

**T.C.
ABANT İZZET BAYSAL ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ**

**THE DIFFERENTIAL EFFECTS OF IMPLICIT AND EXPLICIT
CORRECTIVE FEEDBACK ON FOREIGN LANGUAGE
DEVELOPMENT OF YOUNG LEARNERS**

Meltem MUTLU

Mart-2006

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İNGİLİZCE ÖĞRETMENLİĞİ ANABİLİM DALI**

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Yüksek Lisans Tezi

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Bolu-2006

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SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ'NE

Meltem Mutlu'ya ait The Differential Effects of Implicit and Explicit Corrective Feedback on Foreign Language Development of Young Learners adlı çalışma, jürimiz tarafından İngilizce Öğretmenliği Anabilim Dalında YÜKSEK LİSANS YETERLİLİK TEZİ olarak kabul edilmiştir.

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ÖZET

Meltem MUTLU

Yüksek Lisans Tezi

Yabancı Diller Eğitimi

İngilizce Öğretmenliği Anabilim Dalı

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Mart, 2006, 217 sayfa

Bu çalışmanın amacı, görev-odaklı iletişim sırasında verilen “ima yollu” ve “açık” dönüt düzeltmenin İngilizce’yi yabancı dil olarak öğrenen çocukların dil gelişimleri üzerindeki etkisini araştırmaktır. Veriler İstanbul/Kadıköy’deki bir ilköğretim okulunda okuyan 75 beşinci sınıf öğrencisinden toplanmıştır. Her iki tip dönüt düzeltmenin uzun vadedeki etkilerinin belirlenmesi için öntest, erken sontest ve geç sontest içeren yarı deneysel model uygulanmıştır. Öğrenciler farklı tipte dönüt düzeltme alan iki deney grubu ve hiç dönüt düzeltme almayan bir kontrol grubu olmak üzere üç gruba ayrılmıştır. Öğrenciler araştırmacı ile bire bir iletişim kurmuşlardır ve öğrencilerin dil gelişimleri soru yapıları açısından incelenmiştir. Sonuçlar, dönüt düzeltme alan öğrencilerin almayan öğrencilere göre daha ileri düzeydeki soru yapılarını kullanmada daha başarılı olduklarını göstermiştir. Erken sontestte açık dönüt düzeltme alan deney grubu ima yollu dönüt düzeltme alan gruba göre daha başarılı olmuştur. Ancak geç sontestte bu grubun ulaştıkları gelişim seviyesini koruyamadıkları görülmüştür. İma yollu dönüt düzeltme alan grup geç sontestte de ulaştıkları gelişim seviyesini koruyabilmiştir. Hiçbir dönüt düzeltme almayan kontrol grubu ise her iki sontestte de soru yapıları açısından dil gelişimi gösterememiştir. Çalışma, dönüt düzeltme ve dil gelişimi arasında olumlu bir ilişki kuran geçmiş yayınları desteklemektedir. Çalışmada ayrıca açık dönüt düzeltmenin kısa vadede dil gelişimini

olumlu yönde etkilediđi ancak bu etkinin daha uzun vadede devam etmediđi ileri sürölmektedir.

Anahtar Kelimeler: yabancı dil gelişimi, ima yoluyla dönüt düzeltme, açık dönüt düzeltme.

ABSTRACT**Meltem MUTLU****Master's Thesis****Foreign Language Education****Department of English Language Teaching****Supervisor: Assist. Prof. Dr. Muhsin KARAŞ****March, 2006, 217 pages**

This study examines the differential effects of implicit and explicit corrective feedback (CF) during task-based interaction on language development of young learners of English as foreign language. The data are drawn from 75 learners of English at a public primary school in Kadıköy/Istanbul. A pretest, an immediate posttest and a delayed posttest quasi-experimental design was used in order to demonstrate the sustained or unsustained effects of both feedback types. The learners were divided into two treatment groups that received a different type of feedback, implicit and explicit, and a third group was used as the control group who did not receive any CF. Child learners interacted in dyads with the researcher and language development in terms of question forms was investigated. The results demonstrated that young foreign language learners who participated in interaction with CF showed a greater increase in production of developmentally more advanced structures than the learners who participated in interaction without provision of CF. Explicit CF group showed a greater increase than the implicit CF group in the immediate posttest. However, delayed posttest results revealed that explicit CF group could not sustain this increase. Implicit CF group, on the other hand, sustained their developmental level in the delayed posttest too. Control group did not show any developmental level increase in the immediate and delayed posttests. The study confirms the results of previous studies which supported the claims concerning a link between CF and language development. The study also contends that explicit CF during interaction facilitates language development of young foreign language learners in short term, but this increase is not sustained in a longer term.

Keywords: foreign language development, implicit corrective feedback, explicit corrective feedback

ACKNOWLEDGEMENTS

First of all, I would like to express sincere appreciation to Assist. Prof. Dr. Muhsin Karas, my supervisor in this study, because of his guidance, invaluable suggestions and continual support, he provided for completing the study successfully.

I would also like to express my thanks to Assist. Prof. Dr. Bayram Bicak, who made very important contributions to the study with his guidance in carrying out and interpreting statistical analyses. I also thank to my friend Alev Demir, who helped me in coding the data.

A special thanks to my husband who supported and encouraged me inspite of his busy schedule. Without his encouragement to keep me going, I would have not been able to devote the necessary time to accomplish such an undertaking.

In short, I wish to convey my sincere appreciation to everybody without whom this study would be incomplete.

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CHAPTER I

INTRODUCTION

The aim of this chapter is to present the reasons that have led to the present research study “Differential Effects of Implicit and Explicit Corrective Feedback on Foreign Language Development of Young Learners”. It consists of five sections. 1.1 presents the general background to the study, 1.2 introduces purpose of the study and hypotheses. In 1.3 the significance of the study is presented. 1.4 is devoted to the methodology.

1.1. General Background to the Study

The reactions of competent speakers to language learners’ language errors are examined under different umbrella terms depending on the disciplinary orientations of the researcher. Negative evidence, negative feedback, and corrective feedback are three terms used respectively in the fields of linguistics, psychology and language learning (Schachter, 1991). In more recent work in classroom second language acquisition (SLA) error correction is examined under the rubric of “focus-on-form” (e.g., Lightbrown and Spada, 1990; Long, 1991; Ellis et.al, 2002).

Language teachers, who seek help to deal with the issue of how to react when students make errors, will find a considerable amount of research literature. No doubt that prescriptions that are suitable for their own specific contexts cannot be obtained from this literature, but there are a number of valuable discussions and studies on error treatment in SLA and foreign language learning to refer.

For decades now, questions about the role of corrective feedback (CF) in language acquisition have been hotly debated, spawning a great deal of theoretical and empirical research. These questions were framed by Hendrickson (1978, as

cited in Lyster&Ranta, 1997) in one of the first comprehensive reviews of the issue of error correction in the classroom, that is:

1. Should learners' errors be corrected?
2. When should learners' errors be corrected?
3. Which errors should be corrected?
4. How should errors be corrected?
5. Who should make corrections?

Appearing on the surface to be simple and straightforward, these questions have been explored by scholars over the past decades in a variety of classroom settings. After early descriptive and observational studies seeking answers to the questions regarding when, which and how (e.g., Fanselow, 1977; Chaudron, 1977, 1986, 1988) a growing body of empirical and experimental research on CF in recent years has focused on the issue of whether error correction is necessary (e.g., De Keyser, 1993; Spada & Lightbrown, 1993; White, 1991; White, Spada, Lightbrown, & Ranta, 1991); the effects of CF on short-term and/or long-term L2 development (e.g., Mackey & Oliver, 2002; Iwashita, 2003); the types of CF that lead to language development and learner perception of CF (e.g., Carroll & Swain, 1993; Doughty, 1994; Han, 2002; Mackey& Philip, 1998; Mackey *et al.*, 2000; Roberts, 1995).

Built largely on the interactional moves identified in the negotiation studies of the 1980s (e.g. Long, 1981; Varonis and Gass, 1985) a growing body of research in more recent years has investigated the role of conversational interaction in SLA, especially in regard to how an interlocutor's feedback promotes interlanguage development (Iwashita, 2003). Advocating a facilitative role for CF in language acquisition, Long in his Interaction Hypothesis claimed that feedback obtained during conversational interaction promotes interlanguage (IL) development because interaction connects "input, internal learner capacities, particularly selective attention and output in the productive ways" (Long, 1996, pp. 451-452).

A positive role for conversational interaction in L2 learning for both grammar and vocabulary has been shown in a number of recent studies done in communicative settings (e.g., Gass & Varonis, 1994; Loschky, 1994; Pica, 1992; Mackey, 1999; Mackey & Philp, 1998; Mackey & Oliver, 2002). It has been observed that CF often serves as the starting point for the negotiated interactions and is embedded in natural conversation where there is a breakdown of communication due to a linguistic error (Lyster, 1998), thus CF has become a perennial concern in recent SLA research examining the effectiveness of negotiated and conversational interaction on language development (Lochtman, 2002). Most of the studies investigating a link between interaction and language development focused on different types of CF embedded in conversation and the facilitative role of CF during interactional conversation have received empirical support in these studies. (e.g., Mackey, 1999; Mackey & Philp, 1998; Doughty & Varela, 1998; Oliver, 1995).

It has been claimed that meaningful interaction is not enough for students to achieve high levels of accuracy, although they may become fluent (Swain, 1985). Some researchers suggested that some focus on form is also needed in order for learners to improve their accuracy (e.g., Long, 1996; Lyster, 1998, 2002). It has been proposed that foreign language learners should also “notice the gap” between their erroneous output and target language in order to convert the FL input to intake, a first condition for FL learning (Schmidt, 1995). (Ellis, 1994) defines intake as “that portion of the input that learners notice and therefore take into temporary memory”. As Schmidt (1995) puts in the Noticing Hypothesis “what learners notice in input becomes intake for learning”. Focus-on-form and CF could provide such noticing and comprehensible output producing opportunities.

A substantial body of research, culminating in analysis of the past 20 years of research offers the consensus that some attention to form can promote second language learning (Norris & Ortega, 2000). It is at this point the questions arise. Incorporation of some focus on form into communicative curricula is given

support, thus it would seem crucial to determine what kind of focus is the most effective. This is of utmost importance in classes where interaction and communicating meaning is predominant. If focus-on-form is seen as “an occasional shift of attention,” as Long has claimed (Long & Robinson, 1998, p. 23), then it is essential to determine what kind of focus is maximally effective.

In most experimental and quasi-experimental research on attention to form, the focus has been on the level of explicitness or duration of attention, that is whether the CF is implicit or unobtrusive or whether it involves overt intervention, even explicit metalinguistic instruction (Doughty, 2001).

Implicit focus-on-form during conversational interaction, such as recasts (reformulation of learner’s error without indicating that it is incorrect) provided during interaction has been reported to facilitate L2 development of adult and young learners in a number of studies (e.g., Mackey & Oliver, 2002; Mackey & Philp, 1998; Long, 1996; Doughty and Varela, 1998; Sheen, 2004; Long, Inagaki & Ortega, 1998; Lightbrown & Spada, 1990). However, the question remains whether their results are applicable to foreign language learners (Iwashita, 2003).

Explicit correction of learner language errors during conversational interaction has also been shown to have positive effects on learners’ interlanguage in short and long term in both L2 and FL settings (e.g., Muroi, 2000; Carroll & Swain, 1993; White, 1991).

Compared to learners in an L2 environment, those in a foreign language setting have obvious disadvantages in terms of exposure to target language and opportunities to use it. Though recent advances in foreign language teaching methodologies have provided more opportunities for learners to use target language in class, especially beginning learners often struggle to understand interactions with native speakers (NSs) and their teachers (Iwashita, 2003). Pica (1994) reported that learners at a postbeginner level are better prepared for making use of conversational interaction and modification in conversation; she further suggested that beginning learners are more likely to be input receivers than

output providers in a conversation, perhaps because their production is restricted by limited grammatical and vocabulary resources and a tendency to rely on formulaic speech. Moreover, some focus on form such as recasts can lead to ambiguity, thus noticing and intake can be constrained (Long, 1996).

Thus, explicit feedback may be claimed to be more effective for foreign language development, since it may be difficult for a beginning foreign language learner to notice the gap between her own erroneous utterance and the target like utterance through an unsalient type of feedback. Implicit feedback, on the other hand, may provide the learners with different input and create opportunities for more output by pushing their own resources to construct a reformulation (Swain, 1985).

1.2. Purpose of the Study

The present study was motivated by the need to investigate the differential effects of implicit and explicit CF on foreign language development of child learners during task-based interaction.

First, the study explores the effectiveness of CF on foreign language development of young learners in a task-based interaction. A great deal of research that supports the efficacy of CF on form has been conducted to date. However, questions still remain as to whether or not the positive effect of CF can last long. The short-term effects relied on learners' short-term memory cannot be counted as learners' real achievement in their interlanguage development. Given the acknowledgement of this fact, the study also aims to investigate the lasting effect of CF on form during interaction with a delayed posttest. Since the literature provides evidence that the differential effects of CF may be attributed to different types of CF, the study aims lastly to examine the differential effects of implicit versus explicit CF.

Three research questions were addressed in the study:

1- Do young foreign language learners who participate in task-based interaction without provision of CF show an increase in production of developmentally more advanced structures?

2- Does provision of implicit CF to young foreign language learners during task-based interaction facilitate sustained production of developmentally more advanced structures?

3- Does provision of explicit CF to young foreign language learners during task-based interaction facilitate sustained production of developmentally more advanced structures?

Based on the research questions listed above and the substantial literature on the issue the following hypotheses have been developed:

Hypothesis 1: Young foreign language learners who participate in interaction with CF will show a greater increase in production of developmentally more advanced structures than the learners who participate in interaction without provision of CF.

Hypothesis 2: Learners who participate in interactional activities with implicit CF will show a greater increase in production of developmentally more advanced question forms than learners who do not receive any CF. Their developmental level increase will be sustained in a longer term.

Hypothesis 3: Learners who participate in interactional activities with explicit CF will show a greater increase in production of developmentally more advanced question forms than the learners who do not receive any CF. However, their developmental level will not be sustained in a longer term.

1.3. The Scope of the Study

The effectiveness of CF on language learning has been investigated by researchers in various L2 and foreign language settings with various participants. Focus on form during interaction has gained considerable attention in these studies which documented the benefits of different kinds of CF for language learners. The present study tried to explore short and long term effectiveness of two different types of CF, explicit and implicit, on young learners' language development in a foreign language context.

1.4. Significance of the Study

One novel contribution of the study was that it addressed the general question whether the benefits of implicit CF during interaction documented for more advanced L2 learners in L2 settings in previous studies would be observed with beginning young learners in a foreign language context.

Another novel contribution was that the study investigated the benefits of explicit CF during interactional activities in a foreign language context which was focused in a few number of studies (e.g., Muronoi, 2000).

The study also explored the "lasting effect" of both CF types which has been an inconclusive issue in literature. The facilitative role of implicit and explicit CF on foreign language development was investigated in short and a rather long term with immediate and delayed posttests and yielded significant results which may have pedagogical value for foreign language teachers.

1.5. Methodology

This study was carried out with a quasi-experimental research type which included two treatment groups (n=50) and a control group (n=25). Assignment to the treatment and control groups was not random and was done according the results of the pretest. 83 learners took the pretest and 8 learners who were found

to be at a more developmentally advanced level were excluded from the study. Since the researcher was familiar with the learners as their English Language teacher, learners whose level was far below the majority of the students as observed in class were not included in the pretest.

In order to investigate the short and long term effects of the treatment pretest-immediate posttest-delayed posttest design was used.

CHAPTER II

REVIEW OF LITERATURE

The following chapter consists of two main sections first of which deals with the “Role of Corrective Feedback in Language Learning”. The second section deals with the “Age Differences in Language Learning”.

2.1. The Role of Corrective Feedback in Language Learning

The role of CF in learning a foreign language is hotly debated, and is closely related to the conception of the different kinds of language input (Doughty and Williams, 1998). Input can be defined as “the language, which learners hear or read-that is, the language samples to which they are exposed”, while the language the learner produces is referred to as written or spoken (learner) output (Allwright & Bailey, 1991). Positive evidence is the input or models that language learners receive regarding the target language. In contrast to positive evidence, negative evidence provides information to learners about what is not possible in the target language (Long, 1996; White, 1990). Theory of Universal Grammar (UG) (Chomsky, 1986) advocates have claimed that instruction, including negative evidence, has little impact on forms within UG, since it will temporarily change only language behavior but not IL grammars (Carroll, 1996; Cook, 1991; Schwartz, 1993).

According to nativist or mentalist theories, which are based on UG and which are in the first place designed for understanding first language acquisition, human beings depend on a Language Acquisition Device (LAD), a kind of rule learning mechanism in their minds, which allows them to learn language on the basis of positive input. The fact that input can never compromise the whole

language, that the language input is often “degenerate” and the native speakers can build an infinite number of few and nevertheless correct sentences on the basis of their exposure to this limited input is considered as proof for the existence of such an LAD (Chomsky, 1986). Interaction with other speakers is of no importance, but is seen as means to be provided with more positive input (Farrar, 1992).

As opposed to nativist or mentalist theories on language learning, interactionist theories argue that it is interaction with other speakers which fosters language learning (Ellis, 1994). Since CF by its nature only occurs as embedded in interaction, those theories leave an opportunity for CF to play a part in language learning (Lyster, 1998). However, this depends of course on how CF is defined. If CF is seen as explicit error correction, the nativists would be right, since research has shown that such correction is indeed very rare in everyday situations outside the classroom. Parents hardly ever say things like “no, that’s wrong” in response to the form of children’s utterances (Lochtman, 2002).

The focus in early descriptive and observational studies on CF was mostly explicit CF not implicit CF, resulting in a lack of support for the role of CF in language development. For instance, Chaudron (1986, 1987) found that in non-native-native speaker interactions (NNS-NS), feedback was provided to learners infrequently. However, in this case the feedback examined was explicit correction. Similarly, in a study by Chun, Day, Chenoweth, and Luppescu (1982) corrective feedback was found to occur only rarely in noninstructional NS-NNS conversation. In a later study it was found that although teachers did provide corrective feedback, they did so unreliably, so that although some errors were ignored, others were inconsistently corrected (Day, Chenoweth, Chun, & Luppescu, 1984) (as cited in Oliver, 2000).

In an early study, Fanselow (1977) tried to answer some of the questions (concerning when, how and which) posed by Hendrickson (1978). He involved the analysis of transcripts from 11 teachers who had been videotaped while teaching the same lesson. Fanselow concluded from this study that there was

much ambiguity in the signals given by teachers. One common finding Fanselow and Hendrikson presented was that teachers' error correction occurs frequently irrespective of pedagogical focus and classroom setting (as cited in Sheen, 2004).

Chaudron's works on error treatment (1977, 1986, 1988) were both descriptive and observational. He observed three French immersion teachers teaching both subject-matter and French language arts classes. The focus of his study was on the priorities of teachers in terms of the types of errors (morphological, syntactic, content, etc.) that they focused on and when they preferred to correct errors (during subject-matter or language arts lessons). These teachers expressed a preference for correcting L2 errors in the language arts class and tended to correct more errors earlier in the school year than later (Lyster&Ranta, 1997).

Common findings among these early studies on error treatment was that error treatment was desired by most L2 learners (Cathcart and Olsen, 1976; Chaudron, 1988) and that teachers' attempts at error correction were frequently ambiguous, unsystematic and arbitrary (Allwright, 1975; Chaudron, 1977; Holley and Kind, 1971) (as cited in Sheen, 2004; Iwashita, 2003).

Some later experimental studies supported this lack of support for CF (Lyster and Ranta, 1997). For instance, DeKeyser's (1993) quasi-experimental study on the utility of error correction involved two French as a second language high school classes in Belgium. One teacher was asked to correct the students as frequently and as explicitly as possible during communicative activities, whereas the other was asked to avoid correction in such activities. To evaluate the effect of the error treatment, a variety of measures of L2 proficiency were administered at the beginning and at the end of the school year. In addition, measures of learner variables such as foreign language learning aptitude, extrinsic motivation, and French class anxiety were also collected. De Keyser found that error correction did not have an overall effect on student proficiency in the L2 but that it did interact with learner variables. This study highlighted the fact that instructional

treatments such as error correction may interact with learner characteristics and contextual features in complex ways.

More recently, a number of studies on CF in both L1 and L2 acquisition have concentrated on addressing caveats about the effectiveness of CF in language learning put forth by language researchers who, from a nativist stance, deny environmental variables a central role in language learning (e.g., Pinker, 1989, for child L1 acquisition; Beck & Eubank, 1991, for L2 acquisition). These researchers have argued that four conditions need to be met before a role for “negative evidence” can be assigned in a theory of language acquisition: Negative evidence must be shown a) to exist, b) to exist in a usable form, c) to be used, and d) to be necessary for acquisition (Iwashita, 2003; Mackey & Philp 1998). According to their argument, CF must be demonstrated to be both provided and used by all learners, regardless of age, and for all targets (Oliver, 2000). What this means is that in order to incorporate it into a theory language acquisition, the universality of CF must be documented: it must be shown to exist, to be both useful to and used by learners, and necessary for acquisition (Beck & Eubank, 1991; Pinker, 1989).

To examine these four conditions, many L2 studies have used descriptive and experimental research designs in both classroom and laboratory settings. The participants ranged from young learners in immersion programs or intensive language centers to adult learners in foreign language programs at postsecondary level. The linguistic focus has been predominantly placed on grammatical structures (e.g., Doughty, 1994; Doughty & Varela, 1998, Inagaki & Long, 1999; Lyster & Ranta, 1997; Oliver, 1995; Ortega & Long, 1997; Van den Branden, 1997; Ellis, Basturkmen & Loewen, 2001; Oliver, 1995, 1998, 2000; see Long, 1996 for review).

Recent SLA research particularly examined the existence and use of CF and have concluded that L2 learners may receive data about semantic and structural relationships of the target language through CF. For instance some SLA

studies in laboratory settings have revealed that CF in the form of negotiation strategies and recasts, provide learners with data that promote acquisition (e.g., Long et al., 1998; Mackey&Philp, 1998; Oliver, 1995) and that feedback is frequently and consistently provided by teachers (Lyster&Ranta, 1997), and is used by the learners in their later language production (Oliver, 2000).

The discussion on the role of CF in these more recent work in SLA is a part of a larger discussion of “focusing on form” during negotiation of meaning in communicative language teaching. (Doughty & Varela, 1998). Negotiation of meaning can be defined as “exchanges between learners and their interlocutors as they attempt to resolve communication breakdowns and to work toward mutual comprehension” (Lochtman, 2002). It is a feature of “real language use” because it is both a characteristic of mother and child dyads in first language acquisition and native-non-native speakers’ dyads in true conversation (Long, 1996). It has been observed that CF is embedded in negotiated interaction (Lyster, 1998), thus CF has been focused in recent SLA research examining the effectiveness of negotiated and conversational interaction on language development (Lochtman, 2002). The theoretical basis for this work on interaction is provided by Long’s Interaction Hypothesis (1996).

2.1.1. Interaction Hypothesis

Interaction Hypothesis is derived from the work by Hatch (1978) on the importance of conversation in developing grammar and from claims by Krashen (1985) that comprehensible input is a necessary condition for SLA (Mackey, 1999). Long (1996) argues that interaction facilitates acquisition because of the conversational and linguistic modifications that occur in such discourse, which provide learners with the input they need. Through one type of interaction, termed negotiation by Long, Pica, Gass and Varonis, nonnative speakers (NNSs) and their interlocutors signal that they do not understand something (Long, 1996; Pica, 1994). Through the resulting interaction, learners have opportunities to understand and use the language that was incomprehensible. Additionally, they

may receive more and different input and have more opportunities for output (Swain, 1995).

Long proposed that conversational interactions, which occur in a variety of forms as interlocutors respond to their conversational partner's requests for clarification or confirmation, promote L2 learning even though the immediate purpose in such modifications in conversation is to make speech comprehensible. Feedback obtained during conversational interaction promotes interlanguage (IL) development because interaction connects "input, internal learner capacities, particularly selective attention and output in the productive ways" (Long, 1996, pp. 451-452)

Various empirical studies have considered the effects of different input and interactional conditions on SL production and acquisition. Pica (1994) showed how, through interaction, syntactic elements may be perceived as units because they are segmented or manipulated and certain features can be given prominence through stress, intonation and foregrounding. Hypothesis has been further refined and developed by Gass (1997), who stressed that the effects of interaction may not be immediate, pointing out the importance of looking for delayed developmental effects of interaction.

Basing on Long's Interaction Hypothesis (1991; 1996: updated version) conversational interaction has been shown to have positive effects on L2 comprehension and production (e.g., Gass & Varonis, 1994; Loschky, 1994; Mackey & Philp, 1998; Pica, 1992).

Mackey (1995, 1997, as cited in Mackey & Philp, 1998) examined the effects of different types of input and interaction on the short-term development of morphosyntactic structures using pretest, posttest, delayed posttest design. Mackey's study involved learners and NSs carrying out communicative tasks in pairs. The tasks were designed to promote interaction that was focused on question forms in ESL. Findings of Mackey's study included the following: a) taking part in interaction led to the increased production of developmentally more

advanced questions and b) only active participation in interaction resulted in development. In a later study Mackey & Philp (1998) examined the effects of negotiated interaction on the production and development of question forms in English as a second language again. This study focused on one feature of interaction, recasts, which have recently been the topic of interactional work in the SLA literature. The study compared two groups of learners who received interactional modified input with learners who received the same input containing intensive recasts in order to investigate: a) the effects of recasts on learners' short term interlanguage, and, b) the nature and content of learners' responses to recasts. The results suggested that for more advanced learners recasts were more effective. The group at the higher developmental level performed better on the posttests than the one at the lower developmental level.

Gass & Varonis (1994) compared prescribed modified and unmodified input with and without the opportunity for interactional modifications on a) comprehension, as measured by performance of learners when receiving directions on a task, and production, as measured by their NS partner's success in following the directions. They found that both negotiated and modified input positively affected comprehension and that prior negotiated interaction but not prior modified interaction significantly affected production. Like Gass & Varonis (1994), Ellis et al. (1994) found that interactionally modified input resulted in both a) better comprehension and b) more new words being acquired than was the case with premodified input. Ellis et al.'s study was done on the ESL of two groups of Japanese L1 learners and provided evidence for a link between interactionally modified input and lexical acquisition. They argued that interaction gives learners control over the input and enables them to identify and solve problems.

Interaction Hypothesis claims a connection between input, noticing, interaction and output and that input must be internalized in some way in order to affect the acquisition process. If learners are to make use of possible benefits of interaction, such as L2 data and feedback on their production, they must not only

comprehend this L2 data but also must notice the mismatch between their input and their own interlanguage (IL) system, that is noticing is indispensable for acquisition process (Schmidt, 1990; Gass & Varonis, 1991). According to Schmidt's Noticing Hypothesis (1990), in order for input to become intake for L2 learning, some degree of noticing must occur, and that it is CF that triggers learners' noticing of gaps between the target norms and their IL, and thus leads to subsequent grammatical restructuring. According to Schmidt (1990), "subliminal language learning is impossible, and that intake is what learners consciously notice. This requirement of noticing is meant to apply equally to all aspects of language" (p. 149). Ellis (1991) also claimed that the acquisition process includes the procedures of noticing, comparing and integrating. Gass (1990) points out that "noticing in the target language is available intake into language learner's existing system unless it is consciously noticed (p.136). Thus, saliency of CF and the degree to which CF is noticed by the learners have been examined in some studies with retrospective methods (e.g. Schmidt and Frota, 1986; Mackey et al., 2000).

2.1.2. Implicit and Explicit CF

Given the importance of "noticing" in language learning an increasing number of studies have been devoted to examining the relationship between different types of CF and language learning. The differential effectiveness of implicit versus explicit CF on language learning has gained a considerable interest among researchers in this regard.

Chaudron (1988) has pointed out the fact that the term CF incorporates different layers of meaning. In Chaudron's view, the term "treatment of error" may simply refer to "any teacher behavior following an error that minimally attempts to inform the learner of the fact of error" (p. 150). The treatment may not be evident to the student in terms of the response it elicits, or it may make a significant effort "to elicit a revised student response" (p. 150). Finally, there is "the true" correction which succeeds in modifying the learner's interlanguage rule so that the error is eliminated from further production (p. 150).

Lightbrown and Spada (1999) define CF as: Any indication to the learners that their use of the target language is incorrect. This includes various responses that the learners receive. When a language learner says, 'He go to school everyday', CF can be explicit, for example, 'no, you should say goes, not go' or implicit 'yes he goes to school every day', and may or may not include metalinguistic information, for example, 'Don't forget to make the verb agree with the subject'. (p. 171-172)

According to Schachter (1991) feedback can be explicit (e.g., grammatical explanation or overt error correction) or implicit. Implicit correction includes, but is not limited to confirmation checks, repetitions, recasts, clarification requests, silence, and even facial expressions that express confusion.

Long (1996) offers a more comprehensive view of feedback in general. He suggests that environmental input can be thought of in terms of two categories that are provided to the learners about the target language: positive evidence and negative evidence. This evidence may be: explicit (e.g., grammatical explanation or overt error correction) or implicit (e.g., failure to understand, incidental error correction in a response, such as a confirmation check, which reformulates the learners' utterance without interrupting the flow of the conversation—in which case, the negative feedback simultaneously provides additional positive evidence—and perhaps also the absence of the items in the input. (p. 413).

The differential effectiveness of implicit and explicit CF on language learning has been explored by researchers in various instructional settings on both children and adults and yielded different results.

Carroll and Swain (1993) investigated the effects of different types of negative feedback on SLA, in particular, the acquisition of the English dative alternation. The aim of this study was to determine empirically whether feedback could assist the learners in acquiring the appropriate abstract constraints on an over generalized rule. The subjects (N=100) were divided into different groups according to the type of feedback they would receive upon making an error. The

results of this study revealed that all treatment groups did significantly better than the control group. Implicit as well as explicit types of feedback were found to be beneficial, and both led to learning. Interestingly, giving explicit metalinguistic information was found to be more helpful than simply telling a learner that he or she made a mistake, or giving her the desired response.

White (1991) conducted an experimental study that investigated the effectiveness of positive and negative evidence at assisting L2 learners in arriving at the appropriate properties of the TL. The linguistic focus on this study was concerned with one of the potential learnability problems for L1 French speakers acquiring English; that of verb-raising, in particular, English adverb placement. The participants in this study (N=164) were 11 and 12-year-old Francophone learners of English. The focus, as mentioned earlier, was on communicative language teaching where error correction and form focused instruction play a minor role. The results of this study indicated that explicit evidence, both negative and positive, is more effective in assisting L2 learners acquire the properties of the TL than naturalistic positive evidence alone. The results from the follow-up study, however, revealed that the children who were tested did not maintain the knowledge, and that they reverted to the level of knowledge they were at prior to instruction.

Following L1 acquisition research (Farrar, 1992; Saxton, 1997), there has been a noticeable interest in the role of recasts which are categorized under implicit CF (e.g., Long & Robinson, 1998; Lyster & Ranta, 1997) in L2 learning (Doughty & Varela, 1998; Long, Inagaki, & Ortega, 1998; Lyster, 1998, 2001; Lyster & Ranta, 1997; Mackey, Gass, & McDonough, 2000; Mackey & Philp, 1998; Oliver, 1995). This is due to several factors: the unobtrusive nature of recasts in the flow of communication, the immediacy of recasts, and the widely shared belief that the provision of feedback immediately following an error is essential for the learners to notice a contrast between their faulty utterance and the target form—the first step in the eventual abandonment of the wrong form and the acquisition of the correct one (Lightbrown & Spada, 2001).

Long (1996) defines recasts as “utterances which rephrase a child’s utterance by changing one or more sentence components (subject, verb, or object) while still referring to its central meanings” (p. 434). This definition is in accordance with Lyster and Ranta’s (1997) definition, in which a recast is defined as “the teacher’s reformulation of all or part of a student’s utterance minus the error” (p. 46). Ohta (2001) adds that recasts are immediately subsequent to the erroneous utterance and that “they may contrast with learner’s utterances phonologically, morphologically, syntactically, or semantically, but are based on the learner’s erroneous utterance and maintain semantic contiguity with it” (p. 141). Differential effects of recasts on various aspects of L2 acquisition have been the focus of a number of recent studies, some of which are noted below.

Oliver (1995) investigated the role played by negative evidence in native speaker (NS)-nonnative speaker (NNS) interactions. This study examined the pattern of interaction in child NS-NNS conversation to determine whether or not negative feedback existed, and whether or not NNSs incorporated such feedback into their subsequent production. The study focused on both forms of implicit feedback: recasts and negotiation strategies, including repetition, clarification requests, and comprehension checks. The analysis of the data demonstrated that the child NS-NNS dyads interacted in a variety of ways, and that implicit negative feedback comprised a substantial proportion of the interaction. The analysis, moreover, showed that the type of the NNS error triggered the type of NS response. It was found that negotiations occurred in response to multiple errors, while recasts occurred in response to singular error. In other words, negotiations occurred to clarify meaning and recasts to correct form.

The study done by Lyster and Ranta (1997) illustrated the types and distribution of corrective feedback moves and their relationship to learner uptake. The overall aim of the study was to determine, first, whether error treatment is indeed negotiable and if so, to what extent such pedagogically motivated negotiation (i.e., of form) occurs in communicative classrooms and, second, what moves constitute such an exchange. The database analyzed for this study was

comprised of 27 lessons totaling 18.3 hours. The teachers were aware that the researchers were interested in recording classroom interaction. They were unaware, however, of the fact that the research focused mainly on corrective feedback.

Analysis of the data revealed that there were seven different types of feedback used by the four teachers in the study: explicit correction, recasts, clarification requests, metalinguistic feedback, elicitation, repetition, and multiple feedback (which referred to combinations of more than one type of feedback). It was found that recasts, were by far the most widely used form of feedback of all the teachers' corrective feedback moves; more than half involved recasts. In the analysis of student turns immediately following teacher feedback (referred to as uptake) it was found that 69% of recasts were followed by topic continuation; 18% of recasts were immediately repeated or incorporated into student utterances and were coded as needs repair. Recasts did not lead to any student-generated forms of repair. The explanation that the researchers assigned to this was that recasts already provided correct forms to learners.

These findings suggest the need for teachers to implement various types of feedback, particularly those that lead to student-generated repair, namely elicitation, metalinguistic clues, clarification requests, and repetition of error. These four types initiated what Lyster and Ranta (1997) characterize as negotiation of form in that they engage learners more actively by helping them to draw on what they already know, rather than providing learners with correct forms.

Doughty and Varela (1998) investigated whether CF could be incorporated into a content-based ESL classroom and examined the effectiveness of CF. ESL students in grades 6 through 8 (ages 11 to 14) had the instruction spread over 4 weeks. A pretest, a posttest, and a delayed posttest (2 months later) were conducted to examine the effectiveness of corrective recasting. The results revealed that the experimental group showed significant positive developmental

effects on their interlanguage, whereas the control group, which did not receive CF showed no progress. The effect of the instruction on the part of the experimental group was maintained in the delayed posttest. Therefore, Doughty and Varela concluded that “the combination of communicative pressure and narrowly focused, frequent recasting” was effective.

Although the facilitative role of recasts on language learning has been demonstrated in both L1 and L2 studies (e.g., Farrar, 1992; Mackey & Philp, 1998; Doughty & Varela, 1998), whether recast is a salient enough type of feedback is still much debated (Lightbrown & Spada, 2001). It has been claimed that if the learner is focused on both form and message (which is the case in recasts), such feedback may present a catalyst for change (Long and Robinson, 1998; Mackey & Philp, 1998; Oliver, 1995; Saxton, 1997). Alternatively, the learner may simply consider a recast to be confirmation of meaning (Lyster & Ranta, 1997; Lyster, 1998) rather than linguistic correction.

Long (1996) claims that in the process of communicating, through negative evidence (explicit or implicit) students are encouraged to pay attention to certain linguistic elements (words, grammatical structures, pragmatic patterns, and so forth) without interrupting the flow of communication. According to Long focus on form arises due to a communication problem. His concept of focus on form is reactive and unplanned, and learners' attention to certain linguistic forms is incidental.

However, many other researchers and practitioners stretch his definition and embrace a broader definition of the concept, including planned instruction targeted on teaching specific linguistic features, and the provision of metalinguistic explanations (e.g., De Keyser, 1998; Doughty & Williams, 1998; Harley, 1998; Lightbrown, 1998).

Studies on the effectiveness of focus-on-form instruction have proliferated in recent years. Ellis (2001) improved Long's (1991) definition of focus-on-form by distinguishing two types: 'Planned focus-on-form' and 'incidental focus-on-

form.’ In many studies, focus on form was the result of prior planning on the part of the researcher/teacher. A large amount of this research (Wong, 2001; Leow, 2001; Salaberry & Lopez-Ortega, 1998; Ayoun, 2001) has been categorized under the term ‘planned focus on form’ (Ellis, 2001), involving ‘intensive attention to pre-selected forms’ (Ellis, 2001, p.16). In ‘incidental focus on form’ (Ellis, 2001), attention is distributed to a larger range of forms and none of these is pre-selected for instructional treatment (Leeser, 2004; Loewen, 2003; Klapper & Rees, 2003; Ellis, 2001; Williams, 2001; Ellis, Basturkmen & Loewen, 2002).

Ellis et al. (2002) categorized both planned and incidental focus-on-form categorized under “reactive focus-on-form” which is the treatment of learner errors. Reactive focus-on-form can be conversational versus didactic; implicit versus explicit. Preemptive focus-on-form, on the other hand, consists of attempts by the students or the teacher to make a particular form the topic of the conversation even though no error (or perceived error) in the use of that form has occurred. Like reactive focus-on-form, preemptive focus on form can be conversational (i.e. motivated by communicative need) or didactic.

2.2. Age Differences in Language Learning

In recent SLA research, the relationship between CF and language learning has come into focus with a considerable interest in adult language learners. However, child learners have been receiving attention in recent years from SLA researchers (e.g., Lyster and Ranta, 1997; Lyster, 1998; Oliver, 1995; Mackey & Oliver, 2002; Oliver, 2000) supporting the general agreement that age plays an important role in second language learning outcomes (Mackey & Oliver, 2002).

There is a debate as to the specific nature of age-related differences, as well as the sources of differences between adult and child learners of second language in literature. However, research shows that age seems to affect the rate of acquisition and the end state of second language acquisition (Oliver, 2000;

Mackey & Oliver, 2002). The evidence suggests that while older learners learn language, particularly grammar, more quickly (Long, 1990; Harley, 1986) younger learners seem to attain a more native-like command of second languages (Johnson, 1992). Some researchers have argued in favor of a critical period, or a defined cut-off point beyond which native-like attainment is impossible (De Keyser, 2000) and others have claimed that second language learning is subject to a sensitive period, beyond which the ability to learn a second language gradually declines (Bialystok and Hakuta, 1999; Bialystok and Miller, 1999; Birdsong, 1999).

Recent SLA studies investigating the role of CF on language learning compared the relative existence and utility of CF according to the age of the learners yielding some contradictory results (e.g., Oliver, 1996; Oliver, 1995). For example, in the study by Mackey et al. (1997, as cited in Oliver, 2000), a comparison of the interaction between 12 adult and 12 child NNS-NNS dyads found that both age groups responded to nontargetlike utterances with implicit CF approximately one third of the time. However, they also found that children used more of the CF than adults. When CF was provided, and when it was possible and appropriate to use it, children did so 55% of the time, whereas for adults the figure was 28%. In Oliver's (1996, as cited in Oliver, 2000) research, she compared the provision to and use of CF by adult and child ESL learners. She examined the CF provided by ESL teachers, and the subsequent use of this feedback by the students. The results suggested that teachers of adults provided slightly more CF to the nontargetlike utterances of their students (60%) than did the teachers of children (52%). The findings also showed that the adults used a higher proportion of this feedback (31%) than the children did (22%).

Some CF studies investigated the effectiveness of interaction and CF provided during interaction on child second language learners (e.g.; Doughty and Varela, 1998; Mackey and Oliver, 2002). The predominant focus in these studies was implicit CF in the form of recasts whose role in language learning was documented for adult language learners.

It is therefore crucial to investigate the effectiveness and use of CF by beginning young learners in foreign language contexts taking age-related differences and some specific aspects of foreign language classrooms into consideration. Beginning child learners in foreign language contexts have obvious disadvantages compared to those in second language learning contexts in terms of exposure to language and opportunities to use the language in productive ways (Iwashita, 2003). For instance, implicit CF during interaction may provide the learners with different input and create opportunities for more output by pushing their own resources to construct a reformulation (Swain, 1985). However, beginning child learners in a foreign language context do not probably have enough resources to push for more targetlike production.

CHAPTER III

METHOD

The following chapter presents the method of the study. Participants, data collection procedure, operationalization of language development, implicit and explicit CF types used in the study, materials, procedure and coding are presented in detail in separate sections.

3.1 . Participants

The participants included 75 5th grade learners of English enrolled in a Turkish primary public school called Halil Turkkon Primary School at Kadikoy in Istanbul. The participants were chosen for the study since they were available to the researcher who is an English language teacher in the same school. The learners were monolingual NSs of Turkish and all of them were at the age of 11. Recent changes in Turkish educational system require that the students have English language courses for two hours a week beginning from the 4th grade. All of the participants had their first foreign language courses in the 4th grade in the same school, 52 of them had been taught English on an irregular basis in 2nd and 3rd grade by their teachers. Students who had private language courses outside the school were not included in the study.

3.2. Data Collection Procedure

All participants who were found to be at Stage 2 in terms of the target structure in the pretest were assigned to the two treatment groups or the control group. 8 learners who were found to be at developmentally more advanced level in the pretest (Stage 3) were excluded from the study. 25 learners were included in the implicit CF treatment group, 25 learners were included in the explicit CF treatment group, and 25 learners were included in the control group who did not receive any CF. Participants in both the treatment and control groups took a

pretest, an immediate posttest and a delayed posttest. Both testing and treatment were carried out in interaction with the researcher in extra hours after the school. Pretest was administered one or two weeks before the treatment and lasted approximately 15 minutes. Treatment and immediate posttest were administered in a single session lasting approximately 30 minutes. Delayed posttest was administered after 8 weeks including the term break when the learners did not receive any formal language instruction. The participants' oral production was audiorecorded and later transcribed by the researcher.

3.3. Operationalization of language development

Question forms were chosen as the measure of development, the dependent variable in this study, because the issue of the learners' developmental levels and readiness to acquire certain forms could be carefully controlled. Previous research had shown that question forms were readily elicited (Mackey, 1994; Spada & Lightbrown, 1993) and that different question forms were present at all stages of learning (Mackey, 1999). There is a considerable amount of empirical research for the stages of acquisition of question formation (Mackey & Philp, 1998; Mackey, 1999; Spada & Lightbrown, 1993).

Sato (1986), Pica (1994), Gass (1997), and Long (1996) claimed that interaction may be facilitative of some interlanguage forms and may not be important in the development of others. Question forms fall into the category of structures that some researchers have suggested may be affected by interaction (Mackey, 1999). The present study investigates the effect of implicit and explicit CF during interaction, thus question forms were chosen as the most suitable target structure for the experiment.

The developmental sequence for question formation in ESL identified by Pienemann and Johnston (1987) and later adapted by Mackey & Oliver (2002) and Mackey & Philp (1998) was used in the study as shown in Table 1. This sequence was adapted by Spada and Lightbrown for their 1993 study of the

effects of instruction on question formation and has also been used by a number of SLA researchers, including Mackey (1999; Mackey & Philp, 1998; McDonough, 2001; Silver, 2000, as cited in Mackey & Oliver, 2002).

Table 1
Examples of Question Forms and Developmental Stages

Developmental Stage	Example
Stage 1 Single words	Cat? Car?
Stage 2 Canonical word order with question intonation	It's a monster? Your cat is black? You have a car? The kite has a long ride?
Stage 3 Fronting: Wh/Do/Q-word Direct questions with main verbs and some form of fronting	Where? What is this? Where the cats are? Do you have a pool?
Stage 4 Pseudo inversion: Y/N Copula In Y/N an auxiliary or modal is in sentence-initial position In Wh-questions the copula and the subject change positions	Have you got it? Have you got a man holding the dog? Where is your tree?
Stage 5 Do/Aux 2nd Q-word->Aux/modal->subject (main verb, etc.) Auxiliary verbs and modals are placed in second position to Wh-Q's (& Q-words) and before subject (applies only in main clauses/direct Q's).	Why do you put the tape on? Which one is that? What is that yellow thing? What have you got? What have you got behind the spotty building?

This table is based on Mackey&Oliver (2002) and Mackey & Philp (1998)

Two different usages of two different structures were accepted as a sufficient evidence that a stage had been acquired as Pienemann and Johnston (1987, as cited in Mackey & Philp, 1998) suggest. Examples of such evidence are provided below in Table 2 with examples of learners' Stage 2 and Stage 3 questions.

Table 2

Examples of learners' Stage 2 and Stage 3 questions

<i>Learner</i>	<i>Stage 2</i>	<i>Stage 3</i>
Buse	They are shoes? There is room in the chair? It is on the ball?	Where is trousers? What is apple? Is there bikes? Are girls two? Do you have plane? Do you have two tree?
Utku	There is under the book? On the chair is jeans? It is window room?	What colour is house? Where picture is? What is this? Is it girl in picture? Are shoes on cupboard? Do in the picture is tree? Do in the picture is girls?

3.4. Implicit and explicit CF types used in the study

The current study used the descriptive framework of feedback types provided by Lyster and Ranta's study (1997) analysing the feedback provided by teachers in a Canadian primary school French immersion programme. Lyster and Ranta developed this descriptive framework combining categories from the negotiation of meaning and others from existing classroom observation schemas. Lyster and Ranta's taxonomy was cited and utilized in a number of studies conducted in both ESL and EFL contexts (e.g., Muronoi, 2000; Mackey & Oliver, 2002; Mackey & Philp, 1998; Iwashita, 2003).

Lyster and Ranta observed a variety of lessons in four different classrooms representing two types of immersion programs. Data were collected in one fourth grade class in an early total immersion school (in which students had received instruction in all areas in French since first grade, with approximately one hour per day in English) and in three classrooms in a middle immersion school. In this latter setting, the students had received all instruction in English except for a daily one-hour French lesson until the fourth grade. Beginning in fourth grade, approximately 60% of the school day was in French. Subject areas in French included science, social studies, math, and French language arts. Approximately 18 hours of lessons in these four subject areas were observed and audiotaped for analysis. The data analysis yielded six different feedback types. A definition and examples of each type are given below (Lyster & Ranta, 1997).

Types of Corrective Feedback

1. Explicit correction. Clearly indicating that the student's utterance is incorrect, the teacher provides the correct form.

S: [...] *le coyote, le bison et la gr...groue*. (phonological error) [...] the coyote, the bison and the cr...crane."

T: *Et la grue. On dit grue*. "And the crane. We say crane."

2. Recast. *Without* directly indicating that the student's utterance is incorrect, the teacher implicitly reformulates the student's error, or provides the correction.

S: *L'eau érable?* (grammatical error) "Maple sap?"

T: *L'eau d'érable.* C'est bien. "Maple sap. Good."

3. Clarification request. By using phrases like "Excuse me?" or "I don't understand," the teacher indicates that the message is not understood or that the student's utterance contained some kind of mistake and that a repetition or a reformulation is required.

S: *Est-ce que, est-ce que je peux fait une carte sur le* "Can, can I made a card on the...for my

...pour mon petit frère sur le computer? (multiple errors) little brother on the computer?"

T: Pardon? "Pardon?"

4. Metalinguistic clues. *Without* providing the correct form, the teacher poses questions or provides comments or information related to the formation of the student's utterance (for example, "Do we say it like that?" "That's not how you say it in French," and "Is it feminine?").

S: *Euhm, le, le éléphant. Le éléphant gronde.* "Uhm, the, the elephant. The (multiple errors) elephant growls."

T: *Est-ce qu'on dit le éléphant?* "Do we say *the* elephant?"

5. Elicitation. The teacher directly elicits the correct form from the student by asking questions (e.g., "How do we say that in French?"), by pausing to allow the student to complete the teacher's utterance (e.g., "It's a...") or by asking students to reformulate the utterance (e.g., "Say that again."). Elicitation questions differ from questions that are defined as metalinguistic clues in that they require more than a yes/no response.

S: *...Ben y a un jet de parfum qui sent pas très bon...* "...Well, there's a stream of perfume (lexical error) that doesn't smell very nice..."

T: *Alors un jet de parfum on va appeler ça un...?* "So a stream of perfume, we'll call that a...?"

6. Repetition. The teacher repeats the student's error and adjusts intonation to draw student's attention to it.

S: *Le...le girafe?* (gender error) "The...the giraffe?"

T: *Le girafe?* "The giraffe?"

The implicit feedback types used in the present study were recasts, clarification requests, and repetition. Recasts were made more salient through intonation and gestures as done in some previous studies since the participants were beginning young learners (e.g. Doughty & Varela, 1998). Explicit correction was used without metalinguistic feedback since the learners were not much familiar to metalinguistic terminology even in their native language due to their age.

Examples of some implicit and explicit CF used in the study are provided below with examples in Table 3 and 4 below.

Table 3

Examples of implicit CF

Description	Ex. (a): Recast	Ex. (b): Clarification Request
The child's initial utterance	It's a bicycle in picture?	Glass is in table?
The researcher's CF	Is there a bicycle in the picture?	Pardon? I don't understand.
The child's reaction to feedback: Child's responses can be unmodified, as in (a) or modified as in (b)	It's bicycle in picture?	Is in table glass?

Table 4
Examples of explicit CF

Description	Ex. (c): Explicit Correction
Child's initial utterance	There is ball on the shelf?
The researcher's CF	You have to say "is there a ball on the shelf?" Yours is not a question.
The child's reaction feedback	Is there a ball on shelf?

3.5. Materials

The tasks used both in the treatments and tests were designed to elicit the targeted structures in the context of meaning-centered language use. A planned focus-on-form was intended, and only development in terms of question forms was investigated.

The tasks which were developed to provide contexts for question forms to occur and which were tested in previous research projects with both adults and children (e.g., Mackey, 1994; Pienemann & Mackey, 1993; Mackey & Philp, 1998; Silver, 2000, as cited in Mackey, 1999) were used in this EFL context. Spot the difference, picture completion, picture drawing, picture sequencing and story completion were the tasks that were used in previous similar studies conducted in ESL contexts (Mackey & Oliver, 2002; Mackey & Philp, 1998). In the present study, spot the difference and picture completion&drawing tasks were used in order to elicit the similar range of questions as in previous studies mentioned above. The same task types with different pictures were used in pretest, treatment, immediate posttest and delayed posttests. The tasks were also piloted with five learners at the same level in the same school in order to ensure that they provided contexts for question forms to occur.

Syllabus of the 5th grade was examined and information about the structures covered till the time the study was carried out was gathered. It was ensured that the learners had not been exposed to formal instruction on question formation. The teachers also guaranteed not to provide explicit instruction on English question formation during the period of experiment. However, there was no guarantee for unexpected occurrences in the flow of interaction.

Both the treatments and the tests consisted of different examples of information gap tasks: spot the difference and picture completion&drawing. All the tasks were designed to elicit similar ranges of question forms as illustrated in Table 5.

Table 5
Task Description and Targeted Structures

Task description	Targeted Structures	Examples
Spot the Difference	Copula inversion questions Wh questions Do/Q-word	*Is the apple on the table? *Are there two trees? *Where the trousers are? *Do you have a cupboard? *How many shoes are there?
Picture Completion&Drawing	Copula inversion questions Wh questions Do/Q-word	*Is it a chair? *What is on table? *Do you have a clock in your picture? *What colour is the skirt?

3.6. Procedure

All the children interacted in dyads with the researcher, who was a non-native English language teacher in the same school. Pretest was done one or two weeks prior to the treatment and consisted of a “spot the difference” task. Each

pretest session lasted approximately 15 minutes. Treatment and immediate posttests were carried out in a single session which lasted approximately 30 minutes. Treatment included three tasks: two spot the difference tasks and one picture completion & drawing task. Immediate posttest was done with a picture completion & drawing task. Delayed posttest was done 8 weeks after the treatment which included the term break when the learners were not exposed to target language language. Delayed posttest included a picture completion & drawing task. Task ordering was random.

3.6.1. Implicit CF group

The child learners in the implicit CF group (n=25) asked any questions that were necessary in order to carry out the tasks and the researcher answered their questions and asked her own questions. Since accuracy in question formation was intended in order to demonstrate their development, the researcher responded with an implicit CF type to the learners' nontargetlike utterances (recast, clarification request and repetition) although there was no communication breakdown. An example of this sort of feedback appears in Example 1 below, taken from the data in the current study.

Example 1: Interaction and Implicit CF

Learner: There are room shoes?

Researcher: Are there shoes in the room? Himm?

Learner: ?

Researcher: Are there shoes in the room?

Learner: Are there....?

Researcher:shoes in the room? Yes, there are.

Clarification requests and repetitions were used generally after the correct form was provided to the learner with a recast in the treatments, since trying to push language capacities of the beginning young foreign language learners could be too

demanding and discouraging. As mentioned before beginning learners are more likely to be input receivers than output providers in a conversation, perhaps because their production is restricted by limited grammatical and vocabulary resources and a tendency to rely on formulaic speech (Pica, 1994). An example of such interaction is provided below.

Example 2

Learner: Ball in room?

Researcher: Is there a ball in the room? Yes, there is.

Learner: Chair in room?

Researcher: Chair in room ? Pardon?

Learner: Chair is room.

Researcher: Excuse me?

Learner: Is chair in room?

Nontargetlike utterances (like phonological errors) except question forms were ignored by the researcher since only development in terms of question forms were investigated.

3.6.2 Explicit CF group

Explicit feedback group (n=25) carried out the same tasks with the implicit CF group, but they received explicit CF, explicit correction in response to their nontargetlike utterances. An example of explicit CF and student uptake (i.e. response) during interaction is given below in Example 3.

Example 3: Interaction and explicit CF

Learner: It's a apple on the table?

Researcher: You have to say 'Is the apple on the table?'

Yours is not a question. Ask that question again please. (the researcher translated these kind of correction into Turkish, learners' native language, since the learners were at the beginning stage)

Learner: Is the apple on the table?

3.6.3 Control group

Control group (n=25) carried the same tasks with the implicit and explicit CF group, but did not receive any kind of CF. Based on the interaction and feedback provided to the implicit and explicit feedback groups, the input for the control group was carefully tailored to minimize the sorts of problems that would result in CF, while still allowing the child learners opportunities to hear and produce questions. On the very rare occasions where communication broke down due to an ambiguous or confusing utterance the researcher did not provide feedback but simply moved on with the conversation as naturally as possible without indicating any lack of comprehension. An example of an interaction with a learner in the control group appears in Examples 4 and 5 below.

Example 4: Interaction without CF

Learner: What table?

Researcher: There is a table, yes.

Learner: What table?

Researcher: Ok. There is a table in the room.

Learner: What bed in room?

Researcher: Yes, I have got a bed in the room in my picture. Yes, a bed, here.

Example 5

Learner: The book is on table?

Researcher: No the book is on the bed.

Learner: Plane on table?

Researcher: No, the plane is not on the table. It is under the chair.

Both treatment and control groups were given clear instructions on the tasks in their mother language before the treatments and the tests. They were also free to ask questions about vocabulary and the requirements of the tasks during the treatment and the tests in their mother language since the level of the learners was not sufficient enough to communicate fully in the target language.

3.7. Assignment of Developmental Level

The pre-and posttests were coded to ascertain the developmental stages of participants. All question forms produced by each learner were coded by the researcher and another English Language Teacher and learners were then assigned to a stage according to the criteria outlined above. The interrater reliability for stage assignment based on question formation was calculated through Kappa analysis. The interrater reliability was 100% for all groups in the pretest and delayed posttest. In the immediate posttest the interrater reliability for the implicit CF group was 92% (Kappa=0.920), 89% (Kappa=0.809) for the explicit CF group, 100% for the control group.

CHAPTER IV

DATA ANALYSIS AND RESULTS

This chapter presents the data analysis procedure and results of the study. In order to analyse all the data gathered from the study statistical programme SPSS for Windows 10.0 was used. Chi Square Tests and McNemar Tests were carried out. The results of the statistical analyses and whether they prove the hypotheses of the study or not are explained in detail.

4.1 . Hypothesis 1

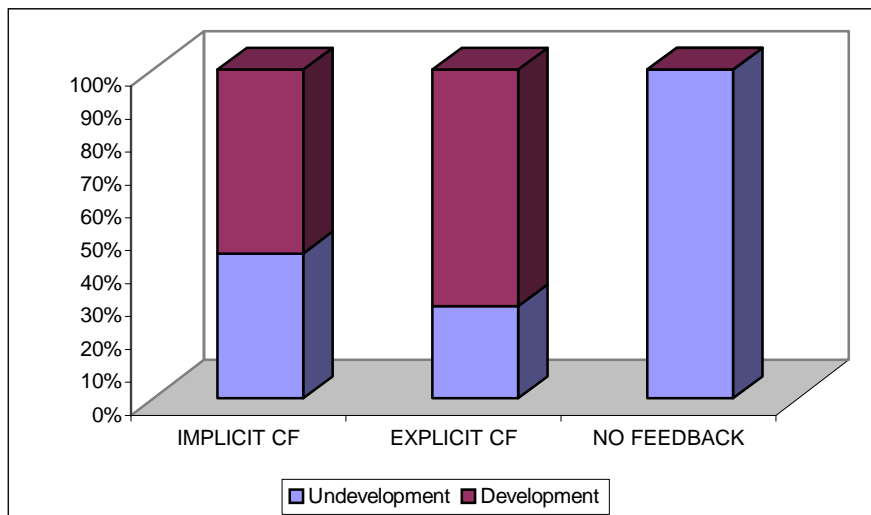
The results of stage increase for each group in the immediate posttest, in terms of the number of participants who increased developmental stage are summarized in Table 6.

Table 6

Developmental Stage Increase in the Immediate Posttest

	IMPLICIT CF		EXPLICIT CF		NO FEEDBACK		<i>Total</i>
	n	%	n	%	n	%	
<i>Undevelopment</i>	11	44,0	7	28,0	25	100	43
Development	14	56,0	18	72,0	-	-	32
Total	25	100	25	100	25	100	75

$(\chi^2) = 29,21 \quad p: 0,001^*$

Figure 1**Developmental Level Increase in the Immediate Posttest**

As can be seen, 14 out of 25 child learners in the implicit CF group showed development (%56), 18 out of 25 child learners in the explicit CF group (%72) showed development in the immediate posttest. However, none of the students showed a stage increase in the control group. This difference was significant according to Pearson Chi Square Test ($p < 0,01$).

These results prove Hypothesis 1: Young foreign language learners who participate in interaction with CF show a greater increase in production of developmentally more advanced structures than the learners who participate in interaction without provision of CF.

None of the learners in the control group ($n=25$) showed increase in production of developmentally more advanced question forms. It was observed that since the learners were not provided any CF, they continued to produce the nontargetlike utterances without any modification and correction. Mostly, nontargetlike utterances did not cause any communication breakdown since the range of question forms expected from the learners was very limited and the tasks were simple. Examples of such interaction of the control group learners with the researcher are given below.

Example 6

Learner: Ball where?

Researcher: It's on the floor.

Learner: Apple where?

Researcher: It's on the chair.

Example 7

Learner: House is color?

Researcher: The house is pink.

Learner: Door is color?

Researcher: The door is white.

The delayed posttest results also proved Hypothesis 1 as can be seen in Table 7 below.

Table 7
Sustained and Unsustained Developmental Level Increase in the Delayed Posttest

	IMPLICIT CF		EXPLICIT CF		NO FEEDBACK		<i>Total</i>
	n	%	n	%	n	%	
<i>Unsustained Development</i>	15	60,0	20	80,0	25	100	60
Sustained Development	10	40,0	5	20,0	-	-	15
Total	25	100	25	100	25	100	75

$(\chi^2) = 12,50$ p: 0,002**

Table 7 shows that in the delayed posttest 10 learners out of 25 in the implicit CF group (%40), 5 learners out of 25 in the explicit CF group (%20) sustained their developmental level increase observed in the immediate posttest. Control group, on the other hand, did not show any increase in the delayed posttest either. This difference is significant according to Pearson Chi Square Test ($p < 0,01$).

4.2. Hypotheses 2 and 3

The results show that explicit CF group, who outperformed the implicit CF group in the immediate posttest, could not sustain their development level except for 5 participants. 10 learners out of 15 learners who showed developmental level increase in the immediate posttest did not maintain their level and that they reverted to the stage they were at prior to the treatment. The learners who did not show any developmental level increase in the immediate posttest in both treatment groups did not show any increase in the delayed posttest either. The control group, on the other hand, did not show any developmental level increase in immediate and delayed posttest. Sustained stage increase in the delayed posttest is summarized in and Figure 2 and Table 8 below.

Figure 2

Sustained Stage Increase in the Delayed Posttest

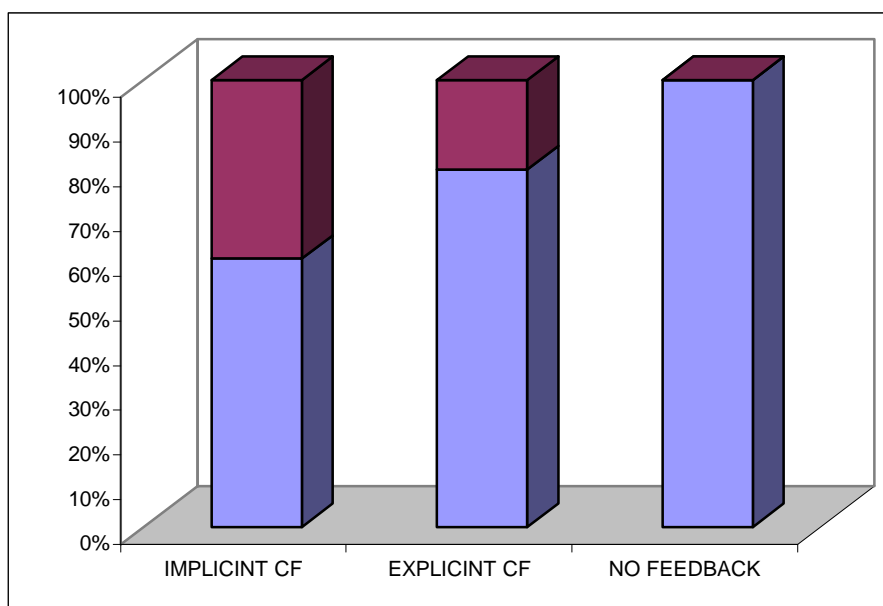


Table 8**Sustained Stage Increase in the Delayed Posttest**

Groups	Implicit CF group	Explicit CF group	Control group
Sustained Development	10/25	5/25	0/25

The performance of both treatment groups on the immediate and delayed posttest was examined through McNemar Tests as shown in Table 9 and Table 10 below.

Table 9**Developmental Level Increase of the Implicit CF Group**

		8 weeks later		McNemar test; P
		Sustained Development	Unsustained Development	
Implicit CF group	Development	10 (%40,0)	4 (% 16,0)	<i>0,125</i>
	Undevelopment	-	11 (%44,0)	

Table 9 shows that 14 learners out of 25 (%56) in the implicit CF group showed increase in developmental level in the immediate posttest. In the delayed posttest, 10 learners out of 25 (%40) sustained this stage increase. No significant difference was found ($p > 0,05$). So, the results show that implicit CF showed increase in production of developmentally more advanced question forms in the immediate posttest and sustained this development in the delayed posttest.

Table 10**Developmental Level Increase of the Explicit CF Group**

		8 weeks later		McNemar test; P
		Sustained Development	Unsustained Development	
Explicit CF group	Development	5 (%20,0)	13 (% 52,0)	0,001**
	Undevelopment	-	7 (% 28,0)	

** $p < 0,01$

Table 10 shows that 18 learners out of 25 (%72,0) in the explicit CF group showed increase in developmental level in the immediate posttest. In the delayed posttest, 5 learners out of 25 (%20) sustained this stage increase. The difference was statistically significant ($p > 0,01$). So, the results show that explicit CF showed increase in production of developmentally more advanced question forms in the immediate posttest but could not sustain this development in the delayed posttest.

These results prove Hypotheses 2 and 3.

Hypothesis 2: Learners who participate in interactional activities with implicit CF will show a greater increase in production of developmentally more advanced question forms than learners who do not receive any CF. Their developmental level increase will be sustained in a longer term.

Hypothesis 3: Learners who participate in interactional activities with explicit CF will show a greater increase in production of developmentally more advanced question forms than the learners who do not receive any CF. However, their developmental level will not be sustained in a longer term.

Both the implicit and explicit CF groups showed increase in production of developmentally more advanced structures. The implicit CF group sustained this development in a longer term, whereas the explicit CF group could maintain their development in the delayed posttest.

4.3. Limitations of the Study

During the research there were some limitations that prevent it from being generalized. The first to be mentioned is the the sample size. It is not possible to reach a generalization on the differential effects of implicit and explicit corrective feedback on foreign language development of child learners basing on a single study done on 75 Turkish students. Similar studies have to be conducted with bigger samples in different contexts.

Another limitation is that in the present study, “question forms” were chosen as the measure of language development due to reasons discussed above. However, the differential effects of implicit and explicit corrective feedback have to be investigated through different structures in order to generalize the results.

In order to limit the influence of other factors, the present study used a tightly controlled and a rather short-term experiment, since the researcher faced the dilemma of how to ensure that any developmental level increase can be safely attributed to CF rather than any other influence on the learners’ interlanguage. However, to ascertain the facilitative role of implicit CF over time and to provide information on the stability of gains observed during the experiments more longer term studies are needed.

CHAPTER V

DISCUSSION

Chapter 5 discusses the findings of the study which are presented in the previous chapter. First, the effectiveness of CF during task-based interaction, then the differential and lasting effects of implicit and explicit CF on foreign language development of child learners will be discussed in detail.

5.1. Effectiveness of CF during task-based interaction on foreign language development of child learners

The results show that although both groups showed an increase in production of developmentally more advanced questions in the immediate posttest, explicit CF group outperformed implicit CF group. However, in the delayed posttest which was done 8 weeks later, explicit CF group could not sustain their developmental level while the implicit CF group sustained their increase. Control group, on the other hand, did not show any increase either in the immediate or the delayed posttest.

These results prove Hypothesis 1: Young foreign language learners who participate in interaction with CF will show a greater increase in production of developmentally more advanced structures than the learners who participate in interaction without provision of CF. As mentioned before, it has been proposed that foreign language learners should also “notice the gap” between their erroneous output and target language in order to convert the FL input to intake, a first condition for FL learning (Schmidt, 1995). Thus, the study suggests interaction alone without creating opportunities for such noticing does not facilitate foreign language development of child learners. The participants in the control group who were not provided any type of CF managed to engage in interaction with the researcher like the treatment groups, but could not show any increase in production of developmentally more advanced question forms. It can be

concluded that when focus on form is of secondary consideration the learners' development to more advanced levels may be impeded (Spada & Lightbown, 1993: 91-92).

Data showing the development of participants from the two treatment groups is presented below in order to illustrate the results with a closer look:

Nil's Pretest Questions (a participant from implicit CF group)

Ball where?

What colour?

There is shoes?

Nil's Immediate Posttest Questions

Where is flowers?

Is glass in cupboard?

Are there books?

Ergün's Pretest Questions (a participant from explicit CF group)

There are how many ball?

Where there are ball?

Where bag?

Doll is on chair?

It's colour blue?

Ergün's Immediate Posttest Questions

What colour is it?

Is there glass?

Where is flowers?

What is under table?

5.2. Differential and lasting effects of implicit and explicit CF

The results also prove Hypotheses 2 and 3. The study suggests that learners who participated in interactional activities with implicit or explicit CF showed an increase in production of developmentally more advanced question forms than learners who did not receive any CF. Developmental level increase of learners who received explicit CF in the immediate posttest outperformed those who received implicit CF in the immediate posttest, however their acquired level was not sustained in a longer term. There may be various reasons for these findings basing on the literature and the specific features of this EFL context.

The intrusion of learners' native language, that is Turkish, can easily be observed in the production of some question forms. The most remarking ones are the questions with "where". 26 learners out of 75 produced questions with "where" duplicating Turkish question formation structure and asked questions like "Ball where?" or "Shoes where?" in the tests and treatments. It can be assumed that learners might be able to get benefits from explicit explanations as to certain linguistic rules that contrast with their L1 or that do not exist in their L1. White (1991) concluded the study remarking, "implicit focus-on-form may not be adequate in cases involving L1-L2 contrasts". Also, in Muronoi's (2000) study, explicit CF on English articles, which do not exist in learners' L1, enabled the learners to outperform the other learners who did not receive the explicit feedback.

The learners may have found question formation difficult compared with affirmative sentences. Explicit CF might have helped them to deal with this more complex structure easily in the first place. This hypothesis was discussed and supported in previous research. Hulstijn and Graaff (1994) hypothesized, "The advantage of explicit instruction is greater in the case of complex rules than in the case of simple rules" (p. 103). On the contrary, Williams and Evans (1998) attempted to explore the interaction between choice of forms for focus-on-form and the types of treatment. They pointed out that the participants did not profit from explicit and negative feedback on passives, while they did on participial

adjectives. The researchers were reluctant to pinpoint the reason behind this result, but through the discussion, they carefully mentioned that passives were more complex than participial adjectives in terms of both use and form.

No doubt that explicit CF is a salient type of feedback, and the learners notice their erroneous utterance without any difficulty. This may have also facilitated their developmental level increase, since learners' attention to certain forms might not occur with ease if the learners' capacity does not allow them to pay attention to both meaning and the forms simultaneously. It can be assumed that learners are prone to ignore the correct use of some grammatical features unless these rules prevent them from communicating with others. Van Patten (1990) also explained that meaningless forms were rarely noticed when learners simultaneously attended to informational content. Carroll and Swain (1993), moreover, provided empirical evidence on the advantage of explicit over implicit corrective feedback. They explored the relative effects of different types of negative feedback on the acquisition of English dative alternation. The results showed that the treatment groups which were provided with CF generally outperformed the comparison group both on an immediate posttest and on a delayed posttest administered a week later. Among the treatment groups, the group which received the most explicit CF outperformed other treatment groups. Carroll and Swain reasoned that explicit feedback might have been of more benefit because it identified the precise location and nature of erroneous performance, while implicit negative feedback required the learners to engage in a good deal of mental guesswork.

Some of the audiorecordings of the implicit CF group in the present study support this argument. Learners had difficulty in identifying the nature of error after a less salient CF.

Example

Learner: There is in flowers room?

Researcher: Pardon?

Learner: Himm. There are flowers room?

Learners' proficiency can be another reason for explicit CF to be more effective in the immediate posttest. The theoretical basis on the correlation between learners' proficiency and learners' degree of noticing was put forth by Schmidt (1990) in his Noticing Hypothesis as mentioned before. He claimed, "Skill level, including the automaticity of processing ability may be a factor influencing noticeability" (p. 143). Van Patten's (1990) exploring of whether or not low proficiency level of learners can consciously attend to both form and meaning is in accord with Schmidt's argument. The study showed that the beginners had difficulty in focusing on both meaning and forms when processing input, as opposed to the advanced learners. Likewise, Williams (2001) also discussed that the learners at lower levels of proficiency "do not frequently focus on formal aspects of language" (p. 333). She reasoned that their lack of proficiency led them to only focus on maintaining the communication they were engaged in. Explicit CF in the present study may have helped beginning child learners to focus on form without much struggle while communicating with the researcher.

However, there is an argument against such a standpoint: explicit corrective feedback may interrupt learners' form-meaning mapping. Doughty (2001), for example, reports that "cognitive intrusion would be welcome if the 'intruding' element were cleverly introduced by the teacher to attract any available learner roving attention" (p. 239), while the interruption that diverts learner focal attention to form may prevent them from effective form-function mapping. Long (1991) and Long and Robinson (1998) also suggest reactive and unplanned focus on form that leads to learners' incidental attention to certain linguistic features. In short, it has been suggested that the interruption should be unobtrusive, attracting roving attention to form while leaving focal attention for processing meaning. Furthermore, Long (1996) cautions that learners' overt attention to forms driven by explicit CF may hinder the flow of communication in content- and meaning based L2 classrooms.

The present study was conducted in a task-based setting where learners' language development is aimed to be facilitated by engaging in communication. Learners were struggling to fulfil the tasks, and the only means of achieving this was eliciting the necessary answers from the researcher in conversation. Explicit CF overtly corrected their erroneous utterances, however the learners focus was not producing accurate utterances but completing the task. Thus, explicit CF may have yielded better results in the immediate posttest where recall of CF was easy but in the delayed posttest learners could not sustain their developmental level since their focus during treatment was maintaining the communication. Moreover, recall of CF was more difficult in the delayed posttest which was done 8 weeks later including the term break. The study conducted by White (1991) yielded similar results concerning the delayed effects of explicit CF.

White (1991) conducted an experimental study that investigated the effectiveness of form-focused instruction, including positive and negative evidence, at assisting L2 learners in arriving at the appropriate properties of the TL. The linguistic focus on this study was concerned with one of the potential learnability problems for L1 French speakers acquiring English; that of verb-raising, in particular, English adverb placement. The participants in this study (N=164) were 11 and 12-year-old Francophone learners of English. The focus was on communicative language teaching where error correction and form focused instruction play a minor role. The results of this study indicated that explicit evidence, both negative and positive, is more effective in assisting L2 learners acquire the properties of the TL than naturalistic positive evidence alone. The results from the follow-up study, however, revealed that the children who were tested did not maintain the knowledge and that they reverted to the level of knowledge they were at prior to instruction.

10 learners out of 14 in the implicit CF group sustained their acquired stage in the delayed posttest, whereas this number is only 5 out of 18 in the explicit CF group in the present study. Implicit CF has been suggested to provide the learners with different input and create opportunities for more output by pushing their own

resources to construct a reformulation (Swain, 1985). Thus, child learners in the implicit CF group in the study may have pushed their own linguistic capacities to correct their utterances since they were explicitly corrected by the researcher. This may have facilitated the recall of correct forms of the questions that they were supposed to produce in the delayed posttest resulting in a sustained developmental level.

Moreover, implicit CF (especially in the form of recasts whose saliency has been a hot debate in the literature) was made more salient to the learners through a rising intonation and gestures and was provided consistently in the study as was the case in previous studies. For instance, Han (2002) found a decisive and positive role of recasts in L2 development when they were provided with consistency and intensity. Han explains that “this focus may have facilitated the learners’ awareness of the intent of the pedagogical instruction and may have in turn propelled them to align their output with the target as signaled by the researcher” (p. 568). Doughty and Varela (1998) also used recasts with a rising intonation and the treatment through recasts yielded positive results in terms of L2 learning.

CHAPTER VI

CONCLUSION AND FURTHER RESEARCH

The results clearly demonstrated that provision of implicit and explicit corrective feedback during interaction promoted foreign language development of child learners. Interaction alone without any focus-on-form, on the other hand, did not lead to any developmental level increase in young learners' interlanguage.

The study contributed to the findings of previous studies concerning a link between corrective feedback and language development. Benefits of corrective feedback which were documented for adult learners in ESL contexts were observed for young learners in an EFL context.

As the debate over the efficacy of implicit versus explicit corrective feedback continues, the present study revealed that although the facilitative role of explicit corrective feedback on foreign language development is observed immediately, this development could not be sustained. The positive effects of implicit corrective feedback, on the other hand, are sustained in a longer term.

Although the facilitative role of corrective feedback on second and foreign language development is proven in a number of studies, further research is needed in order to ascertain the "lasting effects" of different types of feedback. If the sustained facilitative role of implicit corrective feedback on foreign language development of young learners is proven with further studies, implicit focus-on-form in meaning and task-based foreign language classrooms may become an indispensable aspect of the language curricula. These further studies will also provide foreign language teachers with invaluable resources to refer in order to maximize the efficacy of corrective feedback on form during interaction.

CHAPTER VII

TASK FILE

Chapter VII presents details of the tasks used during the pretests, treatments and the posttests including the instructions given to the participants. Targeted structures in the tasks will not be mentioned in order to avoid repetition since they are explained with examples in Chapter III.

7.1. Spot the difference tasks

Spot the difference tasks are used in the pretest and the treatments. The participants were given either of the pictures, and the other picture was hidden from their view. The researcher emphasized the importance of accomplishing a task by asking questions in English and explained the requirements of a spot-the-difference task to the learners in detail in their mother language by giving examples such as:

“We have similar pictures, but for instance in my picture the girl is holding three balloons. Is the girl in your picture holding three balloons?” No, so that is a difference. There are other differences like this in these two pictures. What you have to do is to ask questions and find the differences. The most important thing is to ask questions and get the necessary answers that will make you accomplish the task.”

The participants were beginning young learners in a foreign language context, thus they were free to tell the differences they spotted in their mother language and ask questions as to the requirements of the task even while the task was being carried out. They were also permitted to ask vocabulary items they did not know in their mother language.

7.2. Picture completion & drawing tasks

Picture completion & drawing tasks were used in the treatments, immediate posttests and delayed posttests.

These tasks involved drawing pictures in order to complete a picture which was given to the participants. After the learners were given a picture they were provided with the names of some items that “could be” in the picture. The researcher explained clearly that all of these items were not necessarily in the picture. The participants had to ask questions in order to find out which items would complete the picture in their hands and where to draw them.

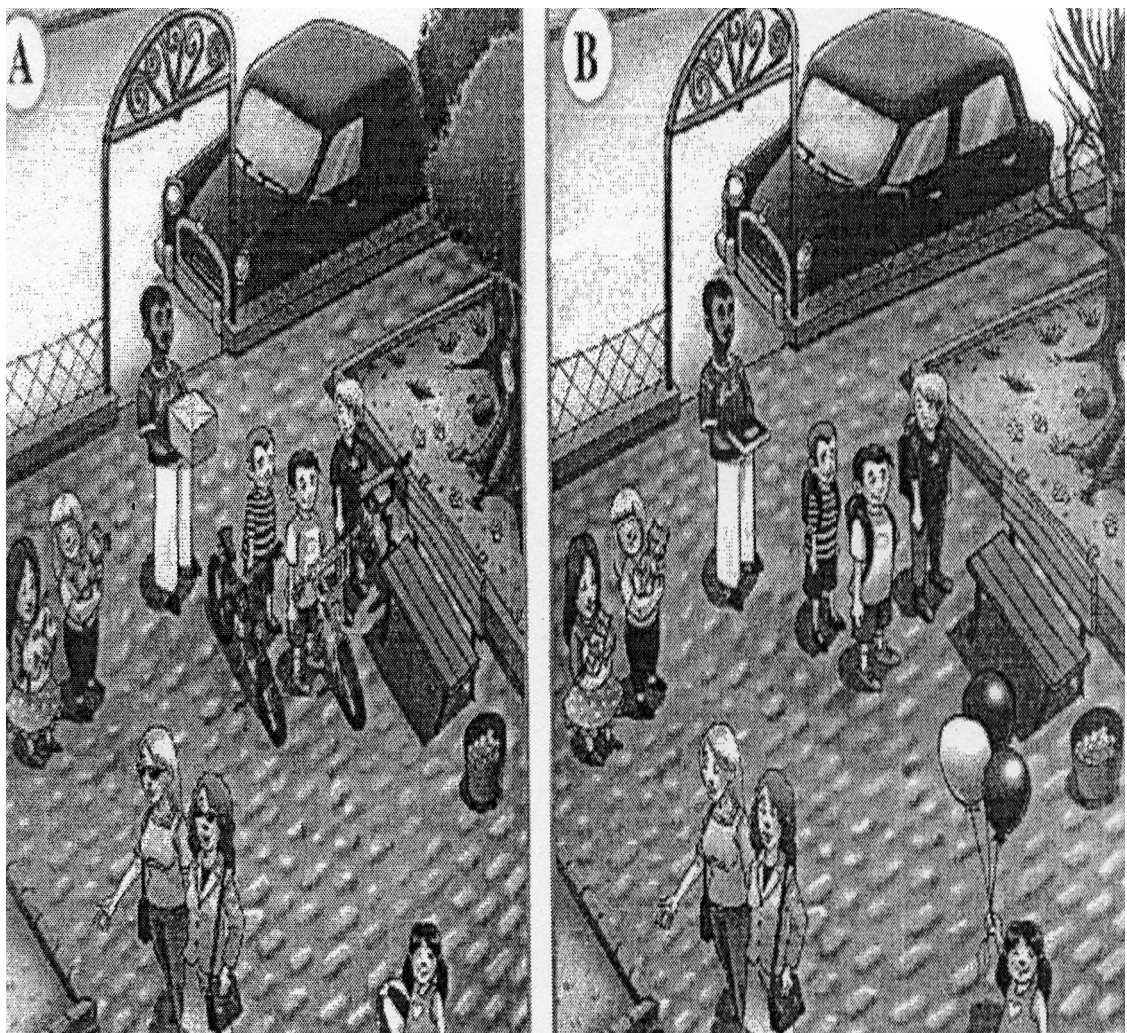
The researcher made it clear to the learners that what they had to do was to complete the task and whether their pictures were nice or not was not of any importance. They were free to ask any vocabulary item or any requirement of the task in their mother language if they felt the need to.

The pictures used in the tasks were taken from two different textbooks for young learners, “Cheerful” and “Enjoy English”. The picture used in the delayed posttest was drawn by the researcher. None of the pictures was used in another study. All the tasks and pictures included an information gap providing contexts for question forms to occur.

7.3. The picture used in the pretest

Picture 1

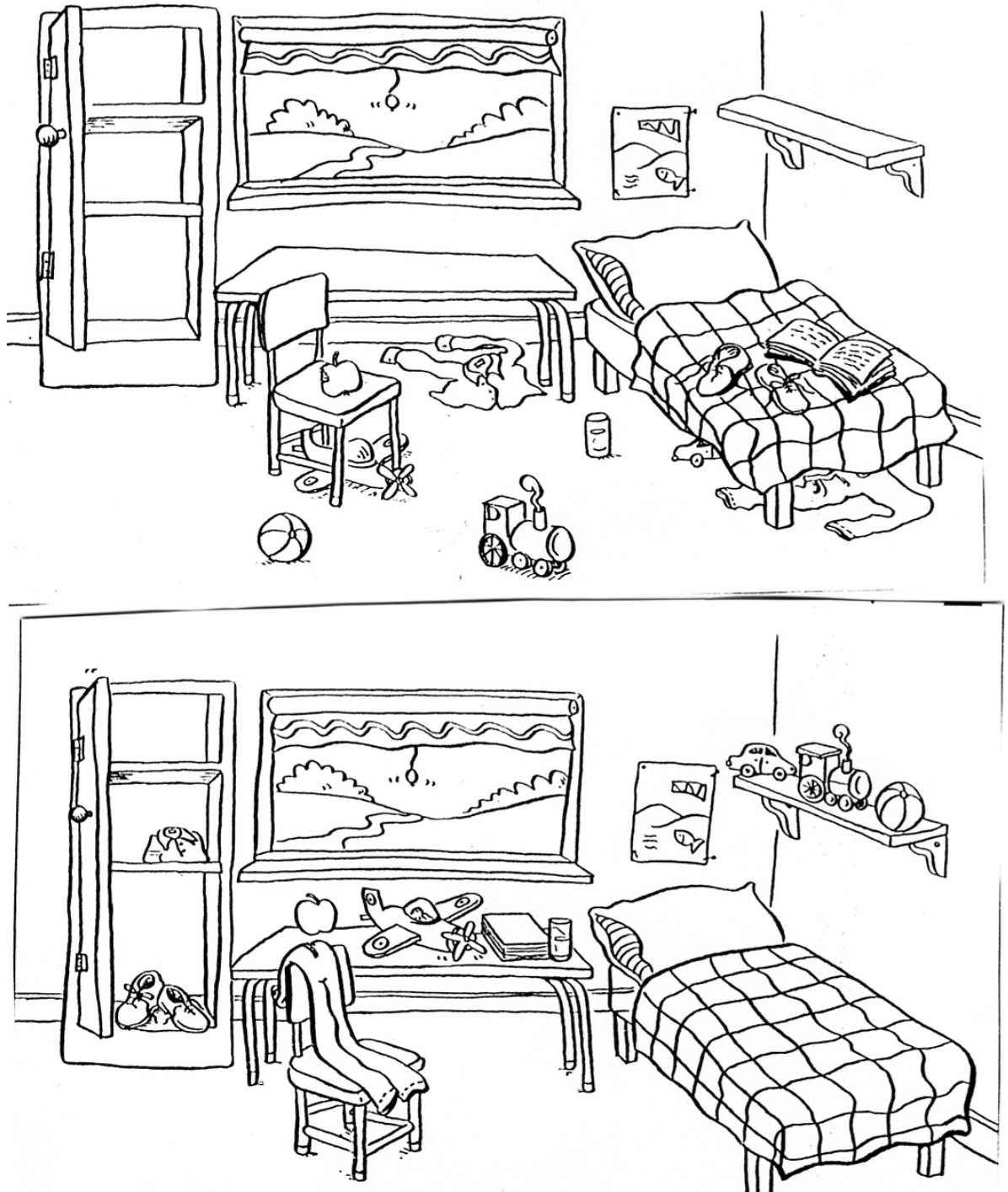
SPOT AT LEAST FOUR DIFFERENCES



7.4. The pictures used in the treatments

Picture 2

SPOT FIVE DIFFERENCES IN THE ROOMS



Picture 3

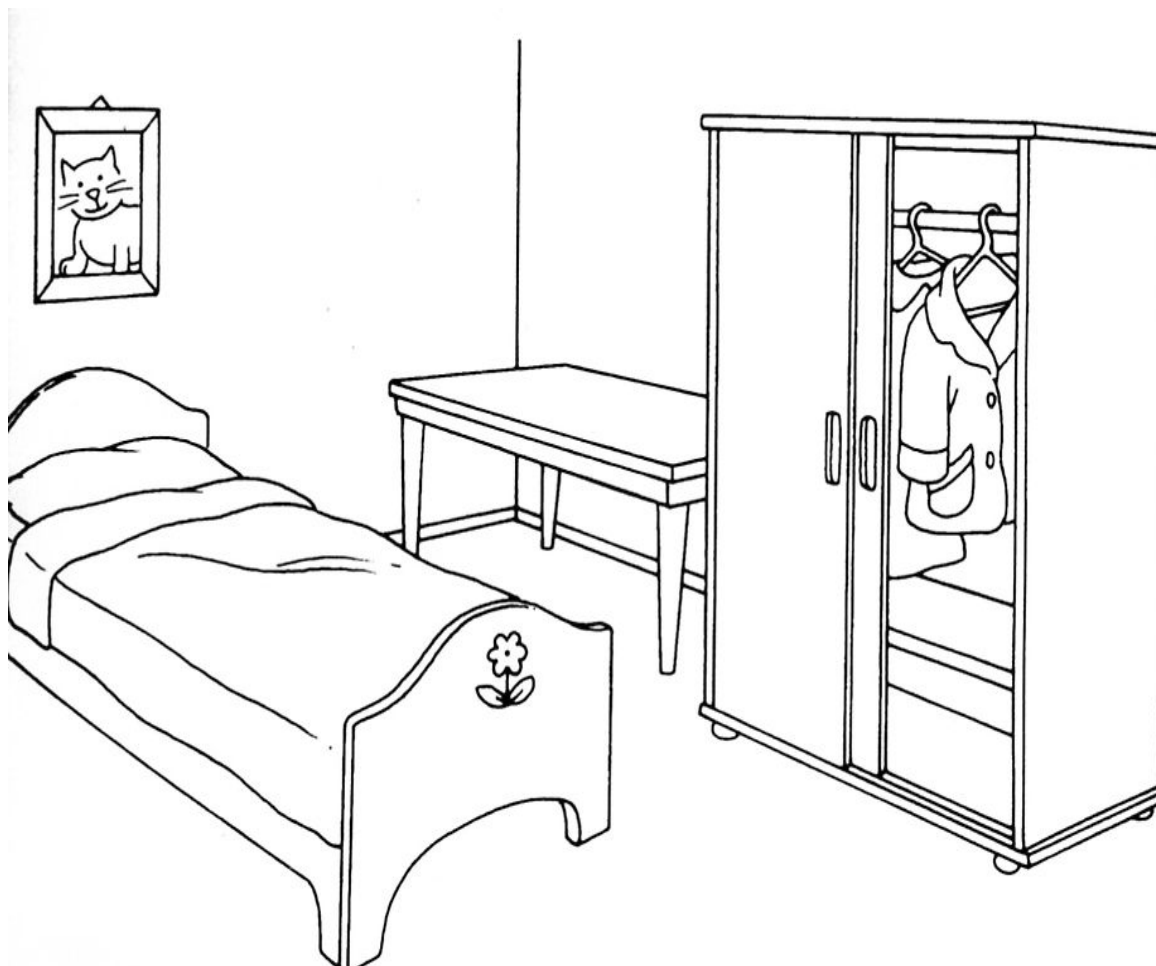
SPOT FOUR DIFFERENCES IN PICTURE 1 AND 2

Picture 1



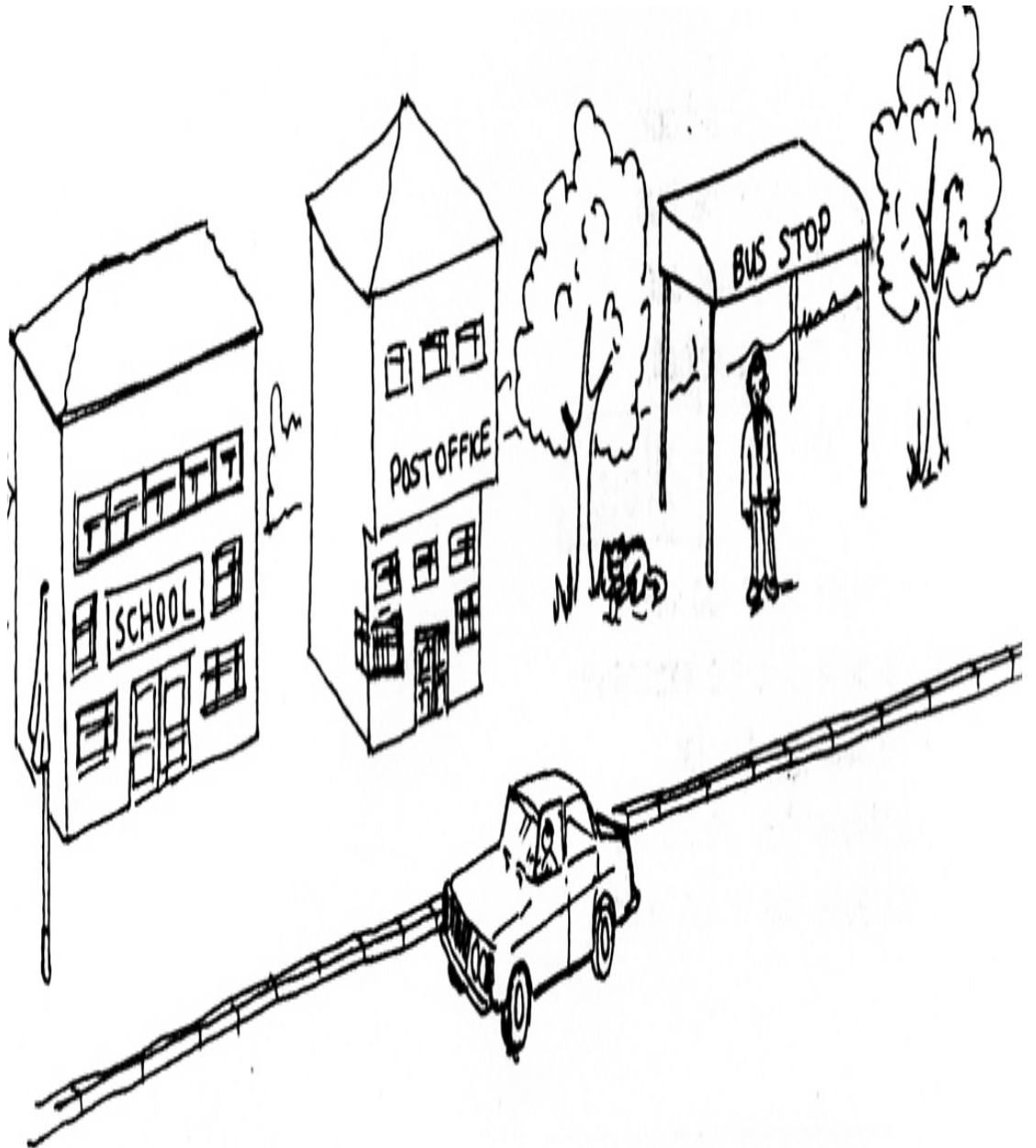
Picture 2



Picture 4**DRAW AND COMPLETE THE PICTURE OF THE ROOM**

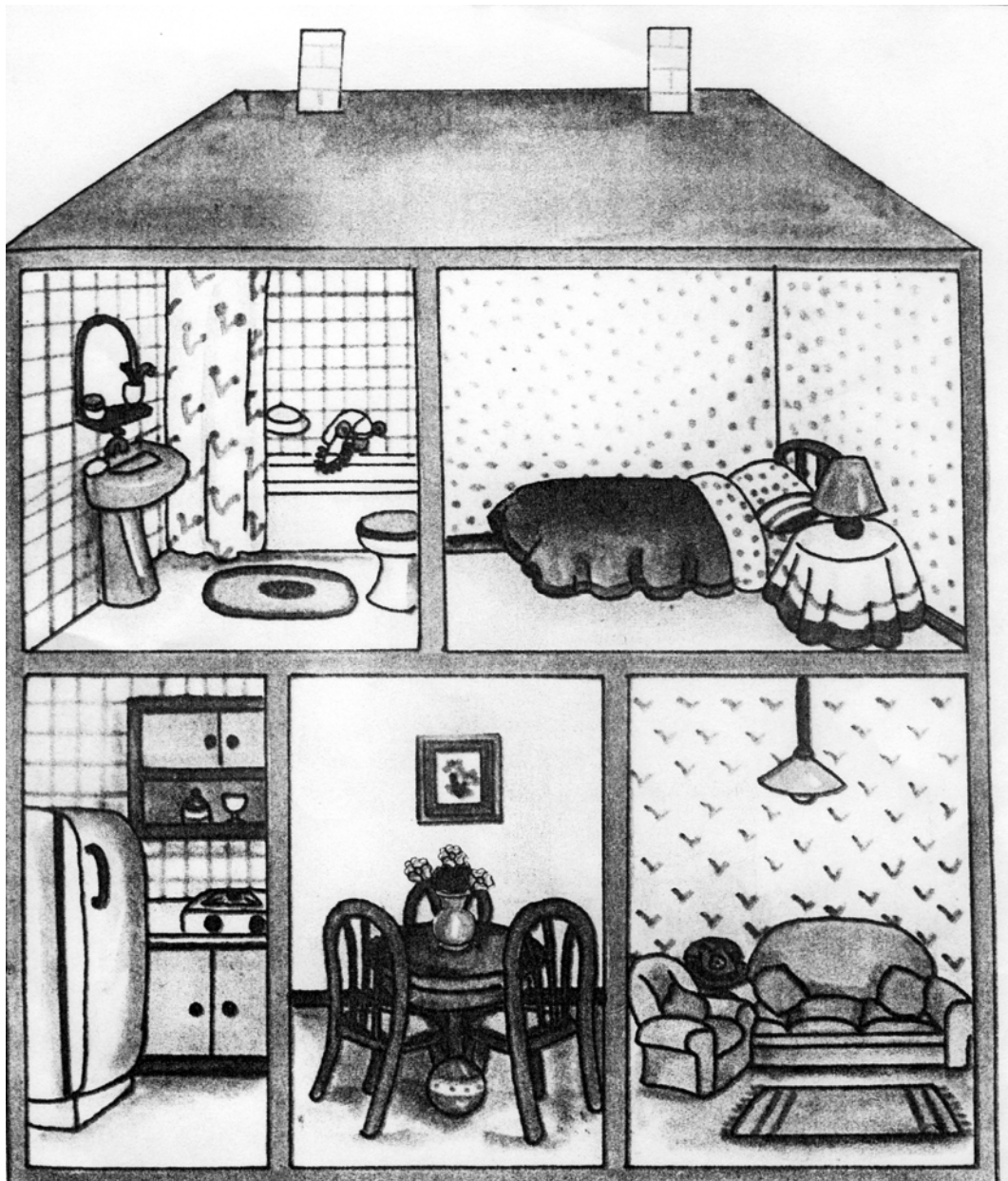
Picture 5

DRAW AND COMPLETE THE PICTURE OF THIS STREET



Picture 6

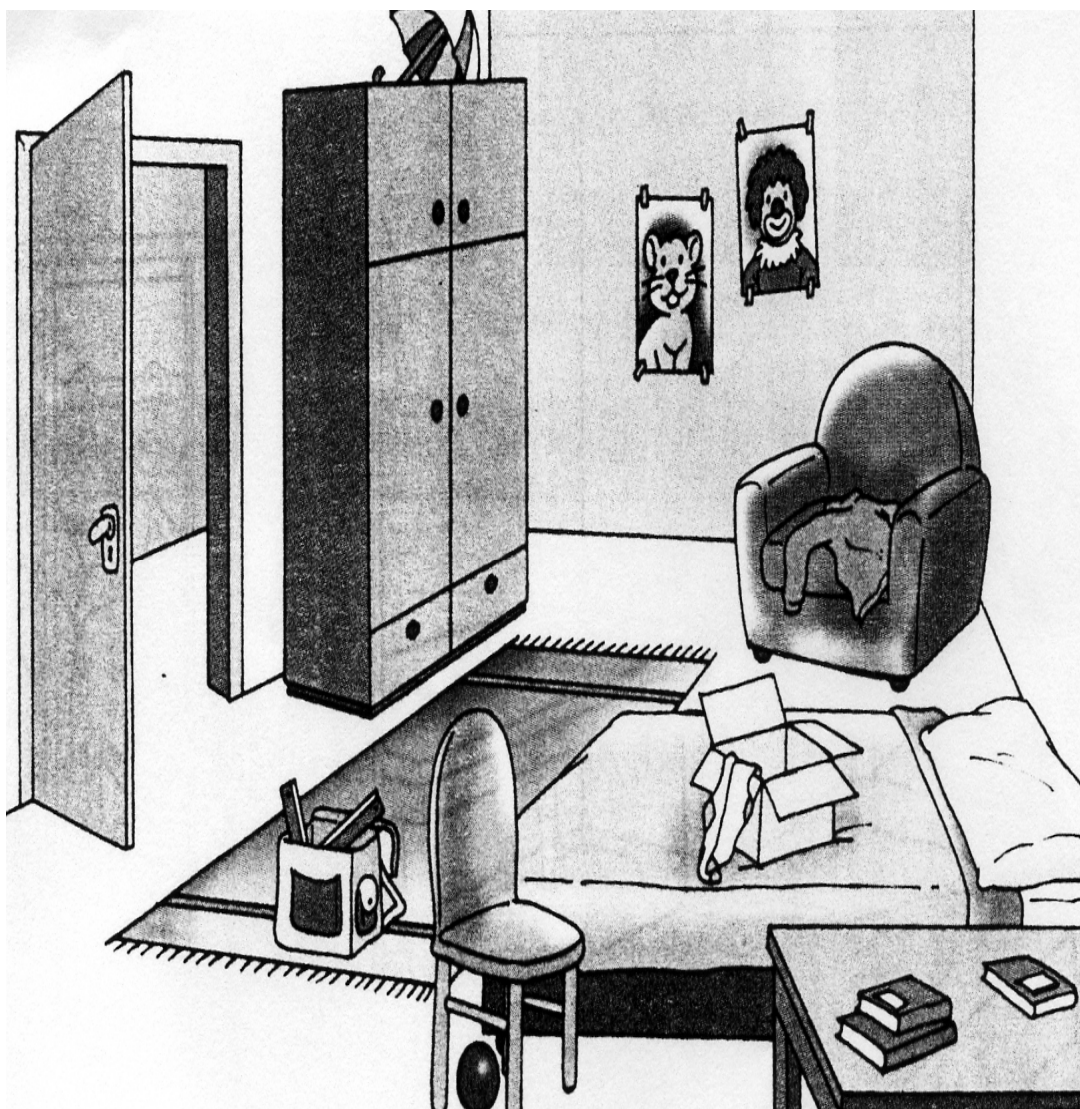
DRAW AND COMPLETE THE PICTURE OF ROOMS



7.5. The picture used in the immediate posttest.

Picture 7

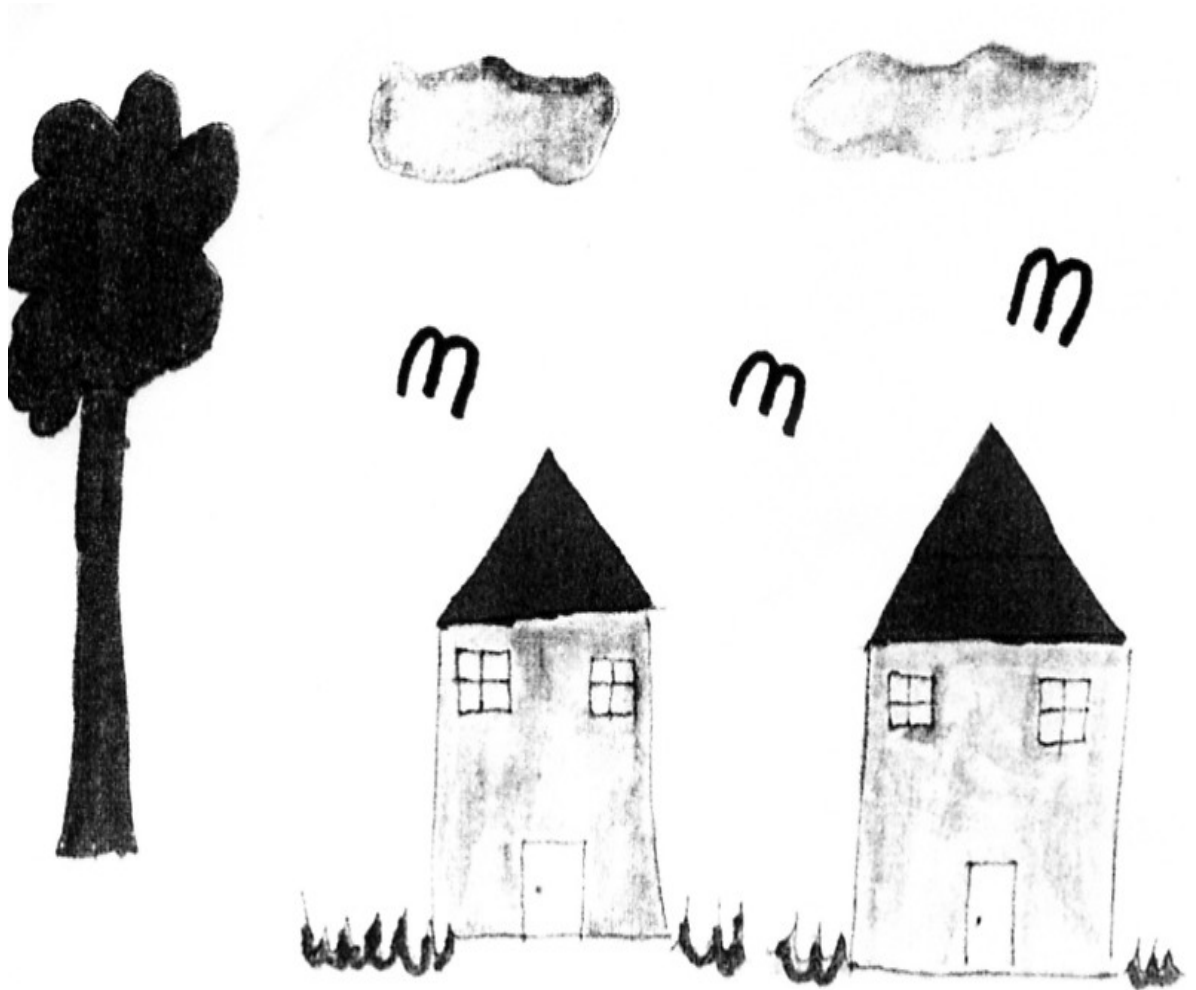
DRAW AND COMPLETE THE PICTURE OF DAISY'S ROOM



7.6. The picture used in the delayed posttest.

Picture 8

DRAW AND COMPLETE THE PICTURE OF THIS GARDEN



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APPENDIX

Transcriptions of the pretest, treatments, immediate and delayed posttests are included in the Appendix. The learners sometimes used their mother language while they were talking with the researcher which were transcribed without any translation.

PRETEST

1.NUR

- N: There is car?
 R: Yes, there is a car in my picture
 N: She, girl. She is balloons?
 R: Yes, the girl has got balloons in her hand.
 N: Hand ne demekti öğretmenim?
 R: (The researcher shows her hand)
 N: Benimkinde top var. She is ball.
 R: Ok. Go on asking Nur. Devam et Nur.
 N: There is bank?
 R: Yes, there is a bank my picture.
 N: Benimkinde de var. It is park?
 R. Yes, it is a picture of a park.

2.BORA

- B: Çöp kutusu ne demekti öğretmenim?
 R: Bin. (The researcher shows the bin in the classrom and repeats “this is a bin.”)
 B: It is bin?
 R: Yes, there is a bin in my picture.
 B: There is girl. Five.
 R: OK. There are five girls in my picture.
 B: Boys picture?
 R: OK, there are four boys in my picture.
 B: Benimkinde de var öğretmenim. It is bank?
 R: I have got a bank in my picture too.
 B: Have got balloon?

R: One of the girls, kızlardan birinin, has got balloons in her hand.

B: Benimkinde yok ama.

R: Ok. Go on.

B: Have got cat?

3.BURAK

B: Bank is in picture?

R: Yes, there is a bank in the picture.

B: Hmm, aklıma bir şey gelmiyor öğretmenim.

R: OK, I will ask you a question then. Ben sana sorayım o zaman. Where is the bank?

B: Bank is park.

R: Yes, the bank is in the park. Is there a ball on the bank?

B: No ball on the bank.

R: So there isn't a ball on the bank.

4.GÜLAY

G: It is tree?

R: Yes there is a tree in my picture.

G: Book is man?

R: No, the man hasn't got a book.

G: Man is balloons in picture?

R: No, the man hasn't got balloons in my picture.

G: Book in picture?

R: No, there isn't a book in the picture.

G: Ama bende kitap da balon da var.

5.DENİZ

D: It is park?

R: Yes, this is the picture of a park.

D: There is cat in park?

R: Yes, there are cats in the park.

D: Benim resmimde de iki kedi var.

R: O zaman parkta iki kedi olduğunu söyleyelim, Deniz.

D: It is two cats in park.

R: OK, there are two cats in the park.

D: Girls in park?

R: Yes, there are girls in the park.

6.MERT

M: There is ball?

R: Yes there is a ball in my picture.

M: Ball is bank ?
 R: No, the ball isn't on the bank.
 M: Altında nasıl deriz öğretmenim?
 R: Under. Mesela, under the table, under the chair gibi.
 M: Ball is under bank?
 R: No, the ball isn't under the bank.
 M: Ball where?
 R: The girl has got the ball in her hands. (The teacher shows her hands.)

7.DİLARA

D: It is bicycle in picture?
 R: Yes there are bicycles in my picture.
 D: Benim resmimde hiç bisiklet yok öğretmenim.
 R: Şimdi bi de İngilizce söyleyelim Dilara.
 D: It is bicycle in picture. No.
 R: There isn't a bicycle in the picture.
 D: Where bicycle in park?
 R: The bicycles are near the bank.
 D: Near ne demekti öğretmenim?
 R: Yanında, yakınında demek. For example, the chair is near the cupboard.
 (showing in the classroom)

8.ZEYNEP

R: Zeynep, is there a bin in your picture?
 Z: Bilmiyorum öğretmenim.
 R: Bin ne demekti hatırlıyor musun peki?
 Z: Hayır, hatırlayamadım.
 R: This is a bin. (The teacher shows the bin in the classroom). Now, is there a bin your picture?
 Z: Yes it is bin.
 R: So there is a bin in your picture. Where is it?
 Z: There is bank.
 R: So, the bin is near the bank.

9.OZAN

O: Is car in picture?
 R: Yes, there is a car in the picture.
 O: There is tree in park?
 R: Yes, there is a tree in the park.
 O: Girl? She is cat?
 R: Yes, the girl has a cat.
 O: Cat, where?

R: The cat is in her hand.

10.DİDEM

D: In the picture is cat?

R: Yes, there is a cat in the picture.

D: In the picture is dog?

R: Yes, there is a dog in my picture.

D: Benim resmimde yalnızca kedi var öğretmenim.

R: You are right, Didem. Doğru. Is there a book in the picture?

D: Yes it is book.

R: Right, so there is a book in the picture.

11.KEMAL

K: Is this bag in picture?

R: Yes, there is a bag in the picture.

K: Bag is on bank?

R: No, the bag isn't on the bank.

K: What bag?

R: Çanta nerde diye mi sormak istiyorsun yoksa?

K: Evet, what "nerede" demek değil miydi?

R: Hayır, what "ne" demekti, değil mi? What is your name, for example.

K: Tamam hatırladım öğretmenim. Bag where?

R: The woman has got the bag in her hand.

12.CENK

C: It is car?

R: Yes there is a car in my picture. What about your picture? Is there a car?

C: Yes it is car.

R: So there is a car in your picture too. Ok, what else? Başka neler var?

C: It is tree in picture?

R: Yes there is a tree in my picture.

C: They are balloons in picture?

R: No, there aren't balloons in my picture.

13.YİĞİT

Y: Öğretmenim, salıncak var mı diye sorabilir miyim?

R: Tabii sorabilirsin. O zaman salıncığın İngilizcesini öğrenelim. "Swing" (The researcher writes the word on the board and pronounces it) OK, go on Yiğit. Devam edebilirsin.

Y: This is swing in park?

R: No, there isn't a swing in the park. Now, it is your turn. Sıra sende. Is there a swing in your picture?

Y: No it is swing.

R: So, there isn't a swing in your picture.

14. MURAT

M: Hmm, benim aklıma bir şey gelmiyor öğretmenim. Hepsi söylendi.

R: OK, let me help you then. Is there a man in your picture?

M: Yes it is.

R: Ok, so there is a man in your picture. Let's go on. Devam edelim. Are there two women in your picture?

M: Yes, it is two women.

R: So, there are two women in the picture. Are there three balloons in the picture?

M: Yes, three balloon.

R: OK, there are three balloons in the picture.

15. CAN

C: It is dog in car?

R: No, there isn't a dog in the car.

C: Dog is on bank?

R: No, the dog isn't on the bank.

C: Dog where?

R: The girl has the dog in her hand.

C: Küçük köpek mi diye sormak istiyorum. Küçük nasıl deriz öğretmenim?

R: The researcher teaches "big" and "small" by demonstrating objects in the classroom.

C: It is dog small?

R: Yes it is a small dog.

16. BEGÜM

B: This is car in picture?

R: Yes, there is a car in the picture. Now it is your turn. Sıra sende. Is there a car in your picture?

B: Yes car is.

R: So, there is a car in your picture too.

B: Arabanın eski olup olmadığını nasıl sorabilirim öğretmenim?

R: Who remembers? Kimler hatırlıyor bakalım "eski"nin İngilizcesini? (Answers from the rest of the class) Yes, you are right. "Old" is the right word. For example, an old car.

B: This is old car?

R: Yes, this is an old car.

17. TUNÇ

T: Cat is on tree?

R: No, there isn't a cat on the tree.

T: It is cat where?

R: The girl has got the cat in her hand. Now I have a question for you. Are there two cats in the picture?

T: Yes they two cats.

R: Good, so there are two cats in your picture. Now ask me the same question. Aynı soruyu şimdi sen de bana sor.

T: They are two cat in picture?

R: No. There is one cat in my picture.

18.LEVENT

L: They are balloons?

R: No, there aren't balloons in my picture. Are there balloons in your picture?

L: Yes they are.

R: Ok, so there are balloons in your picture. Are there two balloons?

L: No. It is three balloon.

R: Good, so there are three balloons in the picture. Where are they? Are they on the bank?

L: No on bank.

R: Right, balloons aren't on the bank. Where are they then?

L: Girl is balloons.

L: Good, the girl has got the balloons in her hand.

19.ELİF

R: Let me ask the questions this time. Ben sorayım şimdi de. Is this a park?

E: Yes it is park.

R: Right, this is a park. Is there a tree in this park?

E: Yes tree is in park.

R: So, there is a tree in the park. Is the tree green in your picture?

E: Grin? Ne demekti öğretmenim.

R: The teacher shows the green blackboard.

E: No green.

R: OK, the tree in your picture isn't green then.

20.BANU

B: This is dog on car?

R: No there isn't a dog on the car.

B: Cat is under bank?

R: No there isn't a cat under the bank.

B: Cat and dog are where?

R: The girls have got the cat and the dog in their hands.

B: They are big?

R: No. They are small.

21.AYŞE

A: Öğretmenim, “kaydırak”ın İngilizcesini söyler misiniz?

R: It is “slide”. (The researcher writes the word on the board and pronounces it again)

A: It is slide in picture?

R: No there isn't a slide in the picture. What about your picture? Peki ya sende? Is there a slide?

A: No it is slide.

R: So there isn't a slide in your picture. Peki hatırlayacak mısın bakalım? Is there a swing in your picture?

A: Swing... Salıncak... No it is swig in picture.

R: Right, there isn't a swig in your picture.

22.EMRE

R : Are there glasses in your picture Emre?

E : Glass? Bardak mı yani?

R: Oh, no. Let's see who have got glasses in this classroom. Bakalım kimlerde varmış. Look Ayşe, Tunç and Begüm have glasses in our classroom.

E: Gözlük mü öğretmenim?

R: You are right. So are there glasses in your picture Emre?

E: No they are glass.

R: OK there aren't glasses in your picture. Please ask the same question to me. Sen de bana aynı soruyu sor.

E: They are glass in picture?

R: Yes there are glasses in my picture.

23. CEM

R: Let's go on with you Cem. Seninle devam edelim Cem.

C: Glass are on bank?

R: No the glasses aren't on the bank.

C: They are in car?

R: No they aren't in the car.

C: Glasses are where?

R: The women have got the glasses.

C: They are glasses in picture. No.

R: Right, there aren't glasses in your picture. It is a difference again. Küçük bir fark daha bulduk.

24. GÖZDE

R: Let's go on with the ball, Gözde. Topla devam edelim.

G: It is ball?

R: Yes there is a ball in my picture.

G: It is under bank?

R: No the ball isn't under the bank.

G: Ball is where?

R: The girl has got the ball in... Please complete the sentence yourself. Cümleyi sen tamamlayabilir misin, Gözde?

G: The girl is ball in hand?

R: Good, the girl has got the ball in her hand.

25. DOĞA

D: They are bicycle in picture?

R: Yes there are bicycles in my picture.

D: They are two?

R: No there aren't two bicycles in the picture.

D: They are three?

R: Yes there are three bicycles in the picture. Now it is your turn. Şimdi sıra sende. Is there a bicycle in the picture?

D: No it is bicycle.

R: Right, there isn't a bicycle in your picture. It is another difference. Bu da bir diğer fark.

26. DORUK

D: Öğretmenim çantanın İngilizcesini unuttum (Doruk points at his schoolbag)

R: The teacher asks "Where are we now?".

D: Hmm. School...

R: So it starts with "school". Can you remember it? "School" ile başlıyor..

D: Schoolbag!

R: That's good. So now ask your question please.

D: Boys are schoolbags?

R: No, the children haven't got schoolbags in my picture. Peki. Have the boys got schoolbags in your picture?

D: Yes they are.

R: So the boys in your picture have schoolbags.

27. MEHMET

M: It is park?

R: Yes, this is the picture of a park.

M: They are girls in park?

R: Yes, there are girls in the park.

M: There are boys in park?

R: Yes there are boys in the park.

M: They are three boys?

R: Yes there are three boys in the park.

M: They are three girls in the park?
R: Yes there are three girls in the park.

28. EVREN

E: There is ball?
R: Yes there is a ball in my picture.
E: Ball is on bank?
R: No the ball isn't on the bank.
E: Yer ne demekti öğretmenim? Yani parkta yerde mi diye nasıl sorabiliriz?
R: Ground. The teacher writes the word on the blackboard and pronounces it again. We say "On the ground"
E: Ball is on ground?
R: The ball isn't on the ground.
E: Where ball is?
R: The girl has got the ball in her hand.

29. AYÇA

A: It is dog in picture?
R: Yes there is a dog in my picture.
A: Benim resmimde hiç köpek yok öğretmenim.
R: Şimdi bi de İngilizce söyleyelim Ayça. Let's say it in English.
A: It is no dog in picture.
R: So, there isn't a dog in your picture.
A: Where dog in park?
R: The girl has got the dog in her hand.

30. LALE

L: There is box in picture?
R: Yes there is a box in the picture I have.
L: Bende kutu da yok öğretmenim.
R: No problem. It is a difference. Bu da farklardan bir tanesi.
L: Box is on bank?
R: No the box isn't on the bank.
L: Öğretmenim biraz önce öğrenmiştik. Yer nasıl diyorduk?
R: The teacher points at the word written on theblackboard.
L: Tamam hatırladım. Box is in ground?
R: The box isn't on the ground.

31.KAAN

K: Bird is there in picture?
R: No there isn't a bird in my picture. What about yours, Kaan. Is there a bird?
K: No bird is picture.

R: Ok, so there isn't a bird in your picture. Now let me ask you a different question. Biraz daha deęişik bir soru sorayım Őimdi de. Which animals are there in your picture?

K: Ben soruyu tam olarak anlayamadım öğretmenim.

R: Ok, no problem. "Animal" ne demekti hatırlıyorsun deęil mi? For example cats, dogs, birds are animals.

K: Tamam Őimdi anladım öğretmenim! It is cats in picture.

R: So there are only cats in your picture.

32. ÖZLEM

Ö: There is tree in park?

R: Yes there is a tree in the park. What about your picture? Is there a tree in your picture?

Ö: Yes it is tree in picture.

R: So there is a tree in your picture. Is there one tree?

Ö: Yes one tree it is.

R: Ok, there is only one tree in your picture. But, there are two trees in my picture. And this is another difference.

33. EBRU

E: Öğretmenim tahterevallinin İngilizcesi çok zor mudur?

R: Hayır hiç de zor deęil. Bu arada parkla ilgili kelimeleri de öğrenmiŐ oluyoruz. It is a seesaw. The teacher writes the word on the blackboard and pronounces it.

E: There is seesaw in park?

R: No there isn't a seesaw in the park. What about you? Is there a seesaw in your picture?

E: No seesaw it is.

R: Right, there isn't a seesaw in your picture. Now let's remember the new vocabulary we have learned. Őimdi de neler öğrendik bir hatırlayalım bakalım. The teacher asks the new vocabulary learned (salıncak, kaydırak, tahterevalli vb) and the students answer.

34. FİLİZ

F: It is flower in the park?

R: No, there aren't flowers in this park. Are there any flowers in your picture?

F: No flowers. Bu parkta bizim parklardaki hiçbir Őey yok öğretmenim.

R: Right, but this is a very small picture of the park. Ama resim parkın çok küçük bir kısmını gösteriyor. Belki resmin gerisinde vardır.

F: It is man in car?

R: No there isn't a man in the car. Is there a man in the car in your picture?

F: No it is man.

R: So there isn't a man in the car. Is there a man near the car?

F: No near car man.

R: Ok there isn't a man near the car.

35. ERDEM

E: It is book?

R: No, there isn't a book in my picture. Is there a book in your picture, Erdem?

E: Yes it is.

R: Ok then. Is it on bank?

E: No it is.

R: So it isn't on the bank. Has a girl got the book in her hand?

E: Girl. No she is.

R: Has a man got the book in his hand?

E: Yes he is book in hand.

R: Good, a man has the book in his hand.

36.ÖZGE

Ö: Girl she is. She is balloons?

R: No the girl in my picture hasn't got a balloon.

Ö: Girl in picture is balloons.

R: Yes, the girl in your picture has got balloons.

Ö: Girl is ball?

R: Yes the girl has got a ball in her hand. Are there five balloons in your picture?

Ö: No they are five balloons.

R: So, there aren't five balloons in your picture. Are there three balloons in the picture?

R: Yes they are.

37.ARDA

R: Is there a bicycle in your picture?

A: No it is.

R: Ok there isn't a bicycle in the picture. But here is a difference. İşte bir fark. There are bicycles in my picture.

A: Girls are bicycle?

R: No Arda, girls haven't got bicycles.

A: Boys are bicycles?

R: Yes, boys have got bicycles. Arda, have you got a bicycle?

A: Yes, I am bicycle.

R: Good, you have a bicycle then.

38.GÖKHAN

G: It is book?

R: No there isn't a book in the picture.

G: There is tree?

R: Yes there is a tree in my picture. Even there are two trees in the picture.

G: Man is balloons in park?

R: No, the man hasn't got balloons.

G: Man is ball in park?

R: No, the man hasn't got a ball.

39.HAKAN

H: Bank is in picture?

R: Yes there is bank in the picture.

H: Girl is on bank?

R: No, there isn't a girl on the bank.

H: This is cat under bank?

R: No, there isn't a cat under the bank.

H: Cat is where?

R: The girl has got the cat in her hand.

40.AKIN

A: Öğretmenim, parkın kapısı için de "door" kullanabilir miyiz?

R: Parkın kapısı için "gate" diyebiliriz. The teacher writes the word on the blackboard. We say "door of a classroom, door of a room, door of a house. But we say gate of a park, gate of a garden.

A: Peki, there is gate in park?

R: Yes there is a gate in my picture. What about you? Peki sende Akın. Is there a gate in the picture?

A: Yes it is gate.

R: So, there is a gate in your picture too. There is no difference then. Kapıyla ilgili bir değişiklik yok demek ki.

41 HASAN

H: Öğretmenim bir şey sorabilir miyim? "Salıncak"ın İngilizcesi "sting" miydi?

R: Yaklaştın Hasan. Let's ask to the rest of the class. Çocuklar salıncığın İngilizcesini kimler hatırlıyor? Students shout "Swing"

H: Tamam swing. This is swig in the park?

R: No, there isn't a swig in this park. Hasan, sen de sık sık parka gider misin?

H: Evet.

R: Is there a swig in that park?

H: Yes it is.

R: What else? Başka neler var senin gittiğin parkta?

H: They are ball, balloon, bank, seesaw.

42.TUNA

T: It is cat in car?

R: No, there isn't a cat in the car.
 T: Cat is on bank?
 R: No, the cat isn't on the bank.
 T: Cat is where?
 R: The girl has got the cat in her hand.
 T: Is this dog?
 R: Yes, there is also a dog in the picture.

43.EGE

E: This is tree in picture?
 R: Yes there is a tree in the picture. Now it is your turn. Is there a tree in your picture?
 E: Yes tree is.
 R: So there is a tree in your picture.
 E: Ağacın büyük olup olmadığını sorabilir miyim öğretmenim?
 R: Tabii Ege. Please go ahead. Devam et lütfen.
 E: Tree is big?
 R: Good, yes the tree is big.

44.ERHAN

E: Öğretmenim benim de aklıma hiçbir şey gelmiyor. Aklıma gelenlerin hepsi söylendi.
 R: Ok, no problem at all. Let me help you. Bu seferlik soruları ben sorayım o zaman. Is there a man in your picture?
 E: Yes is man.
 R: Ok, there is a man in your picture then. Is this man old?
 E: Eski mi?
 R: Not at all. What does "old" mean for people? İnsanlar için kullanıldığında ne anlama geliyordu "old"?
 E: Yaşlı?
 R: Yes that's true. Now go ahead Erhan. Is the man in the picture old?
 E: No man is old.
 R: Good. The man in the picture isn't old.

45.ÇAĞATAY

Ç: Girls are schoolbags in picture?
 R: No, the girls in this picture haven't got schoolbags.
 Ç: Boys are schoolbags in picture?
 R: No, the boys haven't got schoolbags. What about the boys in your picture? Have they got schoolbags?
 Ç: Yes they are schoolbags.
 R: Good, so they have got schoolbags. Then are three schoolbags?
 Ç: Yes they are three schoolbags.

R: There are three schoolbags.

46.DEMİR

D: It is ball?

R: Yes there is a ball here.

D: She is woman. She is glasses?

R: Yes the woman in the picture has got glasses in my picture. Has the woman got glasses in your picture?

D: No glasses they are.

R: So she hasn't got glasses. Now look at the classroom, who have got glasses here? Sınıfta kimlerin gözlüğü var?

D: Ayşe, Tunç, Begüm is glasses.

R: Yes they have got glasses.

47.İLKE

R: Is there a bin in your picture?

İ: Yes it is.

R: Good, can you complete the sentences? Cümleleri sen tamamlar mısın? The bin is near?

İ: Bin near bank.

R: Yes, the bin is near the bank. Now let's go on. Devam edelim İlke. The bin is on?

İ: Bin is on park?

R: Yes, the bin is in the park. But it is on? Çöp kutusu neyi üstünde İlke?

İ: Yerde? Bin is on ground?

R: Sure, the bin is on the ground.

48.ADA

R: Ada, is this a picture of a school?

A: No it is school.

R: Right, this isn't a picture of a school. Is it a picture of a house?

A: No it is house.

R: Sure, this isn't a picture of a house. What is it then?

A: It is park.

R: Yes, this is the picture of a park. Is the park empty? Park boş mu peki?

A: No, it is empty.

R: Good, the park isn't empty.

49. KAYA

K: This is car?

R: Yes there is a car in the picture.

K: This is in park?

R: No, the car isn't in the park. Is there a car in your picture too?
 K: Yes it is.
 R: Good, is it in the park?
 K: No it is.
 R: Yes, the car isn't in the park. It is on the street.

50. IRMAK

I: This is cat?
 R: Yes there is a cat in the picture.
 I: There is dog in picture?
 R: Yes there is also a dog in the picture. Is there a dog in your picture?
 I: No dog is.
 R: Right, there isn't a dog in the picture. Are there four cats in the park?
 I: No they are four.
 R: Ok, there aren't four cats in the picture. How many cats are there? Kaç kedi var resimde?
 I: They are two.
 R: Good, there are two cats in the picture.

51. UMUT

U: Is this bag in picture?
 R: Yes, there is a bag.
 U: Bag is in car?
 R: No the bag isn't in the car.
 U: Woman is bag?
 R: Yes the woman has got a bag in her hand.
 U: Boys are schoolbags in picture?
 R: Right, the boys have got schoolbags.

52. UFUK

R: Let me ask the questions this time. Ben sorayım sen cevap ver Ufuk. Please complete the sentences yourself. Cümleleri resme bakarak sen tamamla.
 U: Ok.
 R: There are three....
 U: They are three boys in the park.
 R: There are also three... Üç tane olan başka ne var resimde?
 U: They are three balloon.
 R: Right there are three balloons in the picture. There is one ...
 U: It is one tree in the park.
 R: What else? Başka neler var?
 U: It is one car in the picture.

53. EKREM

R: Let's go on with you Ekrem. Ekrem seninle devam edelim. There is one...

E: There is one bank. Çöp kutusu nasıldı öğretmenim. "B" ile başlıyordu ama.

R: You're right. It is a bin.

E: Yes there is one bin.

R: Let's go ahead with the number "two". There are two...

E: They are two cats... They are two girls...

R: There is one more thing. Bir şey daha kaldı. Look carefully. Dikkatli bak resme.

E: There are two women.

54. SEVİNÇ

R: Now you ask me questions and I complete the sentences. Şimdi de ben sizin cümlelerinizi tamamlayayım. Yes Sevinç please. Evet Sevinç sıra sende.

S: They are three...

R: There are three bicycles.

S: It is one...

R: There is one cat. There is one dog...

S: It is one ...

R: There is one bank... There is one car... There is one bin.

55. AHMET

R: Now let's go ahead with you Ahmet. Seninle devam edelim Ahmet.

A: They are two...

R: There are two women... There are two animals...

A: They are two...

R: There are two bags... There are two glasses... There are two trees...

A: There is one...

R: There is one gate... There is one bin...

A: There is one man... There is one box.

56. MUSTAFA

M: This is cat in car?

R: No there isn't a cat in the car.

M: It is cat bank?

R: No, the cat isn't on the bank.

M: It is under bank?

R: No, the cat isn't under the bank.

M: Where the cat is?

R: The girl has got the cat in her hands.

57. EMEL

R: Emel, are there ballons in the park?
 E: Yes they are.
 R: Are they on the bank?
 E: No, balloons they are.
 R: Right, the balloons aren't on the bank. Are they in the sky?
 E: Soruyu tam anlamadım öğretmenim. Nerede olduklarını anlayamadım.
 R: In the sky... Gökyüzünde...
 E: No, they are sky.
 R: Good, they aren't in the sky.

58. YAVUZ

Y: It is a box?
 R: Yes there is a box in my picture.
 Y: It is in bin?
 R: No the box isn't in the bin.
 Y: It is in car?
 R: No, the box isn't in the car.
 Y: This is box under bank?
 R: No, the box isn't under the bank.
 Y: Where box is?
 R: The man has got the box in his hands.

59. NURAY

R: Let's go ahead with the new words. Şimdi de yeni öğrendiğimiz kelimelerle devam edelim. Is there a slide in the park Nuray?
 N: No it is park.
 R: Right, there isn't a slide in this park. What about a seesaw? Is there a seesaw in the park?
 N: No it is seesaw.
 R: Yes, there isn't a seesaw in this park. Nuray, you go to a park, too. Right? Sen de parka gidiyorsun değil mi Nuray?
 N: Evet.
 R: Then, is there a swing in your park?
 N: Yes it is. And it is slide.

60. BAŞAK

R: Let's go on with you Başak. Sıra sende Başak.
 B: This is ball?
 R: Yes there is a ball in the picture I have.
 B: It is on bank?
 R: No, the ball isn't on the bank.
 B: It is car?
 R: No it isn't in the car. Have you got a ball Başak at home? Senin topun var mı?

B: Yes I am.
R: Good for you. So you have got a ball.

61. FİKRET

R: Fikret, please go ahead with the bicycles.
F: They are bicycles?
R: Yes there are bicycles in the park. And what about your picture? Are there bicycles?
F: No bicycles in park.
R: Right, there aren't any bicycles in your picture. What about you? Have you got a bicycle?
F: Yes I am.
R: Good, so you have got a bicycle.

62. BERRAK

R: Berrak is there a car in the picture?
B: Yes it is.
R: Is the car in the park?
B: No car near is.
R: Good, the car is near the park. Is the car black Berrak?
B: Yes black is.
R: The car is black. What about you? Have you got a car?
B: No car I am.
R: Right, you haven't got a car... Berrak hasn't got a car.

63. DURU

R: Duru, let's go ahead with the glasses now. Are there glasses in your picture?
D: No glasses they are.
R: Ok, there aren't glasses in your picture... But there are glasses in my picture.
D: They are two?
R: Yes exactly. There are two glasses in my picture.
D: They are in car?
R: No, they aren't in the car... Duru, have you got glasses?
D: No, I am.
R: Right, you haven't got glasses. But has Begüm got glasses?
D: Yes she is.

64. SELDA

S: Selda, is there a book in your picture?
R: Yes it is book.
S: Right, there is a book in your picture.
S: It is book in your picture?

R: No, there isn't a book in the picture I have, Selda. Is the book in the car?
 S: No, it is car.
 R: Right, is it on the bank then?
 S: No, it is bank on.
 R: Then, where is the book?
 S: The man is book.
 R: Ok, the man has got the book in his hand.

65.YASEMİN

R: Yasemin, is there a bin in your picture?
 Y: Yes it is.
 R: Ok, is the bin near the car?
 Y: Near? Arkasında mı yani?
 R: No, you know. For example, I am near the table now. The table is near the window.
 Y: No car is near.
 R: Right, the bin isn't near the car. Peki söyleyebilir misin? Can you tell me? The bin is near...?
 Y: There is near bank.
 R: Good, the bin is near the bank.

66.SEZEN

S: It is car in picture?
 R: Yes there is a car in the picture.
 S: It is big car?
 R: No, it isn't a big car. It is small.
 S: He is man in car?
 R: No, there isn't a man in the car.
 S: It is car tree near?
 R: Yes the car is near the tree.

67. ÖNDER

Ö: This tree is in park?
 R: Yes there is a tree in the park.
 Ö: Tree it is one?
 R: No, there are two trees in the park. Önder is there a tree in your garden?
 Ö: Garden? Evin bahçesi mi öğretmenim?
 R: Yes that's right. The garden of your house.
 Ö: Yes they are garden.
 R: Good, there are trees in your garden.

68.ONUR

R: Onur, is there a bank in the picture?

O: Yes it is.

R: Ok, there is a ball on the bank?

O: No, it is ball.

R: Right, there isn't a ball on the bank in your picture. Is there a bin under the bank?

O: No, it is under.

R: So, the bin isn't under the bank. Is it near the bin then?

O: Yes it is.

69. BAHADIR

B: Öğretmenim ot ne demekti? Ot var mı diye sormak istiyorum.

R: Ok good. It is grass. The teacher writes the word on the blackboard and pronounces it.

B: It is grass park?

R: No, there isn't grass in the park.

B: They are flower?

R: No, there aren't flowers in the park.

B: Is there a tree?

R: Yes. There are two trees in my picture.

70. BİLGE

R: Bilge, let's go on with you. I start the sentences and you complete them. Benim başladığım cümleleri sen tamamlıyorsun, tamam mı Bilge?

B: Evet.

R: There is one...

B: It is one gate picture.

R: There are two...

B: They are two cat...

R: There are two...

B: They are two woman...

R: OK, good. Let's go ahead with Turgut now.

71. TURGUT

R: We are going on the same exercise. Aynı alıştırmaya devam ediyoruz. There is one...

T: It one bank picture.

R: There are three...

T: They three balloon.

R: There are three...

T: Bulamıyorum. Bilmiyorum öğretmenim.

R: So look at near the bank. Bankın yakınlarına bakalım.

T: They three boy.

72. ESRA

R: Evren, let's finish this exercise with you. Evren, boşluk doldurma alıştırmasını seninle yapalım son olarak. There is one...

E: It is one tree...

R: There is one...

E: It is bin.

R: There are two...

E: They are bag.

R: There are three...

E: They are schoolbag.

73. ALEV

A: It is bicycle in park?

R: Yes there are three bicycles in the park.

A: Girls are bicycle?

R: No, the girls haven't got bicycles.

A: Girls are books?

R: No, girls haven't got books in their hands.

A: Boys are bicycles?

R: Yes, the boys have got bicycles in the picture.

74. GÜLÇİN

G: It is ball in picture?

R: Yes there is a ball in picture.

G: It is ball near bank?

R: No, the ball isn't near the bank.

G: It is car?

R: No, it isn't in the car.

G: Ball it is where?

R: The girl has got the ball in her hand.

75. BARIŞ

B: It is bank in picture?

R: Yes there is a bank in the picture.

B: Box is car?

R: No, the box isn't in the car.

B: There is under bank?

R: No, the box isn't under the bank.

B: It is where box?

R: The man has got the box in his hand.

TREATMENT FOR EXPLICIT CF GROUP

1.NUR (Spot the difference)

N: It is book on bed?

R: Nil, soruları nasıl soruyorduk? “Is” başa geliyordu değil mi? Is the book on bed demelisin.

N: Is book on bed?

R: Yes, it is on the bed. Is there a book on bed in your picture?

N: No. Birinci farkı bulduk o zaman öğretmenim.

R: Ok, Nur let’s go on. Devam edelim Nur.

N: There is glass?

R: Nur, biraz önce soruyu nasıl sormuştuk? “Is” başa gelmişti değil mi? O zaman nasıl sormamız gerekiyor? Is there a glass?

N: Is there glass?

R: Yes there is a glass.

N: Glass is where?

R: Where is the glass diye sormalısın Nur? Now ask the question please. Şimdi soruyu doğru bir şekilde sor Nur.

N: Where is glass?

R: It is on table. And Nur where is the glass in your picture?

N: It is... Yerde diye nasıl söylerim öğretmenim.

R: Floor...On floor... Now let me ask it again. Where is the glass in your picture?

N: It is on floor. Bir fark daha bulduk öğretmenim.

R: Right, it is another difference Nur.

NUR (picture drawing & completion)

N: It is notebook on table?

R: Nur, soruları nasıl soruyorduk unuttun mu? Is başa geliyordu? Is there a notebook on the table diye sormalısın.

N:Is there a notebook on table?

R: Yes there is. Ok. Draw a television quickly Nur.

N: Is there shoes?

R: Are there shoes? Değil mi Nur? Ok yes. Draw shoes on the floor.

N: On floor where?

R: Near the bed. Draw shoes near the bed.

N: What on the bed?

R: Bu soruda bir şey eksik galiba, değil mi Nur? What is on the bed dememiz gerekiyor?

N: What is on the bed?

R: There is a t-shirt on the bed. Please draw a t-shirt.

N: Peki çiziyorum öğretmenim.
 R: So, what is on the bed Nur?
 N: It is t-shirt on bed.

2.DENİZ (Spot the difference)

D: They are shoes on bed?
 R: Deniz, cümleyi böyle kurarsan soru olmaz ama değil mi? Are there shoes on the bed diye soralım şimdi soruyu.
 D: Are there shoes on bed?
 R: Yes there are shoes on the bed.
 D: Benim resmimde yatağın üstünde ayakkabı yok öğretmenim.
 R: Peki soralım o zaman ayakkabılar nerede diye. Where are the shoes Deniz?
 D: It is in cupboard.
 R: Ayakkabı iki tane değil mi Deniz? O zaman They are deriz.
 D: They are in cupboard.
 R: Ok, let's go on with another question Deniz. Devam edelim.
 D: Is it chair in picture?
 R: “Bir şey var mı” diye nasıl soruyorduk? Is there ya da are there diye değil mi? O zaman bir daha soralım doğru bir şekilde.
 D: Is there a chair in picture?
 R: Yes there is.
 D: O zaman sandalye ile ilgili bir fark yok öğretmenim.
 R: Right. Let's go on. Where is the chair?
 D: It is near table.

DENİZ (picture drawing & completion)

D: It is a chair in picture?
 R: Ama Deniz yine aynı şeyi unuttuk. Sorulara ne ile başlıyorduk?
 D: Is there chair in picture?
 R: Yes there is a chair. Please draw a chair.
 D: It is where?
 R: Where cümlelerin sonunda ya da ortasında değil başında olacak Deniz. Lütfen soruyu tekrar sorar mısın? Ask it again please.
 D: Where is it?
 R: It is near the bed. Ama rengini de soralım istersen. Nasıl sorarız sandalyenin ne renk olduğunu?
 D: What is chair?
 R: Good, we start the question with “what”. “What” ile başlıyoruz ama rengin İngilizcesini hatırlıyor musun?
 D: Colour.
 R: Good. Şimdi bunları birleştirelim. What colour is the chair? You ask it please again.
 D: What colour is chair?
 R: Brown. It is Brown... There is also a ball on the chair. Please draw it.

D: Peki sandalyenin üzerine top da çiziyorum öğretmenim.

3. MERT (Spot the difference)

M: Is it a ball on shelf?

R: Good. Cümleyi doğru kurduk ama “bir şey var mı” diye sorarken “there” kullanıyorduk değil mi? Ask it again please.

M: Is there ball on shelf?

R: No.

M: Benim resmimde rafta top var öğretmenim. Farklardan biri top o zaman.

R: Yes it is a difference. Is there an apple on the chair?

M: No it is trousers.

R: Ok. There are trousers on the chair in your picture.

M: There is train... Oyuncak tren nasıl deriz öğretmenim?

R: Oyuncak toy olduğuna göre oyuncak tren nasıl deriz?

M: Toy train?

R: That's right. Please ask the question Deniz.

M: There is toy train on shelf?

R: No.

M: Where it is?

R: Please ask the question again Deniz. Soru sorarken “Is” cümleinin sonuna gelmiyordu değil mi?

M: Where is it?

R: Good, it is on the floor.

MERT (picture drawing & completion)

M: Radio is on table?

R: Is there a radio on the table diye soruyoruz.

M: Is there a radio on table?

R: Yes there is. So please draw a television on the table.

M: Oyuncak bebek nasıl deriz öğretmenim?

R: Doll... It is a doll. Now ask a question with doll please.

M: There is doll?

R: Bu cümlelerin soru olması için başta ne olması gerekiyordu Mert?

M: Is there doll?

R: Yes there is a doll.

M: Where is there?

R: Where is it diye sormalısın Mert.

M: Where is it?

R: It is on the bed. Please draw it too.

4.OZAN (Spot the difference)

O: It is car on shelf?

R: Is there a car on the shelf diye sormamız gerekiyor. Böyle sormazsak soru olmuyor çünkü.

O: Is it car on shelf?

R: No.

O: Car, where?

R: Yine soru sorduğumuza göre önce “where” ile cümleye başlıyoruz. Where is the car? Please repeat the same question. Tekrar et lütfen Ozan.

O: Where is car?

R: It is under the bed. Is there a ball under the bed in your picture?

O:No. It is ball floor?

R: You mean “Is there a ball on the floor?”. Yes there is a ball on the floor.

O: It near chair is?

R: Soru sorduğuna göre cümleye “is” ile başlamalısın. It is near the chair? Tekrar et lütfen. Please repeat the question.

O: It is near chair?

R: Right, the ball is near the chair.

OZAN (picture drawing & completion)

O: Öğretmenim duvar saati ne demektir?

R: It is a clock.

O: It is clock wall?

R: Is there a clock on the wall diye sormalısın Ozan.

O: Is it clock on wall?

R: No. There isn't a clock on the wall. Saat yok duvarda.

O: It is lamp on table?

R: Is there a lamp on the table is the right question form. Soruyu bu şekilde sormalısın Ozan. Is there lamp on the table?

O: Is it lamp on table?

R: Yes. Please draw a lamp on the table.

O: Tamam çiziyorum öğretmenim.

R: Ok, şimdi de rengini soralım Ozan.

O: Lamp is colour?

R: Rengi ne diye sorduğumuza göre soruda “what” kullanmamız gerekiyor değil mi Ozan? What colour is it?

O: What is it colour?

R: It is blue.

5.YİĞİT (Spot the difference)

Y: It is shirt in cupboard?

R: Is there a shirt in the cupboard is the right question form.

Y: Is it shirt in cupboard?

R: No. The cupboard is empty. Bendeki resimde dolap boş.

Y: It is shirt on chair?

R: Is there shirt on the chair diye sormalısın. No. There is an apple on the chair.

Y: O zaman iki fark birden bulduk. Bende sandalyede elma yok, dolapta da eşyalar var.

R: That's right Yiğit. Now go on please. Devam et. Gömleğin nerede olduğunu sor.

Y: Shirt is where in room?

R: Soru sorduğumuza göre "where" başa gelecek Yiğit. Where is the shirt?

Y: Where... is shirt?

R: It is under the table.

YİĞİT (picture drawing&completion)

Y: It is shoes in cupboard?

R: Şimdi ayakkabılar diye sorduğumuza göre "is" değil "are" dememiz ve cümlenin başına getirmemiz gerekiyor. Yoksa soru cümlesi olmuyor. Yani are there shoes in the cupboard dememiz gerekiyor.

Y: Are they shoes in cupboard?

R: Yes there are shoes in the cupboard. Please draw them quickly.

Y: Renkleri nasıl olacak öğretmenim? It is shoes what?

R: What colour are they? Please repeat the question.

Y: What they are colour?

R: They are black.

Y: It is hat in cupboard?

R: Is there a hat in the cupboard diye sormamız gerekiyor.

Y: Is it hat in cupboard?

R: Yes there is a hat in the cupboard. It is pink. Please draw it quickly too.

6.CAN (Spot the difference)

C: There is picture on wall?

R: Is there a picture on the wall diye sormalısın soruyu. Yoksa soru sormuş olmuyorsun.

C: Is there picture on wall?

R: Yes there is a picture on the wall.

C: Is there near shelf?

R: Yes it is near the shelf.

C: Ben hala fark bulamadım öğretmenim. Uçağı sorayım o zaman. It is toy plane on table?

R: Is there a toy plane on the plane? Sorunun doğru şekli.

C: Is it toy plane on table?

R: No.

C: Where toy plane is?

R: Where cümlenin başında olduğu için doğru. Ama soru olduğu için "where is diye devam etmemiz gerekiyor. Where is the toy plane?

C: Where is toy plane?

R: It is under the chair.

CAN (picture drawing & completion)

C: There is schoolbag under table?

R: Is there a schoolbag under the table? Diye soruyoruz soruyu.

C: Is there schoolbag under table?

R: Yes there is a schoolbag under the table.

C: What is there colour?

R: Renk sorarken direk olarak what colour diye soruyoruz, what colour is it?

C: The schoolbag, what colour is it?

R: It is blue. Please draw the schoolbag quickly.

C: Is there computer on table?

R: No. There is a radio and there is a lamp. Onların resimlerini de çizdik zaten.

7. TUNÇ (Spot the difference)

T: There is apple on table?

R: Is there an apple on the table? Please ask the question again.

T: Ok, is there apple on table?

R: No.

T: O zaman bir fark daha bulduk öğretmenim.

R: Good Tunç. Please go on. Devam edelim.

T: Is there apple in cupboard?

R: No. The apple isn't in the cupboard.

T: Is there apple where?

R: Soru sözcüğümüz ne burada Tunç?

T: Where...

R: O zaman "where" cümleinin en başında olacak. Şimdi soruyu tekrar sor. Ask the question again please.

T: Where is apple?

R: It is on the chair.

TUNÇ (picture drawing & completion)

T: There is book on table?

R: Is there a book on the table, diye sorman gerekiyor biliyorsun.

T: Is there book on table?

R: Yes there is a book on the table. Ama istersen sayısını da sor kitapların ona göre çizmeye başla.

T: What are they books on table?

R: Kaç tane diye sormak için "how many" kullanıyoruz. How many books are there on the table? Please repeat the question again. Soruyu bir daha sor lütfen Tunç.

T: How many books on table?

R: It is better. How many books are there on the table?... There are five books on the table. Please draw five books on the table quickly.

T: Are there notebook?

R: Yes there are also notebooks. There are three notebooks.

8.LEVENT (Spot the difference)

L: It is shelf in picture?

R: Is there a shelf in the picture? Yes there is a shelf in the picture.

L: Öğretmenim rafın boş olup olmadığını sorabilir miyim? Boş nasıl deriz?

R: “Empty”. For example, empty classroom, empty house, empty basket...

L: Shelf empty?

R: Yes it is empty. What about the shelf in your picture?

L: They are car, ball, toy train on shelf.

R: Good, so there are three toys on the shelf: a car, train and a ball.

L: Where it is ball in picture?

R: Where is the ball in my picture? It is on the floor.

L: Where is toy train?

R: Good question. The toy train is on the floor.

L: Where is car?

R: It is under the bed.

LEVENT (picture drawing & completion)

L: It is television on table?

R: Is there a television on the table dersek daha doğru olur değil mi Levent.

L: Is it television on table?

R: Ok. That’s better. Yes there is a television on the table. So please draw it quickly.

L: Öğretmenim aklıma başka bir şey gelmiyor.

R: Ok, let me hep you then. Televizyonun üstünde bir şey olup olmadığını sorabilirsin.

L: There is... Yok yok... Is there picture on television?

R: That’s good. Yes there is a picture on the television.

L: There is shirt under bed?

R: Levent ama biraz önce soruyu doğru sormuştun. Yine aynı şeyi unuttun. Please ask the question again.

L: Is there shirt under bed?

R: Yes there is a shirt under the bed.

L: What is colour?

R: What colour is the shirt? It is black.

9.EMRE (Spot the difference)

E: They are trouser on chair?

R: Emre soru cümlelerini nasıl kurduğumuzu bir hatırlayalım istersen. Senin kurduğun normal bir cümle. Soru cümlelerine soru sözcükleriyle (what, where, what colour gibi) ya da “is” ve “are” ile başlıyoruz. Buna göre soruyu şimdi yeniden soralım.

E: Are they trousers on chair?

R: Are there trousers on the chair? Please you ask the question again please.

E: Are there trouser on chair?

R: No.

E: Where trouser?

R: Where are the trousers in the room? They are under the bed.

E: Bendeki resimde masanın altında hiçbir şey yok öğretmenim.

R: Yes, this is another difference. İki resim arasındaki farklardan birini daha bulduk böylece.

E: Bed is near table?

R: Is there a bed near the table? Ask the question again please.

E: Is bed near table?

R: Yes, it is near the table.

EMRE (picture drawing & completion)

E: Öğretmenim benim evde dolabımın üzerinde oyuncak ayılarım var. Bu oda için de sorabilir miyim?

R: Yes of course. Ask it please.

E: It is toy....

R: Tamam doğru gidiyorsun Emre... Toy bear...

E: It is toy bear on cupboard?

R: Now let's ask the question again. Soru sorduğumuza göre, "is" cümlelerin başına gelecek, değil mi Emre?

E: It is toy bear on cupboard?

R: It is much better now. Is there a toy bear on the cupboard? Please you say it now.

E: There are toy bear on cupboard?

R: Yes there are two toy bears. Please draw two toy bears on the cupboard quickly.

10.GÖZDE (Spot the difference)

G: It is a glass on table?

R: Soru cümlelerini hatırlayalım Gözde. Ne demiştik soru sorarken is ya da are cümlelerin başında yer alıyor. O zaman "is" cümlelerin başına gelsin. Is there a glass on the table?

G: There is glass on table?

R: No. What about your picture? Senin resmine bakalım şimdi. Is there a glass on the table?

G: Yes it is.

R: So there is a glass on the table in your picture.

G: Glass, it is where?

R: Burada soru sözcüğü hangisi Gözde?

G: Where...

R: That's right. O zaman "where" cümlenin en başında yer alıyor, onun arkasından da is ya da are geliyor.

G: Where is the glass?

R: Where is the glass? It is on the floor... It is near the bed.

G: Where is the toy train?

R: Where is the toy train? It is on the floor... It is near the bed.

GÖZDE (picture drawing & completion)

R: Let's make a change now. I ask the questions and you answer. Şimdi soruları ben soruyorum, Gözde sen de cevap veriyorsun.

G: Peki öğretmenim.

R: Is there a cat in the picture on the wall?

G: Yes. Cat is.

R: Ok, so there is a cat in the picture. Gözde, can you repeat this sentence again?

Bir daha söyler misin Gözde?

G: Yes, there is cat.

R: So, paint the cat with black quickly Gözde. Evet, şimdi kediyi siyaha boyuyoruz.....Ok, let's go on Gözde. Devam edelim. Is there a table in the room?

G: Yes. Table is.

R: Ok, there is a table in the picture Gözde. There is a table in the picture.

G: There is table.

R: Ok, now please paint the table with Brown.

G: (after a short while) Oldu mu öğretmenim?

R: Yes that's nice. Now, is there a cupboard?

G: Yes, cupboard is.

R: Yes, there is a cupboard in the room. Please paint it with blue.

11.DORUK (Spot the difference)

D: Is there a book on the table?

R: Doruk, soru cümlelerini nasıl kuruyorduk? "Is" başa geliyordu değil mi? Is there a book on the table" diye sormalısın. Now, you ask the question again please. Soruyu bir kez de sen sorar mısın?

D: Is there a book on the table?

R: No, there is a book on the bed.

D: Bendeki resimde yatağın üstünde bir şey yok öğretmenim.

R: So, the bed is empty in your picture. It is a difference.

D: Is there a toy plane on the table?

R: Is there a toy plane on the table? Demelisin. No.

D: Is the toy plane where?

R: Soru sözcüğü olduğunda onu en başa alıyoruz, değil mi Doruk. Again please Doruk.

D: Where is the toy plane?

R: Good. It is under the chair.

D: Bendeki resimde sandalyenin altında da bir şey yok öğretmenim.

R: Yes it is another difference.

D: Is there apple on table?

R: Good question. No. The apple is on the chair.

DORUK (picture drawing & completion)

D: It is ball on bed?

R: Is there a ball on the bed? Diye sormalısın Doruk. Yoksa soru sormuş olmuyorsun.

D: Is it ball on bed?

R: No. But there is a ball on the floor near the cupboard. So please draw a ball near the cupboard.

D: What is colour ball?

R: What colour is the ball diye sormalısın. It is red.

D: Halının İngilizcesi neydi öğretmenim?

R: Çocuklar, halının İngilizcesini kimler hatırlıyor? Students answer “carpet”.

D: Is it carpet in room?

R: Is there a carpet in the room? Yes, there is a carpet on the floor. Please draw it quickly Doruk.

D: What colour carpet is?

R: What colour is the carpet? It is blue.

D: Is it toy train in carpet?

R: Yes there is a toy train on the carpet. Draw it quickly please Doruk.

12.KAAN (Spot the difference)

K: It is glass on table?

R: Is there a glass on the table? Diye sormalısın soruyu. Please ask the question again please.

K: Is it glass on table?

R: No. Bardağın nerede olduğunu soralım şimdi.

K: Glass, it is where?

R: Kaan, soru cümlelerini nasıl soruyorduk? Önce where ile başlıyoruz değil mi? Where is the glass?

K: Where is glass?

R: It is on the floor near the bed.

K: Is it cupboard in room?

R: Is there a cupboard in the room? Yes there is a cupboard near the table.

K: Is it shoe in cupboard?

R: Dolapta kaç ayakkabı var Kaan?

K: İki. Two.

R: O zaman ayakkabıyı çoğul yapalım değil mi Kaan. Are there shoes in the cupboard?

K: Are they shoes in cupboard?

R: No.

KAAN (picture drawing & completion)

K: It is balloon?

R: Is there a balloon in the room? Yes there is a balloon.

K: Balloon, where?

R: Where is the balloon? Diye sormalıyız soruyu Kaan. You ask the question again please.

K: Where is balloon?

R: The balloon is on the bed.

K: What colour balloon is?

R: What colour is the ball? Soru sorarken “is” hiçbir zaman cümlenin sonunda yer almıyordu, değil mi Kaan. Go on please. Devam et.

K: What colour is ball?

R: It is yellow. Now, draw a yellow balloon on the bed.

K: Is it pencil on table?

R: Yes, there is a pencil on the table. It is green. And there is a pencil on the floor too. It is red. Please draw them quickly Kaan.

K: Is it rubber on table?

R: Good, there is a rubber on the table. It is white.

13.FİLİZ (Spot the difference)

F: It is chair in room?

R: Is there a chair in the room diye soruyorduk değil mi Filiz? Please ask the question again.

F: Is it chair in room?

R: Yes there is a chair in the room.

F: Benim resmimde de sandalye var öğretmenim.

R: That’s right. Is the chair near the table?

F: Yes there is.

R: Ok, so the chair is near the table.

F: Is it trouser on chair?

R: Good question, Filiz. But we say are there trousers? Pantolon çoğul kullanıldığı için “is” yerine “are” dememiz gerekir değil mi Filiz? Şimdi soruyu bir daha soralım.

F: Are they trouser?

R: Good. But my answer is no.

F: Where trousers?

R: Where are the trousers? Diye sormamız gerekiyor Filiz. They are under the bed.

FİLİZ (picture drawing & completion)

F: It is glass on table?

R: Soru sordumuza göre cümleye “is” ile başlamamız gerekiyor. Is there a glass on table?

F: Is it glass on table?

R: Yes there is a glass on the table. It is near the television. Please draw a glass near the television.

F: What colour glass?

R: What colour is the glass? It is yellow.

F: Is it t-shirt in cupboard?

R: Yes there is a t-shirt in the cupboard. But there are two t-shirts in the cupboard. So draw two t-shirts in the cupboard.

F: What colour t-shirt is?

R: Soru sorduğumuz için “what” başa geliyor, bu doğru. Ama hemen arkasından da “is” gelmesi gerekiyor. Soruyu yeniden soralım Filiz.

F: What colour is t-shirt?

R: It is green. Please draw it quickly.

14.ÖZGE (Spot the difference)

Ö: It is tree in picture?

R: Özge soruları nasıl soruyorduk? “Is” başa geliyordu değil mi? Is there a tree in the picture? Demelisin.

Ö: Is it tree in picture?

R: Yes there is a tree in the picture.

Ö: O zaman ağaçla ilgili fark yok öğretmenim.

R: Maybe there is. Belki de vardır. Ağaçların sayısını sor bakalım.

Ö: What tree they are?

R: Kaç tane nasıl diyorduk? How many! For example, how many books are there, how many boys are there, how many pencils are there? Now you go on Özge. Devam et lütfen.

Ö: How many are tree?

R: There are two trees in my picture. And what about your picture? How many trees are there in your picture?

Ö: They are one tree.

R: Demek senin resminde tek bir ağaç var. O zaman cümleye “it is” ile başlamalısın.

Ö: It is tree. Birinci farkı bulduk o zaman öğretmenim.

R: Right, it is the first difference. İlk farkı bulduk.

ÖZGE (picture drawing & completion)

Ö: It is table in living room?

R: Özge soruları nasıl soruyorduk unuttun mu? Is there a table in the living room? Demelisin.

Ö: Is it table in living room?

R: Yes there is a table in the living room. Please draw a table in the living room, Özge.

Ö: Is it television in living room?

R: Yes there is a television in the living room.

Ö: Where it is?

R: Cümleye “where” ile başlaman doğru Özge. Ama soru sorduğumuza göre “is” ile devam etmemiz gerekir değil mi?

Ö: Where is television?

R: It is on the table.

Ö: Is it picture on wall?

R: Yes there is a picture on the wall.

Ö: Is it picture flower?

R: Yes, it is the picture of a flower.

15.TUNA (Spot the difference)

T: They are girl?

R: Tuna cümleyi böyle kurarsan soru olmaz değil mi? Şimdi “are” cümlenin başında olacak şekilde soruyu yeniden soralım.

T: Are they girl?

R: Yes, there are girls in the picture.

T: O zaman farkı bulamadım öğretmenim.

R: Belki de sayıları aynı değildir. O zaman kaç tane kız olduğunu soralım. Hani biraz önce Özge ile yapmıştık aynı örneği.

T: How many ile soru soruyoruz o zaman öğretmenim değil mi?

R: Yes that’s right. Devam et Tuna. Go on.

T: How many they are girls?

R: How many girls are there? Repeat the question please. Tekrar edelim Tuna.

T: How many girls are they?

R: There is one girl. Peki how many girls are there in your picture?

T: They are two girl.

R: Good, so it is another difference. Thank you Tuna.

TUNA (picture drawing & completion)

T: It is dining room?

R: Tunç soru cümlelerini nasıl kurduğumuzu hatırlayalım hemen. Soru cümlelerine “is” ya da “are” ile başlıyoruz. For example, it is a dining room?

T: Is it dining room?

R: Yes it is a dining room.

T: They are people?

R: Ama yine soru olmadı bu cümle Tuna. Tekrar soralım hemen. Ask it again please.

T: Are they people?

R: Ok, are there people in the dining room? Yes there are people in the dining room.

T: How many...?

R: Ok, go on Tuna. That’s right.

T: How many people?

R: How many people are there in the dining room? Let's have a look. Bir bakalım. One, two, three.. Yes there are three people in the dining room.
T: Hemen onları da çiziyorum öğretmenim.

16. EGE (Spot the difference)

E: It is bicycle in picture?

R: Soru cümlelerini hatırlayalım Ege. Ne demiştik? Soru sorarken "is" ya da "are" cümlelerin başında yer alıyor. Cümleyi yeniden kuralım o zaman. Ask the question again please.

E: Is it bicycle in picture?

R: Yes, there is bicycle in the picture.

E: O zaman bisikletle ilgili bir fark yok öğretmenim.

R: Maybe. How many bicycles are there in your picture?

E: Two. They are.

R: Ama cümlelerin en başında sayı olmaz değil mi Ege. Önce cümleyi kurmamız gerekiyor. Şimdi bir kez daha dener misin Ege?

E: They are two bicycles.

R: Ok. Good. There are two bicycles in your picture. So there is a difference. Demek ki bisikletle ilgili de fark varmış. Now, go on Ege.

E: Girls are bicycles?

R: Bu soruyu nasıl sormamız gerekir Ege? Have girls got bicycles? Now, please answer the question.

E: Girl have got bicycle.

EGE (picture drawing & completion)

E: This is kitchen?

R: Soru sorarken cümlelerin başına ne geliyordu Ege? Biraz önceki örneği hatırla.

E: Is it kitchen?

R: Yes this is a kitchen.

E: Is it table?

R: Yes there is a table in the kitchen. Please draw a table quickly Ege.

E: Nereye çizeyim öğretmenim?

R: Bunu İngilizce nasıl sorarsın Ege? Masa nerede nasıl dersin?

E: Where table is?

R: Soru cümlelerinde "where"den sonra "is" kullanıyorduk değil mi Ege?

E: Where is table?

R: It is near the refrigerator. Please draw a table quickly.

E: Are they chair?

R: Good question. Yes they are chairs in the kitchen. There are four chairs. Please draw them quickly Ege.

E: Hemen çiziyorum öğretmenim.

17. DEMİR (Spot the difference)

D: There is ball?

R: Demir, benim sana cevap vermem için bir soru sorman gerekiyor. Ama sen soru sormuyorsun, top var diyorsun. Top var mı diye nasıl sorarsın?

D: Is it ball?

R: Good. Yes there is a ball.

D: Öğretmenim iki resimde de aynı şeyler var.

R: No. There are differences. Tabii farklar var. For example, how many balls are there in your picture?

D: It is one.

R: So there is one ball in your picture. Now you ask me the same question. Şimdi sen sor Demir.

D: How many they are ball?

R: How many balls are there in the picture diye sormamız gerekiyor Demir.

D: How many ball are they?

R: There are two balls.

D: They are on floor?

R: Böyle söyleyince yine soru cümlesi olmadı ama Demir.

D: Are they on floor?

R: Very good Demir. One ball is on the floor. And the boy has got a ball in his hand. What about the ball in your picture? Where is it?

D: It is on floor.

R: Bak Demir, sadece topla ilgili bile iki fark varmış. There are already two differences.

DEMİR (picture drawing & completion)

D: It is bedroom?

R: Soru sorarken, "is" cümleinin başında yer almalı Demir. Yoksa soru sormuş olmuyoruz.

D: Is it bedroom?

R: Yes it is a bedroom.

D: It is picture on wall?

R: Ama yine bir sıralama hatası yaptık galiba Demir. Bu cümleyi şimdi soruya nasıl çevirebiliriz?

D: Is it picture on wall?

R: Yes there is a picture on the wall. Please draw it quickly on the wall.

D: What colour picture is?

R: Sıralamaya dikkat ederek bir daha soralım soruyu Demir.

D: What colour is picture?

R: Good, it is Brown.

D: Is it schoolbag in room?

R: Yes there is a schoolbag in the room.

D: Where is?

R: Devam et Demir. Go and finish the sentence.

D: Where is schoolbag?

R: It is on the floor near the bed. Please draw it quickly.

D: Tamam hemen çiziyorum öğretmenim.

18.ADA (Spot the difference)

A: It is boy in picture?

R: Ada, soru soruyor olmamız için cümlelerin başında ne olması gerekiyordu? Ask it again please. Yeniden sor lütfen Ada.

A: Is it boy in picture?

R: Yes.

A: Benim resmimde de var öğretmenim. Fark yok burada.

R: Maybe their numbers is different. Belki sayıları farklıdır. Onu da soralım.

A: How many boy they are?

R: Ok. Ama sıralamada bir değişiklik yapmak gerekiyor. Hangi iki sözcüğün yerini değiştirmemiz gerekiyor Ada?

A: How many boy are they?

R: There are two boys in the picture. And what about your picture? Peki ya senin resmin? How many boys are they?

A: It is boy.

R: Ok, so there is one boy in your picture. Good, then there is a difference.

A: How many girl are they?

R: There is one girl in the picture. And what about your picture? How many girls are there?

A: They are two girl.

R: Then it is a difference too. Because there is one girl in my picture.

ADA (picture drawing & completion)

A: Öğretmenim “önünde” nasıl deriz?

R: “In front of”.For example, I am now in front of the blackboard. And now I am in front of the door.

A: It is postman in front post Office?

R: Soru sorarken nasıl bir sıralama yapıyorduk Ada? Cümleye neyle başlıyorduk?

A: Is it postman in front post Office?

R: Yes, there is a postman in front of the post Office. Please draw a postman quickly and go on. Devam et Ada.

A: Is it people in front post Office?

R: People, çoğul bir kelime o yüzden people is değil people are deriz. Değil mi Ada?

A: Are they people in front post Office?

R: Yes there are people in front of the post office?

A: Öğretmenim zarf ne demek?

R: Envelope. The teacher demonstrates an envelope and repeats “this is an envelope”

A: Is it envelope?

R: Good, yes the people have envelopes in their hands.Please draw them quickly too.

19. IRMAK (Spot the difference)

I: It is tree?

R: Irmak soruları nasıl soruyorduk? “Is” başa geliyordu, değil mi?

I: Is it tree?

R: Yes, there are two trees in my picture. And what about your picture? How many trees are there in your picture?

I: It is tree. One.

R: Sayıları isimlerden önce kullanırız Irmak, Türkçe’de olduğu gibi. Nasıl Türkçe’de bir ağaç dersek, İngilizce’de de one tree deriz. Now say it again. Bir daha cevap ver.

I: It is one tree.

R: Good, so it is a difference.

I: Is it ball?

R: Yes there is a ball. Please ask its number Irmak. Şimdi de kaç tane olduğunu soralım.

I: How many boy are they?

R: There are two balls. And how many balls are there in your picture?

I: It is one ball.

IRMAK (picture drawing & completion)

I: It is bus?

R: Cümlelerin soru olması için başta is olması gerekiyor.

I: Is it bus?

R: Yes there is a bus

I: Bus is where?

R: Where soru sözcüğü olduğuna göre cümlelerin en başında yer almalı değil mi Irmak? Where is the bus demelisin.

I: Where is bus?

R: It is in front of the bus stop. Please draw a bus quickly.

I: Tamam hemen çiziyorum öğretmenim.

R: Şimdi rengini de soralım Irmak. Rengi nasıl sorduğumuzu hatırlıyor musun?

I: What colour bus is?

R: Biraz önce where ile soru sorarken neye dikkat etmiştik Irmak?

I: What colour is bus?

R: Good. The bus is green.

I: Is it cat in bus stop?

R: Yes there is a cat at the bus stop.

I: What colour is cat?

R: It is black.

20. UMUT (Spot the difference)

U: It is girl?

R: Umut, soru sorarken cümleyi böyle kurmuyoruz değil mi? Bu şekilde soru olmuyor çünkü.

U: Girl is it?

R: Is there a girl diye sormamız gerekiyor soruyu. Now let me ask the question this time. Bu seferlik soruyu ben sormuş olayım. Is there a girl?

U: Yes it is. Two.

R: Ok. There are two girls in you picture. Please repeat it again Umut. Tekrar et.

U: Yes they are. Two.

R: Ok, there are two girls in the picture. Şimdi sen bana sor bakalım bendeki resimde kaç kız varmış?

U: Hmm... (no answer)

R: How many! How many!

U: How many? Girl?

R: Evet cümleye how many ile başlıyoruz. We start with “how many”. How many girls are there in the picture? Now you ask it again please Umut.

U: How many they are girl?

R: How many girls are there diye sormamız gerekiyor. Yoksa soru olmuyor.

U: Two.

R: Ok, so there are two girls in your picture.

UMUT (picture drawing & completion)

U: They are student in picture?

R: Önce senin cümle ni soruya çevirelim. “Are” cümle nin başına gelecek şekilde cümleyi yeniden kuralım. Please listen to me carefully Umut. Are there students in the picture?

U: They are student in picture?

R: Let me repeat it once again. Are there students in the picture?

U: Are they student?

R: Yes, there are students in the picture.

U: Students, where?

R: Where are the students diye sormamız gerekiyor Umut. Aksi takdirde soru olmuyor.

U: Where students are?

R: Be careful Umut. Where are the students? They are in front of the school. Please draw ten students in front of the school.

U: Hemen çiziyorum öğretmenim.

R: Ok, that's good.

21.EKREM (Spot the difference)

E: It is bicycle in picture?

R: Soru cümlelerini hatırlayalım Ekrem. “Is” ya da “are” cümle nin başında yer alıyordu değil mi? Is there a bicycle in the picture? Diye sormamız gerekiyor. Şimdi bir daha sor soruyu. Ask it again.

E: There is bicycle.

R: Ama yine soru sormuş olmadın.

E: Is bicycle in picture?

R: Ok, there is a bicycle in the picture.

E: Girl is bicycle?

R: Cümleyi böyle kurarsak, kız bisiklet demiş oluruz. O zaman cümleyi nasıl kuralım? Has she got a bicycle?

E: She is bicycle?

R: Has she got the bicycle? Yes the girl has got a bicycle. Now you repeat the sentence again please. Tekrar edelim Ekrem.

E: Girl is bicycle.

R: Ok, the girl has got a bicycle in the picture.

EKREM (picture drawing & completion)

E: It is schoolbags in picture?

R: Şimdi soru sorduğumuza göre cümlenin başında “is” ya da “are olacak”

E: It is schoolbag in picture?

R: Is there a schoolbag diye sormalıyız soruyu.

E: Is it schoolbag in picture?

R: Yes there are schoolbags in the picture.

E: Where schoolbag?

R: Where are the schoolbags? Diye sormamız gerekiyor soruyu. Please ask the question again.

E: Where schoolbags are?

R: Where are the schoolbags? Students have their schoolbags in their hands. Please draw schoolbags in their hands.

E: What colour it is?

R: What colour are the schoolbags? There are ten schoolbags and they are blue.

22.YAVUZ (Spot the difference)

Y: It is tree in picture?

R: Yavuz, soruları nasıl soruyorduk? “Is” başa geliyordu, değil mi? Is there a tree in the picture? Demelisin.

Y: It is tree?

R: Is there a tree in the picture? Yes, there is a tree in the picture.

Y: O zaman ağaçla ilgili fark yok öğretmenim.

R: Don't be sure. Emin olma o kadar. Ağaçların sayısını soralım şimdi. Kaç tane nasıl diyorduk? How many?

Y: Trees how many?

R: How many ile soruları nasıl soruyorduk? For example, how many books are there, how many students are there, how many teachers are there? Now you go on Yavuz. Devam et lütfen.

Y: How many trees?

R: How many trees are there in the picture? There are two trees in the picture. And now you answer the question. How many trees are there in the picture?

Y: Tree. It is one.
 R: It is one tree in picture.
 Y: Ok, it is one tree picture.

YAVUZ (picture drawing & completion)

Y: It is teachers?
 R: Yavuz soruyu en baştan soralım istersen? Is there a teacher dememiz gerekiyor.
 Y: Is teacher in picture?
 R: Is there a teacher in the picture? Yes, there are teachers in the picture.
 Y: Where teachers?
 R: Where are the teachers? Diye sormamız gerekiyor. Yoksa soru cümlesi olmuyor.
 Y: Where teachers are?
 R: Where are the teachers? They are in front of the school. Please draw teachers in front of the school.
 Y: They are books?
 R: Are there books diye sormamız gerekiyor Yavuz. Bir önceki soruyu hatırla.
 Y: Are they book?
 R: Yes, there are books.
 Y: Where books are?
 R: Soruyu bir kez daha düzeltiyoruz. Where are the books diye sormamız gerekiyor.
 Y: Where are book?
 R: Teachers have got books in their hands. Please draw the books quickly.

23.BAŞAK (Spot the difference)

B: It is toy train on shelf?
 R: Is there a toy train on the shelf diye sormalıyız soruyu, değil mi Başak?
 B: Is it toy train on shelf?
 R: No. It is different in my picture. Benim resmimde yeri daha farklı.
 B: Where it is?
 R: Where is it ya da where is the toy train diye sormalısın soruyu.
 B: Where is toy train?
 R: It is on the floor near the chair.
 B: Is it ball on shelf?
 R: No. It is also different in my picture. Bu da farklı.
 B: Where is ball?
 R: Good. The ball is also on the floor near the chair.
 B: Is it car on shelf?
 R: Good. That's it. But my answer is no.
 B: Where is car?
 R: The car is under the bed.

BAŞAK (picture drawing & completion)

B: They are schoolbus?

R: Başak soruyu nasıl sormamız gerekiyor? Are there schoolbuses in the picture?

B: Are they schoolbus in picture?

R: Good. Yes they are schoolbuses in the picture.

B: Where schoolbus are?

R: Soru cümlelerini nasıl kurduğumuzu hatırlayalım. Where are the schoolbuses dememiz gerekiyor.

B: Where are schoolbus?

R: They are in front of the school. Please draw schoolbuses in front of the school

B: How many are they?

R: Good. Ama neyi sorduğumuzu söylemeyi unuttuk. How many schoolbuses are there?

B: How many schoolbus are they?

R: There are four schoolbuses in front of the school.

B: They are... Yok yok...Are they driver schoolbus?

R: Yes there are drivers. Please draw them quickly.

24.BERRAK (Spot the difference)

B: It is glass on table?

R: Seninki soru cümlesi olmamış. Is there a glass on table diye sormamız gerekiyor ki soru olsun.

B: Is it glass?

R: No.

B: It is where?

R: Biraz önceki soru açıklamamızı hatırlayalım. Soru sözcükleri hep başta yer alıyordu.

B: Where is glass?

R: Good. The glass is on the floor near the bed.

B: Is it toy plane on table?

R: Good question but my answer is no.

B: Where is toy plane?

R: It is under the chair.

B: Is it apple on table?

R: No.

B: Where is apple?

R: Let's have a look. Yes, here it is. It is on the chair.

BERRAK (picture drawing & completion)

B: It is bird in picture?

R: Soruyu bir kez daha soralım Berrak. Is there a bird in the picture? Please you ask the question again.

B: Is bird in picture?

R: Yes, there are birds in the picture.
 B: Where they are?
 R: Where are they diye sormamız gerekiyor Berrak. They are on the trees.
 B: How many are they?
 R: Good. How many birds are there? There are five birds on the trees.
 B: What colour they?
 R: They are black. Well done Berrak. Now please draw these five birds on the trees.
 B: Hepsini aynı ağaca mı çizeyim öğretmenim?
 R: There are three birds on one tree and there are two birds on the other tree.

25.BAHADIR (Spot the difference)

B: It is shirt in cupboard?
 R: Is there a shirt in the cupboard diye sormamız gerekiyor soruyu Bahadır, unuttun mu?
 B: Is it shirt in cupboard?
 R: No.
 B: Where shirt is?
 R: Where is the shirt? Please ask the question again.
 B: Where is shirt?
 R: The shirt is under the table.
 B: Are they shoe in cupboard?
 R: Are there shoes in the cupboard? No. My answer is no.
 B: Where are shoe?
 R: They are on the bed.
 B: Is it trouser on chair?
 R: Good question. Ama “shoes” derken çoğul kullanıyoruz ya. Pantolon da çoğul kabul ediliyor. O zaman soruyu nasıl soralım? Are there trousers on the chair?
 B: Are they trouser?
 R: No.
 B: Where are they?
 R: They are under the bed.

BAHADIR (picture drawing & completion)

B: It is table in bedroom?
 R: Bahadır, soruları nasıl soruyorduk? Is there a table in the bedroom? Now, you ask it again please.
 B: Is it table in bedroom?
 R: Yes there is a table in the bedroom.
 B: Where table is?
 R: Where is the table? It is near the bed. Please draw a table near the bed Bahadır.
 B: Is it chair near table?
 R: Yes, there is a chair near the table. Please draw it quickly.
 B: Is it book on table?

R: Yes there are books on the table.
 B: How many are they?
 R: Ne için soruyorsun bu soruyu? Onu söylemeyi unuttun.
 B: Book.
 R: Ok, then ask it again.
 B: How many book are?
 R: There are four books on the table.

TREATMENT FOR IMPLICIT CF GROUP

1.BORA (Spot the difference)

B: It is glass on table?
 R: Sorry, I don't understand your question Bora.
 B: It is one glass on table?
 R: No. Ok. Bora, go on please. Devam edelim.
 B: Glass is where?
 R: Glass is where Bora?
 B: It is glass where?
 R: Where is the glass?
 B: Where is the glass?
 R: The glass is on the floor. It is near the bed.
 B: Apple is on table?
 R: Is there an apple on the table?
 B: It is apple on table?
 R: No.
 B: Apple where?
 R: Excuse me Bora. I don't understand your question.
 B: It is apple where?
 R: Where is the apple? It is on the chair.

BORA (picture drawing & completion)

B: It is television on table?
 R: Excuse me Bora, but I don't understand your question.
 B: It is television?
 R: Is there a television? Yes there is a television on the table. Please draw a television quickly Bora.
 B: Tamam çiziyorum öğretmenim.
 R: Well done Bora. Now go on please. Devam et Bora lütfen.
 B: It is book on table?
 R: It is book on table?
 B: It is book?
 R: Ok, then. Is there a book on the table? Yes there is a book on the table.
 B: There is book on table?

R: Is there a book on the table? Yes there is. Please draw it quickly Bora. The book is near the television.

B: Tamam çizdim öğretmenim.

R: Good. Now let's go on with someone else. Şimdi kiminle devam edelim bakalım.

2.BURAK (Spot the difference)

B: It is toy plane on table?

R: Excuse me Burak. Can you repeat your question?

B: Is it toy plane on table?

R: Good. But no.

B: O zaman bir fark bulduk öğretmenim. Toy plane is where?

R: Toy plane is where?

B: Where is toy plane?

R: Good, the toy plane is under the chair in my picture. Ok. Go on Burak Devam et lütfen.

B: Is it apple on table?

R: No.

B: Where is apple?

R: It is on the chair. Please draw it quickly as well.

B: Elmayı boyayayım mı öğretmenim?

R: Yes please.

B: What colour apple is?

R: What colour apple is?

B: What colour is apple?

R: Well done, Burak. It is red.

BURAK (picture drawing & completion)

B: It is schoolbag?

R: It is schoolbag?

B: Is it schoolbag?

R: Yes there is a schoolbag.

B: Schoolbag where?

R: Excuse me Burak but I don't understand your question.

B: Where schoolbag is?

R: Where schoolbag is?

B: Where is schoolbag?

R: Ok. The schoolbag is on the floor near the bed. Please draw a schoolbag quickly.

B: What is colour schoolbag?

R: What is colour schoolbag?

B: What colour is schoolbag?

R: It is blue.

B: Tamam çiziyorum öğretmenim.

3. GÜLAY (Spot the difference)

G: It is book?

R: Excuse me Gülay but I don't understand your question.

G: Is it book?

R: Yes, there is a book on the table. Now go on please Gülay. Devam et.

G: Book is where?

R: Book is where?

G: Where is book?

R: It is on the bed.

G: O zaman bir fark daha bulmuş olduk öğretmenim.

R: That's right. This is a difference.

G: It is shirt?

R: Sorry, but I don't understand your question again.

G: Is it shirt?

R: Yes there is a shirt in the picture.

G: Where is shirt?

R: Good question, Gülay. It is under the table. Thank you.

G: Gömleği hemen çizdim öğretmenim.

R: Good, thank you.

GÜLAY (picture drawing & completion)

G: It is clock on wall?

R: Excuse me Gülay but I don't understand your question. Can you please repeat it?

G: Is it clock on wall?

R: Yes, there is a clock on the wall. Please draw it quickly on the wall.

G: Tamam hemen çiziyorum öğretmenim. Kedi resminin yanına çizeyim mi?

R: Olur. That's Ok.

G: Is it computer?

R: Yes there is a computer in this room.

G: It is where?

R: It is where?

G: Where is it?

R: It is on the table. Please draw a computer too.

G: Is it ball?

R: Yes there is a ball in the picture.

G: Ball is... Yok yok, where is ball?

R: It is under the table. Please draw it too Gülay.

G: What colour?

R: What colour is the ball?

G: What colour is the ball?

R: It is red.

4.DİLARA (Spot the difference)

- D: They are shoe in cupboard?
 R: Are there shoes in the cupboard?
 D: Are they shoe in cupboard?
 R: No. The cupboard is empty in my picture.
 D: Empty ne demek öğretmenim?
 R: Boş. The cupboard is empty. Dolap boş.
 D: It is car on shelf?
 R: Sorry Dilara. I don't understand your question.
 D: Is it car on shelf?
 R: No.
 D: Car is where?
 R: Excuse me Dilara. But I don't understand your question.
 D: Where is car?
 R: It is under the bed.
 D: O zaman toplam iki fark var öğretmenim.
 R: Right, you have found two differeneeces. İki farkı sen buldun Dilara.

DİLARA (picture drawing & completion)

- D: It is toy plane?
 R: It is toy plane?
 D: Is it toy plane?
 R: Yes there is a toy plane.
 D: Hemen çizeyim öğretmenim. Ama nereye?
 R: Ask it then Dilara. Şimdi de nereye çizeceğini sor bakalım.
 D: Toy plane is where?
 R: Sorry Dilara. I don't understand your question.
 D: Where is toy plane?
 R: It is on the cupboard.
 D: Dolabın üstüne hemen çiziyorum öğretmenim.
 R: Ok, go on Dilara. Devam et.
 D: Is it book?
 R: Good, yes there is a book.
 D: Where is book?
 R: It is on the table. Thank you Dilara.

5.ZEYNEP (Spot the difference)

- Z: It is toy train on shelf?
 R: Excuse me Zeynep. I can't hear you at all.
 Z: Is it toy train on shelf?
 R: Is there a toy train on the shelf? But my answer is no. There isn't a toy train on the shelf.
 Z: It is where?

R: Where is the toy train? It is on the floor.
 Z: O zaman birinci farkı bulduk öğretmenim.
 R: That's right. Now let's go on Zeynep. Devam edelim.
 Z: It is ball on shelf?
 R: Sorry Zeynep. I don't understand your question at all.
 Z: It is a ball on shelf?
 R: Is there a ball on the shelf? But my answer is no again.
 Z: O zaman ikinci farkı da buldum öğretmenim.

ZEYNEP (picture drawing&completion)

Z: Lamba ne demekti öğretmenim?
 R: Lamp. The teacher demonstrates the lamp in the classroom and repeats the word lamp.
 Z: It is lamp?
 R: Excuse me Zeynep but I don't understand your question.
 Z: It is a lamp?
 R: Is it a lamp?
 Z: Is it lamp?
 R: Yes there is a lamp. Please draw it quickly Zeynep.
 Z: Tamam hemen çiziyorum öğretmenim.
 R: Şimdi de lambanın rengini soralım Zeynep. Go on Zeynep. Devam et.
 Z: What colour lamp?
 R: What colour lamp?
 Z: What colour it is?
 R: What colour is the lamp? Please repeat it.
 Z: What colour is the lamp?
 R: It is pink.

6.DİDEM (Spot the difference)

D: It is trouser on chair?
 R: Sorry Didem but I don't understand your question.
 D: It is trouser on chair?
 R: Are there trousers on the chair? Please repeat it.
 D: Are they trouser?
 R: No.
 D: İşte bir fark buldum öğretmenim.
 R: Right Didem, this is a difference. Now go ahead please.
 D: Trousers is where?
 R: Trousers is where?
 D: Are trousers where?
 R: Where are the trousers?
 D: Where are trouser?
 R: They are under the bed.

DİDEM (picture drawing & completion)

D: It is toy train?

R: Sorry Didem but I don't understand your question.

D: It is toy train?

R: Please repeat after me Didem. Is there a toy train?

D: Is there toy train?

R: Ok, yes there is a toy train in the picture.

D: Toy train where?

R: Where is the toy train? It is under the bed. Please draw a toy train under the bed Didem.

D: Tamam çiziyorum öğretmenim. Çok güzel olacak tren.

R: Now go on Didem with another question. Başka soruyla devam edelim Didem.

D: Renk sorarken neydi? Hatırladım, what colour?

R: Yes that's right.

D: Toy train is what colour?

R: What colour is the toy train? It is black.

7. KEMAL (Spot the difference)

K: It is bed in picture.

R: It is bed in picture?

K: There is bed in picture?

R: Is there a bed in the picture? Yes there is a bed in the picture.

K: O zaman bir fark bulamadım öğretmenim.

R: Ok. But go on. You will find differences. Devam et Kemal.

K: It is picture in wall?

R: Sorry Kemal but I don't understand your question.

K: Is it picture wall?

R: Is there a picture on the wall?

K: Is there picture wall?

R: Yes there is.

K: picture is what?

R: What is this picture? It is the picture of a fish.

K: Bende de var öğretmenim. Ben hiç fark bulamadım. Hep aynı şeyleri söyledim.

R: Önemli değil Kemal, that's good.

KEMAL (picture drawing & completion)

K: It is radio?

R: Excuse me but I don't understand your question Kemal. Please say it again.

K: Is it radio?

R: Yes there is a radio.

K: Radio where?

R: Radio where?

K: Where radio is?
 R: Where is the radio? It is on the table.
 K: Tamam öğretmenim masanın üzerine radyo çiziyorum.
 R: Good Kemal. Please go on. Devam edelim.
 K: It is girl?
 R: Excuse me, but I don't hear your question again. Please repeat your sentence.
 K: Is it girl?
 R: Yes there is a girl in the picture.
 K: Girl where is?
 R: Where is the girl? Please say it again.
 K: Where is girl?
 R: She is on the bed.

8.CENK (Spot the difference)

C: Öğretmenim, yastığın İngilizcesini söyler misiniz?
 R: Pillow. It is pillow.
 C: It is pillow on bed?
 R: Sorry Cenk but I don't understand your question.
 C: Is it pillow on bed?
 R: Is there a pillow on the bed? Yes there is a pillow on the bed. And what about your picture? Is there a pillow on the bed?
 C: Yes it is.
 R: Yes it is.
 C: Yes there is.
 R: Good Cenk. Please go on with another question. Başka soruyla devam edelim Cenk.
 C: There is cupboard near table?
 R: There is cupboard near table?
 C: Is it cupboard near table?
 R: Yes there is a cupboard near table. And is there a cupboard near the table in your picture?
 C: Yes it is.
 R: Sorry, I can't hear you.
 C: Yes there is.

CENK (picture drawing & completion)

C: It is chair in picture?
 R: It is chair in picture?
 C: Is it chair in picture?
 R: Yes Cenk. There is a chair in the picture. Please draw it quickly.
 C: Nereye çizeyim öğretmenim? Masanın yanı olur mu?
 R: Why don't you say it in English? Neden İngilizce söylemiyorsun?
 C: Where chair is?
 R: Sorry Cenk but I don't understand your question.

C: Where is chair?
 R: Good, the chair is near the table.
 C: Ben demiřtim. Tamam hemen çiziyorum.
 R: Ok, good. Cenk let's go on. Devam edelim.
 C: It is... Yok yok.. Is it telephone?
 R: Yes there is a telephone.
 C: Where is telephone?
 R: It is on the chair.
 C: Tamam hemen çiziyorum öğretmenim.

9.MURAT (Spot the difference)

M: Ball is shelf?
 R: Sorry Murat but I don't understand your question.
 M: It is ball on shelf?
 R: Is the ball on the shelf?
 M: Is it on shelf?
 R: No, Murat. It isn't. Devam edelim řimdi. Let's go on.
 M: O zaman fark var öğretmenim.
 R: Yes, this is a difference. Farklardan biri de bu.
 M: Apple is table?
 R: Apple is table?
 M: It is apple on table?
 R: Is there an apple on the table? No, there isn't an apple on the table.And what about your picture Murat? Is there an apple on the table?
 M: Yes apple is.
 R: Sorry I don't understand your question.
 M: Yes, it is apple.
 R: There is an apple on the table.

MURAT (picture drawing & completion)

M: Halı ne demekti öğretmenim?
 R: The teacher asks the rest of the classroom and some students shout "carpet".
 The teacher repeats "it is a carpet"
 M: It is carpet?
 R: Excuse me, but I don't understand your question.
 M: Carpet is it?
 R: Is there a carpet? Yes there is a carpet.
 M: Where carpet?
 R: Where carpet?
 M: Where is carpet?
 R: It is on the floor near the bed. Please draw a carpet near the bed.
 M: Tamam çiziyorum öğretmenim.
 R: OK Murat. Go on. Devam edelim.
 M: What colour carpet is?

R: What colour is the carpet? It is red.

10.BEGÜM (Spot the difference)

B: It is car on shelf?

R: It is car on shelf?

B: Is it car on shelf?

R: Is it a car on the shelf? My answer is no.

B: O zaman fark var öğretmenim. Benim resmimde rafın üstünde top var.

R: Then say it so Begüm. Bunu İngilizce de söyledim Begüm?

B: It is ball on shelf?

R: Sorry I can't hear you Begüm.

B: There is ball shelf?

R: So there is a ball on the shelf in your picture. Now let's go on with another question Begüm. Başka soruyla devam edelim Begüm.

B: Where ball is?

R: Where ball is?

B: Where is ball?

R: Where is the ball? It is on the floor near the chair.

BEGÜM (picture drawing & completion)

B: It is car?

R: Excuse me but I don't understand your question.

B: Is it car?

R: Yes there is a car in the picture.

B: Car is where?

R: Car is where?

B: Ok, where is car?

R: Good Begüm. The car is in the cupboard.

B: Arabayı çiziyorum öğretmenim. Dolabın içine.

R: But there are two cars in the cupboard.

B: Tamam iki tane çiziyorum öğretmenim.

R: That's fine Begüm. Now we can go on with another question. Başka bir soru var mı Begüm?

B: Is it glass?

R: Yes there is a glass.

B: Glass is where? Yok yok... Where is glass?

R: Very good. Glass is on the table.

11.ELİF (Spot the difference)

E: It is plane toy on table?

R: Sorry Elif, but I can't understand your question.

E: Is it plane toy on table?

R: Is it a toy plane on the table? No.

E: Toy plane is where?
 R: Toy plane is where?
 E: Where is toy plane?
 R: It is under the chair. Please go on with another question Elif. Devam edelim.
 E: Is it cupboard near table?
 R: Good, yes there is a cupboard near the table.
 E: O zaman dolapla ilgili bir fark yok öğretmenim.
 R: Right, there are two cupboards. One cupboard is in your picture and one cupboard is in my picture.

ELİF (picture drawing & completion)

E: Is it bus in picture?
 R: It is bus in picture?
 E: Is it bus in picture?
 R: Yes there is a bus in the picture.
 E: Nereye çizeyim öğretmenim? Yola çizeyim mi?
 R: Önce otobüsün yerini soralım Elif. Ona göre çizelim. Ask your question Elif.
 E: Bus is where?
 R: Sorry but I don't understand your question.
 E: Where is bus?
 R: It is in front of the bus stop. Draw a bus in front of the bus stop Elif.
 E: Tamam öğretmenim. Rengini nasıl yapayım?
 R: Ask it in English Elif. Bir de İngilizce sor Elif.
 E: What colour bus is?
 R: What colour bus is?
 E: What colour is bus?
 R: It is green.

12.BANU (Spot the difference)

B: Is it picture on wall?
 R: It is picture on wall?
 B: Is it picture on wall?
 R: Yes there is a picture on the wall.
 B: O zaman duvardaki resim iki yerde de var. Fark yok öğretmenim.
 R: It is Ok Banu. Go on please. Maybe you will find a difference. Beklide şimdi bir fark bulursun.
 B: Is it fish in picture?
 R: Yes there is a fish in the picture on the wall.
 B: Ama yine fark çıkmadı öğretmenim.
 R: Let's go on Banu. Bir de İngilizce söyleyelim şimdi balık olmadığını. Is there a fish in the picture on the wall?
 B: Yes it is.
 R: Good, so there is a fish in the picture.

BANU (picture drawing & completion)

- B: It is postman?
 R: Excuse me Banu but I don't understand your question.
 B: Is it postman?
 R: Good, yes there is a postman in the picture.
 B: Where postman?
 R: Where postman?
 B: Where is postman?
 R: The postman is in front of the post Office. Please draw a postman quickly.
 B: Is it student in picture?
 R: Yes there are students in the picture.
 B: Where students are?
 R: Excuse me!
 B: Where are students?
 R: They are in front of the schhol. Please draw students in front of the school.
 B: How many are students?
 R: How many are students?
 B: There are ten students.

13.AYŞE (Spot the difference)

- A: Shirt is in cupboard?
 R: Excuse me Ayşe, I don't understand your question.
 A: It is shirt in cupboard?
 R: Is there a shirt in cupboard? But my answer is no.
 A: O zaman bir fark bulmuş oldum öğretmenim.
 R: Yes this is a difference. But we have to find more. Let's find a new difference.
 Yeni farklar bulalım.
 A: Book is on table?
 R: Book is on table?
 A: It is book on table?
 R: Is there a book on the table? No. My answer is again no.
 A: İkinci fark!
 R: That's right. Kitabın nerede olduğunu sorabilirsin.
 A: Book where?
 R: Sorry I don't understand your question.
 A: Where book?
 R: Where is the book? It is on the bed.

AYŞE (picture drawing & completion)

- A: It is bird?
 R: Excuse me but I don't understand your question Ayşe.
 A: It is bird?
 R: Is it a bird?

A: Is it bird?
 R: Yes there is a bird in the picture.
 A: Nereye çizeyim öğretmenim kuşu?
 R: Ask a question please Ayşe. Sor bakalım kuş neredeymiş?
 A: Bird where?
 R: Bird where?
 A: Bird is where?
 R: Where is the bird? It is on the tree Ayşe.
 A: Ok, hemen çağırıyorum öğretmenim.
 R: Please draw two birds on the tree.

14.CEM (Spot the difference)

C: It is trouser on chair?
 R: It is trouser on chair?
 C: Is it trouser on chair?
 R: Please repeat after me Cem. Are there trousers on the chair chair?
 C: Are there trousers on chair?
 R: But my answer is no. There aren't trousers on the chair.
 C: O zaman farklı iki resim öğretmenim. Benim resmimde sandalyenin üzerinde pantolon var öğretmenim.
 R: Good. Say it so in English too please.
 C: They are trouser on chair?
 R: Good. So there are trousers on the chair.
 C: Trousers are where?
 R: Excuse me, please repeat what you just said.
 C: Where are trousers?
 R: Right, trousers are under the bed in my picture. Thank you Cem.

CEM (picture drawing & completion)

C: It is teacher in picture?
 R: Sorry but I don't understand your question.
 C: Is it teacher in picture?
 R: Yes there are teachers in the picture.
 C: They are where?
 R: They are where?
 C: Where are teacher?
 R: They are in front of the school.
 C: How many teacher are? Yok yok... How many are teacher?
 R: How many teachers are there? There are 6 teachers. Please draw 6 teachers in front of the school.
 C: Tamam öğretmenim hemen çiziyorum.
 R: Ok, Cem. Good. Now go on please. Devam et.
 C: Teachers are books?
 R: Right, teachers have got books in their hands. So draw books too.

15.DOĞA (Spot the difference)

D: It is book on table?

R: Excuse me, I don't understand your question.

D: Is it book on table?

R: No, there isn't a book on the table.

D: Book is where?

R: Book is where?

D: Where is book?

R: It is on the bed.

D: O zaman kitabın yeri de farklı öğretmenim. Benim resmimde kitap masanın üzerinde.

R: Why don't you say it in English Doğa? Kitabın yerini İngilizce nasıl söylersin?

D: Book is on table.

R: Well done Doğa.

D: Is it cupboard in picture?

R: I am sorry. No difference this time. Bu sefer fark yok. There is also a cupboard in my picture.

DOĞA (picture drawing & completion)

D: They are schoolbus?

R: Excuse me Doğa, but I don't understand your question at all.

D: Are they schoolbus?

R: Yes there are schoolbuses in the picture.

D: Çizeyim mi öğretmenim hemen?

R: Ama nereye, kaç tane çizeceğini sormadın.

D: Where schoolbus are?

R: Where schoolbus are?

D: Where are schoolbus?

R: Good, schoolbuses are in front of the school.

D: Tamam hemen çizeyim öğretmenim.

R: Tamam çizersin acele etme. Kaç tane çizeceğini öğren bir de.

D: How many schoolbus?

R: Good start. İyi başladın. How many schoolbuses are there? Let's have a look.

Bir bakalım kaç tane servis varmış. There are seven schoolbuses.

D: Tamam çiziyorum öğretmenim.

R: Ama sen yine de bir tane servis çiz. Time is up.

16.MEHMET (Spot the difference)

M: It is tree in picture?

R: Excuse me Mehmet but I don't understand your question.

M: Is it tree?

R: Yes, there are two trees in the picture.

M: Fark var öğretmenim. Bendeki resimde yalnızca bir ağaç var.
 R: Say it so then Mehmet. Nasıl söylersin bunu Mehmet?
 M: It is tree.
 R: It is tree?
 M: It is one tree.
 R: Good. Let's go on with another question. Başka soruyla devam edelim Mehmet.
 M: It is ball?
 R: It is ball?
 M: Is it ball?
 R: Yes there are two balls in the picture.
 M: Bu da farklı öğretmenim. Ben de tek bir top var.
 R: Good. Yes this is a difference too.

MEHMET (picture drawing & completion)

M: It is cat?
 R: Excuse me Mehmet but I don't understand your question.
 M: Is it cat?
 R: Good. Yes there is a cat in the picture.
 M: Hemen çizeyim mi öğretmenim kediyi?
 R: Önce nereye çizeceğini sor istersen. Ask it please.
 M: Where cat?
 R: Where cat?
 M: Where is cat?
 R: That's good. The cat is at the bus stop.
 M: Artık çizebilirim öğretmenim değil mi?
 R: Yerini bildiğine göre evet. Ok, let's go ahead now Mehmet. Ask one more question about the cat. Kediyle ilgili başka ne merak ediyorsun bakalım?
 M: What colour cat? Yok yok. What colour is cat?
 R: Well done Mehmet. The cat is white.

17.EVREN (Spot the difference)

E: They are girl?
 R: They are girl?
 E: Are they girl?
 R: Good. Are there girls in the picture?
 E: Are there girls?
 R: Yes there is a girl in the picture.
 E: Farklı öğretmenim. Çünkü benim resimde bir değil iki kız var.
 R: Please say it in English too Evren.
 E: They are two girl.
 R: Sorry but I can't hear your question.
 E: Are they two girl?
 R: Very good. Have they got bicycles?

E: Yes they are bicycle.

R: Yes, they have got bicycles.

E: Thank you Evren. You have found two differences. Bu iki fark için teşekkürler Evren.

EVREN (picture drawing & completion)

E: It is policeman?

R: It is policeman?

E: Is it policeman?

R: Right, there is a policeman in the picture.

E: Police is where?

R: Sorry but I don't understand your question.

E: Where is policeman?

R: The policeman is on the street.

E: "Street" ne demektir öğretmenim?

R: "Street" ne demektir çocuklar? Arkadaşınıza yardım etmek ister misiniz?

Students shout "cadde". Thank you. Yes Evren, you can go on now.

E: O zaman caddeye polis çiziyorum öğretmenim.

R: That's right.

E: Polis arabası da vardır belki öğretmenim.

R: Maybe. Why don't you ask?

E: Is it police car?

R: Good. Yes there is. It is in front of the post Office.

18.AYÇA (Spot the difference)

A: It is ball?

R: Excuse me, I don't understand your question at all.

A: Is it ball?

R: Is there a ball?

A: Is there ball?

R: Yes there are two balls in the picture.

A: Benim resmim farklı öğretmenim. Bende tek bir top var öğretmenim.

R: Good, so it is a difference. Topla ilgili bir fark var. Ayça how many balls are there in your picture?

A: It is one ball.

R: Good, there is one ball in your picture.

A: Ball is where?

R: Ball is where Ayça?

A: Where is ball?

R: Where is the ball? One ball is on the ground. The boy has got one ball. And where is the picture in your picture?

A: It is on floor.

AYÇA (picture drawing & completion)

A: It is ball?
 R: Sorry Ayça but I can't hear you.
 A: Is it ball?
 R: Yes there is a ball.
 A: It is where?
 R: It is where?
 A: Where is it?
 R: It is in front of the car.
 A: Çizeyim mi öğretmenim?
 R: Yes please.
 A: Is it park?
 R: Good question Ayça. Yes there is a park.
 A: Where is park?
 R: It is near the bus stop.
 A: Parkı nasıl çizeyim öğretmenim, çok büyük?
 R: That's ok. Park yaz o zaman sadece.
 A: Tamam öğretmenim. Yazıyorum hemen.
 R: Thank you Ayça. Let's now go on with someone else.

19.LALE (Spot the difference)

L: It is boy in picture?
 R: Excuse me Lale, I can't hear your question.
 L: Is it boy in picture?
 R: Is there a boy in the picture? Ok, let me have a look. Bir bakalım. Yes there are two boys in the picture.
 L: İşte fark buldum öğretmenim.
 R: Good Lale, it is a difference. Is there a boy in your picture?
 L: Yes it is one boy.
 R: It is one boy?
 L: There is one boy.
 R: Ok, then Lale. Let's go on with another question.
 L: It is ball in picture.
 R: It is ball?
 L: Is it ball?
 R: Yes there are two balls.
 L: Bu da farklı yine öğretmenim.
 R: Good. Thank you Lale.

LALE (picture drawing & completion)

L: It is living room picture?
 R: Sorry, but I don't understand your question at all.
 L: Is it living room picture?
 R: Yes sure, it is the picture of a living room.

L: It is... Is it dog?
 R: Good. Yes there is a dog in the picture.
 L: Where is?
 R: Where is?
 L: Where is dog?
 R: It is on the carpet.
 L: Halının üzerine köpeği çizeyim mi öğretmenim?
 R: Yes, of course. And go on Lale please.
 L: Rengini sormak istiyorum.
 R: What colour ile soruyoruz değil mi?
 L: What colour dog is?
 R: What colour is the dog? It is black and white.

20.ÖZLEM (Spot the difference)

Ö: It is bicycle?
 R: Excuse me, but I don't understand your question.
 Ö: Is it bicycle?
 R: Yes there is one bicycle in the picture.
 Ö: Bu da farklı öğretmenim. Benim resmimde de bisiklet var ama bir tane değil öğretmenim.
 R: Good. Say how many bicycles. Kaç bisiklet olduğunu söyle şimdi.
 Ö: It is two bicycle.
 R: It is two bicycle?
 Ö: They are two bicycle.
 R: So there are two bicycles in your picture.
 Ö: Bicycle is girl?
 R: Has the girl got the bicycle?
 Ö: Has the girl got bicycle?
 R: Yes the girl has got a bicycle.

ÖZLEM (picture drawing & completion)

Ö: It is picture on wall?
 R: Excuse me, but I don't understand your question.
 Ö: Is it picture on wall?
 R: Yes there is a picture on the wall.
 Ö: O zaman hemen çizeyim. Ama ne resmi olacak öğretmenim.
 R: Please try to ask it in English. Sormayı deneyelim Özlem.
 Ö: What picture is.
 R: What picture is it?
 Ö: What picture is it?
 R: It is the picture of a sea.
 Ö: Deniz? Tamam hemen çiziyorum öğretmenim. Maviye de boyuyorum.
 R: Please add some fish in the picture. Birkaç tane de balık ekle istersen.
 Ö: Peki öğretmenim.

21.EBRU (Spot the difference)

E: It is tree?

R: Excuse me but I don't understand your question.

E: It is tree?

R: Is there a tree?

E: Is a tree there?

R: Ok, there are two two trees in the picture.

E: Ağaçların sayısı farklı öğretmenim.

R: How is it different? Nasıl farklı? Say it so.

E: One tree it is.

R: One tree it is?

E: It is tree one.

R: Ok, so there is one tree in your picture and there are two trees in my picture. That's a difference.

EBRU (picture drawing & completion)

E: It is dining room?

R: Sorry, but I don't understand your question.

E: It is dining room.

R: Is it dining room? Yes, it is the picture of a dining room.

E: Is it lamp?

R: It is lamp?

E: Is it lamp?

R: Yes there is a lamp in the dining room. Please go on with the colour of the lamp Ebru. Lambanın rengiyle devam edelim Ebru.

E: What is colour lamp?

R: Can you please repeat your sentence?

E: What colour lamp is?

R: What colour is the lamp? It is red.

22.ERDEM (Spot the difference)

E: It is girl?

R: Repeat after me Erdem. Is there a girl in the picture?

E: Is they girl in picture?

R: Ok, there is a girl in the picture.

E: One it is?

R: Sorry but I don't understand your question.

E: It is one?

R: Is it one girl? Yes, it is one girl. And how many girls are there in your picture?

E: Girl are two.

R: Girl are two?

E: They are two girl.

R: So there are two girls in the picture.
 E: O zaman resimler arasında fark var öğretmenim.
 R: Yes, it is a difference.

ERDEM (picture drawing & completion)

E: It is table?
 R: Excuse me but I don't understand your question.
 E: It is table?
 R: Please repeat after me. Is there a table?
 E: Is there table?
 R: Ok, there is a table in the kitchen.
 E: Table where?
 R: Table where?
 E: Where table?
 R: Ok, where is the table? It is near the refrigerator.
 E: Buzdolabının yanına masa çiziyorum öğretmenim.
 R: Thank you Erdem.

23.ARDA (Spot the difference)

A: It is ball?
 R: Excuse me, but I don't understand your question.
 A: It is ball?
 R: Ok yes there are two balls in the picture.
 A: Benim resmimde tek bir top var öğretmenim. Topla ilgili farkı bulduk.
 R: Yes this is a difference. Now go on please Arda. Is there one ball in your picture?
 A: Yes it is ball one.
 R: It is ball one?
 A: Yes, one ball it is.
 R: Ok, there is one ball in your picture. Go ahead please.
 A: It is tree?
 R: Is there a tree?
 A: Is it tree?
 R: Ok. Is there a car? My answer is yes. There are two trees in my picture. And what about your picture? Sende kaç tane ağaç var?
 A: It is tree one.
 R: Sorry but I don't understand your sentence.
 A: It is one tree.

ARDA (picture drawing & completion)

A: It is bedroom?
 R: Excuse me, but I don't understand your question.
 A: It is bedroom?

R: Is it a bedroom? Yes, it is the picture of a bedroom. Now go on please Arda.

A: It is picture?

R: It is picture?

A: Is it picture?

R: Yes there is a picture in the bedroom.

A: What picture is?

R: What picture is it? Right, it is the picture of a horse.

A: At resmi çiziyorum o zaman öğretmenim. Kahverengi olsun mu?

R: Önce rengini sor istersen.

A: What colour?

R: Devamında ne var bu sorunun Arda?

A: What colour horse?

R: What colour is the horse? It is Brown..

24.İLKE (Spot the difference)

İ: It is boy?

R: It is boy İlke?

İ: It is boy?

R: Is there a boy in the picture? Ok, there are two boys in the picture.

İ: Öğretmenim burada da fark var yani. Çünkü bendeki resimde tek bir erkek çocuk var.

R: Good İlke. This is a difference. Now say it so in English. Bir de İngilizce söyleyelim.

İ: Boy is one.

R: Excuse me, but I don't understand your question at all.

İ: It is one boy.

R: Ok thank you İlke. We have found one more difference with you. Seninle bir fark daha bulmuş olduk.

İLKE (picture drawing & completion)

İ: It is bathroom?

R: Excuse me İlke, but I don't understand your question.

İ: It is bathroom picture?

R: I see. Is it a bathroom picture? Yes it is.

İ: Havlunun İngilizcesi neydi öğretmenim?

R: Good. Banyoda havlu olur tabii, değil mi? Towel. It is a towel.

İ: It is towel?

R: Sorry İlke, but I don't hear you.

İ: It is towel?

R: Is there a towel? Yes there is a towel.

İ: What colour...?

R: Sorunun devamını da getir istersen İlke. Böyle yarım kaldı galiba.

İ: What colour towel?

R: What colour towel?

İ: What colour is the towel? It is pink.

25.KAYA (Spot the difference)

B: It is girl?

R: Excuse me Kaya, but I don't understand your question.

B: It is girl?

R: Is there a girl in the picture? Yes there is one girl in the picture.

B: O zaman farklardan birini daha bulmuş olduk öğretmenim.

R: That's right Kaya. It is a difference too. But how many girls are there in your picture?

B: They are girls two.

R: Sorry Kaya but I don't hear you.

B: Two girls they are.

R: Two girls they are?

B: Yes two girls...

R: Ok, there are two girls in the picture.

B: They are two girls.

R: Ok, Kaya. Thanks for the difference you have found. Bulduğun fark için teşekkürler.

KAYA (picture drawing & completion)

K: It is chair?

R: Sorry, but I don't hear you at all.

K: It is chair?

R: Ok, is there chair in the kitchen? Yes there are chairs.

K: Sandalyeleri nereye çizeyim öğretmenim?

R: Sandalyelerin nerede olduğunu soralım o zaman. Please ask your question Kaya.

K: Where chair?

R: Where chair?

K: Where chairs are?

R: Ok, let's do it together. Where are the chairs ? They are near the refrigerator.

K: Dolabın yanına hemen çizeyim mi öğretmenim sandalyeleri.

R: After one more question. Son olarak kaç sandalye olduğunu soralım.

K: How many chair?

R: How many chair? You mean, how many chairs are there? There are four chairs.

K: O zaman masanın etrafına sandalyeleri çiziyorum öğretmenim.

R: That's good Kaya. Thanks.

TREATMENT FOR THE CONTROL GROUP

1.GÖKHAN (Spot the difference)

- G: It is apple on table?
 R: No, there isn't an apple on the table.
 G: Where apple?
 R: The apple is on the chair.
 G: It is toy plane on table?
 R: No, there isn't a toy plane on the table.
 G: Where toy plane is?
 R: It is under the chair.
 G: It is glass on table?
 R: No, there isn't a glass on the table.
 G: Where glass?
 R: It is on the floor near the bed.
 G: It is table in room?
 R: Yes there is a table in the room.
 G: It is book on table?
 R: No there isn't a book on the table.
 G: Where book?
 R: It is on the bed.

GÖKHAN (picture drawing & completion)

- G: It is table?
 R: Yes there is a table in the picture.
 G: Where table?
 R: It is near the cupboard.
 G: It is radio table on?
 R: Yes there is a radio on the table. Please draw a radio quickly.
 G: Tamam hemen çiziyorum öğretmenim.
 R: Ok go on now. Devam et.
 G: It is television.
 R: No there isn't a television in the picture.
 G: O zaman bir şey çizmiyorum öğretmenim.
 R: That's right.
 G: It is computer?
 R: Yes there is a computer.
 G: Where computer?
 R: It is on the table. Please draw it too.
 G: Peki öğretmenim. Radyonun yanına çizeyim.

2.HAKAN (Spot the difference)

- H: Cupboard is in picture?
 R: Yes there is a cupboard in the picture.
 H: Cupboard is where?

R: It is near table.
 H: Shirt is in cupboard?
 R: No, there isn't a shirt in the cupboard.
 H: It is shoe in cupboard?
 R: No there aren't shoes in the cupboard.
 H: Where shirt?
 R: It is under the table.
 H: Where shoe?
 R: They are on the bed.
 H: Where bed?
 R: It is near the wall.
 H: It is shelf?
 R: Yes there is a shelf.
 H: Shelf is where?
 R: It is on the wall.

HAKAN (picture drawing & completion)

H It is book?
 R: Yes there are books in the picture.
 H: Where book?
 R: Books are on the table.
 H: How many is?
 R: There are four books. Please draw them on the table too.
 H: It is schoolbag?
 R: Yes there is a schoolbag.
 H: It is bed on?
 R: No the schoolbag isn't on the bed.
 H: Where schoolbag?
 R: It is under the table.
 H: What schoolbag colour is?
 R: It is red.
 H: Tamam hemen çiziyorum öğretmenim çantayı.
 R: Ok thank you. Let's now go on with someone else.

3. AKIN (Spot the difference)

A: It is car on shelf?
 R: No there isn't a car on the shelf.
 A: Is it where?
 R: It is under the bed.
 A: It is toy train on shelf?
 R: No there isn't a toy train on the shelf.
 A: It is where?
 R: It is on the shelf.
 A: It is ball on shelf?

R: No there isn't a ball on the shelf.
 A: It is where?
 R: It is on the shelf.
 A: Is it shelf?
 R: Yes there is a shelf on the wall.

AKIN (picture drawing & completion)

A: It is chair?
 R: Yes there is a chair.
 A: Where chair?
 R: It is near the table.
 A: Sandalyeyi çizeyim mi öğretmenim o zaman?
 R: Sure. And then go on. Devam et.
 A: It is notebook table on?
 R: No there isn't a notebook on the table.
 A: Boş ne demektir öğretmenim?
 R: Empty.
 A: It is chair empty?
 R: Yes the chair is empty. Ok go on. Devam et lütfen.
 A: Is it clock wall on?
 R: Yes there is a clock on the wall.
 A: It is picture near?
 R: Yes the clock is near the picture of the cat.
 A: Tamam hemen çiziyorum öğretmenim saati de.

4.HASAN (Spot the difference)

H: Chair is in picture?
 R: Yes there is a chair in the picture.
 H: Where chair is?
 R: It is near the table.
 H: Boş ne demektir öğretmenim?
 R: Empty.
 H: Chair empty?
 R: No the chair isn't empty.
 H: Trouser is on chair?
 R: No there aren't trousers on the chair.
 H: Ball is on chair?
 R: No there isn't a ball on the chair.
 H: Book is on chair?
 R: No there isn't a book on the chair.
 H: picture is on wall?
 R: Yes there is a picture on the wall.

HASAN (picture drawing & completion)

H: It is shirt?
 R: Yes there is a shirt in the picture.
 H: Where shirt?
 R: It is on the bed.
 H: What is colour shirt?
 R: It is blue.
 H: Tamam öğretmenim. Gömleği çizip maviye boyuyorum.
 R: Good. Now let's go on with another question. Devam edelim.
 H: It is flower bed on?
 R: No there aren't trousers on the bed.
 H: Where trouser?
 R: They are under the bed.
 H: What is colour trouser?
 R: It is grey.
 H: Pantolonu da çizeyim mi öğretmenim?
 R: Please.

5.ERHAN (Spot the difference)

E: It is kitchen?
 R: No it isn't a kitchen.
 E: What is?
 R: It is the picture of a bedroom.
 E: Toplu, düzenli ne demek öğretmenim?
 R: Tidy.
 E: It is tidy?
 R: No, the room isn't tidy. It is a very untidy room.
 E: It is table?
 R: Yes there is a table in the picture.
 E: It is a apple on table?
 R: No there isn't an apple on the table.
 E: Apple is where?
 R: It is on the chair.
 E: It is fish in picture?
 R: Yes there is a picture on the wall. There is fish on this picture.

ERHAN (picture drawing&completion)

E: It is shelf?
 R: Yes there is a shelf in this picture.
 E: Where shelf?
 R: It is on the wall.
 E: It is toybear on shelf?
 R: No there isn't a toy bear on the shelf.
 E: Where toy bear?

R: It is on the cupboard.
 E: Öğretmenim çizeyim mi?
 R: Yes please. Draw a shelf on the wall and then draw a toy car.
 E: What is colour car?
 R: It is black.
 E: It is ball on shelf?
 R: No there isn't a ball on the shelf.
 S: Where ball?
 R: It is on the bed.

6.ÇAĞATAY (Spot the difference)

Ç: Shirt is chair under?
 R: No the shirt isn't under the chair.
 Ç: Shirt on bed?
 R: No there isn't also a shirt on the bed.
 Ç: Where shirt is?
 R: It is under the table.
 Ç: Trouser in cupboard?
 R: No trousers aren't on the bed.
 Ç: Where trouser is?
 R: Trousers are under the bed.
 Ç: Glass on shelf?
 R: No there isn't a glass on the shelf?
 Ç: Where glass?
 R: It is on the floor.

ÇAĞATAY (picture drawing & completion)

Ç: It is carpet?
 R: Yes there is a carpet.
 Ç: Carpet where?
 R: It is on the floor.
 Ç: What colour?
 R: It is yellow.
 Ç: Halıyı çiziyorum öğretmenim. Sonra boyayacağım.
 R: Good. Please go on with another question. Başka soruyla devam edelim.
 Ç: It is shoe floor?
 R: No there aren't shoes on the floor.
 Ç: Where shoe?
 R: They are in the cupboard.
 Ç: O zaman ayakkabıyı da çiziyorum öğretmenim.
 R: Thank you.
 Ç: What is colour?
 R: They are black.

7. UFUK (Spot the difference)

U: picture is bathroom?
 R: No it isn't the picture of a bathroom.
 U: picture is what?
 R: It is the picture of a bedroom.
 U: It is table?
 R: Yes there is a table in the picture.
 U: Where table?
 R: It is near the window.
 U: It is cupboard?
 R: Yes there is a cupboard in the picture.
 U: Cupboard is where?
 R: It is near the table.
 U: It is shirt in cupboard?
 R: No there isn't a shirt in the cupboard.

UFUK (picture drawing & completion)

U: Fotoğraf makinesi ne demektir öğretmenim?
 R: Camera.
 U: It is camera?
 R: Yes there is a camera in the picture.
 U: Camera where?
 R: It is on the bed.
 U: Fotoğraf makinesini çiziyorum öğretmenim.
 R: Thank you. Bu arada ben soru sorayım. Is there a camera in your own room?
 U: No I am.
 R: Ok go on. Devam edelim.
 U: It is telephone?
 R: Yes it is.
 U: Where telephone?
 R: It is on the shelf.
 U: O zaman rafa çiziyorum öğretmenim.
 R: Yes please draw a telephone on the shelf.

8. SEVİNÇ (Spot the difference)

R: Is there a book on the bed?
 S: No book is.
 R: Where is the book in your picture?
 S: Book on table.
 R: Are there trousers under the bed?
 S: Where are the trousers in your picture?
 R: Trouser chair on?
 S: Are there shoes on the bed?

R: No shoes are.
 S: Where are the shoes in the picture?
 R: Shoe in cupboard.
 S: Is there a shelf on the wall?
 R: Yes shelf is.

SEVİNÇ (picture drawing & completion)

S: Forma ne demektir öğretmenim?
 R: Uniform.
 S: It is uniform?
 R: Yes there is a uniform in the picture.
 S: Where uniform?
 R: It is in the cupboard.
 S: Oyuncak bebek ne demektir öğretmenim?
 R: Doll.
 S: It is doll?
 R: Yes there are dolls in the picture.
 S: Where doll?
 R: They are on the shelf.
 S: O zaman çizelim öğretmenim.
 R: Yes draw dolls on the shelf. Ama önce kaç tane soralım.
 S: How many is?
 R: There are three dolls.

9.AHMET (Spot the difference)

R: Is there a table in the picture?
 A: Yes table is.
 R: Is there a shirt under the table?
 A: No shirt is?
 R: Where is the shirt then?
 A: Shirt is cupboard.
 R: Is there a chair in the picture?
 A: Yes, chair is.
 R: Is there an apple on the chair?
 A: No it is.
 R: Where is the apple then in your picture?
 A: Apple on table.
 R: Is there a toy plane under the chair?
 A: No toy plane chair.
 R: Where is the toy plane in the picture?
 A: Toyplane is table.

AHMET (picture drawing & completion)

A: It is bus?
 R: Yes there is a bus.
 A: Where bus?
 R: It is in front of the bus stop.
 A: Durağın önüne otobüs çiziyorum.
 R: Evet çizelim ama önce rengini soralım.
 A: What is colour bus?
 R: It is green.
 A: It is man bus stop?
 R: Yes there is a man at the busstop. But there are also two women at the bus stop. Please draw these two women.
 A: Tamam hemen çiziyorum öğretmenim.
 R: That's good. Now please go on. Devam edelim.
 A: Woman is bag?
 R: Good. Yes the women have got bags in their hands.
 A: What is colour bag?
 R: Handbags are black and white.

10.MUSTAFA (Spot the difference)

R: Is there a ball in the picture?
 M: Yes ball is.
 R: Is it on the floor?
 M: No floor is.
 R: Where is the ball?
 M: It is shelf.
 R: Is there a glass in the picture?
 M: Yes glass is.
 R: Is it on the floor?
 M: No floor is.
 R: Where is the glass?
 M: Glass is table.
 R: Is there a toy train in the picture?
 M: Yes toy train is.
 R: Is it on the floor?
 M: No floor is.
 R: Where is the toy train?
 M: It is shelf.

MUSTAFA (picture drawing & completion)

M: It is bank bus stop?
 R: Yes there is a bank at the bus stop.
 M: Is it cat on bank?
 R: Yes there is a cat on the bank at the bus stop.
 M: What is colour cat?

R: It is black.
 M: Bankı da kediyi de çiziyorum öğretmenim.
 R: Ok good. Now please go on with another question. Başka soruyla devam edelim.
 M: It is bird bus stop?
 R: Yes there are birds on the bus stop.
 M: Kuşları da çizeyim mi öğretmenim?
 R: Please add them in the picture. Evet ekleyelim kuşları da.
 M: It is bird tree on?
 R: Yes there are birds on the trees.
 M: How many bird is?
 R: There are two birds on one tree and three birds on the other tree.

11.EMEL (Spot the difference)

R: Is there a cupboard in the picture?
 E: Yes it is.
 R: Where is the cupboard?
 E: Cupboard is table.
 R: Is the cupboard empty?
 E: Empty ne demekti öğretmenim?
 R: Boş.
 E: No cupboard empty.
 R: Is there a picture?
 E: Yes picture is.
 R: Where is the picture?
 E: It is wall.
 R: Is there a lamp in the picture?
 S: No lamp is.

EMEL (picture drawing & completion)

E: It is postman in picture?
 R: Yes there is a postman.
 E: It is where?
 R: He is in front of the post Office.
 E: He is bag?
 R: Yes he has got a bag in his hand.
 E: What colour bag?
 R: It is black.
 E: Resme çiziyorum öğretmenim postacıyı. Çantasını da çiziyorum.
 R: Good, let's now go on with another question.
 E: İnsan nasıl deriz öğretmenim?
 R: People.
 E: It is people post Office?
 R: Yes there are people in front of the post Office.

E: How many is?
 R: There are five people in front of the post Office.
 E: It is man?
 R: Yes there are two men and three women.
 E: Hepsini çiziyorum şimdi öğretmenim.
 R: Thank you.

12.NURAY (Spot the difference)

R: Is there a carpet in the picture?
 N: No carpet is.
 R: Are there notebooks on the table?
 N: No notebook are.
 R: Is there a schoolbag in the picture?
 N: No schoolbag is.
 R: Is this a tidy room?
 N: Tidy ne demektir öğretmenim?
 R: Toplu düzenli.
 N: No it is.
 R: Is there a boy in the room?
 N: No boy is.
 R: Is there a girl in the room?
 S: No girl is.

NURAY (picture drawing & completion)

N: It is...Zarf ne demektir öğretmenim?
 R: Envelope.
 N: People envelope?
 R: Good. Yes the people have got envelopes in their hands.
 N: Postman is bicycle?
 R: Yes the postman has got a bicycle.
 N: Tamam öğretmenim. Onların eline zarfları çizdim. Şimdi postacının bisikletini çiziyorum.
 R: That's fine. Now let's go ahead. Devam edelim.
 N: It is car street?
 R: Yes there are cars on the street.
 N: How many cars?
 R: There are two cars on the street.
 S: What colour car is?
 R: They are blue and red.
 S: It is taxi?
 R: Good. Yes there is one taxi on the street.

13.FİKRET (Spot the difference)

R: Is this a picture of a dining room?
 F: No is dining room.
 R: What is this picture?
 F: picture bedroom is.
 R: Is there a a shelf on the wall?
 F: Yes shelf is.
 R: Is the shelf empty in the picture?
 F: Empty ne demekti öğretmenim?
 R: Boş.
 F: No empty is.
 R: Is there a toy train on the floor?
 F: No toy train is.
 R: Where is the toy train then?
 F: It is shelf on.
 R: Is there a glass on the floor?
 F: No glass is.
 R: Where is the glass in your picture?
 F: Floor is on.

FİKRET (picture drawing & completion)

F: It is student?
 R: Yes there are students in the picture.
 F: It is where?
 R: Students are in front of the school.
 F: How many students?
 R: There are ten students.
 F: O zaman okulun önüne öğrencileri çiziyorum öğretmenim.
 R: Ok. Good. When you finish, please go on with another question. Çizince devam edelim.
 F: Students schoolbag?
 R: Yes students have schoolbags in their hands.
 F: O zaman çantaları da çiziyorum.
 R: That's fine. Please go ahead.
 F: It is teacher?
 R: Yes there are also teachers in front of the school.
 F: How many teachers?
 R: There are six teachers.

14.SELDA (Spot the difference)

R: Is there a shirt under the table?
 S: No shirt is under.
 R: Where is the shirt?
 S: It is cupboard.
 R: How many shirts are there?

S: There one shirt.
 R: Is there an apple on the chair?
 S: No apple is on.
 R: Where is the apple?
 S: It is table.
 R: How many apples are there?
 S: There are apple.
 R: Is there a car under the bed?
 S: No car is under.
 R: Where is the car?
 S: It is on the shelf.
 R: How many cars are there?
 S: There are car.

SELDA (picture drawing & completion)

R: Now, let's go on with you Selda.
 S: Teacher is book?
 R: Yes teachers have got books in their hands.
 S: It is schoolbus?
 R: Good. There are schoolbuses.
 S: Where schoolbus?
 R: They are on the street in front of the school.
 S: How many schoolbus?
 R: There are three schoolbuses.
 S: Servisleri de çiziyorum o zaman öğretmenim.
 R: Yes good. When you finish, go ahead with another question. Bitirince başka soruya geçelim.
 S: Müdür ne demektir öğretmenim?
 R: Headmaster.
 S: He is headmaster?
 R: Yes there is a headmaster.
 S: Where headmaster?
 R: He is at the door.
 S: O zaman kapıyı oraya müdürü de çiziyorum.

15.YASEMİN (Spot the difference)

Y: It is tree?
 R: Yes there is a tree in the picture. What about your picture? Is there a tree?
 Y: Yes tree is.
 R: Ok go on Yasemin. Devam edelim.
 Y: It is ball?
 R: Yes there are two balls in the picture.
 Y: It is boy?
 R: Yes there are two boys in the picture.

Y: It is girls?
 R: Yes there is a girl in the picture.
 Y: It is bicycle?
 R: Yes there is a bicycle in the picture. Are there bicycles in your picture?
 Y: Yes bicycle are.
 R: How many bicycles are there?
 Y: Two are bicycle.

YASEMİN (picture drawing & completion)

Y: It is living room?
 R: Good. Yes this is the picture of a living room.
 Y: It is picture?
 R: Yes, there is a picture on the wall.
 Y: What picture is?
 R: It is the picture of a lake.
 Y: Lake ne demektir öğretmenim?
 R: Göl.
 Y: Tamam hemen resmi duvara çiziyorum.
 R: Good. Now let's go on please.
 Y: Sehpa ne demektir öğretmenim.
 R: You can say table.
 Y: It is table?
 R: Yes there is a table.
 Y: Where table?
 R: It is on the carpet.
 Y: Sehpayı da çiziyorum öğretmenim.
 R: Bir de rengini soralım.
 Y: What is colour?
 R: It is Brown.

16.ONUR (Spot the difference)

R: Is there one bicycle in your picture?
 O: No two bicycle.
 R: Have boys got the bicycles?
 O: No boys are bicycle.
 R: Are there two balls in the picture?
 O: No. One ball.
 R: Where is the ball?
 O: Ball is floor.
 R: Has the boy got a ball?
 O: No ball is boy.
 R: What have the girls got?
 O: It is bicycle.
 R: How many bicycles are there?

O: Bicycle is two.

ONUR (picture drawing & completion)

O: Gazete ne demektir öğretmenim?

R: Newspaper.

O: It is newspaper on table?

R: Good. Yes there are newspapers on the table.

O: How many newspaper?

R: There are four newspapers.

O: Gazeteleri masanın üzerine çiziyorum.

R: Good. Let's go ahead with another question.

O: Dergi nasıl deriz öğretmenim?

R: Türkçe'deki magazin gibi. Magazine.

O: It is magazine.

R: Yes there are magazines on the table.

O: Magazine how many?

R: There are two magazines. Please add them in the picture.

O: It is glass?

R: Yes there is a glass.

O: Glass where?

R: Glass is also on the table.

17.BİLGE (Spot the difference)

R: Is there a tree in the picture?

B: Yes tree is.

R: How many trees are there?

B: Tree one is.

R: Is there a bicycle in the picture?

B: Yes bicycle is.

R: Is there one bicycle?

B: No one is.

R: How many bicycles are there?

B: Bicycle is two.

R: Is there a girl in the picture?

B: Yes girl is.

R: Is there one girl?

B: Yes one is.

R: How many girls are there?

B: Girl is two.

BİLGE (picture drawing & completion)

B: It is dining room?

R: Yes this is the picture of a dining room.

B: It is on chair?
 R: Yes there is a girl on the chair.
 B: Kızı çiziyorum o zaman öğretmenim.
 R: Good. Go on please. Devam et.
 B: It is book on table?
 R: Yes there is a book and a notebook on the table.
 B: Ders çalışıyor o zaman öğretmenim. Kitap da defter de çiziyorum.
 R: That's fine. Now go on please.
 B: Where schoolbag?
 R: It is near the chair.
 B: What colour schoolbag?
 R: It is pink.
 B: Çantayı da sandalyenin yanına çiziyorum öğretmenim.
 R: That's fine. Thank you.

18.TURGUT (Spot the difference)

R: Is there a boy in the picture?
 T: Yes boy is.
 R: Are there two boys?
 T: No boy is one.
 R: How many boys are there?
 T: Boy is one.
 R: Is there a tree in the picture?
 T: Yes tree is.
 R: Are there three trees?
 T: No three is.
 R: How many trees are there?
 T: One tree is.
 R: Is it a big tree?
 T: Big ne demektir öğretmenim?
 R: Büyük.
 T: Yes big it is.

TURGUT (picture drawing & completion)

T: It is pencil on table?
 R: Yes there is a pencil on the table.
 T: It is rubber?
 R: Good yes there is a rubber too.
 T: Bunları da çiziyorum öğretmenim.
 R: Good, go on please with another question. Masada neler var bakalım?
 T: It is plate?
 R: Yes there is also a plate on the table.
 T: What plate in?
 R: There is a cake in the plate.

T: Tabađı ve pastayı iziyorum ğretmenim.
R: That's fine. Tabađın yanında bařka neler olabilir?
T: atal ne demekti ğretmenim?
R: Fork.
T: It is fork?
R: Yes there is also a fork near the table.
T: It is glass?
R: Very good. Yes there is also a glass of water on the table.

19.ÖNDER (Spot the difference)

Ö: Two boy it is?
R: Yes there are two boys in the picture. And what about your picture? Are there two boys?
Ö: No boy is.
R: Is there one girl?
Ö: No one girl is.
R: Are there two girls?
Ö: Yes girl is.
R: Have the girls got bicycles?
Ö: Yes girls are bicycle.
R: What about the boys? Have they got bicycles?
Ö: No boy is bicycle.
R: Has the boy got a ball in his hand?
Ö: No boy is ball.
R: Is there a ball in the picture?
Ö: Yes ball is.

ÖNDER (picture drawing & completion)

Ö: It is kitchen?
R: Yes this is the picture of a kitchen.
Ö: Vazo nasıl deriz ğretmenim?
R: Türke'ye benziyor. Vase.
Ö: It is vase?
R: Yes there is a vase in the picture.
Ö: Vase where?
R: It is on the refrigerator.
Ö: aydanlık nasıl deriz ğretmenim?
R: Teapot.
Ö: It is teapot?
R: Good. Yes there is a teapot in the kitchen.
Ö: Where teapot?
R: It is on the oven.
Ö: It is glass?
R: Yes there are also glasses.

Ö: Where glass?

R: They are near the oven.

20.ALEV (Spot the difference)

A: It is tree?

R: Yes there are two trees in the picture. What about your picture? Is there a tree in the picture?

A: Yes tree is.

R: Ok now let's go on. Devam edelim.

A: It is ball?

R: Yes there are two balls in the picture. And what about your picture? Is there a ball in the picture?

A: Yes ball is. Where ball?

R: One ball is on the ground and the boy has got one ball in his hand. Where is the ball in your picture?

A: It is floor on.

R: Ok now let me ask a question. Is there a bird on the tree?

A: No there is.

R: Is there a dog in the picture?

A: No dog is.

R: That's similar then. There isn't a dog in my picture. Bendeki resimde de köpek yok.

ALEV (picture drawing & completion)

A: It is table?

R: Yes there is a table in the kitchen.

A: Table where?

R: It is near the refrigerator.

A: It is chair.

R: Yes there are also chairs.

A: How many chair?

R: There are four chairs.

A: Masayla sandalyeleri de çiziyorum öğretmenim.

R: Good. Now go on please. Devam et.

A: What table on?

R: There are plate, forks, spoons and glasses on the table.

A: Bir daha söyler misiniz öğretmenim?

R: There are plate, forks, spoons and glasses on the table.

A: Tamam hemen çiziyorum hepsini.

R: That's fine.

21.GÜLÇİN (Spot the difference)

G: It is girl?

- R: Yes there is a girl in my picture. What about your picture? Is there a girl?
 G: Yes girl is.
 R: How many girls are there in your picture?
 G: Girl two.
 R: Ok, let's go on with another question. Devam et lütfen.
 G: It is bicycle.
 R: Yes there is a bicycle in the picture.
 G: Bende iki bisiklet var öğretmenim.
 R: Hemen söyleyelim o zaman. Let's say it in English.
 G: It is bicycle two?
 R: So it is a difference. İki resim arasındaki farklardan biri bu.
 G: It is tree?
 R: Yes there are two trees in the picture.
 S: Bende iki resimde bir ağaç var öğretmenim. Bir fark daha buldum.
 R: Good but in English please.
 S: One tree it is.

GÜLÇİN (picture drawing & completion)

- G: It is bedroom?
 R: Yes this is the picture of a bedroom.
 G: It is carpet?
 R: Yes there is a carpet.
 G: Carpet where?
 R: It is near the table.
 G: What colour carpet?
 R: It is red.
 G: Tamam hemen halıyı çiziyorum öğretmenim.
 R: Good. Let's go on with another question. Başka soruyla devam edelim.
 G: It is dog?
 R: Yes there is a dog in the room.
 G: Where dog?
 R: It is on the carpet.
 G: What colour dog?
 R: It is black.
 G: Köpeği de halının üstüne çiziyorum öğretmenim.

22.BARIŞ (Spot the difference)

- B: Çimen ne demektir öğretmenim?
 R: Grass.
 B: It is grass?
 R: Yes there is grass in the picture.
 B: Bende iki resimde de var öğretmenim. O zaman burada fark yok.
 R: No. Please go on. You will find new differences. Yeni farklar bulabilirsin.
 B: It is skirt?

R: No the girl hasn't got a skirt. What about your picture? Is there a skirt?

B: Yes girl is.

R: So this is a difference. İşte bir fark bulduk bile.

B: It is cat?

R: No there isn't a cat in the picture.

B: Kedi bende de yok öğretmenim.

R: That's Ok. Olabilir. Resimde aynı olan birçok şey var zaten.

BARIŞ (picture drawing & completion)

B: It is picture?

R: Yes there is a picture in the bedroom.

B: picture where?

R: It is on the wall.

B: picture what is?

R: It is the picture of a cat.

B: It is glass?

R: Yes there is a glass.

B: Where glass?

R: It is on the table near the lamp.

B: Tamam resimle bardağı çiziyorum öğretmenim.

R: Good. When you finish let's go on with another question.

B: It is apple?

R: Yes, there is an apple.

B: Where apple is?

R: It is also on the table.

B: Elmayı da çizdim öğretmenim.

R: Thank you. Now let's go on with someone else.

23.SEZEN (Spot the difference)

S: It is car?

R: No there isn't a car in the picture. What about your picture? Is there a car in your picture?

S: No it is car.

R: Ok there is no difference. Fark yok demek ki. Now let's go on. Devam edelim.

S: It is bank?

R: No there isn't a bank in my picture.

S: Benim resimimde de bank yok öğretmenim.

R: Don't worry. We will find difference. Fark bulacağız şimdi merak etme.

S: It is ball?

R: Yes there are two balls in the picture.

S: Bende de top var öğretmenim. Ama bir tane.

R: Good so there is a difference. Fark bulduk demek ki. Now say it in English.

S: Ball is two?

R: Thank you.

SEZEN (picture drawing & completion)

S: It is shirt?
 R: Yes there is a shirt in the picture.
 S: Where shirt?
 R: It is on the bed.
 S: Shirt what colour?
 R: It is blue.
 S: Mavi bir gömlek çiziyorum yatağın üstüne.
 R: Good. Please go on now. Devam edelim.
 S: It is skirt?
 R: Yes there is also skirt.
 S: Where skirt?
 R: It is on the bed too.
 S: What colour skirt?
 R: It is black.
 S: O zaman eteği de çiziyorum öğretmenim.
 R: Well. Thank you.

24.DURU (Spot the difference)

D: It is boy?
 R: Yes there are two boys in the picture. What about your picture? How many boys are there in your picture?
 D: Boy one.
 R: So it is a difference. Farklardan biri bu.
 D: It is girl?
 R: Yes there is a girl in the picture.
 D: How many girl is?
 R: There is one girl.
 D: O zaman fark var öğretmenim. Çünkü bendeki resimde iki kız var.
 R: Good. Now go on please. Devam et.
 D: It is flower?
 R: No there aren't flowers in the picture. And what about you? Are there flowers in your picture?
 S: No flower are.
 R: Ok, this is similar then. Demek ki iki resimde de çiçek yokmuş. There aren't flowers in two pictures.

DURU (picture drawing & completion)

D: It is shoe?
 R: Yes there are shoes.
 D: Where shoe?
 R: They are on the floor near the bed.

D: What colour shoe?

R: They are red.

D: Ayakkabıları da çizeyim o zaman.

R: Yes sure. When you finish, let's go on with another question. Başka soruya geçelim.

D: It is trouser?

R: Yes there are trousers in the picture.

D: Where trouser?

R: They are on the floor too. Please draw trousers quickly.

S: Tamam. Hemen çiziyorum. What colour trouser?

R: They are black.

25.ESRA (Spot the difference)

E: Ball is picture?

R: Yes there is a ball in the picture.

E: Ball one?

R: No there are two balls in the picture.

E: Bende tek bir top var öğretmenim.

R: Good so it is a difference.

E: Where ball?

R: One ball is on the ground. The boy has got the other ball in his hand.

E: Bende top yerde öğretmenim.

R: Please say it in English. Bekliyorum.

E: Ball is floor.

R: Now let's ask a different question. Have you got a ball?

E: Yes I am.

R: How many balls have you got?

E: I am ball two.

R: What colour are they?

E: Blue and red ball is.

ESRA (picture drawing & completion)

E: It is bathroom?

R: Yes this is the picture of a bathroom.

E: It is cat?

R: Yes there is a cat in the picture.

E: It is where?

R: It is on the carpet.

E: What colour?

R: It is white.

E: Kediye çiziyorum öğretmenim.

R: Let's go on now.

E: Havlu nasıl diyorduk öğretmenim?

R: Towel.

E: It is towel?
 R: Yes there is a towel.
 E: It is where?
 R: It is on the wall.
 E: What colour towel?
 R: It is blue.
 E: Havluyu da çiziyorum öğretmenim.
 R: Good. Thank you.

IMMEDIATE POSTTEST FOR EXPLICIT CF GROUP

1.NUR

N: Is it schoolbag?
 R: Yes there is a schoolbag on the carpet.
 N: Is it book?
 R: Yes, there is a book near the schoolbag.
 N: O zaman çantanın yanına kitap çiziyorum öğretmenim.
 R: Ok, Nur let's go on. Devam edelim Nur.
 N: Is ruler in schoolbag?
 R: Yes there are two rulers in the schoolbag.
 N: Is it glass?
 R: Yes there is a glass on the carpet.

2.DENİZ

D: It is umbrella?
 R: Good. Yes there is an umbrella.
 D: Where umbrella is?
 R: It is on the cupboard.
 D: It is bag?
 R: Yes there is also a bag.
 D: Where bag is?
 R: It is near the umbrella.
 D: Şemsiyenin yanına çantayı çiziyorum öğretmenim.
 R: Ok. Go on please.
 D: What colour is bag?
 R: It is red.

3. MERT

M: Is it cat picture?
 R: Yes there is a picture of a cat on the wall.
 M: Palyaço ne demek öğretmenim?
 R: Clown. It is a clown.
 M: Is it clown picture?

R: Yes there is a picture of a clown on the wall.
 M: It is dog picture?
 R: Yes there is a picture of a dog on the wall.
 M: Köpek resmini de hemen çiziyorum öğretmenim. Ama nereye çizeyim?
 R: Why don't you ask? Neden sormuyorsun?
 M: Where dog picture is?
 R: It is near the picture of a clown.

4.OZAN

O: It is box?
 R: Yes there is a box on the bed.
 O: In the box is shirt?
 R: Yes there is a shirt in the box.
 O: Gömleği çiziyorum öğretmenim.
 R: Ok. Rengini de soralım ama.
 O: What is colour shirt is?
 R: It is blue.
 O: In the box is robe?
 R: No, there isn't a robe in the box.

5.YİĞİT

Y: It is chair?
 R: Yes there is a chair in the picture.
 Y: It is ball?
 R: Yes there is a ball.
 Y: There is under the chair?
 R: Yes, the ball is under the chair.
 Y: It is car?
 R: Yes there is a car in the picture.
 Y: Where car?
 R: It is near the ball.

6.CAN

C: Is it computer?
 R: Yes there is a computer in the picture.
 C: Where computer is?
 R: It is on the table.
 C: Bilgisayarı çizeyim mi öğretmenim?
 R: Yes please. And then please go on. Çizdikten sonra devam edelim.
 C: Is it apple?
 R: Yes there is also an apple on the table.

7. TUNÇ

T: Is it radio?
 R: Yes there is a radio in the picture.
 T: Where radio is?
 R: It is on the table.
 T: Are they book?
 R: Yes there are books on the table.
 T: How many book are?
 R: There are three books on the table.

8.LEVENT

L: Is it sofa?
 R: Yes there is a sofa in the picture.
 L: Is it t-shirt on sofa?
 R: Yes there is a t-shirt on the sofa.
 L: Are they trouser on sofa?
 R: Yes there are trousers on the sofa.
 L: What colour trouser are?
 R: They are black.

9.EMRE

E: It is toy bear?
 R: Yes there is a toy bear in the picture.
 E: Where toy bear?
 R: It is on the bed.
 E: Çizeyim mi öğretmenim?
 R: Yes. Ama önce rengini de öğrenelim.
 E: Toy bear what colour?
 R: It is white.

10.GÖZDE

G: It is toy plane?
 R: Yes there is a toy plane in the picture.
 G: Where toy plane?
 R: It is on the carpet.
 G: What colour toy plane?
 R: It is yellow.
 G: They are two toyplane?
 R: No there aren't two toyplanes in the picture.

11.DORUK

D: Is it orange?

R: Yes there is an orange in the picture.
 D: Where orange is?
 R: It is on the chair.
 D: Is it banana?
 R: Yes, there is also a banana in the picture.
 D: Where banana is?
 R: It is on the chair also.

12.KAAN

K: Bavul ne demektir öğretmenim?
 R: Suitcase. It is a suitcase.
 K: Is it suitcase?
 R: Yes there is a suitcase in the picture.
 K: Where suitcase is?
 R: It is under the table.
 K: What colour suitcase is?
 R: It is Brown.
 K: Bavulu hemen çiziyorum öğretmenim.
 R: Well thank you. Let's now go on with someone else.

13.FİLİZ

F: Is it camera?
 R: Yes there is a camera in the picture.
 F: Is it on table?
 R: No, there isn't a camera on the table.
 F: Where camera is?
 R: It is on the bed.
 F: What colour camera is?
 R: It is grey.

14.ÖZGE

Ö: Is it telephone?
 R: Yes there is a telephone in the picture?
 Ö: Is it on table?
 R: No it isn't on the table.
 Ö: Is it on bed?
 R: No it isn't on the bed.
 Ö: Where telephone is?
 R: It is on the chair.

15.TUNA

T: Gazete ne demektir öğretmenim?

R: Newspaper. It is a newspaper.
 T: Is it newspaper?
 R: Yes, there is a newspaper in the picture.
 T: Is it on bed?
 R: No, the newspaper isn't on the bed.
 T: Is it on chair?
 R: No it isn't on the chair.
 T: Where newspaper is?
 R: It is on the sofa.
 T: Gazeteyi çiziyorum öğretmenim.
 R: Good. Let's now go on with someone else.

16.EGE

E: Is it magazine in picture?
 R: Yes there is a magazine in the picture.
 E: Is it on bed?
 R: No, it isn't on the bed.
 E: Is it on chair?
 R: No, the magazine isn't on the bed.
 E: Is it on sofa?
 R: Yes the magazine is on the sofa.
 E: Dergiyi de çiziyorum öğretmenim.
 R: That's fine. Thank you Ege.

17.DEMİR

D: Is it umbrella?
 R: Yes there is an umbrella in the picture.
 D: How many umbrella is?
 R: There is one umbrella.
 D: Is it on floor?
 R: No it isn't on the floor.
 D: Is it under table?
 R: No it isn't under the table.
 D: Where umbrella is?
 R: It is on the cupboard.

18.ADA

A: Is it lamp?
 R: Yes there is a lamp in the picture.
 A: Where lamp is?
 R: It is on the table.
 A: Lambayı çiziyorum öğretmenim.
 R: Good. Then please go on with another question.

A: Is it pencil?
 R: Yes there is a pencil.
 A: Where pencil is?
 R: It is red.

19. IRMAK

I: Is it box?
 R: Yes there is a box in the picture.
 I: Is it on floor?
 R: No, the box isn't on the floor.
 I: Is it on sofa?
 R: No it isn't on the sofa.
 I: Where box is?
 R: It is on the bed.
 I: Is it t-shirt in box?
 R: Yes there is a t-shirt in the box.

20. UMUT

U: It is shelf?
 R: Yes there is a shelf in the picture.
 U: Where shelf?
 R: It is on the wall.
 U: It is toy train shelf on?
 R: Yes there is a toy train on the shelf.
 U: Tamam oyuncak treni çiziyorum.
 R: Ok, well go on. Devam edelim.
 U: It is doll shelf on?
 R: Yes there is a doll on the shelf.
 U: What colour doll?
 R: It is pink.

21. EKREM

E: It is cat?
 R: Yes there is a cat in the picture.
 E: It is on bed?
 R: No, it isn't on bed.
 E: It is on sofa?
 R: No, it isn't on the sofa.
 E: Where cat?
 R: It is on the carpet.
 E: What colour cat?
 R: It is white.

22.YAVUZ

Y: It is vase?
 R: Yes there is a vase in the picture.
 Y: It is on chair?
 R: No, the vase isn't on the chair.
 Y: It is on table?
 R: No, it isn't on the table.
 Y: It is on cupboard?
 R: No, it isn't on the cupboard.
 Y: Where vase?
 R: It is on the shelf.

23.BAŞAK

B: Is it television?
 R: No there isn't a television in the picture.
 B: Is it key on door?
 R: Yes there is a key on the door.
 B: Is it boy?
 R: No, there isn't a boy.
 B: Is it girl?
 R: Yes there is a girl in the picture.
 B: Where girl is?
 R: She is at the door.

24.BERRAK

B: Is it balloon?
 R: Yes, there are balloons in the room.
 B: How many balloon are?
 R: There are two balloons.
 B: Where balloon are?
 R: They are on the floor near the cupboard.
 B: What colour balloon are?
 R: They are yellow and red.
 B: Balonları çiziyorum öğretmenim.
 R: Well. Thank you Berrak.

25.BAHADIR

B: Is it clock on wall?
 R: No, there isn't a clock on the wall.
 B: Is it watch?
 R: Yes there is a watch in the picture.
 B: Is it on bed?

R: No, it isn't on the bed.
 B: Is it on table?
 R: No, it isn't on the table.
 B: Where watch is?
 R: It is on the chair.

IMMEDIATE POSTTEST FOR IMPLICIT CF GROUP

1. BORA

B: It is table?
 R: Yes there is a table in the picture.
 B: It is computer on table?
 R: Yes there is a computer on the table.
 B: What colour computer?
 R: It is grey.
 B: What is computer on?
 R: There is a picture on the computer.

2. BURAK

B: Is it radio?
 R: Yes there is a radio in the picture.
 B: Where radio is?
 R: It is on the table.
 B: Is it rubber?
 R: Yes there is a rubber in the picture.
 B: Where rubber is?
 R: It is on the book on the table.
 B: What colour rubber is?
 R: It is green.

3. GÜLAY

G: Is it pencil case?
 R: Yes there is a pencil case.
 G: Is it on table?
 R: No, it isn't on the table.
 G: Is it in schoolbag?
 R: No, it isn't in the schoolbag.
 G: Where pencil case is?
 R: It is under the chair.
 G: What colour pencil case is?
 R: It is pink and blue.

4.DİLARA

D: Is it umbrella?

R: Yes there is an umbrella in the picture.

D: Is it blue?

R: No the umbrella isn't blue.

D: What colour umbrella is?

R: It is white and pink.

D: Where umbrella is?

R: It is on the cupboard.

5.ZEYNEP

Z: It is dog in picture?

R: Yes there is a dog in the picture.

Z: It is on bed?

R: No, the dog isn't on the bed.

Z: It is on sofa?

R: No, the dog isn't on the sofa.

Z: Where dog is?

R: It is on the carpet.

Z: Halının üzerine köpeği çiziyorum öğretmenim.

R: Well. Thank you Zeynep. Let's now go on with someone else.

6.DİDEM

D: It is trouser?

R: Yes there are trousers in the picture?

D: They are floor on?

R: No, they aren't on the floor.

D: They are bed on?

R: No they aren't on the bed also.

D: Where trouser?

R: They are on the sofa.

7. KEMAL

K: It is clock?

R: No, there isn't a clock on the wall.

K: It is pencilcase schoolbag?

R: No there isn't a pencilcase in the schoolbag.

K: Where pencilcase?

R: It is under the chair.

K: Where schoolbag?

R: It is on the carpet.

K: What colour schoolbag?

R: It is black and red.

8.CENK

C: Öğretmenim, yastığın İngilizcesini söyler misiniz?

R: Pillow. It is pillow.

C: Is it pillow on bed?

R: Yes there is a pillow on the bed.

C: Is it shoe?

R: Yes there are shoes in the picture.

C: Are shoe on floor?

R: No, they aren't on the floor.

C: Are shoe under chair?

R: No, they aren't under the chair.

C: Where shoe are?

R: They are on the sofa.

9.MURAT

M: It is shelf?

R: Yes there is a shelf in the picture.

M: It is ball shelf?

R: No, there isn't a ball on the shelf. The ball is under the chair.

M: It is car shelf?

R: No, there isn't a car on the shelf.

M: It is apple on shelf?

R: No, there isn't an apple on the shelf.

10.BEGÜM

B: Is it basket?

R: Yes there is a basket in the picture.

B: Is it near sofa?

R: No, the basket isn't near the sofa.

B: Is it near table?

R: No, it isn't near the table.

B: Is it near door?

R: Yes the basket is near the door.

11.ELİF

E: Is it toy bear?

R: Yes there is a toy bear in the picture.

E: Is it on sofa?

R: No, it isn't on the sofa.

E: Is it on table?
 R: No, the toy bear isn't on the table.
 E: Where toy bear is?
 R: It is on the cupboard.
 E: What colour bear is?
 R: It is white.

12.BANU

B: Is it flower in picture?
 R: No, there isn't flower in the picture.
 B: Is it robe?
 R: Yes there is a robe in the picture.
 B: Where robe is?
 R: It is on the bed.
 B: What colour robe is?
 R: It is red.

13.AYŞE

A: It is trouser?
 R: Yes there are trousers in the picture.
 A: Trouser is floor?
 R: No, trousers aren't on the floor.
 A: Trouser is bed?
 R: No there aren't trousers on the bed.
 A: Where trouser?
 R: They are on the sofa.
 A: What colour it?
 R: Trousers are brown.

14.CEM

C: Is it box?
 R: Yes there is a box in the picture.
 C: Is it on floor?
 R: No, the box isn't on the floor.
 C: Is it on cupboard?
 R: No, it isn't on the cupboard.
 C: Where box is?
 R: It is on the bed.
 C: Is it t-shirt?
 R: Yes there is a t-shirt in the box.

15.DOĞA

D: Cep telefonu ne demektir öğretmenim?

R: Mobile phone. It is a mobile phone.
 D: Is it mobile?
 R: Yes there is a mobile phone in the picture.
 D: Is it bed?
 R: No, it isn't on the bed.
 D: Where mobile phone is?
 R: It is on the chair.
 D: What colour mobile phone is?
 R: It is grey.

16.MEHMET

M: Havlu ne demekti öğretmenim?
 R: Towel. It is a towel.
 M: Is it towel?
 R: Yes, there is a towel in the picture.
 M: Is it sofa on?
 R: No, there isn't a towel on the sofa.
 M: Is it bed on?
 R: No, there isn't a sofa on the bed.
 M: Where towel is?
 R: It is on the chair.
 M: What colour towel is?
 R: It is blue.

17.EVREN

E: Is it window?
 R: Yes there is a window in the picture.
 E: Where window is?
 R: It is near the table.
 E: Is it curtain?
 R: Yes there is a a curtain.
 E: What colour curtain is?
 R: It is white.

18.AYÇA

A: Is it basket?
 R: Yes there is a basket in the picture.
 A: What colour basket is?
 R: It is black.
 A: Is it sofa at?
 R: No, there isn't a basket near the sofa.
 A: Is it near bed?
 R: No there isn't a basket near the bed.

A: Where basket is?
R: It is near the door.

19.LALE

L: Harita ne demekti öğretmenim?
R: Map. It is a map.
L: Is it map?
R: Yes there is a map in the picture.
L: Is it sofa on?
R: No, there isn't a map on the sofa.
L: Is it bed on?
R: No, there isn't a map on the sofa.
L: Is it on floor?
R: Yes there is a map on the floor.
L: Haritayı da çiziyorum öğretmenim.

20.ÖZLEM

Ö: Dosya nasıl deriz öğretmenim?
R: Dossier.
Ö: Is it dossier?
R: Yes there are dossiers in the picture.
Ö: How many dossier are?
R: There are two dossiers.
Ö: They are in schoolbag?
R: No there aren't dossiers in the schoolbag.
Ö: Where dossier are?
R: They are on the table.

21.EBRU

E: Zarf ne demekti öğretmenim? Postane resminde öğrenmiştik ama unuttum.
R: Envelope. It is an envelope.
E: It is envelope?
R: Yes there is an envelope in the picture.
E: It is schoolbag in?
R: No the envelope isn't in the schoolbag.
E: Where envelope?
R: It is on the chair.
E: What colour envelope?
R: It is blue.

22.ERDEM

E: It is brush?

R: Yes there is a brush in the picture.
 E: It is bed on?
 R: No, there isn't a brush on the bed.
 E: It is table on?
 R: No, there isn't a brush on the table.
 E: Where brush?
 R: It is on the sofa.
 E: What colour brush?
 R: It is black.

23.ARDA

A: It is balloon?
 R: Yes there are balloons in the picture.
 A: Balloon are white?
 R: No, balloons aren't white.
 A: What colour balloon?
 R: They are red and yellow.
 A: Balloon on bed?
 R: No, there aren't balloons on the bed.
 A: Where balloon?
 R: They are near the sofa.

24.İLKE

İ: It is sock?
 R: Yes there are socks in the picture.
 İ: Sock is bed?
 R: No, there aren't socks on the bed.
 İ: Sock is sofa?
 R: No, there aren't socks on the sofa.
 İ: What colour sock?
 R: They are black and grey.

25.KAYA

B: Öğretmenim toka ne demek?
 R: Buckle. It is a buckle.
 B: It is buckle?
 R: Yes there is a buckle in the picture.
 B: Buckle is chair?
 R: No there isn't a buckle on the chair.
 B: Where buckle?
 R: It is on the table.
 B: What colour buckle?
 R: It is blue.

IMMEDIATE POSTTEST FOR THE CONTROL GROUP

1.GÖKHAN

G: Öğretmenim palto ne demekti?

R: Coat. It is a coat.

G: It is coat?

R: Yes there is a coat.

G: It is cupboard?

R: No, there isn't a coat in the cupboard.

G: Where coat?

R: It is on the bed.

G: What colour coat?

R: It is grey.

G: Well thank you Gökhan.

2.HAKAN

H: Öğretmenim fotoğrafın İngilizcesi nasıldı?

R: Photograph. It is a photograph.

H: It is photograph?

R: Yes there is photograph in the picture.

H: Photograph is table?

R: No, there isn't a photograph on the table.

H: It is photograph schoolbag?

R: No there isn't a photograph in the schoolbag.

H: Where photograph?

R: It is on the bed.

H: Tamam yatağın üzerine fotoğrafı çiziyorum öğretmenim.

R: Thank you. Let's go on with someone else now.

3. AKIN

A: Palyaço ne demekti öğretmenim?

R: Clown. It is a clown.

A: It is clown?

R: Yes, there is a clown in the picture.

A: Clown is hat?

R: Yes the clown has got a hat.

A: What colour hat?

R: It is blue.

A: Palyaçonun şapkasını da çizdim öğretmenim.

4.HASAN

H: It is hat?

R: Yes there is a hat in the picture.

H: Hat is bed?

R: No, there isn't a hat on the bed. Go on please Hasan with another question.

Başka soruyla devam edelim.

H: Hat is sofa?

R: No, there isn't a hat on the sofa.

H: Where hat?

R: It is near the umbrella on the cupboard.

H: What colour hat?

R: It is red.

5.ERHAN

E: Terlik ne demek öğretmenim?

R: Slippers.

E: Slipper is carpet?

R: No, there aren't slippers on the carpet.

E: Slipper is chair?

R: No, there aren't slippers on the chair.

E: Where slipper?

R: They are under the table.

E: What colour slipper?

R: They are brown.

6.ÇAĞATAY

Ç: It is jean?

R: Yes there are jeans in the picture.

Ç: Jean is sofa?

R: No there aren't jeans on the sofa.

Ç: Jean is bed?

R: No there aren't jeans on the bed.

Ç: Where jeans?

R: They are under the table.

Ç: What colour jean?

R: They are blue and black.

Ç: How many jean?

R: There are two jeans.

7. UFUK

U: It is bottle?

R: Yes there is a bottle in the picture.

U: Bottle is table?
 R: No there isn't a bottle on the table.
 U: Bottle is chair?
 R: No, it isn't on the chair.
 U: Where bottle?
 R: It is on the carpet.
 U: Şişeyi de çiziyorum öğretmenim.
 R: Thank you.

8.SEVİNÇ

S: It is notebook?
 R: Yes there is a notebook.
 S: Where notebook?
 R: It is on the table.
 S: Defteri çizeyim mi öğretmenim?
 R: Yes please. And then go on please.
 S: It is rubber?
 R: Yes there is a rubber in the picture.
 S: Where rubber?
 R: It is on the notebook.

9.AHMET

A: It is sharpener?
 R: Yes there is a sharpener in the picture.
 A: It is schoolbag in?
 R: No there isn't a sharpener in the schoolbag.
 A: It is chair?
 R: No, there isn't a sharpener on the chair.
 A: Where sharpener?
 R: It is on the table.
 A: What colour sharpener?
 R: It is grey.

10.MUSTAFA

M: Ayna nasıl deriz öğretmenim?
 R: Mirror. It is a mirror.
 M: It is mirror?
 R: Yes there is a mirror in the picture.
 M: It is table on?
 R: No there isn't a mirror on the table.
 M: It is chair?
 R: No there isn't a mirror on the chair.
 M: Where mirror?

R: It is on the bed.

11.EMEL

E: It is sweater?

R: Yes there is a sweater in the picture.

E: It is bed on?

R: No, there isn't a sweater on the bed.

E: It is sofa on?

R: No, there isn't a sweater on the sofa.

E: Where sweater?

R: It is under the table.

E: What colour sweater?

R: It is grey and red.

12.NURAY

N: It is jacket?

R Yes there is a jacket in the picture.

N: It is table under?

R No there isn't a jacket under the table.

N: Where jacket?

R It is on the sofa.

N: What colour jacket?

R: It is black.

N: Hemen çiziyorum ceketi öğretmenim.

R: Well thank you.

13.FİKRET

F: Takvim nasıl deriz öğretmenim?

R: It is a calendar. Calendar.

F: It is table?

R: No, there isn't a calendar on the table.

F: It is wall?

R: Good. Yes there is a calendar on the wall.

F: It is near picture?

R: No. The calendar is on the wall near the bed.

F: Tamam. Yatağın oradaki duvara takvimi çiziyorum.

R: Thank you. Let's go on with someone else.

14.SELDA

S: Öğretmenim albüm nasıl deriz?

R: Aynı Türkçe'de olduğu gibi. It is an album.

S: It is on bed?

R: No there isn't an album on the bed.
 S: It is on sofa?
 R: No, there isn't an album on the sofa.
 S: Where album?
 R: It is on the chair.
 S: Thank you Selda. Please draw an album quickly.

15.YASEMİN

Y: Diş fırçası sorabilir miyim öğretmenim.
 R: Sure. It is a tooth brush.
 Y: It is tooth brush?
 R: Yes there is a tooth brush in the picture.
 Y: It is chair?
 R: No, there isn't a tooth brush on the chair.
 Y: It is bed?
 R: No there isn't a tooth brush on the bed.
 Y: Where tooth brush?
 R: It is on the table.
 Y: Tamam onu da çiziyorum öğretmenim.

16.ONUR

O: Diş macunu nasıl deriz peki?
 R: Tooth paste. It is a toothpaste.
 O: It is tooth paste?
 R: Yes there is a tooth paste in the picture.
 O: It is on bed?
 R: No, there isn't a tooth paste on the bed.
 O: It is on chair?
 R: No, there isn't a tooth paste on the chair.
 O: Where tooth paste?
 R: It is on the table. Please draw a toothpaste quickly.

17.BİLGE

B: Battaniyenin İngilizcesini de söyler misiniz öğretmenim?
 R: Blanket.
 B: It is blanket?
 R: Yes there is a blanket.
 B: It is on bed?
 R: No there isn't a blanket on the bed.
 B: Where blanket?
 R: It is on the sofa.
 B: What colour blanket?
 R: It is pink.

18.TURGUT

T: Pijama ne demek peki öğretmenim?

R: Pyjama.

T: It is pyjama?

R: Yes there are pyjamas in the picture.

T: It is bed on?

R: Yes the pyjamas are on the bed.

T: What colour?

R: Pyjamas are white and red. Thank you Turgut. Please draw the pyjamas quickly.

19.ÖNDER

Ö: It is sport shoe?

R: Yes there are sports shoes in the picture.

Ö: It is white?

R: No they aren't white.

Ö: It is black?

R: Yes they are black.

Ö: Where sport shoe?

R: They are under the table.

Ö: Hemen çiziyorum öğretmenim spor ayakkabıları.

R: Thank you. Let's go on.

20.ALEV

A: Öğretmenim raket İngilizce'de de aynı mı?

R: Sayılır. It is a racket.

A: It is racket?

R: Yes there is a racket in the picture.

A: It is on bed?

R: No there isn't a racket on the bed.

A: It is on sofa?

R: No there isn't a racket on the bed.

A: Where racket?

R: It is near the cupboard.

A: Good. Thank you.

21.GÜLÇİN

G: Öğretmenim benim aklıma artık hiçbir şey gelmiyor.

R: Söylenmiş örnekleri de verebilirsin. Go on please now. Devam et.

G: It is shirt?

R: Yes there is a shirt in the picture.

G: It is sofa on?
 R: No, there isn't a shirt on the sofa.
 G: It is bed on?
 R: Yes there is a shirt on the bed.
 G: What colour shirt?
 R: It is blue.

22.BARIŞ

B: It is robe?
 R: Yes there is a robe in the picture.
 B: It is in cupboard?
 R: No, there isn't a robe in the cupboard.
 B: It is on sofa?
 R: Yes, there is a robe on the sofa.
 B: What colour robe?
 R: It is pink.

23.SEZEN

S: It is pencil case?
 R: Yes there is a pencil case.
 S: It is schoolbag in?
 R: No, the pencil case isn't in the schoolbag.
 S: It is sofa on?
 R: No there isn't a a pencil case on the sofa.
 S: It is floor?
 R: Yes there is a pencil case on the floor. Now let's go on with someone else.

24.DURU

D: It is basket?
 R: Yes there is a basket in the picture.
 D: It is near cupboard?
 R: No, there isn't a basket near the cupboard.
 D: Where basket?
 R: It is under the table.
 D: What colour basket?
 R: It is black.

25.ESRA

E: It is television?
 R: No, there isn't a television in the picture.
 E: It is music player?
 R: No there isn't a music player in the picture.

E: It is camera?
 R: Yes there is a camera in the picture.
 E: Where camera?
 R: It is on the bed. That's enough Esra. Yeterli. Thank you.

DELAYED POSTTEST FOR EXPLICIT CF GROUP

1.NUR

N: Is it cloud?
 R: Yes there are clouds in the picture.
 N: How many cloud are?
 R: There are five clouds.
 N: Resimde iki tane bulut var öğretmenim. O zaman üç tane bulut daha ekliyorum.
 R: Yes please. Nur let's go on. Devam edelim Nur.
 N: Is it sun?
 R: Yes there is a sun in the sky.
 N: It is bird?
 R: Yes there are birds in the picture.
 N: How many bird is?
 R: There are seven trees.
 N: O zaman dört kuş daha ekliyorum öğretmenim.
 R: Yes please Nur. Thank you.

2.DENİZ

D: Is it tree?
 R: Yes there is a tree in the picture.
 D: How many tree is?
 R: There are four trees.
 D: O zaman üç ağaç daha çiziyorum öğretmenim.
 R: Good. Go on please now. Devam et Deniz.
 D: Dal ne demektir öğretmenim?
 R: Branch.
 D: It is branch?
 R: No, there isn't a branch on the tree.

3. MERT

M: Is it house?
 R: Yes there are houses in the picture.
 M: How many house are?
 R: There are four houses in the picture.
 M: O zaman iki tane ev eksik öğretmenim. Onları tamamlıyorum.

R: Good. Go on please now.
 M: What colour house are?
 R: They are white.
 M: It is two window?
 R: No, there are four windows in a house.
 M: O zaman iki pencere daha çiziyorum öğretmenim.
 R: Well sone. Thank you Mert.

4.OZAN

O: Baca ne demekti öğretmenim?
 R: Good question. Chimney. It is a chimney.
 O: It is chimney?
 R: Yes there are chimneys.
 O: How many chimney?
 R: There are four houses, and so there are four chimneys.
 O: Çatı ne demekti öğretmenim?
 R: Roof. It is a roof.
 O: It is roof?
 R: Yes there are roofs.
 O: What colour roof?
 R: They are red.

5.YIĞİT

Y: It is apple tree on?
 R: No there isn't apple on the trees.
 Y: It is flower tree on?
 R: No, there isn't flower on the trees.
 Y: It is bird tree on?
 R: No, there isn't a bird on the trees.
 Y: What colour tree?
 R: They are green.
 Y: Where car?
 R: It is near the ball.

6.CAN

C: Is it garden?
 R: Yes there is a garden in front of the houses.
 C: Is it car?
 R: Yes there are cars in the picture.
 C: How many car is?
 R: There are four cars in the picture.
 C: Where car is?
 R: They are in front of the houses.

C: Arabaları hemen çiziyorum öğretmenim.

R: Good. Thank you Can. Now let's go on with.. who.. Yes Tunç please.

7. TUNÇ

T: Arabayla mı devam edeyim öğretmenim?

R: You may. Olabilir.

T: What colour car is?

R: They are grey.

T: Arabaları boyuyorum o zaman.

R: Right. Now let's go on please.

T: It is cat on car?

R: Yes there are cats on the cars.

T: How many?

R: There are four cats.

8.LEVENT

R: Let's go on with you, Levent.

L: What colour cat?

R: They are black.

L: It is cat car under?

R: Yes there are also cats under the cars.

L: How many cat?

R: There are four cats again.

L: What colour cat are?

R: They are black.

L: Arabanın altına da kedileri çiziyorum öğretmenim.

9.EMRE

E: It is garden?

R: Yes there is a garden in this picture.

E: It is flower?

R: Yes they are flowers in this garden.

E: Çiçekleri çizeyim mi öğretmenim? Papatya olur mu?

R: That will be fine Emre. Now go on please.

E: It is dog in picture?

R: Yes there is a dog.

E: Where dog?

R: It is in the garden.

10.GÖZDE

R: Let's go on with you Gözde.

G: It is plane?

R: Yes there is a plane in the picture?

G: Where plane?

R: It is in the sky. It is near the clouds.

G: Ot ne demekti öğretmenim?

R: It is grass.

G: It is grass?

R: Yes there is grass.

G: Where grass?

R: It is in the garden.

11.DORUK

D: It is boy?

R: Yes there are boys in the picture.

D: How many boy?

R: There are six boys.

D: Where boy?

R: Three boys are in front of the houses. Three boys are on the cars.

D: It is girl?

R: Yes there are also girls in the picture.

D: You draw the boys please. And then let's go on with Kaan.

12.KAAN

K: It is table?

R: Yes there is a table in the picture.

K: Where table?

R: The table is in front of the house.

K: It is chair?

R: Yes there are chairs around the table.

K: How many chair?

R: There are four chairs.

K: Masayla sandalyeleri çiziyorum öğretmenim. What colour table?

R: Table and chairs are white.

13.FİLİZ

R: Let's go on with you Filiz.

F: It is bottle?

R: Yes there is a bottle.

F: Where bottle?

R: It is on the table.

F: It is glass?

R: Yes, there are also glasses.

F: How many glass?

R: There are four glasses.

F: What colour glass?

R: They are blue.

14.ÖZGE

R: Let's go on with you Özge.

Ö: It is plate?

R: Yes there are plates on the table.

Ö: How many are?

R: There are four plates.

Ö: It is cake?

R: Yes there is also a cake in the picture.

Ö: Where cake?

R: The woman has got the cake in her hand.

Ö: Bunları hep iziyorum öğretmenim.

R: That's fine. Thank you Özge.

15.TUNA

T: It is bicycle?

R: Yes there is a bicycle in the picture.

T: How many bicycle?

R: There are four bicycles.

T: What colour bicycle?

R: They are black and red.

T: Boys are bicycle?

R: No, boys haven't got bicycles. The girls have got bicycles.

16.EGE

E: It is ball?

R: Yes there are balls in the picture.

E: How many ball?

R: There are two balls in the picture.

E: What colour ball?

R: One ball is red and one ball is blue.

E: Where ball?

R: They are on the floor in the garden.

E: Topları da çiziyorum o zaman öğretmenim.

R: That's fine. Thank you Ege.

17.DEMİR

D: It is bank?

R: Yes there are banks in the picture.

D: They are house?

R: No, they aren't near the house.
 D: Where bank?
 R: Banks are in the garden.
 D: It is ball on bank?
 R: No, there isn't a ball on the bank.
 D: It is dog?
 R: Yes there is a dog under the bank.

18.ADA

A: Öğretmenim salıncak ne demektir?
 R: Swing.
 A: It is swing?
 R: Yes there are swings in the picture.
 A: How many swing?
 R: There are two swings.
 A: Girl is swing?
 R: Yes, girls are on the swings.
 A: Salıncakları da çiziyorum o zaman öğretmenim.
 R: Thank you Ada.

19.IRMAK

I: It is balloon?
 R: Yes there are balloons in the picture.
 I: How many balloon?
 R: There are two balloons in the picture.
 I: Where balloon?
 R: One balloon is on the bank. The girl has got the other balloon in her hand.
 I: What colour balloon?
 R: One balloon is yellow and one balloon is red.

20.UMUT

U: Kaydırağın İngilizcesini bir daha söyler misiniz öğretmenim?
 R: Slide. It is a slide.
 U: It is slide?
 R: Yes there is a slide in the picture.
 U: Where slide?
 R: It is near the swing in the garden.
 U: It is boy slide?
 R: Yes there are two boys on the slide.
 U: Kaydırağı hemen çiziyorum öğretmenim.
 R: Good. Thank you Umut.

21.EKREM

E: It is bin?
 R: Yes there is a bin in the picture.
 E: How many bin?
 R: There is one bin in the picture.
 E: It is house near?
 R: No, there isn't a bin near the house.
 E: Where bin?
 R: It is near the bank.
 E: What colour bin?
 R: It is grey.

22.YAVUZ

Y: It is box?
 R: Yes there is a box in the picture.
 Y: It is on table?
 R: No, there isn't a box on the table.
 Y: It is on bank?
 R: No, there isn't a box on the bank.
 Y: Where box?
 R: A man has got the box in his hand.

23.BAŞAK

B: Tahterevalli ne demektir öğretmenim?
 R: It is seesaw.
 B: It is seesaw?
 R: Yes there is a seesaw in the picture.
 B: It is boy seesaw?
 R: No, there aren't boys on the seesaw.
 B: It is girl?
 R: Yes there are girls on the seesaw.

24.BERRAK

B: Havuz ne demek öğretmenim?
 R: Pool. It is a pool.
 B: It is pool?
 R: Yes there is a pool in the picture.
 B: Where pool?
 R: It is near the swing and the slide.
 B: It is water?
 R: Yes there is water in the pool.
 B: O zaman bahçeye havuzu çiziyorum öğretmenim. Havuzu dolu çiziyorum.
 R: Well. Thank you Berrak.

25.BAHADIR

B: It is book in picture?

R: Yes, there is a book in the picture.

B: Is it table on?

R: No, there isn't a book on the table.

B: It is bank on?

R: No, there isn't a book on the bank.

B: Where book?

R: The man has got a book in his hand.

B: O zaman yeni bir adam ve kitap çiziyorum.

R: That's fine. Thank you.

DELAYED POSTTEST FOR IMPLICIT CF GROUP**1. BORA**

B: It is tree in picture?

R: Yes there are trees in the picture.

B: Where tree?

R: There are trees near the houses.

B: How many tree?

R: There are five trees.

B: Burada tek bir ağaç var. O zaman dört tane daha ağaç çiziyorum.

R: Yes please draw these trees quickly and go on with another question. Devam edelim lütfen.

B: It is leaf?

R: No there isn't leaf on the trees.

2.BURAK

B: It is house?

R: Yes there are two houses in the picture.

B: Apartmanın İngilizcesi nasıl öğretmenim?

R: It is very similar. Oldukça benzer. Apartment. It is an apartment.

B: It is apartment?

R: No there aren't apartments in the picture.

B: Dükkan ne demektir öğretmenim?

R: Shop will be fine. It is a shop.

B: It is shop?

R: Yes there are shops in the picture.

3. GÜLAY

G: Kasap ne demektir öğretmenim?

R: You should remember it. Hatırlamalısınız artık bu sözcükleri. Butcher. It is a butcher.

G: It is butcher?

R: Yes there is a butcher in the picture.

G: Where butcher?

R: It is near the house.

G: It is cat?

R: Yes there is a cat in front of the butcher.

G: What colour cat?

R: It is black.

G: Tamam hemen kasap dükkanını ve kediyi çiziyorum öğretmenim.

R: Thank you.

4.DİLARA

D: Bakkal için grocer kullanıyoruz değil mi öğretmenim?

R: Yes that's right.

D: It is grocer?

R: Yes there is a grocer in the picture.

D: Where grocer?

R: It is near the butcher.

D: It is green grocer?

R: Yes there is also a green grocer.

D: Bu dükkanları da çiziyorum öğretmenim.

R: Thank you Dilara.

5.ZEYNEP

Z: It is cloud?

R: Yes there are clouds in the picture.

Z: How many cloud?

R: There are two clouds.

Z: Yağmur ne demektir öğretmenim?

R: Rain.

Z: It is rain?

R: No, there isn't rain in the picture.

Z: It is sun?

R: Yes there is a sun in the picture.

6.DİDEM

D: It is chimney?

R: Yes there are chimneys in the picture.

D: How many chimney?

R: There are two chimneys in the picture.
 D: What colour chimney?
 R: They are black?
 D: It is roof?
 R: Yes, there are two roofs in the picture.
 D: What colour roof?
 R: They are red.

7. KEMAL

K: It is ball?
 R: Yes there is a ball in the picture.
 K: It is bank on?
 R: No there isn't a ball on the bank.
 K: It is on floor?
 R: No, there isn't a ball on the floor.
 K: Where ball?
 R: A man has got a ball in his hand.
 K: What colour ball?
 R: It is yellow.

8.CENK

C: It is balloon?
 R: Yes there are three balloons in the picture.
 C: It is bank?
 R: No there aren't balloons on the bank.
 C: It is house?
 R: No, there aren't balloons in the house.
 C: Where ball?
 R: A girl has got balloons in her hand.
 C: What colour balloon?
 R: They are white, yellow and blue.
 C: Hemen balonları çiziyorum öğretmenim.
 R: Thank you.

9.MURAT

M: It is bank?
 R: Yes there is a bank in the garden.
 M: It is what colour?
 R: It is Brown.
 M: It is cat?
 R: Yes, there is a cat under the bank.
 M: What colour cat?

R: It is white. Please draw the bank and the cat quickly Murat and now let's go on with someone else. Yes Begüm. It is your turn.

10.BEGÜM

B: It is bin?

R: Yes there is a bin in the picture.

B: It is house near?

R: No, the bin isn't near the house.

B: Where bin?

R: The bin is near the bank.

B: What in bin?

R: Good. There is a bottle in the bin.

11.ELİF

E: It is bicycle?

R: Yes there are bicycles in the picture.

E: How many bicycle?

R: There are four bicycles.

E: Bicycle is house?

R: No, the bicycles aren't near the house.

E: Boy is bicycle?

R: Yes two boys have got bicycles.

E: Girl is bicycle?

R: Yes, two girls have got bicycles also.

E: Tamam öğretmenim bisikletleri de ekliyorum hemen.

12.BANU

B: It is flower in picture?

R: Yes there are flowers in the picture.

B: Where flower?

R: There are flowers under the tree and there are flowers near the house.

B: It is grass?

R: Yes there is also grass in the picture.

B: O zaman çiçekleri ve çimenleri de çiziyorum öğretmenim.

R: That's good. Çiçeklerin üzerinde ne olabilir? Onu da soralım. Arılar mesela. Bees for example.

B: It is bee?

R: Yes there are bees on the flowers.

13.AYŞE

A: It is table?

R: Yes there is a table in the picture.

A: It is chair?
 R: Yes there are also chairs in the picture.
 A: How many chair?
 R: There are four chairs.
 A: What table on?
 R: There are plates and glasses on the table.
 A: Where table?
 R: It is near the house.
 A: Masa ve sandalyeleri de çiziyorum öğretmenim.

14.CEM

C: It is window house?
 R: Yes there are windows in the house.
 C: How many window?
 R: There are four windows in the house.
 C: O zaman ben iki pencere daha çiziyorum öğretmenim.
 R: That will be fine Cem.
 C: Window is curtain?
 R: Yes there are curtains on the Windows.
 C: What colour curtain?
 R: They are white.

15.DOĞA

D: Cep telefonu ne demektir öğretmenim?
 R: Mobile phone. It is a mobile phone.
 D: Is it mobile?
 R: Yes there is a mobile phone in the picture.
 D: It is table?
 R: No, there isn't a mobile phone on the table.
 D: Bank is mobile phone?
 R: No there isn't a mobile phone on the bank.
 D: Where mobile phone?
 R: A man has got a mobile phone in his hand.

16.MEHMET

M: Havuz ne demektir öğretmenim?
 R: Pool. It is a pool.
 M: Is it pool?
 R: Yes, there is a pool in the picture.
 M: Where pool is?
 R: It is near the house.
 M: Balık için "fish" deriz öğretmenim değil mi?
 R: Yes that's fine.
 M: Is it fish?

R: Yes there is fish in the pool.
 M: Havuzu çiziyorum öğretmenim.
 R: Good. Thank you.

17.EVREN

E: Is it cat?
 R: Yes there is a cat in the picture.
 E: Is it on bank?
 R: No, there isn't a cat on the bank.
 E: Is it under table?
 R: No, there isn't a cat under the table.
 E: Where cat is?
 R: It is under the car.

18.AYÇA

A: Is it dog?
 R: Yes there is a dog in the picture.
 A: Is it near house?
 R: No, there isn't a dog near the house.
 A: Is dog on bank?
 R: No, there isn't a dog on the bank.
 A: Where dog?
 R: A man has got a dog in his hand.
 A: Bunları da resme ekliyorum öğretmenim.
 R: Thank you. Let's go on now with someone else.

19.LALE

L: Is it bird?
 R: Yes there are birds in the picture.
 L: Is it tree on?
 R: Yes there are birds on the tree.
 L: Is it bird on house?
 R: Yes there are birds on the roofs of the houses.
 L: How many bird are?
 R: There are seven birds.

20.ÖZLEM

Ö: Taş ne demek öğretmenim?
 R: Stone. It is a Stone.
 Ö: Are they Stone?
 R: Yes there are stones in the picture.
 Ö: Where are stone?

R: They are under the trees.
 Ö: Is it grass?
 R: Yes there is also grass in the picture.

21.EBRU

E: Is it box in picture?
 R: Yes there is a box in the picture.
 E: Is it on bank?
 R: No there isn't a box on the bank.
 E: Is it on table?
 R: No there isn't a box on the table.
 E: Where box is?
 R: A man has got a box in his hand.
 E: Kutuyu da çiziyorum öğretmenim.
 R: Thank you Ebru. Let's now go on with Erdem.

22.ERDEM

E: Is it car?
 R: Yes there are two cars in the picture.
 E: Is it street on?
 R: No, there aren't cars on the street.
 E: Is it in garden?
 R: No, there aren't cars in the garden.
 E: Where car are?
 R: They are in front of the house.
 E: Tamam iki araba çiziyorum öğretmenim.
 R: That's fine. Now it is your turn Arda.

23.ARDA

A: What colour car is?
 R: There are two cars. One car is black and one car is grey.
 A: Is it cat on car?
 R: Yes there are two cats on the car.
 A: Is it cat under car?
 R: Yes there are also cats under the cars.
 A: How many cat are?
 R: There are three cats under the car.

24.İLKE

İ: Is it driver?
 R: No, there isn't a driver in the car.
 İ: Boş ne demekti öğretmenim?

R: Empty. For example, car is empty.

İ: Is it car empty?

R: No, the car isn't empty.

İ: Is it girl in car?

R: Yes, there are girls in the car.

İ: How many girl are?

R: There are three girls.

25.KAYA

B: Is it schoolbag?

R: Yes there are schoolbags in the picture.

B: Are they on bank?

R: No there aren't schoolbags on the bank.

B: Where schoolbag are?

R: Girls and boys have got schoolbags.

B: How many schoolbags are?

R: There are eleven schoolbags.

B: Good Kaya. Thank you. Now please draw these schoolbags quickly.

IMMEDIATE POSTTEST FOR THE CONTROL GROUP

1.GÖKHAN

G: It is tree?

R: Yes there are trees in the picture.

G: How many tree?

R: There are two trees in the picture.

G: It is bird tree?

R: Yes there are birds on the tree.

G: How many bird?

R: There are four birds on the trees.

G: Tamam öğretmenim çiziyorum.

R: Thank you Gökhan.

2.HAKAN

H: It is cloud?

R: Yes there are clouds in the picture.

H: Cloud how many?

R: There are three clouds in the picture.

H: Cloud where?

R: They are in the sky.

H: What colour cloud?

R: They are white.
 H: Sun is?
 R: Yes there is also sun in the sky.
 H: Bir bulut daha ve güneş çiziyorum.
 R: That will be fine. Now let's go on with Akın.

3. AKIN

A: Snow is?
 R: No, there isn't snow in the picture.
 A: Rain is?
 R: No, there isn't also rain in the picture.
 A: Sun is sky?
 R: Yes there is sun in the sky.
 A: Star are they?
 R: No, there aren't stars in the sky.

4.HASAN

H: It is hat?
 R: Yes there is a hat in the picture.
 H: Hat is bank?
 R: No, there isn't a hat on the bank.
 H: Hat is car on?
 R: No, there isn't a hat on the car.
 H: Where hat?
 R: A woman has got a hat on his head.

5.ERHAN

E: It is table?
 R: Yes there is a table in the picture.
 E: It is near house?
 R: No, there isn't a table near the house.
 E: Where table?
 R: It is under the tree?
 E: It is chair?
 R: Good. Yes there are five chairs around the table.
 E: It is on chair?
 R: Yes there are people on the chairs.

6.ÇAĞATAY

Ç: It is plate on table?
 R: Yes there are plates on the table.
 Ç: Plate how many?

R: There are five plates on the table.
 Ç: Glass on table?
 R: Yes there are five glasses on the table.
 Ç: It is cake?
 R: Yes there is a cake on the table.
 Ç: Masadakileri çiziyorum öğretmenim.
 R: Good thank you.

7. UFUK

U: It is bottle?
 R: Yes there is a bottle in the picture.
 U: Bottle is table?
 R: No there isn't a bottle on the table.
 U: Bottle is bank?
 R: No, there isn't a bottle on the bank.
 U: Where bottle?
 R: A woman has got a bottle in her hand.

8. SEVİNÇ

S: It is book?
 R: Yes there is a notebook in the picture.
 S: It is table?
 R: No there isn't a book on the table.
 S: It is bank?
 R: No, there isn't a book on the bank.
 S: Book where?
 R: A man has got a book in his hand.

9. AHMET

A: Dondurma ne demektir öğretmenim?
 R: Ice cream. It is an ice cream.
 A: It is ice cream?
 R: Ok. There is ice cream in the picture.
 A: It is on table?
 R: No, there isn't ice cream on the table.
 A: Where ice cream?
 R: Boys have got ice cream in their hands.
 A: Boy how many?
 R: Three boys have got ice creams in their hands.

10. MUSTAFA

M: It is bicycle?

R: Yes there are bicycles in the picture.
 M: Bicycle how many?
 R: There are three bicycles in the picture.
 M: Bicycle near house?
 R: No there aren't bicycles near the house.
 M: Where bicycle?
 R: They are near the bank.
 M: What colour bicycle?
 R: They are red.

11.EMEL

E: It is box?
 R: Yes there is a box in the picture.
 E: What colour box?
 R: It is yellow.
 E: It is bank on?
 R: No, there isn't a box on the bank.
 E: It is in door house?
 R: No there isn't a box at the door of the house.
 E: Box where?
 R: It is under the tree.

12.NURAY

N: It is cat?
 R: Yes there are cats in the picture.
 N: How many cat?
 R: There are two cats.
 N: It is bank?
 R: Yes, one cat is under the bank.
 N: It is where?
 R: The other cat is at the door of the house.
 N: Hemen çiziyorum kedileri öğretmenim.
 R: Well thank you.

13.FİKRET

F: It is postman?
 R: Yes there is a postman in the picture.
 F: Good. He is bicycle?
 R: Yes the postman has got a bicycle.
 F: He is bank on?
 R: No there isn't a postman on the bank.
 F: Where postman?
 R: He is at the door of the house.

F: Tamam. Postacıyı da bisikletini de çiziyorum.

R: Thank you. Let's go on with someone else.

14.SELDA

S: Öğretmenim fotoğraf makinesi nasıl derdik?

R: Camera. It is a camera.

S: It is camera?

R: Yes there is a camera in the picture.

S: It is on bank?

R: No, there isn't a camera on the bank.

S: Camera is car?

R: No, there isn't a camera in the car.

S: Where camera?

R: A woman has got a camera in her hand.

15.YASEMİN

Y: İp nasıl sorarız öğretmenim.

R: Good. İp atlayanlar olabilir tabii.

Y: It is rope?

R: Yes there is a rope in the picture.

Y: It is tree?

R: No, there isn't a rope under the tree.

Y: It is floor?

R: No there isn't a rope on the floor.

Y: Where rope?

R: Two girls have got a rope in their hands.

16.ONUR

O: Tavuk nasıl deriz peki öğretmenim?

R: Chicken. It is a chicken.

O: It is chicken?

R: Yes there are chicken in the picture.

O: It is near pool?

R: No, there aren't chickens near the pool.

O: It is tree?

R: No, there aren't chickens under the tree.

O: Where chicken?

R: They are in the coop.

O: Coop ne demek öğretmenim?

R: Kümes. There are chickens in the coop.

17.BİLGE

B: Balkon ne demek öğretmenim?
 R: Balcony. It is a balcony.
 B: House is balcony?
 R: No, the houses haven't got balcony.
 B: It is lamp?
 R: Yes there are street lamps in the picture.
 B: They where are?
 R: They are in front of the houses.

18.TURGUT

T: It is dog?
 R: Yes there is a dog in the picture.
 T: It is tree under?
 R: No, there isn't a dog under the tree.
 T: It is house?
 R: No, there isn't a dog in the house.
 T: Where dog?
 R: It is near the pool.

19.ÖNDER

Ö: It is school?
 R: Yes there is a school.
 Ö: Where school?
 R: It is near the house. İkinci evin sağına çizebilirsin Önder.
 Ö: It is student?
 R: Yes there are students in front of the school.
 Ö: They schoolbag?
 R: Yes. The students have got schoolbags.

20.ALEV

A: Öğretmenim raket İngilizce'de nasıl söylenir.
 R: It is similar. It is a racket.
 A: It is racket?
 R: Yes there is a racket in the picture.
 A: It is in house
 R: No there isn't a racket in the house.
 A: It is in car?
 R: No there isn't a racket in the car.
 A: Where racket?
 R: It is on the bank.
 A: Good. Thank you.

21.GÜLÇİN

G: Öğretmenim benim aklıma artık hiçbir şey gelmiyor.
 R: Söylenmiş örnekleri de verebilirsin. Go on please now. Devam et.
 G: It is car?
 R: Yes there are cars in the picture.
 G: Car where?
 R: Cars are in front of the houses.
 G: Car what colour?
 R: They are grey and blue.
 G: Car is driver?
 R: No, there isn't a driver.

22.BARIŞ

B: It is chimney? Baca demekti değil mi öğretmenim?
 R: Yes there are chimneys in the picture.
 B: Where chimney?
 R: They are on the roofs of the houses.
 B: How many?
 R: There are two chimneys.
 B: What colour chimney?
 R: They are black.

23.SEZEN

S: It is bin?
 R: Yes there is bin in the picture.
 S: It is bank?
 R: No, there isn't a bin near the bank.
 S: It is tree?
 R: No there isn't a bin under the tree.
 S: Where bin?
 R: It is in front of the house.

24.DURU

D: It is bag?
 R: Yes there is a bag in the picture.
 D: It is house?
 R: No, there isn't a bag in front of the house.
 D: It is bank?
 R: No there isn't a bag on the bank.
 D: Where bag?
 R: A woman has got a bag in her hand.
 D: What colour bag?
 R: It is black.

25.ESRA

E: It is umbrella?

R: Yes there is an umbrella in the picture.

E: It is on bank?

R: No there isn't an umbrella on the bank.

E: It is on table?

R: No there isn't an umbrella on the table.

E: Where umbrella?

R: A man has got an umbrella in his hand.

E: Şemsiyeli adamı da çiziyorum öğretmenim.

R: That's fine Esra. Thank you.

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