'. This is shown in table 4.3 above. Examples chosen from the transcribed data are presented by excerpts 23, 24, 25, 26.

Excerpt 23

0883 T: OK. **You have one minute, only one minute to read quickly, quickly the second one, no way out. One minute, just quick reading. 35 seconds. 30. It's enough. Now, turn the paper**

back. OK. Good. What do you remember? One sentence, only one sentence. **(DIRECTIVE)**

0884 P: Suddenly, suddenly car stopped. (RESPONSE)

Excerpt 24

0939 T: His wallet. Thank you. ***Bire geçelim o zaman.*** Yes, say.

           "Let's switch to 1 then" **(DIRECTIVE)**

0940 P: It was cold. (RESPONSE)

0941 T: It was cold. (FOLLOW-UP)

Excerpt 25

0091 T: Now, before reading, you see the part here? OK. There are some useful phrases here. **While we read just if you come across with these underline the statement you have difficulty.** OK. **After reading we are going to match these. Not now. So we will read the story part by one. Part by part** OK?. **So let's read the first part. Go over the text, try to understand the general theme and while reading underline the unknown vocabulary.** OK. You have three minutes. **(DIRECTIVE)**

0092 T: No, not reading part two. OK. (INITIATION)

0093 T: **Just read the whole of part one. You're going to read part one first. (DIRECTIVE)**

0094 T: **Do not match. At the end you're going to match these. OK. Not now. (DIRECTIVE)**

0095 T: OK. Finished? Yes? OK. How many characters are there in this part? (INITIATION)

0096 P: Three. (RESPONSE)

Excerpt 26

0334 T: OK. Then. So let's take this part. Very often in your writing, especially this part, let's see together. OK. **Just a look at it.** Very often your writing you will need to know how to write similar or different things. You will need to show things are similar or different. Things? **(DIRECTIVE)**

0335 P: *Şeyler.*

           "Things" (RESPONSE)

Selected examples of teacher directives may be seen in four excepts above. Following Sinclair and Coulthard (1975), we realized directives with their function of requesting a non-linguistic response. In these excepts we may observe that teachers used directives such as; " You have one minute, now turn the paper, let's switch to one, underline the statement you have difficulty, just look at it".

4.3.5. Teacher 'Check'

       The percentage of 'checks' in the total number of acts has a diminishing value compared to the others' share. Selected examples from the transcription are given through the excerpts 27, 28, 29, 30.

Excerpt 27

0889 T: ***Kimler iki, biri okudu?*** *Ha tamam siz bi daha okuycaksınız, çok guzel oldu.*

"**Who read one?** OK you are going to read again, wonderful"

                                                     (CHECK)

0890 P: [   ]

Excerpt 28

0488 T: **Done? Not yet?** OK. Bring the answers. Allright. **Is it getting better or worse? Worse? Difficult words?** Allright, give it to the paper to the one who just prepared that, to the one you get it. Good Works. **Is this something problematic you can not say or something incorrect.** Yes, now, let's learn the number of correct answers. The number of correct answers. **(CHECK)**

0489 P: Four (RESPONSE)

Excerpt 29

0645 T: **Did you get the question now? (CHECK)**

0646 P: Yes. (RESPONSE)

0647 T: OK. (FOLLOW-UP)

Excerpt 30

0231 T: It can be, it can not be. OK. Let's read the last part. Are you underlying the vocabulary? Unknown vocabulary? (INITIATION)

0232 P: Yes. (RESPONSE)

0233 T: **Finished?** OK. **(CHECK)**

Teachers' checks are realized as they are real questions, in that the teachers do not know the answers. Checks seem to enable the teacher to ascertain whether there are any problems preventing the successful progress of the lesson. Questions "Who read one?" in excerpt 27, "Done? Not yet? Is it getting better or worse? Worse? Difficult words? Is this something problematic you can not say or something incorrect?" in excerpt 28, " Did you get the question now?" in excerpt 29 and " Finished?" in excerpt 30 are examples to teacher 'check'.

4.3.6. Teacher 'Loop'

This act has the smallest share in the total number of 'acts'. The other 'acts' considered fit the pattern foreseen by Sinclair and Coulthard (1975), but 'loop acts' place is an unforseen one. As will be seen in excerpts 31 and 32 below, 'loop acts' are used by teachers after a 'pupil initiation'. This may indicate that an 'initiation' of a pupil may come unexpectedly.

Excerpt 31

1013 T: Unfortunately. Luckily antonym unfortunately. Thank you.

                                              (FOLLOW-UP)

1014 P: Short journey. (INITIATION)

1015 T: Sorry? (LOOP)

1016 P: Short journey. (RESPONSE)

Excerpt 32

0423 P: *Hocam mice'da niye do gelmiş?*

            "Why did we use 'do' with mice?" (INITIATION)

0424 T: Sorry? (LOOP)

0425 P: Mice do? (RESPONSE)

4.4. Pupil 'Initiation Moves'

As mentioned previously, pupils in this reserch have used 41 'initiation moves'. However, the 'moves' the researcher has identified as 'pupil initiation' are not independent 'initiations' like those of teachers. This category includes student talk apart from student 'response', do have a characteristic of its own and reflect the level of initiative taken by the students as will be discussed below.

'Pupil initiations' have been examined under two broad categories by Sinclair and Coulthard (1975) namely, 'pupil elicit' and 'pupil inform'.

Table 4.4. Distribution of Two Kinds of 'Pupil Initiation Moves'

	Ip Total	Pupil Elicit		Pupil Inform	
		Tokens	%	Tokens	%
Class 1	21	13	61,9	8	38,1
Class 2	6	5	83,33	1	16,67
Class 3	5	2	40	3	60

	Number	%	Number	%
Class 4	9	5	55,55	4	44,45
TOTAL	41	25	60,98	16	39,02

Of the total of 41 'initiation moves', %60,98 is eliciting moves and %39,02 is informing moves as shown in table 4.4.

4.4.1. Distribution of Pupil 'Elicitation Types'

'Eliciting moves' by pupils, according to Sinclair and Coulthard, usually are attempts to catch teachers' attention and to get permission and the crucial difference between pupil and teacher 'elicits' is that pupil provides no 'feedback'. Thus the structure is IR.

Table 4.4.1. Distribution of Pupil Elicitation Types

	Pupil Elicit	Ask for Clarification		Ask about Turkish for an English word/phrase/sent.		Ask about English for a Turkish word/phrase/sent.		Asking a meta-linguistic question		Asking about Grammar		Ask for Permission		Ask for Approval		Loop	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Class 1	13	5	38,46		-	2	15,38	-	-	2	15,38	-	-	4	30,77	-	-
Class 2	5	1	20	-	-	1	20	1	20	1	20	-	-	-	-	1	20
Class 3	2	1	50	-	-	-	-	-	-	-	-	1	50	-	-	-	-
Class 4	5	3	60	1	20	-	-	-	-	1	20	-	-	-	-	-	-
TOTAL	25	10	40	1	4	3	12	1	4	4	16	1	4	4	16	1	4

The 'eliciting moves' detected in this data seen in table 4.4.1 are; 'moves' for; asking for clarification (%40), asking about Turkish for an English word/phrase/sentence (%4), asking about English for a Turkish word/phrase/sentence (%12), asking a meta-linguistic question (%4), asking about grammar (%16), asking for permission (%4), ask for approval (%16), loop (%4).

Here, the interactions were limited to genuine student questions, so naturally the teachers' move is usually a response rather than follow-up.

Pupils' questions, demanding clarification from the teachers' have the largest percentage which is %40 as presented in table 4.4.1 above.The researcher recorded 10 pupil elicits which occured by pupils questions to ask for clarification among 25 pupil elicits. An example of this situation will be seen in excerpt 33.

Excerpt 33

0025 T: You didn't. So you think you were arguing with her and the reason

was you?   (INITIATION)

0026 P: I didn't understand. **(ASK FOR CLARIFICATION/PUPIL ELICIT)**

0027 T: Was it because of you that you were arguing? What was the reason of argument mostly?   (RESPONSE)

There were only 4 instances of pupils' asking about Turkish/English for an English/Turkish word/phrase/sentence. This may also be observed in excerpt 34.

Excerpt 34

0364 T: Is too. Yes. Michael is too. Jonathan is a brilliant student, so is Michael. Is too, sorry, Michael is too. OK. There is other way of formulate these two sentences. We can say. OK. Jonathan is a brilliant student allright and, so is Michael, Michael is too and so is Michael.   (INITIATION)

0365 P: *so burada o da mı demek?*

" does 'so' mean here 'also'?"   **(ASKING TURKISH FOR AN ENGLISH WORD/PHRASE/SENTENCE / PUPIL ELICIT)**

0366 T: *so burada*

           " 'so' here"

0367 P: (many students talking together)

0368 T: *Sebep sonuç ilişkisine bağlayabiliriz. So burada öyle anlamı var.*
           Jonathan zeki bir öğrenci, Michael da öyle diyebiliriz. OK. (Follow-

                                                                        up)

     Like the previous one there were again only 4 instances where pupils
asked about grammar. This may be seen in excrpt 35 below.

Excerpt 35

0214 T: *Peki ben s*he might have left *desem. Benim hiçbir fikrim yok.*

           (If I say 'she might have left'. I have no idea)

            I have no idea. She might have left the money to one brother or
           she might have left it to both of them. (T-INITIATION)

0215 P: *Should kullanabilir miyiz?*

           "Can we use 'should'?"   **(ASKING ABOUT GRAMMAR/PUPIL**

                                                              ELICIT)

0216 T: No, we can't (RESPONSE)

The researcher came across just one loop which is;

Excerpt 36

0003 T: No problem? OK. So, if you are ready we're going to start. Reading passage. OK. How many of you live with your family?

                                                    (INITIATION)

0004 P: How many? **(LOOP/PUPIL ELICIT)**

0005 T: How many of you live with his or her family? (RESPONSE)

4.4.2. Pupil 'Inform'

This category is comprised of students offering information which they think is relevant or interesting on which they usually receive an evaluation from the teacher. Thus the structure is regarded as IF and not as IR. As will be seen in table 4.4.2, the total number of pupil inform is 16, 11 of which have been identified as "bidding" (%68.75), and 3 as "asking for approval" (%18.75). 2 have remained "unclear" (%12.5).

Table 4.4.2. Distribution of Pupil 'Informing' Types

	Tokens	Bid		Approval		Unclear	
		Tokens	%	Tokens	%	Tokens	%
Class 1	8	5	62,5	1	12,5	2	25
Class 2	1	1	100	-	-	-	-
Class 3	3	3	100	-	-	-	-
Class 4	4	2	50	2	50	-	-
TOTAL	16	11	68,75	3	18,75	2	12,5

Bidding turns as the largest portion of this category seems to deserve a closer attention for their significance of reflecting the level of pupil initiation' in these classrooms. Since these turns provide opportunities for students to start new transactions i.e change the direction of the talk etc., shortly are signs of using initiatives in the classroom. In this data in only 3 of the bidding turns, pupils have succeeded in their attempts to start a new transaction while 8 bidding attempts were acknowledged by the teachers shortly by utterances like "hıhı" and "OK" and no further opportunities were provided for continuation of the topic suggested by these students.

Excerpt 37

0548 T: Alright. Thank you. (FOLLOW-UP)

0549 P: My concept is love. **(BID/PUPIL INFORM)**

0550 T: OK   (FOLLOW-UP)

Excerpt 38

0604 T: Wherever you see something about friendship. Right. OK.

(FOLLOW-UP)

0605 P: My concept is freedom. **(BID/PUPIL INFORM)**

0606 T: Hıhı (FOLLOW-UP)

Excerpt 39

0059 T: Now, it is another meaning. Make up, yes, here make up also to speak to eachother after an argument. OK. Some people don't speak to eachother. They are cross. After being cross they kiss and make up. And they start to speak to eachother again. OK. So. Yes. (INITIATION)

0060 P: Sometimes I argue my brother. **(BID/PUPIL INFORM)**

0061 T: You have a brother. (FOLLOW-UP)

Excerpt 40

0574 T: OK. Good. (FOLLOW-UP)

0575 P: I brought a short poem. Can I read? **(BID/PUPIL ELICIT)**

0576 T: Sure.

0577 P: (reading the poem)

The researcher did not come across any situation where a student asks another student a question. All of the student questions   adressed to the teacher.

CHAPTER 5

DISCUSSIONS AND CONCLUSION

5.0. Introduction

In this research, the interactional patterns of Classroom Discourse in ELT context in Çukurova University have been tried to be described, identified and analysed both qualitatively and quantitatively with regard to four classes where data was compiled.

In this chapter, the theoretical background and the findings of the research in terms of research questions are presented. The other research results in the same area of interest are also tried to be summarized.

5.1. Research Questions and Findings

In this study, the following research questions are sought to be answered:

- How are the teacher-student interactional exchanges in ELT classes patterned/structured?

The answer to this question may be reached through the analysis of relative importance of teaching exchanges and bound exchanges with regard to the total number of exchanges in four different classes, which are equal to %57,09, %43,91 and 254 respectively. Also the results of the analysis pertaining to initiation moves in English classes, where research was conducted, point out to the presence of a pattern which consists of an initiation move mostly by the teacher, a response move given by the pupil and follow-up move by the teacher. Thus the presence of an IRF pattern becomes apparent.

- To what extent are the prototypical interactional patterns (IRF) identified in previous research in Classroom Discourse, employed in the ELT contexts, at ELT Department and at Foreign Language Center of Çukurova University?

Data compiled in four ELT classes in the duration of two-hundred minutes were first transcribed and the outcomes were analysed in the framework of Sinclair and Coulthard's (1975) Discourse Analysis Model. It was tried to be determined whether or not, 'teaching exchanges' and 'bound exchanges' as defined by Sinclair and Coulthard could be identified in student-teacher interactions. Even though there is a mild deviation from the interpretation of Sinclair and Coulthard Model, the data reasonably fits into the Model.

- What functions do teachers' 'initiation moves' serve?

Based on the analyses made on functional distribution of teachers' 'initiation moves' may be classified under the headings of; elicit, clue, informative, directive, check, loop and others, and their relative importance is presented by the sequence given above. The most intensively used starts from elicit and goes down to loop in diminishing order.

- What functions do 'pupils' 'initiation moves' serve?

As far as the distribution of the two kinds of pupil 'initiation moves' are concerned, 'pupil elicit' tends to dominate pupil inform as expressed in their relative share. In this study, the great majority of the pupils' 'elicits' were aimed at; asking for clarification (% 40), then asking about English for a Turkish word/phrase and sentences (%12) and the great majority of pupils' 'informs' were made by bids (%68,73).

- Does the 'initiation moves' distributed among the teacher and the pupil suggest any asymmetries in terms the control of Classroom Discourse?

The total number of initiations taken by both the teachers and the pupils is 425, of which 90,35% belongs to the teachers and 9,65% to the pupils,

indicating that pupils' contributions are very limited and classroom discourse is dominated by teacher talk. These findings are in accordance with the results of McCarthy and Carter (1994) research which argues that student contributions are largely limited to answering moves in a traditional classrooms. The findings indicate that there exists an assymmetry in bias of teacher dominance in Classroom Discourse.

5.2. Discussion

This research has been conducted within the context of Sinclair and Coulthard's Discourse Analysis Model. The findings of other researchers in similar areas have come with similar results. In addition McCarthy (1991), supporting Sinclair and Coulthard's (1975) point of view argues that Discourse Analysis Model is useful for analysing patterns of interaction where talk is relatively structured. On the other hand Sinclair and Coulthard did not oversee the possibility that there were shortcomings inherent in Classroom Discourse namely, teachers' utterances may not be fitting into any moves and that although the IRF pattern dominates the Classroom Discourse, IRF components might be recombined in a number of different orders, nevertheless this model represented an advanced approach in describing the interactional patterns occuring in conversations. Furthermore this possibility of different combinations are observed in our research conducted.

The results of a more recent research (Paoletti and Fele, 2004) point out to the facts that the teacher is the guiding figure, and the asymmetric characteristics of the exchange are present. These findings are in agreement with the results of the analysis conducted in our research. Although the asymmetric characteristics of the 'initiation moves' between teachers and pupils are highlighted in this research, the teacher may be conceived as the one who has the control in the classroom discourse and also the facilitator of student participation as encourages them to express their thoughts and to a reason.

From an educational point of view, we believe that Discourse Analysis may both be an integral program of professional advancement for the teacher who conduct classroom-based research with the ultimate aim of improving teaching (Johnson, 1995), and may also help lightening the paradoxical task of second language learning environment.

5.4. Implications for ELT

Application of Discourse Analysis to Second Language Classrooms may provide examples to teachers to improve their teaching practices by investigating actual language use in the classroom. On the other hand, Classroom Discourse may shed light to the teachers to maximize opportunities for student participation. Although there is a limited time given, teachers may try to create more communication patterns in different classroom activities, such as; student to student interactions during a paired role-play task or during a group co-operative learning activity. Such communicative activities may promote interaction and provide opportunities for students to participate talk in the classrooms.

5.4. Implications for Further Research

As IRF patterns in Classroom Discourse is a broad area, there may certainly be need of many furher research on this topic to investigate. Further research involving a larger and homogenous sample of data obtained from classrooms may be helpful in determining whether there are unique patterns of interactions in that teaching situation. Since this study has remained only in 'move' and 'act' level, a more complete study may include description of Classroom Discourse in syntactic forms.

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APPENDICES

Appendix 1
Transcription Conventions

Transcription conventions are adopted from Jefferson (1984), which is shown in the table below:

Symbol	Function
0001	Line number
T/P	Current Speaker Teacher/Pupil
[ ]	Inaudible/Not specified data
Ø	No response from current speaker

Punctuations are used as in the written form. The italicized script is the use of any spoken Turkish during the lesson. The data transcript is presented in Appendix 2.

Appendix 2

Transcription

Extract 1

0001 T**:**   OK. What's the matter today? What's the matter?

0002 P: No problem.

0003 T: No problem? OK. So, if you are ready we're going to start. Reading passage. OK. How many of you live with your family?

0004 P: How many?

0005 T: How many of you live with his or her family?

0006 P: ø

0007 T: You live with your family? You? You have a family. Living together with your family?

0008 P: ø

0009 T: Yes? Mother? Father?

0010 P: I thought my father, my mother.

0011 T: No, not your parents. You may be living with your husband, your wife and children or you may be living with your parents, brothers or sisters. How many of you? How many of you?

0012 P: [ ]

0013 T: OK. Now, my question is for you. Do you have any member, you know member?

0014 P: Yes.

0015 T: Mostly what is the reason?

0016 P: ø

0017 T: Who do you argue with most? Who do you argue with most? Your father for example or mother. Girls. You should argue with your mother?

0018 P: ø

0019 T: No? Do you have sisters? With your sisters maybe?

0020 P: I have never argued with my father so far.

0021 T: No?

0022 P: No.

0023 T: Mother?

0024 P: Sometimes. But after I got married I didn't.

0025 T: You didn't. So you think you were arguing with her and the reason was you?

0026 P: I didn't understand.

0027 T: Was it because of you that you were arguing? What was the reason of argument mostly?

0028 P: My mother wants to *karışmak*?

0029 T: Interfere.

0030 P: Interfere to me, but I don't want to ıııı

0031 T: I don't want to let her.

0032 P: Let her.

0033 T: OK. You didn't want.

0034 P: Didn't sorry.

0035 T: Now does she do it?

0036 P: Sometimes I want to, she wants to do.

0037 T: Do you let her now?

0038 P: No.

0039 T: No.

0040 P: I don't.

0041 T: You agree with her.

0042 P: She used to, she used me, so I, she

0043 T: OK. And others?

0044 P: Sometimes I used to argue with my sister.

0045 T: Is she elder than you? Elder or younger?

0046 P: Younger.

0047 T: She is younger. How old is she?

0048 P: She, ıııı,fifteen.

0049 T: Fifteen. Dangerous age. Right? It's the puberty age. Puberty?

0050 P: Yes.

0051 T: Yes. It's dangerous. What is the reason mostly?

0052 P: Iıııı, for example watching TV. She wants to watch magazines programmes but I like to watch other.

0053 T: After each argument, do you speak to eachother?

0054 P: And then ıııı *barışmak.*

0055 T: We make up.

0056 P: We make up.

0057 T: Make up, make up. Do you remember make up?

0058 P: [ ]

0059 T: Now, it is another meaning. Make up, yes, here make up also to speak to eachother after an argument. OK. Some people don't speak to eachother. They are cross. After being cross they kiss and make up. And they start to speak to eachother again. OK. So. Yes.

0060 P: Sometimes I argue my brother.

0061 T: You have a brother.

0062 P: Because he always [ ]

0063 T: Hımm. Is he at the puberty age? How old is he?

0064 P: Fifteen.

0065 T: Fifteen, the same.

0066 P: I want him to slow down it, but he don't do it, so we argue.

0067 T: Why doesn't he do it?

0068 P: I don't know.

0069 T: Is it because he wants to listen to loud music or is it because he is happy to make you irritated? Which one?

0070 P: ø

0071 T: Second one?

0072 P: Yes.

0073 T: They do it. They became very happy when they feel that you are really irritated for something they do. OK. Do you get cross?

0074 P: Yes.

0075 T: And do you make up?

0076 P: Sometimes I *şikayet etmek*?

0077 T: Complain to.

0078 P: Complain to my father and

0079 T: What does your father do then?

0080 P: He always

0081 T: Does he beat him?

0082	P:	No. He talks him but he says OK I don't do it again.
0083	T:	Does he say this always?
0084	P:	Yes. He always says I don't do it again.
0085	T:	I won't do it again.
0086	P:	Then,
0087	T:	The next day he does it again so you complain again. So your father is in a strange situation then. Anyone else?
0088	P:	ø
0089	T:	Do you hate the member of your family after each argument?
0090	P:	ø
0091	T:	I have four brothers and I don't remember any single day that we don't argue during my youth. Not now but I never remember that I hated them. Because we are brothers and sisters and we couldn't keep too long that we don't speak to eachother. We did manage to make up and forget about everything but we are going to read a story. It is different, strange. And it is different to our culture. We have something like this in our culture but it is strange. Now, before reading, you see the part here? OK. There are some useful phrases here. While we read just if you come across with these underline the statement you have difficulty. OK. After reading we are going to match these. Not now. So we will read the story part by one. Part by part OK?. So lets read the first part. Go over the text, try to understand the general theme and while reading underline the unknown vocabulary. OK. You have three minutes.
0092	T:	No, not reading part two. OK.
0093	T:	Just read the whole of part one. You're going to read part one first.
0094	T:	Do not match. At the end you're going to match these. OK. Not now.
0095	T:	OK. Finished? Yes? OK. How many characters are there in this part?
0096	P:	Three.
0097	T:	Three?
0098	P:	John, Robert, Riversdale.

0099	T:	John, Robert and Riversdale and there is one more name, one more name mentioned in this part.
0100	P:	ø
0101	T:	Mary. OK. Who is John, who is Robert, who is Mary?
0102	P:	[ ]
0103	P:	All of them are brothers and sisters.
0104	T:	OK. So, what does Mary do now?
0105	P:	She dies.
0106	T:	She died or she is dead. OK. John and Robert. They are brothers. Are they young?
0107	P:	No.
0108	T:	No?
0109	P:	[ ]
0110	T:	Young or old?
0111	P:	Old.
0112	T:	Old. Can we say they are old 52 and 49?
0113	P:	Middle aged.
0114	T:	They are in the middle ages. Allright. OK. How is their relationship? Are they close to eachother?
0115	P:	No.
0116	T:	Are they friends?
0117	P:	No.
0118	T:	Yes? No. They don't speak to eachother. Why?
0119	P:	ø
0120	T:	Is there any reason given in this part?
0121	P:	No.
0122	T:	There isn't any reason but they live together?
0123	P:	Yes.
0124	T:	Yes they live together and?
0125	P:	They don't speak to eachother.
0126	T:	Ok. Who is Mr. Powel?
0127	P:	Their solicitor.
0128	T:	Their solicitor. Right. And, what's happening here for now?
0129	P:	When their sister died she came to their house.

0130 T: OK. Do you remember making summary right? Can you summarize this part? With 2 or maximum 3 sentences. OK. You don't have to write but think about 2 or 3 sentences that most properly summarizing this part. Tell me what happened.

0131 P: *Hocam yazmıycaktık di mi*?

0132 T: You don't have to. You don't have to. Yes.

0133 P: Mr. John and Robert both all together live.

0134 T: They live together.

0135 P: They live together and but they haven't spoken to eachother for 10 years. They had a quarrel for everytime.

0136 T: Hıhı

0137 P: Mary their daughter.

0138 T: Sister.

0139 P: Sister.

0140 T: Hıhı

0141 P: And Mary died. When Mary died she she leave 20 thousand pounds.

0142 T: 20 or 12?

0143 P: 12 thousand pounds their Mr John and Robert.

0144 T: The summary is good, it's OK but there is misleading information. Did she leave the money to her brother?

0145 P: Yes, no, not yet [ ]

0146 T: Not yet. Thank you for summary. Any other? Yes.

0147 P: There were two brothers. They weren't speaking and they have sister. Mary and a day their solicitor. (wrong pron)

0148 T: Solicitor.

0149 P: Solicitor.

0150 T: One day

0151 P: One day

0152 T: Hıhı

0153 P: Solicitor came. He told their sister has left a will.

0154 T: *Mesela burada cümleler hepsi ayrı ayrı*. Adjective clause*ları gördük. Ne dedi arkadaşınız*. There were 2 brothers. One day a solicitor came and he gave them their sister's will. *Ya da*, one day

a solicitor came to give their sister's will *gibi iki cümleye indirmiş oluruz di mi? Doğru. Güzel*. That's it. It is the whole story. OK. What do you think is the reason for their argument for their quarrel?

0155 P: ø

0156 T: Do you think they argue for money, or for the house or for a woman or for something else? Can you guess?

0157 P: The house.

0158 T: The house?

0159 P: The house they live together.

0160 T: Hıhı. Even they don't speak to eachother, they live in the same house, strange. Any other guess?

0161 P: All of them can be reason but specially woman can be.

0162 T: It can be a woman.

0163 P: Because they aren't married.

0164 T: They aren't married. Can be.

0165 P: I think reason can be the house.

0166 T: The house.

0167 P: Because they live in this house. Anyone left the house.

0168 T: Noone left the house.

0169 P: They ııı

0170 T: Sorry?

0171 P: ø

0172 T: They insist on

0173 P: They insist on living in the same house.

0174 T: OK. It can be the house. Any other guess?

0175 P: In my opinion they are bachelor (wrong pron)

0176 T: Bachelor

0177 P: Bachelor so they live all together

0178 T: Hıhı

0179 P: They can argue with together

0180 T: With eachother

0181 P: With eachother due to a little bit thing. So they can, they can't speak to eachother.

0182 T: So the reason may not be any of them.

0183 P: Yes.

0184 T: It may be very unimportant thing. Can be? Yes?

0185 P: I think in the statement they haven't spoken for 10 years.

0186 T: For 10 years. It is long right.

0187 P: For 10 years and they have a, had had a quarrel.

0188 T: Hıhı

0189 P: I think, actually, also, they won't also, I think, I don't understand.

0190 T: Why?

0191 P: They don't speak eachother.

0192 T: You don't understand what?

0193 P: They live together.

0194 T: Yes.

0195 P: Together *birlikte yiyorlar*

0196 T: Eat together

0197 P: Eat together. Although ıııı

0198 T: They don't speak.

0199 P: They don't speak.

0200 T: Yes.

0201 P: In my opinion and this statement, one member, one reason, the money.

0202 T: OK. We will see. At the end of this part, the sister has left how much? Do you remember?

0203 P: 12 000 pounds.

0204 T: 12 or 20?

0205 P: 12

0206 T: 12 000 pounds and what do you think will happen to this money? Are they going to share it? 6 000 to one and 6 000 the other? Or do you think she left the money to one of the brothers? Or do you think she left the money under any special condition or anything else? What's your opinion?

0207 P: She mustn't left the money just one brother. I think she must

0208 T: Leave

0209 P: She must leave

0210 T: Can we say she must leave?

0211 P: No. She mustn't leave just one brother.

0212 T: She must have left. She must leave *dersen şimdi yapmak zorunda olur.*

0213 P: Hıı *tamam pardon.* She must have left.

0214 T: *Peki ben* she might have left *desem. Benim hiçbir fikrim yok.* I have no idea. She might have left the money to one brother or she might have left it to both of them.

0215 P: Should *kullanabilir miyiz?*

0216 T: No, we can't. OK. Any other guess?

0217 P: ø

0218 T: No. OK. Let's read the second part then. Just the second part. OK?

0219 T: What's the reason then?

0220 P: Woman

0221 T: A woman. A typic reason. OK. The reason is a woman. OK. So what do you think will happen next then?

0222 P: ø

0223 T: Do you think one of the brother is going to marry and take the money?

0224 P: [ ]

0225 T: One of them is going to marry and get the money. OK. Then do you think after getting married with one of them, with any, will give the money to any brothers when they are married?

0226 P: ø

0227 T: For example John got married with Mary and had the money. Do you think John will leave anything to Robert?

0228 P: Yes, it can be.

0229 T: It can be? Would you do that?

0230 P: I think she must leave but it can be.

0231 T: It can be, it can not be. OK. Let's read the last part. Are you underlying the vocabulary? Unknown vocabulary?

0232 P: Yes.

0233 T: Finished? OK. What happens here?

0234 P: ø

0235 T: What is the decisions of two brothers?

0236 P: They make up.

0237 T: They make up. Very good. It's a question of money.

0238 P: One of them didn't marry Mary.

0239 T: The other married?

0240 P: No.

0241 T: Neither of them married Mary. Neither brothers. Neither of them married Mary. What happened? Why?

0242 P: Because

0243 T: They made up, then what happened?

0244 P: Because they want to toss a coin for Mary.

0245 T: Yes.

0246 P: But they

0247 T: Who won the tossing?

0248 P: I don't understand.

0249 T: Someone must win in this game. Right? Who won here?

0250 P: John.

0251 T: John. John won?

0252 T: So, from this we accept that John is going to marry Mary. But what happened?

0253 P: He didn't marry Mary. He didn't got married with Mary.

0254 T: Why?

0255 P: John can, ıııı

0256 T: Can be but here the next evening John came across while Riversdale was just leaving when he arrived. Do you think this detail is important?

0257 P: Yes.

0258 T: How?

0259 P: She made ııı

0260 T: Who was Riversdale? Sorry? Who was first?

0261 P: Solicitor

0262 T: Solicitor. So? Yes go on.

0263 P: She might be married with him.

0264 T: Why?

0265 P: Because he know the ııı

0266 T: Money

0267 P: Money

0268 T: He knows the money

0269 P: He knows the money

0270 T: And?

0271 P: And the can talk with her and she think it is a good revenge.

0272 T: Yes. She may decide that this can be a good revenge for her.

0273 P: She ııı

0274 T: She may not choose neither of them. A good revenge so this is the end for you. This can be the end. What do you think?

0275 P: ø

0276 T: Does it seem reasonable?

0277 P: Yes.

0278 T: Do you suggest any other conclusion any other final comment for the story?

0279 P: [ ]

0280 T: Do you agree with her?

0281 P: ø

0282 T: So everybody agrees with her?

0283 P: ø

0284 T: You didn't listen?

0285 P: [ ]

0286 T: So what is your solution? What do you think?

0287 P: I understood she marries with solicitor.

0288 T: The solicitor. Does it say so? Is there any information here? No but this is our guess right. Because in the end neither marry Mary. So we know for sure that Mary is married and neither of the brothers are married with her. So most probably she married to the solicitor. And what do you think might happen to the money?

0289 P: Mary

0290 T: Mary. Mary inherited it. So you think she accepted it? Yes. What do you think? What would you do?

0291 P: Mary, ııı

0292 T: Be honest OK. Be honest.

0293 P: If I were John, firstly if I were John I wouldn't left this money to
              Mary.

0294 T: You wouldn't leave the money.

0295 P: You wouldn't leave the money to Mary. Secondly, if I were Mary, I
              wouldn't marry, married, I wouldn't got get married.

0296 T: I wouldn't marry.

0297 P: I wouldn't marry with one of them.

0298 T: You wouldn't marry any of them.

0299 P: Any of them because they are stupid.

0300 T: They ruined your 10 years and first what about the money? What
              would you do about it? Be honest remember.

0301 P: I don't know.

0302 T: I would take it for sure. Yes. What would you do?

0303 P: I would take the money.

0304 T: You would take the money. Would you marry one of the brothers?

0305 P: No.

0306 T: Certainly no.

0307 P: Certainly no. I don't, ıııı, I wouldn't marry.

0308 T: Yes, you?

0309 P: I woludn't take the money.

0310 T: You wouldn't?

0311 P: Certainly. I'm sure.

0312 T: You're sure. And would you marry one of them?

0313 P: No.

0314 T: Would you marry the solicitor? This is one of important character
              here. Why does the solicitor go to Mary's house? Does this mean
              she inherited the money? This is strange. Would you like to listen
              the end of the story?

0315 P: Yes.

0316 T: OK. The end of the story. Mary refuses to marry either of the
              brothers because they treated her so badly and behaved so
              stupidly by not talking to eachother. She married the solicitor Mr.

Powel Riversdale but she didn't keep this that Mary left her. She gave it to John and Roberts to share.

0317　P:　　[ ]

0318　T:　　And in the end we hated Mary right?

0319　P:　　ø

0320　T:　　And we hated Mary. That was happened to me I didn't like Mary from the first 2 or 3 parts of the story but in the end I thought she was an angel.

0321　P:　　And very clever.

0323　T:　　OK. Let's have a break.

Extract 2

0324　T:　　*Evet*, ready? OK. Comparison, OK, comparison. This is the noun form, right.

0325　P:　　*Karşılaştırma mı?*

0326　T:　　Yes. This is the noun form. Here we talk about similarities. You know similar? What is similar?

0327　P:　　*Benzerlik.*

0328　T:　　We talk about similarities. When we compare we compare two things and when we compare these two things we talk about similarities. We talk about similarities. Contrast. What does contrast means?

0329　P:　　[ ]

0330　T:　　Contrast is the verb form. Noun form is the same as well. Contrast. We talk about difference. What does different mean?

0331　P:　　*Farklı*.

0332　T:　　That's right. Difference the noun form. We talk about differences if we contrast two things. OK. *Bir şeyi karşılaştırırsak* contrast *yaparsak ikişeyi* if we contrast two things we talk about differences. We talk about we write about differences. OK?

0333　P:　　OK.

0334　T:　　OK. Then. So let's take this part. Very often in your writing, especially this part, let's see together. OK. Just a look at it. Very often your writing you will need to know how to write similar or

different things. You will need to show things are similar or different. Things?

0335	P:	*Şeyler.*
0336	T:	When you contrast two things you show how they are different. OK. You show how they are different. The language of comparison. First. OK. The language of comparison. Activity one. This part. The Turkish what does this mean? The language of comparison?
0337	P:	[ ]
0338	T:	The languages or a language? The languages of a language?
0339	P:	A language.
0340	T:	*Karşılaştırma ama nasıl bir karşılaştırma bu*?
0341	P:	*Benzerlikler.*
0342	T:	*Evet.* Affirmative sentences means positive sentences. Here, first part. We'll see what's positive sentences. OK. The first. Jonathan is a brilliant student. Michael is a brilliant student. So these Jonathan and Michael are similar OK. They have the same characteristics. OK. There are two students here. Here there are two people. One is Jonathan right, what's his name? Jonathan.
0343	P:	Affirmative *mi*?
0344	T:	What is affirmative? Affirmative means positive. OK. Here we have two positive sentences. Jonathan is a?
0345	P:	is a brilliant
0346	T:	is a brilliant what?
0347	P:	*Zeki*
0348	T:	Brilliant?
0349	P:	*Parlak*
0350	T:	Student. Alright. Brilliant student. Jonathan . OK. Who is the other person?
0351	P:	Michael.
0352	T:	Michael. Right.
0353	P:	Michael is a brilliant student.
0354	T:	OK. Michael is a brilliant student.
0355	P:	Jonathan

0356	T:	OK. No no. Just a moment. Here we have two different people right. Jonathan and Michael. Right. And they have one characteristic. Characteristic?
0357	P:	*Özellik.*
0358	T:	*Özellik.* Right. They are brilliant students. OK. They are hardworking students. So we can write these two sentences in a different way. OK. You know, Jonathan is a brilliant student and?
0359	P:	Michael
0360	T:	Yes, Michael?
0361	P:	Michael too.
0362	T:	Michael is too. Here we don't have to repeat this. We don't repeat OK. OK. We don't repeat this part. Jonathan is a brilliant student and Michael?
0363	P:	Too.
0364	T:	Is too. Yes. Michael is too. Jonathan is a brilliant student, so is Michael. Is too, sorry, Michael is too. OK. There is other way of formulate these two sentences. We can say. OK. Jonathan is a brilliant student alright and, so is Michael, Michael is too and so is Michael.
0365	P:	so *burada o da mı demek*?
0366	T:	so *burada*
0367	P:	[ ]
0368	T:	*Sebep sonuç ilişkisine bağlayabiliriz.* So *burada öyle anlamı var*. Jonathan *zeki bir öğrenci*, Michael *da öyle diyebiliriz*. OK.
0369	P:	*Hocam burada* so*'yu kullanırsak benzerlik mi yapmış oluyoruz*?
0370	T:	*Normal cümlede* Michael*'dan sonra ne geliyordu, burada ne var*? *Yardımcı fiili*?
0371	P:	Michael is too.
0372	T:	*Daha pratik açıdan* so is Michael *ama* too *kullandığımızda noluyo*? Too *kullandığımızda*?
0373	P:	*Normal.*
0374	T:	*Burada* too *kullanabiliriz daha güzel olur bence* Michael is too. *Bu zaten daha önce gördüğümüz gibi*. So is Michael. *Bir tane daha örnek yapalım. Mesela*, Sally lives in London, OK, Sally lives in

London. Pete, Pete, Peter lives in London OK. So there are too different here OK. Sally and Pete OK. And they are one similar characteristic. They live in the same city. OK. How can we write these two sentences using too and so? How can we write these two sentences? OK. Let's say too first one OK? So how can you say? Sally?

0375	P:	Sally lives in London.
0376	T:	Lives in London and?
0377	P:	Peter lives too.
0378	T:	Peter.
0379	P:	Lives.
0380	T:	Peter. Here we put the healthy verb. What tense is this?
0381	P:	Present.
0382	T:	So this is simple present tense OK. We don't repeat. So Peter?
0383	P:	does too.
0384	T:	does too. Simple present *yapalım bi tane de. Mesela* I, I studied French and you diyelim, you studied French at school. So how can I do these two? Sally?
0385	P:	Sally lives in London, so does too.
0386	T:	Sally lives in London and so does Peter. *Burada* too *falan yok. Bunu başkasından alalım.*
0387	P:	I studied French at school and you
0388	T:	Just a moment. I studied French
0389	P:	at school
0390	T:	at school
0391	P:	and you
0392	T:	and you, you did too.
0393	P:	I studied French at school.
0394	T:	I studied French at school.
0395	P:	and so
0396	T:	so did?
0397	P:	so did you.

0398	T:	so did you. OK. Good. So if we use these two, they are positive too sentences. OK. We can combine, what is combine? Connect, combine?
0399	P:	ø
0400	T:	Combine, *birleştirmek*. We join, we can join these two sentences with too and so. Now too with other verbs we are looking. Maria attends California University. Attends, *katılmak, gitmek*.
0401	P:	*Toplantıya gitmek.*
0402	T:	*Toplantıya katılmak derken yani* attendence olur. OK. Maria attends California University. *Burada bakın* so'*yla*, too'*yla yapılmış yine.* Maria attends California University and so does Julia. *Niye* so does *oldu yine burada*? *Çünkü ana cümlemizin tensi* simple present tense *di mi*? OK. So, this was positive sentences. Now we come to negative sentences. Now we can talk about negative sentences. OK. Negative sentences, allright. In negative sentences we use either and neither. Yes, either and neither. *Şaka gibi di mi* either and neither.
0403	P:	[ ]
0404	T:	Either and neither *bu İngiliz İngilizcesi telaffuzu, Amerikalılar buna ne diyor*? Either *diyorlar onlar* either. Let's look at here. The blue dress isn't expensive. The green dress isn't expensive. OK. The blue dress isn't expensive here what does too mean, what does so mean?
0405	P:	Too –*de, -da anlamında* so
0406	T:	Alright. OK. *Öyle*. Jonathan *zeki bir öğrenci*, Michael *da öyle*. Michael *da. Şimdi arkadaşlar* either *ve* neither *da o anlamda*. OK. The blue dress isn't expensive. The green dress?
0407	P:	isn't expensive.
0408	T:	Alright.
0409	P:	So *nasıl kullanıyorsanız*
0410	T:	*Hayır canım öyle değil.*
0411	P:	*Aynı anlamda yani.*
0412	T:	So *nasıl kullanılıyorsa*, so'*dan sonra soru kelimesi gibi geliyordu ya di mi*, neither *aynı şekilde oluyor. Bi bakalım hadi. O zaman*

either'la *bir cümle yapalım. Kimden alalım*? Either too *gibi işte.* Too *nasıl yapmıştık biz*? *Özlem senden alalım. Evet bunları birleştir.* The blue?

0413 P: dress isn't expensive.

0414 T: dress isn't expensive and?

0415 P: and

0416 T: the green dress, *negatif yap.* Isn't?

0417 P: isn't either.

0418 T: either. Very good. *İkincisi* the blue dress isn't expensive, and the green dress isn't either. Neither *da* so *gibi. Şimdi arkadaşlar* neither*'lı cümlenin görünüşü pozitif anlamı negatiftir.* Neither is the green dress *gibi.* Either *böyle negatif olması gerekir.* OK. The blue dress isn't expensive, and neither is the green dress. The blue dress isn't expensive and the green dress isn't either. OK. The other verbs. Ok let's look at the other example. Owls, what does owls means? Owls. *Söyleyin bakalım bi.*

0419 P: Owls.

0420 T: OK. Owls, *baykuş.* Owls don't sleep at night. *Baykuşlar geceleyin uyumaz. Fareler geceleyin uyumaz. O zaman ne diyeceğiz bunlara?*

0421 P: Owls [ ]

0422 T: Owls don't sleep at night, and mice don't either. *Bir tane daha alıp seni tahtaya yapalım.* OK.

0423 P: *Hocam* mice*'da niye* do *gelmiş*?

0424 T: Sorry?

0425 P: Mice do?

0426 T: *Nasıl* to *geldi*?

0427 P: do do

0428 T: *Ha, şeyden, bu cümlelerin hepsi geniş zamanlı* do, does *ya. Burada da* do *kullanılıyor tamam mı? Bi de* mice *çoğul hali.* Mouse Mickey Mouse*'tur.* Mickey Mouse *tekil.* OK. Robert hasn't done his homework. Julia hasn't done her homework. *Tense'i değiştirdik bakalım olucak mı. Seni tahtaya alıp yazalım. Yardımcı fiile dikkat ediceksin tamam mı?*

0429	P:	Robert hasn't done his homework and,
0430	T:	*Bakiym nasıl oldu*? Robert hasn't done his homework and?
0431	P:	and neither is Julia.
0432	T:	and neither has Julia. *Niye buradaki* is *değil* present has?
0433	P:	Robert hasn't done his homework and Julia hasn't either.
0434	T:	OK. *Burada* example*'larımız* var*. Buradaki cümleleri* so, too *ile ya da* either, neither*'la birleştiriyoruz. Hadi bakalım. Bir ara verelim oldu mu teşekkürler*.

Extract 3

0435	T:	Alright. So, sorry for yesterday. I went to the meeting at the department so I didn't have the chance to let you know that I wouldn't be here. Sorry for that before you started your story. OK. Please let's go ahead. We worked on the concepts, right. OK and you were so excited. You were working on the concepts and analyzing from different literary sources. You were supposed to bring your files. You're ready to?
0436	P:	Yes.
0437	T:	OK. But before Şehnaz hold on and then you have a question some people [ ] some people [ ]. OK. And the concepts, OK. Bring up the files , and the concepts so that I can see what you worked on. OK.
0438	P:	Love
0439	T:	So love, , story then.
0440	P:	Quotation
0441	T:	Quotation
0442	P:	Story
0443	T:	Story and?
0444	P:	ø
0445	T:	Any other love concept?
0446	T:	1, 2, 3, more. OK. 1 story, quotation OK.
		(students give their files)
		Is it in English?
0447	P:	Yes

0448	T:	OK.
0449	P:	[ ]
0450	T:	No excuse, OK. The concepts?
0451	P:	[ ]
0452	T:	OK.
0453	P:	Love
0454	T:	Love. OK. And the quotation.
0455	P:	Friendship
0456	T:	About friendship?
0457	P:	Yes.
0458	T:	OK. Any other concepts?
0459	P:	The poem and the story.
0460	T:	OK. And you're ready too?
0461	P:	Friendship.
0462	T:	Friendship and quotation. Alright. OK. That's beautiful. Can I have them?
0463	P:	Yes.
0464	T:	OK. The concept is love. The quotation is number one. And?
0465	P:	an article.
0466	T:	OK.
0467	P:	Poem, story, quotation.
0468	T:	Story, poem and quotation. What's missing?
0469	P:	And article.
0470	T:	OK. Article. Another friendship concept. You've found the story and poem.
0471	P:	Quotation.
0472	T:	Hıhı
0473	P:	and article, poem.
0474	T:	And what's the concept?
0475	P:	Love.
0476	T:	The concept is love.
0477	P:	Friendship, poem, story and ııı
0478	T:	And any other interesting concep? How many of you enjoy doing these and looking from different perspectives?

0479 P: [ ]

0480 T: You know you have a chance to change it. OK. You can. You?

0481 P: No.

0482 T: OK. Good. Your flash cards?

0483 P: Yes.

0484 T: Good. That's what we wanted. That's nice.

0485 P: [ ]

0486 T: You?

0487 P: Poetry.

0488 T: Done? Not yet? OK. Bring the answers. Alright. Is it getting beter or worse? Worse? Difficult words? Alright, give it to the paper to the one who just prepared that, to the one you get it. Good Works. Is this something problematic you can not say or something incorrect. Yes, now, let's learn the number of correct answers. The number of correct answers.

0489 P: Four

0490 T: Four

0491 P: Seven

0492 T: Seven

0493 P: Six

0494 T: Six

0495 P: Eight

0496 T: Eight

0497 P: Eight

0498 T: Eight

0499 P: Eight

0500 T: Eight

0501 P: Seven

0502 T: Seven. So put in your paper.

0503 P: Relations

0504 T: Relations. Good job. Yours?

0505 P: [ ]

0506 T: Extra. Are you working on them?

0507 P: Yes.

0508 T: It should be clear. Yes?

0509 P: [ ]

0510 T: Good. Have you started working on them?

0511 P: Yes.

0512 T: That's really good. OK. And your report?

0513 P: Here.

0514 T: Good and you said eight?

0515 P: No.

0516 T: Put in your paper.

0517 P: In this

0518 T: So you're working on it. Good. OK. Now starting the topic of the concepts you have worked on. I just want you to tell me which one you enjoyed really.

0519 P: Poem.

0520 T: Poem

0521 P: Short story

0522 T: Short story, or the other charts or the quotations. Tell us why beter than the others. OK. You.

0523 P: I have some quotations.

0524 T: Hıhı

0525 P: I tried to translate it *çünkü buradaki* concept *farklı*.

0526 T: Hıhı

0527 P: Because friends should be [   ] which making the difference, making the other [ ]

0528 T: Hıhı

0529 P: So I searched but the article didn't search. I didn't like it because it is very strange.

0530 T: What is wrong with that?

0531 P: Because it the story ends bad. The author tell that in a different way by different words.

0532 T: Hıhı

0533 P: But in article it is very good form e.

0534 T: Hıhı. Alright. Good. Your comparison of terminology. So, informal, formal, short stories, poetry and quotation, the imagining and

creating your own world and you have to write the participating. OK. Thank you and Sinem.

| 0535 | P: | I like most, I like the quotations very much. |
| | | |

0535　P:　I like most, I like the quotations very much.

0536　T:　Hıhı

0537　P:　Especially Aristotle. I want to read that. What is a friend, a single mind in two bodies. This make me live different emotions.

0538　T:　Hıhı

0539　P:　Then I think we have two lives and we live it a friend something sad or happy.

0540　T:　This is a friendship. OK.

0541　P:　And holding him or her harshly. We have to help her not only putting ourselves.

0542　T:　Alright. It is sharing things. Anyway. OK. That's good. OK. Ayça.

0543　P:　One of them is friendship. [ ]

0544　T:　Different perspective

0545　P:　Also I have a poem. It is very short. [   ]. Also I have some quotations but some I don't understand but I think the writer looked at the people who are afraid of death. Who always scared of death.

0546　T:　Are you afraid of?

0547　P:　Of the story I found another one but I couldn't get because ııı

0548　T:　Alright. Thank you.

0549　P:　My concept is love.

0550　T:　OK

0551　P:　I found a very funny story.

0552　T:　Short story?

0553　P:　Yes, I can read it.

0554　T:　OK. Would you like to hear that?

0555　P:　Yes.

0556　T:　Would you like to summarize it or rather read it?

0557　P:　Read.

0558　T:　OK.

0559　P:　[ ]

0560　T:　Thank you. OK. Thank you. And you loved that the most?

0561   P: Yes.

0562   T: Your favourite?

0563   P: Yes.

0564   T: OK. Thank you. Any volunteer?

0565   P: Yes.

0566   T: OK. Is it really short?

0567   P: Short.

0568   T: OK.

0569   P: [ ]

0570   T: Alright. OK. So anyone else.

0571   P: I liked most poem and quotation.

0572   T: Will you read your quotation?

0573   P: Yes. [ ]

0574   T: OK. Good.

0575   P: And I brought a short poem. Can I read?

0576   T: Sure.

0577   P: [ ]

0578   T: Alright. It's good. You.

0579   P: [ ]

0580   T: OK. Are you a romantic person?

0581   P: No. I am not but I like poems.

0582   T: Have you tried?

0583   P: No.

0584   T: How do you know it you haven't tried yet?

0585   P: Yes, but I read some good poems like Nazım Hikmet. Their poems
            are very good.

0586   T: OK. Alright. OK. Thank you. Yes. Anyone else?

0587   P: My concept is friendship. I like this the most.

0588   T: Quotation?

0589   P: Yes.

0590   T: Yes.

0591   P: Poem my favourite.

0592   T: One of my favourite you mean.

0593   P: Yes.

0594　T:　OK.

0595　P:　My poem is about friendship and I like it very much.

0596　T:　Hıhı

0597　P:　[ ]

0598　T:　Alright. Thank you.

0599　P:　I enjoyed all of them when I read.

0600　T:　Hıhı

0601　P:　Because up to me friendship is most enjoyable in my life.

0602　T:　Hıhı

0603　P:　Also love. So I enjoyed whenever I read about friendship.

0604　T:　Wherever you see something about friendship. Right. OK.

0605　P:　My concept is freedom.

0606　T:　Hıhı

0607　P:　[ ] I think freedom is the most important things in our life. Without it anything didn't, there didn't anything in our life.

0608　T:　OK. Anyone else? Yes.

0609　P:　My topic is love.

0610　T:　Hıhı

0611　P:　While I am seeking, I enjoyed the most poem.

0612　T:　Hıhı

0613　P:　My poem's name is 'I love you' and I think love is, love is very important and this poem tells emotions.

0614　T:　Good. Alright. I want to ask a question. Why do you think this poem is just happy? What is the reason I mean?

0615　P:　Because when e choose our concept we find more things to talk about.

0616　T:　OK. So you will talk more about something that you want to talk about. Another reason. Good. Yes.

0617　P:　We see different things and some of my friends chose something about friendship and some about love. So we see different things.

0618　T:　Good. Contrary.

0619　P:　To see the differences between poem, story, article, the riddles.

0620　T:　OK. Alright.

0621　P:　You wanted to make us, notice what we have.

0622	T:	What you have? What your priority is.

0622   T: What you have? What your priority is.

0623   P: Yes.

0624   T: Choosing concepts. Which concept would you like to choose? Will I choose something that I really love or will I choose something that I want to know much about or hate and contrary to what's not completely good? Think about all the things. Maybe you'll just find out what you don't like, what you want or any other reason?

0625   P: ø

0626   T: That's good. Nice of you. Allright. Now who was the person who gave me his assignment?

0627   P: Me.

0628   T: You? Alright. Thank you. OK. You have a concept Şehnaz? You didn't talk about yet.

0629   P: No.

0630   T: OK. Gülşah? What was the concept?

0631   P: Friendship.

0632   T: Friendship. OK.

0633   P: [ ]

0634   T: So you loved the quotations?

0635   P: Yes.

0636   T: OK. So they are impressive?

0637   P: Yes.

0638   T: OK. Now, let's hear the questions you prepare. OK. You wanna go on?

0639   P: Yes.

0640   T: OK. Here comes the question.

0641   P: You are a man and you love a woman very much and you want to marry him but his career is lower than yours. Which one would you choose love or career?

0642   P: Up to me my career because I

0643   T: No, she is not talking about your career, she 's talking about the men's career. So you are an instructor or a teacher. Would you just get married with someone who were in a government Office or something? Even if you love him?

0644 P: ø

0645 T: Did you get the question now?

0646 P: Yes.

0647 T: OK. I'd like to hear the answer.

0648 P: ø

0649 T: Now. Some people give more importance to love than career or others will be opposite. OK. What is your preference? Preferring love, or the career or what? Anyway I would say love. You think different?

0650 P: My love and career and the most important thing in my life is money.

0651 T: Different.

0652 P: Because my love is important and I can't get any presents for her.

0653 T: Very good.

0654 P: To her birthday.

0655 T: So you wouldn't marry a person lower than you even if you love the person?

0656 P: No.

0657 T: So all the things are for you. You will not have to work and he will do everything. Wouldn't you get bored? Wouldn't you get bored? If you don't work wouldn't you get bored?

0658 P: I think with a lot of money, I would have everything.

0659 T: What about working and taking your own money instead of being dependent on another person?

0660 P: ø

0661 T: Would you respect such a girl?

0662 P: If he works and gets the things everything all his life.

0663 T: You think he has the authority.

0664 P: Yes.

0665 T: And he has the control over everything.

0666 P: He won't share the authority.

0667 T: Hıhı

0668 P: We can see this in our society.

0669 T: Especially in Turkey. Right.

0670 P: Yes. There was so much in the educated.

0671 T: Hıhı. Even more. Yes.

0672 P: We can, both of us work and share life.

0673 T: Of course you will. That's what life is for. That's what marriage is for. You don't marry a person in case to take care of yourself. You marry a person to share your life. Yes.

0674 P: I think love is more important.

0675 T: Hıhı

0676 P: Because there may be a little money but I don't think love is more important than the money, but we must find the one.

0677 T: Hıhı

0678 P: Among the others.

0679 T: Good.

0680 P: I think his career must be higher than I.

0681 T: What if you have a higher career than him? Is it a problem?

0682 P: I think it is a big problem.

0683 T: For you or for him?

0684 P: For him.

0685 T: Are you sure?

0686 P: I don't think it's impossible to live.

0687 T: Are you talking of a person who is an assistant professor and the other's job as an instructor, that's not much difference.

0688 P: No, higher than or same level.

0689 T: Same or higher. OK.

0690 P: Of course the education is important.

0691 T: Hıhı

0692 P: You can be graduated from university but ıııı

0693 T: You may not know about life.

0694 P: Yes.

0695 T: No world knowledge maybe.

0696 P: Yes.

0697 T: OK. Another question? That was a nice question. Then you have another question.

0698 P: Does a poem have to be meaningful or meaningless?

0699	T:	Does a poem have to be meaningful or meaningless?
0700	P:	Yes.
0701	T:	So what did you finally mean? Could you please clarify that?
0702	P:	Maybe, a poem, as I read a poem, it is important that it takes you to a different world or it is important that it had to be addition part?
0703	T:	OK. Yes. I think you're focusing on imagination thing?
0704	P:	Yes.
0705	T:	Does it have to include a lot of devices that you use? OK. What's the definition of poem mainly?
0706	P:	I think it has to be meaningful and it takes me to deep emotions because maybe I'll make them our.
0707	T:	OK. Do you think that it'll touch you somewhere?
0708	P:	Yes.
0709	T:	OK. You remember it this way or that way or make some part of life maybe.
0710	P:	Of course there must be them. Some of the poems are liked by people some not.
0711	T:	That's personal. Some people find them strange, others may see the other part.
0712	P:	Confusing, but poems must have some criteria.
0713	T:	Of course. Some devices are used. Thank you. Another question? OK. Another impressive question you have?
0714	P:	Should women don't work because of children?
0715	T:	You mean forever, for a short time or never?
0716	P:	Not forever but for a short time.
0717	T:	For a short time. Could we say should women stop working because of their children? I wouldn't say yes because I would stay for a period of time, for a year maybe.
0718	P:	Not for a short time.
0719	T:	OK. For a long time, yes. Now its clear. Anyone who supports the idea?
0720	P:	No, because I can't provide my child a good life.
0721	T:	Hıhı. You want to provide your child a good life. OK. And you need money. Anyone who says no?

0722 P: I should because my husband is working and I [ ]

0723 T: OK. And on Wednesday I want you to bring whatever you want about concepts.

0724 P: In Turkish?

0725 T: No, not in Turkish in English. Anything you want to use. It could even be an article. Alright. OK. Attendance is here.

Extract 4

0726 T: OK guys we have a guest today. Did you meet her?

0727 P: Cousin?

0728 T: My cousin, no, my friend.

0729 P: Welcome

0730 T: Welcome. OK. Thank you.

0731 ME: Hi

0732 T: OK. Let's check the vocabulary exercise then. *Bilinmeyen kelimeleri ayırdınız mı*?

0733 P: Yes.

0734 T: Well. OK. Vocabulary part 8. Vocabulary part 8. Part 1 comes for Hasan please.

0735 P: When the other company tried to imitate Cocacola means [ ] to coke.

0736 T: What the other company tried to?

0737 P: imitate

0738 T: imitate, imitate. OK. When the other company tried to imitate. What's the noun form of imitate? Imitate verb. Noun?

0739 P: Imitation.

0740 T: Imitation. What's the noun form of produce? The noun form of produce?

0741 P: [ ]

0742 T: Produce verb. Productive adjective. Noun form of produce?

0743 P: Production.

0744 T: Yes, production. OK, good. The second one comes for Erdal please.

0745 P: He was one of the first [ ]

0746 T: OK. What is massproduction? What is massproduction?

0747 P: *Toptan*

0748 T: The third one comes for Nurten please.

0749 P: [ ]

0750 T: Promoting. Promote? Like Turkish.

0751 P: *Promosyon.*

0752 T: Like, let's say *ilerletmek, geliştirmek*, promote. *İlerletmek, geliştirmek* when promote or he was promoted for example he was chef then he became executor. Right. He is promoted or he was promoted. Now the fourth comes for İbrahim.

0753 P: He advertised Cocacola.

0754 T: He advertised Cocacola. Right. Do you agree?

0755 P: ø

0756 T: Do you agree?

0757 P: Yes.

0758 T: Yes. Are you sure?

0758 P: [ ]

0759 T: Yes, thet's correct but you are not sure. OK. Number 5 comes for Düriye please.

0760 P: [ ]

0761 T: That's right. For trade it's a kind of shop. Refreshing, do you know refreshing, fresh?

0762 P: *Canlandırma*

0763 T: Refresh?

0764 P: *Canlandırma.*

0765 T: Verb *canlandırma* OK. Now the 6th one comes for Naci please.

0766 P: Manifacturer

0767 T: Manifacturers. Thank you. Do you agree with the answer?

0768 P: Yes.

0769 T: Manifacturer. What's the synonym?

0770 P: *İmal etmek.*

0771 T: Manifacture is what you say. Manifacturer?

0772 P: *İmalat*

0773 T: *Yani az önce sorduğum fiilin kişisi?*

0774   P: *İmal eden, üretmek, üretici.*

0775   T: *Yani?*

0776   P: *Kitapta* producer *yazıyordu.*

0777   T: OK. Producer you can say. Manifacturer, producer. OK. Forget about it. The next one comes for Çile. Çile how are you? Are you OK?

0778   P: I'm bad.

0779   T: Why? What's the problem?

0780   P: I'm ill. I had *dolgu.*

0781   T: Fill in. When? Did you have a fill in or will you have a fill in?

0782   P: Sometime.

0783   T: *Biraz önce*?

0784   P: Yes.

0785   T: Oh. I have just *gördünüz mü*? I have just had a fill in.

0786   P: Yes.

0787   T: OK. Where?

0788   P: *Medikososyal.*

0789   T: OK. Are you happy now, with your teeth?

0790   P: Yes.

0791   T: Or tooth? How many teeth or one tooth?

0792   P: One.

0793   T: OK. Did it hurt?

0794   P: He full it, he fill in it.

0795   T: Did it hurt?

0796   P: Yes.

0797   T: Yes. Good. Not good but. The next one comes for Serpil please. Right.

0798   P: He also [ ]

0799   T: OK. I'm catching, attract,*ve, gözalıcı.* Tell me an eyecatching advertisement you know. An eyecatching advertisement. Advertisement?

0800   P: *Reklam.*

0801   T: Eyecatching advertisement for you what is that?

0802   P: ø

0803	T:	Eyecatching, attractive, catch your eyes, take your eyes, *yani* take *olmaz da* catch, *gözalıcı*.
0804	P:	*Hangi reklam mı söyiycez*?
0805	T:	Right.
0806	P:	The fourth advertisement. UEFA.
0807	T:	Championship.
0808	P:	*Şampiyonlar ligi*.
0809	T:	OK. For example one of them?
0810	P:	One of them
0811	T:	Do you remember?
0812	P:	*Futbola geldik şimdi*.
0813	T:	*Teması futbola yakın şeyler diyelim* in English.
0814	P:	*Yani en baştan sporla başlamış* [ ]
0815	T:	Good. OK. İsa are you stil ill?
0816	P:	[ ]
0817	T:	OK. Why don't you answer me in English?
0818	P:	[ ]
0819	T:	Number 8 comes for who hasn't done yet? Ramazan.
0820	P:	One of the most important in it is you have to make it unique.
0821	T:	Unique, unique, wonderful. Unique right. Unique. Is that OK?
0822	P:	ø
0823	T:	The next one comes for again yes please Hasan. Turned and back to you.
0824	P:	There were been advertising companies.
0825	T:	There were been advertising companies. Companies *mi* campaignes *mi*?
0826	P:	Campaignes.
0827	T:	Campaignes. OK. Thank you. Next one comes for Nazlı please.
0828	P:	*Hocam burada* [ ]
0829	T:	*Görelim,* can, able to is can. For example?
0830	P:	*Üçüncü hali.*
0831	T:	*Neyin üçüncü hali*?
0832	P:	*Yani*
0833	T:	*Yani birinci hali* can, *ikinci hali* could, *üçüncü hali* could be able to?

0834	P:	*Yani.*
0835	T:	No. Be able to, you can use be able to for future can. For example next year, I will be able to. For example, all you'll be able to speak English fluently.
0836	P:	*Akıcı.*
0837	T:	Right very well. OK. So it can be future can OK. Or I'm able to let's say what, I was able to swim to the shore when the ship sank. Titanic goes down the see do you remember OK. It went down the see but I was able to swim, I managed to, manage to?
0838	P:	ø
0839	T:	You have a problem but you overcome it. Overcome?
0840	P:	*Üstesinden gelmek.*
0841	T:	Right *yani bir problem olucak ya da bir* obstacle *olucak*, obstacle?
0842	P:	ø
0843	T:	Obstacle run *var mesela. Nasıl koşu*?
0844	P:	ø
0845	T:	They jump over something.
0846	P:	*Uzun atlama, engelli.*
0847	T:	*Engelli.* OK. Obstacle is *engel*. There is obstacle but you overcome it. *O zaman buna denir.* Good. *Mesela*, he is, *şu* second achievement, *oldu bitti*, it was very difficult but I was able to answer all the questions. The exam was difficult but I was able to, right, I could gibi, *bunda engel aramıyoruz şimdi ama.* OK.
0848	P:	*Hocam* he was'*la* did *buraya nasıl gelmiş*?
0849	T:	Was'*la* did *nasıl gelmiş.* OK. *Cümleyi okuyoruz şimdi.* One of the most important thing he did was to make his product unique *dedik. Oradaki* was, one of the most important thing he did relative clause, relative clause *görmedik ki henüz. Yani yaptığı en önemli işlerden biri. Mesela* one of the most important thing he did was to make a product *yerine* the thing which is one of the most important among achievement *falan filan gibi bişeyler söyleyebiliriz ama*
0850	P:	*Görmedik ki.*
0851	T:	*Görmedik, görmedik.* They were making advertising, Şule please.
0852	P:	*Yaptık.*

0853	T:	E *bunu yaptık*. Campaigne *dedik*. Memorible. Memorible? Memory?
0854	P:	*Hafıza.*
0855	T:	Memorize.
0856	P:	Memory.
0857	T:	Memorize.
0858	P:	*Hafıza.*
0859	T:	*Yani ezber mi* OK. Memory. Memorible? Stay in his memory?
0860	P:	*Kalan.*
0861	T:	*Kalan sıfatı yani akılda kalan, akılda kalıcı*, memorible. *Ne dediniz buna?*
0862	P:	Memorible
0863	T:	Right memorible. Plot, topic?
0864	P:	*Konu.*
0865	T:	Right. The next one 11 comes for Müge please.
0866	P:	He is said [ ]
0867	T:	He is said, what did you say? I'm shocked.
0868	P:	[ ]
0869	T:	OK. Image. He used an image. What is the noun form of create?
0870	P:	ø
0871	T:	Noun? This is verb. Create is verb. What is the noun?
0872	P:	Creation.
0873	T:	Creation. What is the adjective?
0874	P:	Creative.
0875	T:	Creative OK. What is the purpose to create?
0876	P:	Make creation.
0877	T:	The next one comes for İsa please.
0878	P:	[ ]
0879	T:	What a nice model. OK. Good. Well done. *Yapmışsın işte.*
0880	P:	*Hocam yaptım da.*
0881	T:	OK. These worksheets are free guys. From me.
0882	P:	*Sağolun*.
0883	T:	OK. You have one minute, only one minute to read quickly, quickly the second one, no way out. One minute, just quick reading. 35

seconds. 30. It's enough. Now, turn the paper back. OK. Good. What do you remember? One sentence, only one sentence.

0884 P: Suddenly, suddenly car stopped.

0885 T: Suddenly the car stopped. Hımm, but this is the middle of the

0886 P: *Hocam ikinciyi okumıycak mıydık*?

0887 T: *İkinciyi okuycaktık*.

0888 P: Car *yok ki.*

0889 T: *Kimler iki, biri okudu*? *Ha tamam siz bi daha okuycaksınız, çok güzel oldu.*

0890 P: [ ]

0891 T: This is wonderful. *Bi taşla iki kuş vurmuş olduk arkadaşlar*. No problem. *Şimdi ikinciden bir cümle alalım*. Yes, Gülsen.

0892 P: He went to holiday.

0893 T: He went to holiday. Are you sure with to or something different.

0894 P: He went to Taiwan.

0895 T: He went to Taiwan. OK but holliday does it take to or something different?

0896 P: At.

0897 T: At holiday. No. On holiday. Go on holiday. Go on a picnic. Go on vacation. Do you remember these? OK. *Şimdi birinci, sizler*.

0898 P: Have you ever been in cable car?

0899 T: Me? No. *Bu orda yazıyor*. Have you ever. *Tamam çok güzel de hani bunun pasaja olan bağlantısını anlamadım*.

0900 P: *Hocam sadece* well *diyo*. *Güzel diyo, bu daha güzel diyo*.

0901 T: In English İsa. He goes to where?

0902 P: He goes to Switzerland..

0903 T: He goes skiing or he *Arabasıyla gidiyo, bakıyo* went skiing? After go, if you are going on an activity it takes –ing. Go shopping, go swimming like. Yes, part 2 Şule please.

0904 P: He went to lake

0905 T: He went to which lake? Do you remember the name of the lake?

0906 P: There wasn't the name of the lake.

0907 T: Thank you. There wasn't the name of the lake. He went to a lake.

0908 P: But he didn't catch fish.

0909	T:	But he didn't catch fish. He didn't or we can say also couldn't catch fish or he didn't?
0910	P:	Couldn't.
0911	T:	Couldn't. That is better.
0912	P:	Both
0913	T:	*Şimdi bunda sanki tutmadı* e *niye göle gitti o zaman göle, tutamadı.*
0914	P:	*Tutamadı.*
0915	T:	Right.
0916	P:	He wants to go.
0917	T:	*Birincisi mi bu*?
0918	P:	Yes, he wants to go the top of the mountain at cable.
0919	T:	OK. He wants. Would you, all make the past tense. He wanted to go to the top of the mountain to?
0920	P:	Sky trip the mountain and sky down.
0921	T:	Ski down. OK. He wanted to go to the top of the mountain to ski down.
0922	P:	After ski down.
0923	T:	Good. After *kullanımına çok dikkat edin bu cümlede çünkü* after *kullanımını görmüştük.* Yes. *Ramazan ikiyi okumuş muydun*?
0924	P:	*Yok hocam biri okudum.*
0925	T:	Yes, you.
0926	P:	He was bored and swim and
0927	T:	He was bored and?
0928	P:	He swim
0929	T:	Swam
0930	P:	The lake
0931	T:	In the lake
0932	P:	Because he fell the wallet
0933	T:	Because or he was bored, he swam in the lake and he?
0934	P:	He fell, he lost
0935	T:	He lost.
0936	P:	*Düşürdü.*
0937	T:	*Düşürdü diyelim o zaman*, dropped, he dropped?

0938	P:	His wallet.
0939	T:	His wallet. Thank you. *Bire geçelim o zaman*. Yes, *söyle*.
0940	P:	It was cold.
0941	T:	It was cold.
0942	P:	Began to get dark.
0943	T:	It was cold, began to get dark and snow. You memorized them all. Memorize data.
0944	P:	*Büyütmeyin hocam*.
0945	T:	OK. It was cold and began to get dark and snow. Thank you, second one again. Yes, İsa.
0946	P:	In his wallet there was his passport and his money, so he didn't leave at the hotel because he didn't have the hotel's money.
0947	T:	OK. Hotel money, fee, no problem.
0948	P:	And he called his boss, he wanted money.
0949	T:	Good. Wonderful.
0950	P:	*Hepsini anlattı.*
0951	T:	*Hepsini anlatmış oldu böylece*. OK. In his wallet there was his credit cards. No. Money, passport, plane tickets, etc. and he couldn't pay the bill and he couldn't go home because the plane ticket was inside the wallet and he called his boss to?
0952	P:	Money.
0953	T:	OK. To take money, to borrow money. OK. Yes, you.
0954	P:	He aloned at two hours. He thought, *rağmen ne demek*?
0955	T:	Although.
0956	P:	He although, they have forgotten her, he, him.
0957	T:	Wonderful. Autocorrection, him. Good. Wonderful. It isn't wonderful. *Sonunu bağlamak* wonderful *ama* he aloned *diye bir fiil yaptın.*
0958	P:	*O yalnız kaldı*.
0959	T:	He was alone, *ya da* he stayed alone. OK. He was alone because alone is not a verb. Ok. He was alone and he waited for hours and he thought they have forgotten him. Who are they?
0960	P:	ø
0961	T:	Who are these they?

0962	P:	His friends.
0963	T:	His friends. How many friends?
0964	P:	*Hatırlamıyorum.* I don't remember.
0965	T:	I don't remember good.
0966	P:	*Öyle bir şey var mı?*
0967	T:	I don't know. I'm just asking. Have you ever been in a cable car?
0968	P:	*Ne demek? Kablo mu?*
0969	T:	Cable *kablo*, car?
0970	P:	*Araba.*
0971	T:	*Araba, yani? Kablo araba olabilir mi yani adamı düşünün.*
0972	P:	*Teleferik.*
0973	T:	Have you ever been in a cable car?
0974	P:	Yes.
0975	T:	Yes. *O sırada bir hırsız kovalıyor muydun desem.* How did you feel? Did you feel worried or did you feel anxious?
0976	P:	*Heyecanlandım yani dağa çıkarken.*
0977	T:	It was exciting. Extra information? What is crowded? A lot of people?
0978	P:	Yes.
0979	T:	Where were you going?
0980	P:	*Amanos Dağları.*
0981	T:	*Daha hızlı gidiyorlar mı?*
0982	P:	*Gidiyorduk.*
0983	T:	*Gidiyorduk.*
0984	P:	I, we, we were going to, *teleferik neydi*, get in *mi*?
0985	T:	Get in, in a cable car, in the car *diyoruz*. All right in. *Tamam.* Let me ask you the synonyms or definition of some words. For example synonym, do you remember synonym? Antonym? OK. Right. Can you tell me a synonym of terrible? Terrible you know?
0986	P:	ø
0987	T:	*Başka bir şeyden de bulabilirsiniz anlamını, bulamıyosanız eğer, nerden, ben buliym hemen size.*
0988	P:	Terrible'lar *içinde.*

99

0989	T:	Terrible experience *var*, terrible noise *var*. Terrible. Is it something negative or positive?
0990	P:	Negative.
0991	T:	Negative. Negative. So what can be the synonym of it?
0992	P:	ø
0993	T:	Terrible experience.
0994	P:	Horrible.
0995	T:	Horrible.
0996	P:	Bad.
0997	T:	Bad. *Çocuklar biliyo musunuz* Malcolm and Sarah?
0998	P:	No.
0999	T:	Malcolm and Sarah went on a holiday and their alarm clock didn't go on. They were late for the flight and they met Adams family and Adams family were staying at a hotel. The hotel was?
1000	P:	The terrible.
1001	T:	Quiet. There was quiet everyhere. OK. *Yani eşofmanlı* for antonym, what is the antonym? Antonym? Forget about synonym.
1002	P:	Noise.
1003	T:	Noise. OK. You can say quiet, silent.
1004	P:	Not noisy.
1005	T:	Not noisy. The next one is luckily. Luckily'ye *bir zıt anlamlı buluyorsunuz*. Passage'ın *içinde var*. It is in the passage. Luckily antonym of luckily. It is in the second passage. Antonym *buluyosunuz.*
1006	P:	Experience *mı olucak*?
1007	T:	Luckily.
1008	P:	*Şanslı.*
1009	T:	*Yani bir* adverb *olduğu açık di mi*? Luckily, terribly, slowly.
1010	P:	Beautiful.
1011	T:	Beautiful adverb. Adverb?
1012	P:	Unfortunately?
1013	T:	Unfortunately. Luckily antonym unfortunately. Thank you.
1014	P:	Short journey.
1015	T:	Sorry?

1016 P: Short journey.

1017 T: Short journey *arayın bi de*. Short bir journey *arıyosunuz şimdi.*

1018 P: Trip.

1019 T: Trip, vacation *arıyosunuz şimdi.*

1020 P: Holiday.

1021 T: Holiday.

1022 P: *Küçük* vacation *gibi* trip.

1023 T: *Efendim?*

1024 P: Vacation, trip, *küçük.*

1025 T: Oh, yes, trip. I took a trip for example last week I took a trip for example, last week I took a trip when I went to Mersin.

1026 P: Vacation trip *olmaz mı?*

1027 T: *Ne* trip?

1028 P: Vacation.

1029 T: Vacation.

1030 P: Vacation trip *olmaz mı?*

1031 T: No. Trip, *şimdi* trip *Türkçedeki kavramlardan kaynaklanan bişey olabilir. Seyahatle tatil aynı şey değil.* Right.

1032 P: Right.

1033 T: *Tatile gidiyor olabilirsiniz ama gitme süreciniz* is your journey, is your trip, is your vacation. Vacation *budur işte*. Good. Decide, *sorulur mu bu olmaz vazgeçtim*. Forget about it. Good. Turn the page. Match the columns to find the verbs and nouns that go together. *Böyle* compound nouns *ya da* phrases *ifadeler diye düşünün* get'le there are 6 sentences and 6 sentences from a to f. Right. You're matching the sentences. For example, go to the embassy and get?

1034 P: A visa.

1035 T: A visa for the USA. What is embassy? There was an American embassy in Atatürk Street 3 years ago but they moved.

1036 P: *Konsolosluk.*

1037 T: Right. She'll have to renew, new?

1038 P: *Yeni.*

1039 T: Renew?

1040	P:	*Eski.*
1041	T:	Write?
1042	P:	*Yazmak.*
1043	T:	Rewrite?
1044	P:	*Yeniden yazmak.*
1045	T:	Renew?
1046	P:	*Yeniden almak, yenilemek.*
1047	T:	*Yenilemek.* She'll have to renew her passport soon. I'm waiting for the bank to transfer?
1048	P:	The money.
1049	T:	The money, money transfer, money *başka ne yapılır*?
1050	P:	*Harcanır.*
1051	T:	In English, spend.
1052	P:	Change.
1053	T:	Change.
1054	P:	Borrow.
1055	T:	Borrow, opposite? Lend.
1056	P:	Lend, earn.
1057	T:	Sorry.
1058	P:	Earn.
1059	T:	Earn.
1060	P:	Loose.
1061	T:	Loose, take, win from loto win. *Bankaya napılır para*?
1062	P:	Account *yapılır.*
1063	T:	Open a bank account *yapılır başka*?
1064	P:	*Transfer.*
1065	T:	*Transfer yapılır.*
1066	P:	*Çekilir. Harcamak neydi hocam*?
1067	T:	Spend. Draw your money is take your money from the bank. OK. Invest money is to put your money. Ask the doctor if you need to have?
1068	P:	A vaccination.
1069	T:	A vaccination BCG for colera, vaccination injection. Right. When did you have your last vaccination?

1070	P:	5 years ago.
1071	T:	5 years ago. Why? For what?
1072	P:	I can't say.
1073	T:	OK. When did you have your last vaccination?
1074	P:	I don't remember.
1075	T:	You don't remember?
1076	P:	When I was 4 or 5, *kuduz aşısı.*
1077	T:	Did dog bite you?
1078	P:	No, *söylemem hocam. Fare hocam.*
1079	T:	*Nasıl?*
1080	P:	*Fare.*
1081	T:	OK. No problem. I'll fold the clothes if you pack? *Ne* pack *yapılır?*
1082	P:	Suitcase.
1083	T:	Suitcase or a case to fold? Fold? For example you change yoır clothes and you fold them.
1084	P:	*Katlamak.*
1085	T:	Right. Do you fold your clothes yourself?
1086	P:	Yes.
1087	T:	Thank you İsa. İbrahim do you fold your clothes?
1088	P:	No.
1089	T:	No, who folds your clothes?
1090	P:	My mother.
1091	T:	Your mother. Yes Hasan?
1092	P:	No.
1093	T:	Who folds them?
1094	P:	My wife.
1095	T:	Your wife OK. Erdal please, do you fold your clothes?
1096	P:	Yes.
1097	T:	Yes, OK, nice, thank you, wonderful. Ramazan do you fold your clothes?
1098	P:	Yes.
1099	T:	Are you sure? Are you a tidy person Ramazan? Are you a tidy, organized, neat, tidy? Are you tidy?
1100	P:	No.

1101   T: No. *Sonuncusunu da yapalım* then we'll take a break. I'll phone the travel agency and book?

1102   P: Train tickets and a hotel.

1103   T: Train tickets and a hotel. OK.

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