

**Orta Alt Düzey İngilizce Öğrencilerinin Sözlü Anlatımlarında  
Ortaya Çıkan Boşlukları Fark Etme Durumları**

**NOTICING THE GAP IN SPOKEN OUTPUT: A CASE  
STUDY ON TURKISH LOWER-INTERMEDIATE EFL  
STUDENTS**

**Zuhal KIYLIK  
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**NOTICING THE GAP IN SPOKEN OUTPUT: A CASE STUDY ON  
TURKISH LOWER-INTERMEDIATE EFL STUDENTS**

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**YÜKSEK LİSANS TEZ ÖZÜ****ORTA ALT DÜZEY İNGİLİZCE ÖĞRENCİLERİNİN SÖZLÜ  
ANLATIMLARINDA ORTAYA ÇIKAN BOŞLUKLARI FARKETME  
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Bu betimleyici çalışma öncelikle öğrencilere kendi konuşmalarını dinleyip yorum yapma fırsatı verildiğinde eksikliklerinin farkına varıp varamadıklarını incelemeyi amaçlamıştır. Çalışmanın diğer bir amacı ise öğrencilerin eksikliklerinin farkına varma çalışmaları sırasında hangi dilbilimsel unsurların üzerinde yoğunlaştıklarını araştırmaktır.

Veri toplamak için, orta alt düzeydeki sekiz İngilizce yabancı dil öğrencisine konuşma derslerinde yapmaları için üç farklı etkinlik verilmiştir. İlk olarak verilen etkinlik, üçüncü etkinlikten sonra öğrencilerin eksikliklerinin farkına varma oranlarında bir fark ortaya çıkıp çıkmadığını görmek için tekrar verilmiştir. Öğrenciler bu etkinlikleri yaparken videoya kaydedilmişlerdir. Daha sonra konuşmalarını seyretmek ve yorum yapmak üzere çağırılmışlardır. Öğrencilerin bu yorum yapma süreçleri de videoya kaydedilmiştir. Tüm konuşmalar kağıda dökülüp analizi yapılmıştır.

Sonuçlar, öğrencilerin, araştırmacı ve bir İngiliz hoca tarafından belirlenmiş olan unsurların yaklaşık olarak %27'sini fark ettiklerini göstermiştir. Öğrenciler öncelikle gramer yapılarıyla ilgili unsurları, ikinci olarak da sözcükle ilgili unsurları fark etmişlerdir. İşlevle ilgili olarak da fark edilen çok az unsur vardır. Bu sonuçlar, öğrencilerin, konuşmalarında işlev yerine doğruluğa daha çok dikkat ettiklerini göstermektedir.

Çalışmanın bir diğer bulgusu da kullanılan etkinliklerin içeriklerinin ve özelliklerinin öğrencilerin fark ettikleri unsurlar ve sıklıkları üzerinde etkisi olduğudur.

Bulgular tekrar edilen etkinliğin ikinci uygulamasındaki fark etme oranının ilk uygulamayla kıyaslandığında %8 oranında arttığını göstermiştir. Bu yüzden, öğrencilerin farkına varma durumlarının zamanla ilerlediği sonucu çıkarılabilir.

Öğrenciler toplamda fark ettikleri unsurların ortalama olarak % 73'ünü değiştirip uygun şekilde düzeltmişlerdir. Bu bulgu öğrencilerin dil yetilerinin geliştiğinin göstergesi olarak kabul edilebilir.

## ABSTRACT

This descriptive study mainly aimed at investigating whether noticing would occur when students were given an opportunity to reflect on their spoken output. Another aim was to investigate the types of linguistic features that were focused on during the noticing sessions.

In order to collect data, eight lower-intermediate EFL learners were given three different tasks to accomplish in speaking lessons. They were video-recorded while they were performing. Then, they were invited to watch and comment on their output to see whether they are able to notice the gap between what they said and what they were supposed to say. These reflection sessions were also video-recorded. All the speech made by the students was written and analyzed. The first task was repeated at the end of the third task in order to find out whether there was a difference between the first and second noticing sessions of the same task.

The results indicated that the students noticed approximately 27% of the features that the researcher identified in total. They mainly noticed the features about grammar forms and secondly vocabulary issues. There were also a few noticed features related to function. This implies that the students were more concerned with the grammatical accuracy of their output rather than function.

Another finding of the study was that the nature of the tasks had an influence on the types of the noticed features and the frequencies of those features.

The findings showed that the amount of noticing increased 8% in the repeated task when compared with the first application. Therefore, it can be interpreted that awareness of the students improved in time.

The students changed and corrected appropriately in the average of 73% of the features that they noticed in total. This finding might suggest that their language competence was developing.

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## CHAPTER 1

### INTRODUCTION

#### 1.1. Background of the study

Second language acquisition (SLA) is a complex process and needs a careful explanation because there are so many separate but interrelated factors in it. SLA researchers try to identify both external factors, such as social milieu and input, and internal factors like language transfer and learning processes that are not directly observable and learner output is the source to infer and to explain this process. They try to find out some answers in this complex process by collecting samples of language that is produced in written and oral form by learners and then by analyzing those samples. A lot of research, for example, has been concerned with the contribution of input in SLA. These studies have produced mixed results and many of these studies have been descriptive in nature. That is, they describe the devices used to negotiate meaning, linguistic modifications occurring in foreigner talk, the effect of task design etc.. (Ellis, 1994).

There have been many experimental studies in input research but introspective techniques such as think-aloud techniques have not been widely used. Subjects complete a task and they verbalise what they think while they do the task in introspective techniques. Some researchers like O'Malley and Chamot, Oxford (1990, cited in Matsumoto, 1996) have investigated learners' mental processes such as strategies, beliefs in L2 use and learning by employing introspective techniques. There might be some occasions when it is difficult to collect data from subjects during the task performance (Nunan, 1986). The importance of the studies lies in the fact that they led the learners to think about their own language learning through retrospection in which the data are collected some time after the task completion. One of the techniques is written retrospection through diary-keeping. For example, Schmidt and Frota (1986, cited in Ellis, 1994) used diary study to investigate what one learner noticed in the input. This may be effective in raising the learners' consciousness in learning process. Willis and Willis (1996, cited in Jones,

2001) suggest some practical examples to help learners in this consciousness raising process. They argue that if the learner is provided with the written transcript of the recorded conversation, s/he will be given time to notice and reflect on language features and their appropriate usages.

Noticing, a conscious cognitive process, is the key concept here and it is claimed that “*consciousness, in the sense of awareness of the form of input at the level of noticing is necessary to subsequent second language acquisition*” (Robinson, 1995: 283). Schmidt states that “*noticing presupposes the allocation of attentional resources to some stimulus and identifies the level at which perceived events are subjectively experienced and are reportable by the person who experiences them*” (cited in Kasper&Blum-Kulka, 1993:24). Ellis uses the term *cognitive comparison* to define noticing because “*learners need to notice when their own output is the same as the input as well as it is different*” (cited in Thornbury, 1997:326). That is, the students must notice the gap, make comparison between the input and output and try to confirm that input and output are matched (Thornbury, 1997). Muranoi (2000) states that “*noticing the mismatch promotes cognitive comparison of the interlanguage system with the target system*” (2000: 635). Therefore, learners’ attention to their own output is as important as attention to input.

It is also claimed that there can be no learning without attention; therefore, language teachers should look for opportunities to promote noticing to both input and output (Schmidt, 1990). Therefore, when written production is considered, it seems easier for teachers to take learners’ attention to their written product since the written products are available. For example, drawing learners’ attention to their own output in writing classes gives a chance to reshape and reconstruct their products until they are satisfied with their writing. Students have the opportunity to see their written products, have teacher, peer or self-feedback. However, in speaking, the oral production is heard and gone because students are given limited opportunities for extended output due to a large number of students in the classes and almost no chance to notice, reflect on and put their output to the test. Students are not allowed to analyze their oral performances and they are not given any time for reflection.

Therefore, students should be given opportunities to focus their attention on their output, particularly their oral output.

## **1.2. Purpose of the study**

Since it has been observed that many students have the problem of using linguistic features appropriately in their oral production, giving them a chance to focus on their oral output was regarded as important for the application of an effective way which would contribute to their language learning. Therefore, this study was designed to investigate whether learners would be aware of a linguistic problem in their oral output when they were given a chance for noticing.

The study, therefore, aimed to investigate whether students were able to recognize what they could say and what they should say, that is, whether they could recognize some of their linguistic problems. It was the investigation of what they noticed in their output when they had a chance to reflect on it. It was aimed to help students analyze their oral performances by the way of reflective approach. Matsumoto (1996) claims that learners do not usually reflect on their learning processes voluntarily. When they are given chance to analyze their written or oral products, they become a researcher examining their own L2 learning. In order to help learners reflect on their products, the researcher used proof-listening technique, as Lynch (2001) also used in one of his studies, in which students were recorded while performing some communicative tasks and the recordings were replayed so that students could watch/listen to their performances and then comment, discussed, corrected or asked questions on their own output. Recording language use facilitates noticing because students can replay their conversations and study their own output. This technique was thought to be illuminating for students who were not used to hearing or seeing themselves on videotape.

### **1.3. Research Questions**

This study addressed the following research questions regarding the effect of noticing in terms of output in language learning:

- 1- Do learners notice the gap between what they say and what they should say?
- 2- What types of linguistic features are focused on during noticing process?
- 3- Does the amount of focused linguistic features show any change in time?

### **1.4. Limitations of the study**

This study does have some limitations. The study was conducted to see whether students would notice when they were given a chance to reflect on their oral production. The number of participants was small. Eight lower intermediate students chosen randomly in the preparatory program participated in the study. The researcher had to study with a small group of students since it would be impossible to collect sufficient data when studied with a larger group. Otherwise, the students would have a limited opportunity to produce and then, limited output to notice. It was thought that the number of output produced by students would be more if the study were conducted with a small number of students. The tasks had to be chosen from the speaking course syllabus and the researcher had to complete the tasks in a limited time as the syllabus required.

## CHAPTER 2

### LITERATURE REVIEW

In this section, we are going to review the hypothesis related to input, output and noticing in the second language acquisition (SLA). Some studies conducted on these hypothesis, especially on output hypothesis, were mentioned by giving results.

One of the aims of SLA is to describe and explain learners' linguistic and communicative competence basing on the theories and studies. For this reason, different kinds of performances such as analyzing the learners' utterances in speech or writing have been used to investigate competence. However, SLA is a very complex phenomenon. When asked, "how do learners acquire a second language?" some would say that it is through understanding messages in the second language.

The message might be in written or spoken form and this may be called input. The relationship between input and acquisition have been explored in many ways and a lot of studies have been conducted investigating the role of input in SLA. The studies have produced mixed results. According to Krashen's *Input hypothesis*,

"humans acquire language in only one way – by understanding messages, or by receiving comprehensible input.... We move from I, our current level, to I+1, the next level along the natural order, by understanding input containing I+1" (Krashen, 1985, cited in McLaughlin, 1987: 36).

Sharwood Smith (1993) defines input as "*the potentially processible language data which are made available, by chance or by design, to the language learner*" (1993: 167). A number of researchers like Krashen, Long, Pica, Young, and Daughy (cited in Ellis, 1994) think that input plays an important role in second language acquisition. When learners are exposed to large amounts of comprehensible input, they are provided with plenty of invaluable examples of language uses.

Krashen also claims that speaking is a result of acquisition and not its cause and information about grammar in the target language is automatically available when the input is understood.

While comprehensible input is seen as a major factor in second language acquisition by some researchers like Krashen and Long (cited in Ellis, 1994), it is true that it does not guarantee acquisition itself. That is, providing merely input may not be sufficient to ensure a high level of second language proficiency of learners (Ellis, 1994). Learners need not only input but also awareness in language learning.

### 2. 1. Noticing

The role of consciousness and awareness in foreign or second language learning has been discussed a lot in the field of second language acquisition and cognitive psychology (Leow, 1997). Schmidt (1990, cited in Robinson, 1995: 288) claims "*consciousness, in the sense of awareness of the form of input at the level of noticing, is necessary to subsequent second language acquisition*". That is, conscious attention to input is essential for language learning. Schmidt and Frota (1986, cited in Fotos, 1993) state that the target like form will be acquired if it is present in comprehended input and noticed consciously. Schmidt argues that "*no learning is possible without some degree of consciousness and attention either voluntary or involuntary to the material to be learned is crucial*" (1992, cited in Ellis, 1995: 90). There is a growing interest in language learning by paying attention to the input, which is known as *noticing*.

There are some other technical terms for '*noticing*' such as *focal awareness* (AtkinsonShiffrin, 1968), *episodic awareness* (Allport, 1979), *conscious perception* (Dixon,1971), and *apperceived input* (Gass,1988) (in Schmidt, 1993). It takes attention of the researchers and it is stated that there are two conditions of noticing necessary for acquisition:

1- Learners must attend to linguistic features of the input that they are exposed to, without which input cannot become intake. Because when learners are exposed to input and have processed the input, it turns into intake and then

learning occurs (Corder, 1982). However, without noticing, input cannot become intake.

2-Learners must notice the gap, that is, make comparisons between the current state of their developing linguistic system, as realized in their output, and the target language system, available as input. (Thornbury, 1997: 326). Likewise, Ellis (1997) defines noticing "*as the process of consciously attending to linguistic features in the input*" (in Murphey and Kenny, 2002). Robinson (1995) points out "*noticing means detection plus rehearsal in short-term memory, prior to encoding in long-term memory*" (1995: 296).

Schmidt's *noticing hypothesis* has gained a lot of attention in language learning in the last decade and Schmidh believes that noticing is worth of investigation (Schmidh, 1990). Schmidh (1995, cited in Cross, 2003: 2) believes that "*what learners notice in input is what becomes intake for learning*" and it is a necessary condition for L2 acquisition. Batstone (1996) states that "*noticing is a complex process: it involves the intake both of meaning and of form, and it takes time for learners to progress from initial recognition to the point where they can internalize the underlying rule*" (1996: 273). It is a complex process because when tasks requiring processing of both form and meaning may lead to less intake.

Noticing needs to be explored and investigated from different aspects in language learning/teaching. Some studies on the role of noticing in input in language learning have been conducted to see the effectiveness of noticing (conscious attention) and noticing seems to contribute and facilitate L2 development (Schmidh, 1990, 1993,1994, 1995, Long, 1988, 1991, Fotos&Ellis, 1991, cited in Robinson, 1995). For example, Leow (1997) analyzed the think-aloud protocols of 28 Spanish L2 learners who completed a problem-solving task and their performances on a recognition and written production task. According to the results it was found that more awareness contributes to more recognition and respectively to the accurate written production of noticed forms. In another study, Fotos (1993) investigated the amount of learner noticing that was produced by two types of grammar consciousness-raising treatment. The group that was given noticing exercises

was found as successful in the task performance as the group that was not exposed to any consciousness-raising activity. Another research relevant to the role of noticing is Schmidt & Frota's (1986, cited in Ellis, 1994) study that examined the diary of a student to establish which features in the input the student had consciously attended to. They also investigated his speech to see to what extent the noticed forms turned up. They found that the student produced the forms that he noticed people saying to him.

## 2. 2. Output

While noticing takes attention in terms of input in language learning and much research highlights the importance of awareness in the input, some researchers such as Swain (1995) and Swain & Lapkin (1995, 1998) have started to investigate learners' attention to their own output as they consider it equally important in SLA.

Production was thought to have an important role in acquiring a language. According to a common assumption, output is only an indication of SLA and it does not play any significant role in language acquisition processes. For example, Krashen argues that speaking is the result of acquisition not its cause and he claims that if learners treat their output as auto-input, they can learn from their output (Ellis, 1997). Crookes (1991, cited in Swain and Lapkin, 1995: 371) states that "*the role of output, that is, production or use, in the development of second language proficiency has largely been ignored or denied*". Swain (1995) claims that students need both comprehensible input and comprehensible output in order to be fluent and accurate in the target language. For example, students in Canadian immersion programs are provided with a rich source of comprehensible input. However, researches on these programs have shown that L2 learners cannot attain a high level of proficiency. (Izumi, Bigelow, Fujiwara & Fearnow, 1999).

Swain, therefore, suggests "*in addition to comprehensible input, learners need opportunities that require that their own speech be comprehensible because it is only through such opportunities that learners are pushed to mobilize their emerging grammatical competence*" (cited in Nunan, 1991:

286). According to Swain, producing the target language may force the learner to pay attention to his output to convey the message successfully. She states, “...*output pushes learners to process language more deeply with more mental effort than does input*” (Swain, 1995: 126). That is, focusing on output may lead learners to be more active and responsible in their learning because they need to create forms and meaning. What is more, they discover what they can do and cannot by focusing on output. Swain (1995), therefore, proposed the Output Hypothesis.

### **2. 3. Output Hypothesis**

The Output Hypothesis claims that, “*under some circumstances, output stimulates language acquisition by forcing the learner to process language syntactically*” (Izumi&Bigelow, 2000:243). That is, it claims that learners need the opportunity for meaningful use of their linguistic resources in order to achieve advanced levels of grammatical competence. Swain argues that learners facing with communication failure are pushed to make their output more precise, coherent and appropriate (Ellis, 1994, Fotos&Ellis, 1991). She points out that output promotes language acquisition since it makes learners recognize problems in their interlanguage and search for alternative ways to express what they intend to say and modify it upon receiving feedback (Izumi&Bigelow, 2000). Swain (1995) identifies three functions of output and these functions relate to accuracy rather than fluency. These are:

- 1-the noticing-triggering function (its consciousness-raising role),
- 2-the hypothesis-testing function,
- 3-the metalinguistic function (its reflective role).

To have a better understanding of Output Hypothesis it would be useful to review these functions one by one.

#### **2.3.1. The Noticing-Triggering Function**

The first function of output is noticing-triggering. It is directly related to Schmidt’s Noticing Hypothesis. Swain (1995) suggests, “*output is one of the triggers for noticing*” (Swain and Lapkin, 1995: 373). It is claimed that a learner will be aware of a linguistic problem, that is, noticing; by producing the L2 (second language), and noticing a problem may lead the learner to the

modification of his/her production. In other words, output may increase the learner's awareness about his/her L2, leading him/her to recognize some linguistic problems even without implicit or explicit feedback by an interlocutor (Swain and Lapkin, 1995). Noticing often results from interlocutor feedback as well as the speaker's failure to find the correct L2 forms (Chin and Zaorob, 2001). When learners become aware of the gaps between what they want to say and are able to say, this causes an attempt to reexamine their knowledge and consider the input more carefully (Storch, 1998). De Bot (1996: 551) adds that "*noticing a problem is not solving it, but the awareness of it may lead to more attention to relevant information in the input, given incentives to solve the problem*". Similarly, Swain (1995) states,

"In producing target language (vocally or subvocally) learners may notice a gap between what they want to say and what they can say, leading them to recognize what do they not know, or know only partially, about the target language. In other words, under some circumstances, the activity of producing the target language may prompt second language learners to consciously recognize some of their linguistic problems; it may bring to their attention something they need to discover about their L2" (p. 124-125).

Therefore, it has been an area of concern in studies. A study conducted by Izumi, Bigelow, Fujiwara and Fearnow (1999) investigated whether output promotes noticing of linguistic form and result in improved performance of the target form. Past hypothetical condition was the target form for the study. The experimental group produced written output after being exposed to it and the group was presented with relevant input in the form of short reading passages. After that the group was given a second reconstruction opportunity. The comparison group was exposed to the same input materials for the comprehension only and this group answered comprehension questions. Both groups demonstrated increased noticing of the target form, as measured by participants' underlining the parts of the sentences they thought were particularly necessary for subsequent reproduction. The experimental group demonstrated a significant rate of uptake of the target form in their production and made larger gains on the production test than did the comparison group. The researchers also suggested that the task should not place heavy cognitive demands on the learners as they deal with output activities.

Following that investigation, another study by Izumi and Bigelow (2000) examined the noticing function of output by making some modifications in the study like reversing the order of the treatments. Before completing essay-writing tasks and text reconstruction task, two groups of EFL learners were exposed to the same input containing a lot of examples of the target form. The experimental group was given some opportunities for output while the control group engaged in comprehension based activities. The results indicated that extended opportunities to produce output and receive relevant input were crucial in improving learners' use of grammatical structures. Another finding from the study suggested that output did not always succeed in drawing the learners' attention to the target form, which may be related to the learner and linguistic factors.

In one of the studies conducted by Lynch (2001), eight students in a speaking class were divided into two groups and each group was given a role card. After they read and discussed what they were going to say in their groups, one member from each group was chosen to play the scenarios in front of the class. The teacher videotaped their performance and then the students were invited to listen and transcribe their performance. The students' interaction was also recorded as they were working on their transcription. After they transcribed it, they were told to review, revise and edit it making any changes they wished to and gave both the first and edited transcripts to the teacher. The teacher reformulated the edited transcript and the students were asked to compare the transcripts discussing any important or interesting parts. As a result of this study, it was seen that the students noticed quite a lot and made a number of changes. These changes were counted and seen that the students noticed 28 points for change many of which were correctly changed in two minute's talk. The types of changes made by the students were also identified as grammatical corrections, lexical corrections, editing, reformulation, and mixed. Transcribing the output was seen as a productive way for noticing since the learners were encouraged to express their thoughts about the accuracy of the forms they used in their output. The study allowed for noticing because reflective self-

correction, interactive peer correction and the teacher's feedback particularly in the area of vocabulary supported noticing.

Murphey and Kenny (2002) conducted a similar study in which 22 students were given a number of opportunities for noticing their own output as well as others' output. Students were regularly videotaped, and then they analyzed their own conversation. The researchers experimented with several activities while viewing and analyzing the conversations to focus the students' attention on noticing. These were: *evaluation forms* in which students answered some questions about their conversations such as 'What did you notice you said well?', 'What mistakes did you make and how would you correct them?', *transcriptions*, that is, the students transcribed their conversations and then corrected their mistakes; watching a partner's video and then wrote short letters giving advice to their partners. After the study, the researchers commented that recording of language use, that is otherwise heard and gone, facilitated noticing greatly. Ellis (1995) states that when students watch their conversations and study their own output, this enables them to compare what they have noticed in the input with what they can produce in their output. Therefore, creating opportunities for noticing, can promote learner autonomy since the students are engaged in action research on their own learning. (Murphy and Kenny, 2002).

Swain and Lapkin (1995) examined the cognitive processes in one of their research projects. Eight students from a French immersion class were given a writing task asking to write an article about an environmental problem as a reporter for a local newspaper. As they wrote, they were to think aloud. Then they were asked to edit and think aloud again in editing. They used no aid. Each session was recorded and then analyzed. When learners mentioned a language problem and then solved the problem either correctly or incorrectly, this part of the protocol was identified and then categorized. This was called Language Related Episodes (LRE). Four researchers tried to identify those episodes independently and these categories were: sounds right/does not sound right (lexical-grammatical), makes more sense/does not make sense, applied a grammatical rule, lexical search, translation, spelling. Overall, 40% of these RLE were related with grammatical form. Three general categories of cognitive

processes were extracted: generating alternatives, assessing those and applying the resulting knowledge. The results indicate that the students noticed gaps in their linguistic knowledge and as a result, output led to noticing even without external feedback. In short, noticing can trigger cognitive processes and force learners to think about the form of their linguistic output. (Swain and Lapkin, 1995).

Storch (1998) conducted a study investigating the linguistic items that seemed of concern of intermediate and advanced level students while the students reconstructed a text. Two texts that were a paragraph in length were used in the study. The students were audio taped while they were reconstructing the texts in small groups. Transcripts were analyzed for the explanations and justifications offered by students. The categories for the language features of concern were tenses, articles, prepositions, linking ideas, sentence structure, passive, word form, punctuation, etc. The justifications of these concerns were made according to the categories such as, grammar, meaning, discourse, intuition and no justification articulated. This study has shown that students used their own linguistic resources and then reflected on their language choices. They also received feedback from their peers, which may lead learners to their gaps in their knowledge.

Learners discover what they actually can and cannot do when they produced. Noticing a problem is not solving it, but the awareness of a problem may lead to more attention to relevant information in the input or it may stimulate the learner to fill gaps in other ways like looking up a dictionary (de Bot, 1996)

### **2.3.2. Hypothesis Testing**

The second function of output is *hypothesis testing*. Through noticing the gap in their knowledge, learners may reanalyze their knowledge of the language system. Noticing the gap may stimulate hypothesis testing. Language production can also provide an opportunity for learners to formulate hypothesis about the way L2 works and to test their hypothesis when external feedback is available. Learners modified or reprocessed their output when these learners were requested for clarification or confirmation in some studies. Pica, Holliday, Lewis, and Morgenthaler (1989), Iwashita (1993) informed that more than one

third of the learners' utterances were modified either semantically or morphosyntactically, which suggests that they are testing out some things but not others in their studies (Swain, cited in Doughty & Williams, 1998). Pica et al. (1989, cited in Swain and Lapkin, 1995:374) suggest that learners “*test hypothesis about the second language, experiment with new structures and forms, and expand and exploit their interlanguage resources in creative ways*”.

Nobuyoshi and Ellis (1993) also investigated whether pushing learners to accuracy in their production enables more accurate output (in Shehadeh, 2002). Six Japanese low-level learners of English performed two picture jigsaw tasks involving the use of past tense. The experimental group received requests for clarification if the verb was not in the past tense or the past tense was formed incorrectly. In the second session, a week later, they received only general requests for clarification when the teacher did not understand. The control group received only general requests for clarification. The researchers found that 2 learners in the experimental group showed significant gains in accuracy while the third learner and the learners in the control group could not show any gains in accuracy. The researchers conclude that pushing learners to make their output more comprehensible results with linguistic development. (Krashen, 1998). Thus, learners may use their output in order to see what works by testing new language forms and structures. Swain (1995) states that output represents the learner's best guess and output itself is the hypothesis.

### **2. 3. 3. Metalinguistic Function**

The third function of output hypothesis, metalinguistic function means that the learner uses language to reflect on language use and it may help to increase the student's awareness of forms and rules. Swain (cited in Doughty & Williams, 1998: 69) notes, “*metatalk is a language used for cognitive purposes*”.

Among the related studies, two of them are suggestive since they shed light on the third function of output, that is, metatalk. In the study by Donato (1994, cited in Woodfield, 1998), students were told to plan an oral activity that would take place the following week. The students were told not to use notes in the presentation and not to memorize the scenario. When Donato (1994, in Woodfield, 1998) examined the transcript of the planning session, he identified

32 cases of scaffolded help and 75% of those were correctly used one week later in their oral activity.

In the other study conducted by LaPierre (1994, in Swain, 1995), one class of students was provided a model of how to reconstruct a text by the researcher and the teacher of the class. The other class was also modeled but no explicit rule was invoked. Students completed three dictoglosses, a procedure in which a short text is read to the students. Students in small groups tried to reconstruct the text and then the final version was analyzed and compared. The third session was tape-recorded while the students were working in pairs. Afterwards, the students were given a tailor-made dyad-specific test that was developed from the transcripts of the students' talk. As a result, modeling metatalk attracted the students' attention. (Swain, 1995).

Wajnryb (1990, cited in Shehadeh, 2002) also used dictogloss task in his study. In the task, students listened to a task that was read aloud twice. The students were allowed to write down familiar words and phrases. Then, they were expected to reconstruct the text collaboratively as close to the original one as possible with respect to content and form. When the examples of reconstruction of two students, George and Keith, were examined, Swain (1997, cited in Shehadeh, 2002) stated that through their interaction, they established the problem and solved it. Through collaborative dialogue, they had to produce output which enabled the students to notice a gap in their interlanguage system. To overcome this gap, they talked about the problem and tried to solve it by engaging in a hypothesis testing activity and negotiated about the target language forms till they reached a consensus. Thus, the students might have never noticed their problems in their interlanguage without producing output.

In a very similar study by Kowal and Swain (1997, cited in Shehadeh, 2002) the dictogloss task was designed and similar findings were obtained. The researchers also argued that the dictogloss approach might be suited to promoting syntactic processing skills in general. Dictogloss is a reconstruction activity in which learners listen to a short text for one or two times and then reconstruct it either by individually or in groups. This version of the text is compared with the original one, which provides the learners with positive

evidence of acquired language features and helps to restructure the learners' developing linguistic competence (Thornbury, 1997).

Another task that provide an opportunity to compare between interlanguage output and target language models is reformulation task. The teacher reformulate the text using the content provided by students and it becomes ready for comparison with the students' draft. Thus, it provides a model of what the behavior should look like. Although it is generally used in writing, spoken language can also use it. When students construct and record a conversation, the content is provided by the learners and the form by the teacher. It is then replayed and transcribed line by line on the board by the teacher pointing out some linguistic features for students. Not only the teacher but also the students ask questions themselves about features of the transcript. Thus, learners choose what to notice (Thornbury, 1997).

In sum, the three functions of output, namely noticing, hypothesis testing, and metalinguistic function have a role of promoting accuracy, the development of syntax and morphology. The related studies conducted on the effect of these functions have revealed that they promote accuracy in language production. De Bot (1996) states "*output also plays a direct role in enhancing fluency by turning declarative knowledge into procedural knowledge*" (p. 553).

As mentioned before, learners try out rules and items to produce and then they use corrections they receive from other speakers both in a direct and indirect way. Output hypothesis attributes importance to feedback that is necessary to supply learners with metalinguistic information in which technical language is referred to an error and push learners to improve the accuracy of their product in order to make themselves understood. The feedback in the form of clarification that indicates an utterance has not been understood and confirmation requests is indirect feedback (Ellis, 1998). Pica (1988, cited in Ellis, 1994) found that learners produced more accurate output when they were requested confirmation and clarification. Pica, Holliday, Lewis and Morgenthaler (1989, cited in Ellis, 1994) found that learners made more modifications in response to clarification requests and these modifications were mostly grammatical than semantic ones.

It is important to mention that when learners produce pushed out, they are able to develop control over the features they have acquired. However, whether pushed output results in the acquisition of new linguistic features is not clear.

#### **2.4. Monitoring and self-repair**

Oral output is a precondition for the active hypothesis testing and some factors affect oral speech production, namely attention and monitoring (Barenfanger, Beyer, Aguado & Stevener, 2002). Schmidt's noticing hypothesis claims that all learning requires attention. Sometimes language learners have problems in monitoring their errors. These errors remain undetected. These problems can be handled by using some metacognitive strategies like self-monitoring (Oxford, 1990). Kormos (1999) states that although L2 speakers have the underlying linguistic knowledge, they cannot notice the errors they make. Levelt (1989) mentions that *"monitoring requires attentional control and attentional limitations will affect the efficiency of monitoring processes as well as the number and type of errors noticed by the speaker"* (cited in Kormos, 1999: 312). Individual differences and task demands determine the amount of attention for monitoring. Monitoring involves attention and conscious processing as well as producing output. It may increase the efficiency of acquisition in some ways. For instance, the linguistic rule or a vocabulary item may not be acquired fully and L2 speaker cannot decide if the output is correct or not. This can help to noticing the gap in learner's knowledge and it can trigger acquisition processes. Also, simply noticing an error can contribute to L2 learning. Self-initiated repairs which means that the speaker himself perceives the errors serve to test hypothesis about L2, trigger creative solutions to problems and expand the learners' existing resources (Kormos, 1999). Similarly, Lyster and Ranta (1997, cited in Van den Branden, 1997:597) suggest that *"when language learners themselves generate repair, they draw on their own resources and thus actively confront errors in ways which may lead to revisions of their hypothesis about the target language"*. Lennon (1990) explains that when language competence increases, more attention becomes available for monitoring and self-repair (cited in Kormos, 1999). Some studies

by Van Hest (1996) and O'Connor (1988) show that error repairs go from simple to more complex discourse level repairs with increasing L2 proficiency and advanced learners produce a higher number of appropriate repairs (cited in, Kormos, 1999). The frequency of self-corrections does not seem to be affected by the level of L2 competence.

When learners produce output, it may help them notice their errors or gaps. By producing output and then noticing the problems, learners may question their knowledge and search for the correct answers in input. This might help them improve their language.

## **CHAPTER 3 METHODOLOGY**

This study aims to investigate whether noticing occurs and if so, what the students notice when they are given an opportunity to reflect on their oral output. This study examines whether students are able to focus their attention on the target language they have produced and whether they can recognize some of their linguistic problems without the explicit direction of the teacher.

More specifically the study attempts to answer the following questions:

- 1- Do learners notice the gap between what they say and what they should say?
- 2- What types of linguistic features (form, function, vocabulary) are focused on during noticing process?
- 3- Does the amount of focused linguistic features show any change in time?

In order to answer these questions, this descriptive study was conducted at Anadolu University, School of Foreign Languages, in the spring term of the academic year 2002-2003.

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

The participants who were involved in this study were eight lower intermediate level students (3 males- 5 females) in the preparatory school. They were between the ages of 17-21 and from different faculties: faculties of fine arts, science, tourism and hotel management, engineering, economics and administrative sciences, industrial arts and communications. These students had 4 hours of reading, 4 hours of speaking, 4 hours of writing, 2 hours of listening, 6 hours of grammar and 6 hours of core-course classes per week. Eight out of 24 students in the class were chosen since the activities for the study could be best performed with that number of students. That is, the students would have more chance to talk and produce more, which means they would have more data to reflect and notice. In order to achieve a random sample of students, the researcher decided to do a lottery. The lottery was

organized by preparing slips of paper equal to the number of students in the class. For the study, only 8 of the slips of paper contained marks. When all the students had taken a slip, the 8 random students were identified. They were subsequently asked if they would be willing to participate. All of them accepted to participate in the study and completed a consent form (see Appendix A).

### **3. 2. Instruments**

The data were collected through the use of three different tasks. The first task was about narrating past events, the second was about giving directions and the third one was about giving opinion, interruption, argumentation and persuasion.

### **3. 3. Data Collection Procedures**

In order to collect data, the students were video-recorded while they were performing the tasks which were chosen for this descriptive study. This was the first step of recordings. After the recordings, the students were invited to watch their videos and comment/reflect on their own performances. While doing so, as a second step, they were video-recorded again. The data collected through video recordings was transcribed for the analysis of noticed features by the researcher.

#### **3.3.1. Pilot Study**

It was thought that the students would be a little reluctant and shy, therefore, the teacher and the researcher of the study made an application as a warm up since the students might have found video recording uncomfortable at first. This warm up also served as a pilot study to detect the problems that were likely to come up. All the students in the classroom were given a topic that they were thought to be familiar with and have something to say on. This was the discussion on the advantages and disadvantages of living in the countryside or living in the city. They were told to think about the topic for a while, which was about three minutes, before performing the task, that is, the discussion. As Ortega (1998) states a certain amount of time for planning removes the cognitive load and communicative pressure of a given task and learners can assess task demands and available linguistic resources. Skehan (1998)

proposes that the opportunity to plan before a task lessens communicative stress and learners free up attentional resources toward a focus on form.

The teacher divided the class into two and wanted the students to express their opinions, listen to each other carefully and ask/answer some questions if necessary. The discussion went on for 30 minutes and most of the students tried to express what they thought on the topic, and tried to support one aspect of the discussion topic. The teacher moderated the discussion and gave turns to students who wanted to express their opinions and also recorded the discussion. Although both moderating and recording at the same time was tiring, the teacher thought that the students would be relaxed if the teacher herself video-recorded their performance, not someone else out of the class. This was thought to be a warm up application for the next implementations.

After the discussion, the teacher invited all the students who were participated in the discussion to watch their performances in the classroom when they had no classes to attend. Firstly, the teacher replayed their recorded performances during the discussion in the classroom and the students were asked to watch and comment and improve the things as soon as they spot something in the oral data. The teacher gave the following instructions just before the students began to watch their performances:

*“Now, you are going to watch your performance on the video. I want you to listen what you said very carefully and then give feedback to your own and your friends’ performances. What do you want to change, what else could have been said or should not have been said? Please warn me to stop the video whenever you would like to comment on something, change something, or listen again the things you couldn’t hear.”*

These instructions were given in Turkish in order to make it clearer for the students. (see Appendix B). The students watched their performances and they asked the researcher to stop when they noticed some of their own errors and also their friends’.

This pilot study showed that the students found this reflection very interesting. The students mentioned that they liked this kind of application. However, it was also seen that the amount of production per student was not very high because each student produced one or two sentences. Therefore,

there would be limited data to focus on for each student. Another difficulty was the reflection session since the students could not focus on their original sentences in such a large group. Because of these disadvantages, the researcher decided to make the study with a small group.

### 3.3.2 Data Collection

The data was collected at Anadolu University School of Foreign Languages with 8 Lower Intermediate students in speaking lessons in the spring term. The students followed a functional notional syllabus in their speaking lessons. The coursebook chosen for that level was *Fifty- Fifty Book 2* (Wilson&Barnard, 1998). The aim of the course is to enable the students to communicate by using the appropriate functions and vocabulary in various situations. Three tasks were randomly chosen from the syllabus. These tasks were: narrating past events, giving directions, and giving opinion/ interruption/ argumentation/ persuasion. All the students in the class took instruction before they were asked to perform the tasks. That is why, the students were familiar with the tasks since they were given similar tasks in the classroom and it should also be noted that the other students who did not participate in the study had the chance to have the same instruction on the tasks and did the similar activities for the sake of fairness. The researcher chose some activities such as problem-solving and role play since the students find them very enjoyable. The activities involved the negotiation of meaning in dyadic and group interactions. It is believed that students feel less nervous when they share the responsibility as a group for giving a good speech. That is, interactive group work may lower the students' anxiety about performing the tasks. (Riggenbach and Lazaraton, in Celce-Murcia, 1991). Long and Porter (1985) indicate that learners produce more, use longer sentences, negotiate meaning more if the task requires information exchange in pair and group works. Shehadeh (1999) states that some activities such as problem solving, decision making, opinion exchange, picture dictation etc. provide an appropriate atmosphere for negotiating meaning and they encourage learners to produce comprehensible output. Van den Branden (1997) suggests that negotiation most probably

occurs when the group members feel at ease and face a task presenting a motivating challenge, requiring information exchange. These activities enable learners to use the target language frequently and develop fluency. The activities chosen for the study were carried out by some speaking teachers in the previous years and were found enjoyable and motivating for the students. Piloting of all the activities in the study was carried out with some other participants from another class of the same level in the same program and they went well.

Two weeks after the pilot study, the data collection for the study started. The eight students chosen for the study were given the first task which was about narrating past events. The task was given in one of the speaking lessons and the other students were in the class because the researcher could not arrange the time schedule for each participant in the study. The students were instructed on narrating past events for a week using their book and some activities prepared by their speaking teacher. After the instruction the students were given the task chosen for the study.

#### **TASK 1:**

The task (see Appendix C) required students to ask and answer questions. According to the task, one student was asked to be a volunteer for the role of a suspected person who was claimed to be seen naked in the park in the middle of the night. He was explained that the Court would question him. He was told to think of a reason why he was doing that and he had to give reasonable answers to the questions and also give convincing explanation.

The seven members of the court were told to ask some questions to the suspect in order to learn details about the given situation till they were satisfied with the answers given. They were also warned to listen to each other's questions, listen to the answers given by the suspect and not to ask the same questions which were asked before. They were told that a scoring system would be used for the members of the Court. They would be awarded one point if they asked two questions, and one more point if they asked more than two questions. They would lose one point if they asked a question that was asked before. The researcher who was also the speaking teacher of that

class had the role of a moderator in case any problems occurred. The other students in the class listened and decided who asked the best questions and they also decided whether the suspect could give some reasonable answers and convincing explanation.

A student in the class who did not participate the study volunteered to record the task. The task went on for 24 minutes. When it ended, the students told the researcher that they enjoyed it a lot and they forgot having been recorded. The same task was repeated with other volunteer students in the classroom using a different activity: “ You were throwing stones at a bus.” They were also recorded and informed that they could watch their performance whenever they wanted. The data was transcribed. (see Appendix D)

#### **REFLECTION 1 :**

The next day, the eight students were invited to watch their video. They were told that they would be video-recorded while they were watching their performance. They were given the same instructions that they had in pilot study in Turkish so that students could understand better what they were expected to do. They watched their performance and asked the researcher to stop the video whenever they spotted something both in their own and their friends’ recorded conversation. The students used their native language *Turkish* during reflection session. The researcher did not give feedback during the reflection unless the students asked some questions and some points to be clarified.

For example:

Student A: *‘Herşeyi unutuyorsun demek istemiştim. You are forgetting everything.’ olacaktı.*

Student B: *‘Öyle mi olacaktı hocam?’* (Sensed something wrong and asked for clarification)

Student A tried to find the appropriate version herself before the teacher helped them.

The recording of this session went on for 60 minutes and the researcher also transcribed this recording. (see Appendix E)

**TASK 2:**

Two weeks after the first reflection, task 2 was given. The target function in this task was giving directions. They did the activities on the book and some supplementary activities in the classroom. The students were expected to use the patterns given during the instruction correctly and appropriately in the tasks and activities. Some of those patterns are:

- Turn right/left,
- Go straight ahead,
- Take 3 steps forward,
- Come back,

After the instruction, the students were invited to a large room where students could move comfortably for the second task. (see Appendix F) The researcher moved some furniture away from the center of the class and put some obstacles such as chairs or bags in the middle. The students were divided into pairs and one partner in each pair was to put on a blindfold. The other student had to guide the partner to one side of the room where a bar of chocolate was hidden without touching any furniture in the room. Each student in the study group gave directions mentioned in the instruction. On reaching the chocolate, partners swap roles and the other partner gave directions. The researcher prepared some artificial money and gave some amount (20.000 T.L. to each student) to them. The students were told that if they disobeyed an instruction and hit something, they would have to pay some money. (5000 T.L.) They were also warned that if they gave false instruction to the partner, they had to pay a fine as well. (5000 T.L.) The one who had the most amount left at the end of the task would be the winner.

The researcher changed the places of furniture and obstacles before each pair carried out the task so that they could not memorize the organization and give the same instructions. The task went on for 25 minutes. The recording was transcribed by the researcher. (see Appendix G)

**REFLECTION 2:**

The students were invited to watch their video the following day. They were given the instructions mentioned in the pilot and first task reflection sessions.

They were familiar with the procedure and some of them gave the instructions just before the researcher did so. They watched their performance carefully and wanted the researcher to stop the video when they could spot something in their conversation. The same procedure was followed in this reflection too. This reflection was also recorded to the video and then transcribed. (see Appendix H)

### **TASK 3:**

Three weeks after the second task, the students studied giving opinion, interruption, argumentation, persuasion. Some structures necessary to accomplish the task were presented and practiced in the lessons. The following patterns/expressions were taught to fulfill these functions:

- I'm sorry to interrupt, but ....., (interrupting)
- In my opinion, ....., I think, ....., If you ask me, .....(giving opinion)
- Yes, I entirely agree with you. (agree with an opinion)
- I strongly suggest that ..... (persuading)

After the presentation and practice, the students were given the third activity which was a role-play (see Appendix I). The teacher taught the new words which were necessary for students to know for the activity such as lawn mover, greenhouse, drill, etc. After that, the teacher divided the students into groups of four. She copied one set of role cards and one set of picture cards for each group. There were two groups for this activity since it was an activity for four people. While the first group was performing, the second group was not allowed to hear the task; therefore, they were told to wait outside till the first group finished their task. The first group was warned not to mention what they did in the task when they completed it. Each student was given out a role card and picture cards were placed face down in the middle. The students were told that they belong to a family of four, mum, dad, daughter and son, and they have a total of \$500 to spend. They were told that they might spend this money as they like, but they must discuss about how to spend this money and what to buy. Each member of the family had a role card which showed what he/she wanted to buy. They had to give good reasons to buy these things and discuss the case with the family members. They began the activity by

turning the first picture card and argued whether to buy it. If the family agreed to buy it, they kept the picture card aside. If they decided not to buy it, they discarded the card. The task was repeated with the second group and the performance of the first and second groups were recorded and then transcribed by the researcher (see Appendix J). The first group performance went on for 42 minutes and the second one went for 40 minutes.

### **REFLECTION 3:**

The following day, all 8 students were invited to watch their performance in the third task. They were given the instruction as was done previously in the other tasks reflections. Then they watched the first group and when they spot something on the data, they asked the teacher to stop the video. Both the first and the second group members participated at the same time. Sometimes, the members from the other group spot something on the data before the other group members. They gave feedback to the other group members as well. Then, they watched the second group and did the same things. The reflection went on for 85 minutes and it was also recorded. It was transcribed by the researcher afterwards. (see Appendix K)

### **TASK 1 (repeated):**

Two weeks after the third reflection, at the end of the term, the students were given the same narration task which had been given as the first task in order to see whether the amount of noticing would show a change. The researcher changed only the topic since it would be boring to talk on the same topic that had been discussed before. The topic written on the board was: "You were seen with a woman/man in a cafeteria hand in hand."

According to the task, the Court members would ask some questions to the suspected person and the suspected one would answer those questions. The Court members would ask some questions to learn the details and the suspected person would try to give reasonable answers to convince them. The suspect was told that he was married and had to find a good reason of why he had done such a thing. The Court members were warned to listen to the answers carefully, ask the questions accordingly and not to ask the same questions that were asked before. The same scoring system mentioned in the

first task was used again. The researcher had the role of a moderator to maintain the order of the discussion. The task went on for 25 minutes and it was recorded by one of the students in the class. Then the researcher transcribed it. (see Appendix L)

#### **REFLECTION 4:**

The following day the students in the group were invited to watch their video. They were instructed as it was done before in the other three reflections before they started to watch. When they noticed something in the data, they required the researcher to stop the video and talked about it. This reflection was also recorded and it went on for 65 minutes. The researcher transcribed it. (see Appendix M)

### **3. 4. Data Analysis**

The data which were collected through video-recordings and then transcribed were analyzed in the following steps:

1- The recordings of students' presentations were transcribed in order to find out what needs changing/correcting in their talk. The researcher and one of her colleagues, a native speaker working in the same school studied the transcriptions and then they discussed and decided what needed changing and/or correcting. The number of the corrections and changes were calculated.

For example:

Student A: *'I didn't embarrassed because I don't remember anything.'* (from the first task)

Teachers' reformulated version: *'I wasn't embarrassed because I didn't remember anything.'*

Then all these parts which needed to be changed or corrected in the transcriptions were categorized by the researcher. A native speaker working in the same school and a non-native instructor were also given some examples from the transcriptions and asked their categorizations. These categories were compared and there was almost a high degree of agreement. The categorization was done for each task. All categories were entirely data driven.

The categories were identified as form, function and vocabulary. The following categories emerged:

I. **FORM:** The items which were related to grammatical rules were categorized under form.

1) **articles (a, an, the):** Inappropriate usage or lack of articles.

Example:

“*I was with my friends in disco but .....*” (St. C, 1<sup>st</sup> task)

2) **tenses:** Inappropriate/wrong usage of tenses.

Example:

“*I take off my clothes because .....*” (St. C, 1<sup>st</sup> task)

3) **modals:** Inappropriate/wrong usage or lack of modals.

Example:

“*.....and I must be embarrassed*”. (St. C, 1<sup>st</sup> task)

4) **gerund/infinitive:** Inappropriate usage or lack of gerund/infinitive.

Example:

“*It's worth to pay it.*” (St. G, 3<sup>rd</sup> task)

5) **singular/plural usage:** Inappropriate usage or lack of singular/plural forms.

Example:

“*Go straight ahead. 5 step.*” (St. C, 2<sup>nd</sup> task)

6) **pronouns:** Inappropriate/wrong usage or lack of pronouns.

Example: “*I didn't wonder me*”. (St. C, 1<sup>st</sup> task)

7) **verb usages:** Some categories were identified as given below.

- lack of verb

Example:

“*Because I my home.*” (St. C, 1<sup>st</sup> task)

- inappropriate usage or lack of verb *to be*

Example:

“*I didn't embarrassed.....and..*” (St. C, 1<sup>st</sup> task)

- subject/verb agreement

Example:

“*Everybody were naked.*” (St. D, 1<sup>st</sup> task)

**8) sentence formation:**

- word order: Inappropriate word order.

Example:

“*Why didn't affect your school life this bad situation?*” (St. B, 3<sup>rd</sup> task)

- incomplete sentences

Example:

“... *student*...” (St. C, 1<sup>st</sup> task)

- ill-formed sentences

Example:

“*My clothes.. because the cloth is mine...*” (St. C, 1<sup>st</sup> task)

**9) prepositions:** Inappropriate usage or lack of prepositions.

Example:

“*Maybe another park.*” (St. C, 1<sup>st</sup> task)

**10) if clauses:** Inappropriate usage of conditionals.

Example:

“*If I saw people, maybe I didn't take off my clothes.*” (St. C, 1<sup>st</sup> task)

**11) conjunctions, transitions:** Inappropriate usage or lack of conjunctions and transitions.

Example:

“*I was very happy in that night. I drank a lot.*” (St. C, 1<sup>st</sup> task)

**12) unnecessary usage of sentences/words/phrases**

Example:

“*Also we haven't just enough money to buy it.*” (St. H, 3<sup>rd</sup> task)

**II. FUNCTION:** The items related to the functions expressed by the forms such as modals were categorized under function. It is related with how learners use the forms to perform the functions- reflecting states of mind of the speaker- that are communicatively important for accomplishing specific tasks. For example, in order to perform the function of possibility, the learners should use some forms such as may, might, could. If the learner cannot use these forms to express this specific function or this function is expressed with any other forms which would be inappropriate in this context, it might be considered as a function problem.

Example:

“...*If we buy a car, we don't buy another thing .....*” (St. C, 1<sup>st</sup> task)

(in this example when the student uses *don't* he talks about a general statement. However, the student is supposed to express the impossibility of the situation. He is most likely aware of the situation but cannot use the right form to express this function.)

### **VOCABULARY:**

Another part which was identified by the researcher is vocabulary. It includes the usage of patterns, that is, fixed expressions or phrases such as “How do you do?”, “How much is X?”. DeCarrico (1992, cited in Celce-Murcia, 2001) states that lexical phrases help learners promote motivation and a sense of fluency since learners may not construct those creatively. The vocabulary category also includes the usage of inappropriate words, word forms and their pronunciation.

Example:

“*What is the weather?*” (St. E, 1<sup>st</sup> task, fixed expression)

Example:

“*Did you use drug or something?*” (St. E, 1<sup>st</sup> task, inappropriate word)

Example:

“*I think it is necessary our educate.*” (St. A, 3<sup>rd</sup> task, word form)

Example:

“*What did you do when you were naked /nakt/?*” ( St. H, 3<sup>rd</sup> task, pronunciation)

### **III. OTHERS**

There were also some examples of features which the researcher decided to put into the category called *others*. These included addressing people or conversational fillers.

Example:

“*My father, my mother, I want to have a walkman ...*” ( St. E, 3<sup>rd</sup> task)

After the categorization, the number of incidents for each category was counted. These steps were repeated for each task.

2- As a second step, the noticed features during the reflection sessions were categorized to see what types of linguistic features were focused on by the students. Any particular language issue which students considered (based on the teachers' corrections and changes) and resolved, either correctly or incorrectly was included in the analysis. The noticed features were categorized as form, function and vocabulary. All categories were entirely data driven.

The researcher herself and one of her colleagues who volunteered to participate and was informed about the study categorized those changes/corrections independently. The researcher's and the colleague's analysis and categorizations were compared and there was almost full agreement on the categories. When there were minor disagreements, they negotiated and reached a consensus. The researcher also reanalyzed some randomly chosen noticed parts from the transcriptions of the reflection sessions one week after the first analysis for the intrarater reliability of the analysis. There was a high degree of agreement. The number and percentage of these noticed linguistic features -according to their categories- were calculated for each task. These were found by basing on the numbers of features which were identified by the teachers. These steps were repeated for each presentation in order to see whether the types of features showed any change.

The categories emerged from the tasks with some examples were given below:

### **1. FORM**

#### **1) articles**

Example:

"It is a \$ 500. I should not have used 'a' there". (St, B)

#### **2) tenses**

Example:

"I said gave. I should have said give." (St. A)

#### **3) modals**

Example:

"I could walk is correct, not I could walking." (St, C)

**4) preposition**

Example:

“It is necessary for our education would be better.” (St, H)

**5) gerund/infinitive**

Example:

“It's worth buying because it takes -ing.” (St, A)

**6) subj/verb agreement**

Example:

“I should have said our washing machine is broken down, not are.” (St, G)

**7) pronouns**

Example:

“It should be everybody can say their opinions..instead of can say opinions.”

(St, A)

**8) lack of verb**

Example:

“I should have said:I should buy.. but there is no verb in my sentence.” (St, D)

**2. FUNCTION**

Example:

“*I was going to say -you should have thought it before- . There was a structure 'must have done'.* (St, D)

The student confused the functions of *should have done* and *must have done*.

**3. VOCABULARY**

Example:

“*I used funny to mean cute* (sevimli) (St, A)

In this example, the student noticed that she could not find an appropriate word to express the meaning of *cute*; therefore, this is an example for vocabulary.

All these samples were identified from the scripts and counted for each task by the researcher.

**4. OTHERS**

Apart from those categories, there were some examples of noticing which were categorized as *others*. For example, the students liked what they had said, or they realized the style they had used in their original performances.

The examples below show two of them:

Student A: *"Were you alone?" ooo, I asked a very good question.*

Student A: *I constantly said, "Carry on!"*

These steps were repeated for each task in order to see whether the types of features showed any change.

3- The next step was the analysis of the noticed features in each category as follows:

- The frequency of the changes/corrections which the students were able to change for the better/correct,
- The frequency of features which they knew there was something wrong but could not change.
- The frequency of features which the students knew there was something wrong and changed incorrectly.

In order to decide whether the correction/change made by the students was appropriate/good, these parts were compared with the parts which the researcher and the native speaker colleague had identified and changed/corrected. An example below presents one of these noticed parts and corrected for the better version by students:

Example:

Student C: *I said "My friends didn't told anything" but it is wrong. I should have said "...didn't tell..". I tried to use past tense but I made a mistake.*

It is clear from this example that the student noticed one of his incorrect usage of past tense and corrected it.

The students also noticed some of the things in their output which they thought were inappropriate but could not find the better version or change them. These parts were also analyzed and the percentages of those were calculated for each task. The example given below shows one of those parts:

Example:

Student C: *I said “They can make anormal things” but the word anormal is not correct????”*

He realized that there was a problem with the word *anormal* but he could not find the correct one and change it.

While the researcher was analyzing the noticed features from the reflection transcriptions, she also met some examples of noticing in which the students made some changes for the worse although they realized something wrong/inappropriate/problematic in their output. The sentence below exemplifies one of those noticed features, but the student could not change it for a better version:

Example:

Student D: *I said “ We think marry in a short time.” but it would be “ We think about married”.*

Here, the student noticed something problematic in his original performance and attempted to change it. However, he could not change it in a better way. When he tried to correct it and said something wrong again, the other students realized the inappropriateness of the changed part and they tried to correct it by saying: “ Isn’t it marriage?”. They were successful in their noticing and correction.

These noticed but inappropriately changed parts were also analyzed and the researcher found the percentages of those.

In some noticing samples, the students changed some parts which were already correct with another correct version. For instance:

Example:

Student B: *“How much is it?”*

Others: *“How much does it cost?”*

During the analysis, it was seen there were some noticed parts in which more than one categories was embedded, that is, the researcher identified two/three categories in one example of noticing. One example is given to make it clear:

Example:

Student H: *I said "My father use his job". I try it again now: "My father can use it (the computer) for his job".*

As seen from the example, the student realized that there was something wrong with the sentence and changed her original sentence. She added a modal, *can*, an object pronoun, *it*, and a preposition, *for*, to her original sentence. She noticed the lack of these features, without which the sentence is meaningless. In the calculation of the frequencies of the categories, these noticed parts embedded in one example were analyzed one by one.

Based on the results of the analysis, it was possible to see the change among the consecutive noticing applications and it was also possible to see the features which could not be noticed or noticed but corrected/changed in a wrong way by the students in the applications.

## CHAPTER 4

### RESULTS AND DISCUSSION

The present study aimed at investigating whether students were able to recognize what they were able to say, and what they wanted to say, and also whether they could recognize some of their linguistic problems in their oral output when they were given a chance to reflect on it. Therefore, we tried to find out whether learners would notice the gap between what they say and what they should say. We also examined the types of the linguistic features that learners focused on during noticing. Whether the amount of focused linguistic features would change in time was also questioned in this study.

In order to answer these questions, the data collected through recordings were analyzed. The results of the data analysis were presented in the following order. First, the total numbers of features which the researcher and the native speaker changed and corrected for each task were presented and discussed in main categories. These categories were found as *form*, *function*, and *vocabulary*. Second, the number and percentage of features noticed and unnoticed by the students were shown and discussed for each task. Then, the number and percentage of noticed features by the students were presented in main categories for each task. After that, the number and percentage of features identified by the researcher and the native speaker and also noticed by the students were shown in subcategories in relation to form, function and vocabulary. We, then, focused on the features which the students noticed and changed appropriately and features which the students noticed but changed inappropriately and finally, the features which the students noticed but could not change.

Table 1 shows the numbers of features that needed correction identified by the teachers.

Table 1 Distribution of features identified by teachers

	FORM		FUNCTION		VOCABULARY		TOTAL	
	n	%	n	%	n	%	n	%
TASK 1	104	84	1	1	18	15	123	100
TASK 2	75	77	2	2	21	21	98	100
TASK 3	212	86	2	1	32	13	246	100
TOTAL	391	84	5	1	71	15	467	100
TASK 1 (rpt )	134	86			21	14	155	100

The number of problematic features that the researcher and the native speaker changed and corrected without regarding the task is 467 in total. 391 of them (84%) which were corrected/changed by the teachers were related to form. 71 (15%) out of 466 features were related to vocabulary and 5 (1%) were about functions. Most of the features needed correction was related to form. Vocabulary problems were also relatively frequent in students' productions. However, functions needed correction were not very high in number.

When we consider the features needed correction in terms of tasks, we see that 123 features were identified as needed correction in the first task. The task was about narrating past events. Among these 123 features, 104 (84%) features were related to form. 18 (15%) incidents were found to be related to vocabulary and there was only one example feature (1%) for the function.

As seen in Table 1, the teachers identified 98 incidents in total that needed correction in the second task which was about giving directions. 75 (77%) of them were related to form. 21 (21%) out of 98 features were related to vocabulary and 2 (2%) were related to functions.

The researcher and the native speaker identified 246 features in total that needed correction/change in the third task which was about giving opinion, interruption, argumentation, persuasion. Most of these, 212 (86%) out of 245, were about form. The teachers identified 32 (13%) vocabulary items which needed correction. There were only 2 (1%) examples of function.

The first task about narrating past events was repeated at the end of all applications. The teachers identified 155 incidents in total in this task. In this task, the features which needed correction were related to only form and vocabulary. 134 (86%) out of 155 were related to form. 21 (14%) out of 155 were about vocabulary.

Based on these findings, it can be said that most of the identified features were related to form in the tasks as well. Once again, vocabulary was identified as the second problematic issue for students. They also identified a few number of features in function which they decided that the students had some problems with. Therefore, we can infer that students have more problems with form and vocabulary rather than with function.

#### 4.1. Presentation of noticed features of students in different tasks

Table 2 shows the total number and percentage of features which were noticed and unnoticed by the students for each task.

Table 2 *Distribution of the features noticed by students.*

	Task 1		Task 2		Task 3		Total		Task 1 (rp)	
	n	%	n	%	n	%	n	%	n	%
<b>Noticed Features</b>	41	33	23	23	62	25	126	27	64	41
<b>Unnoticed Features</b>	82	67	75	77	184	75	341	73	91	59
<b>TOTAL</b>	123	100	98	100	246	100	467	100	155	100

As seen in Table 2, the students could notice 126 (27%) features of 467 in total while they could not notice 341 (73%) of those in all three tasks.

In the first task which was about narrating past events the students noticed 41 (33%) features out of 124 but they could not notice 82 (67%) of them.

In the second task, 23 (23%) features of 98 were noticed; whereas, 75 (77%) of 98 features remained unnoticed. The amount of noticing of the students decreased in the second task, which might be related to the nature of the task. The students were required to give directions in this task. The amount of production was lower than the other tasks and their noticing as well. The students might have lost their concentration while they were watching their performances in which they moved around the class. They focused on how they moved in the class more than what they said.

In the third task which was about giving opinion, interruption, argumentation, persuasion, the number of noticed features by the students was found as 62 (25%). The students could not notice 184 (75%) features out of 246. The results showed that the amount of noticing did not increase in this task when compared with the first task. This may be the result of the amount of the output to be noticed. As this task focused on several functions, the students had to fulfill giving opinion, interruption, argumentation, persuasion at the same time in one task. Therefore, we ended up with a large corpus. Since the students encountered with a large amount of output, they might have lost their concentration during noticing session and they might have missed the features that needed correction and change.

The first task about narrating past events was repeated at the end of all applications in order to see if the consecutive noticing sessions made a difference in the students' noticing. The students noticed 64 (41%) features out of 155 although they could not notice 91 (59%) of them. These findings revealed that there is a difference in the amount of noticing between the first and the repeated application of the same task. It was seen to have increased from 33% in the first application to 41% in the repeated application, which means 8% increase in the amount of noticed features.

Thus, the students noticed nearly one-third of the features (33%) identified by the teachers in the first task, however, it reached up to nearly half (41%) of the features in the repeated version. Therefore, it can be stated that there was a slight improvement in noticing in time.

#### **4.2. Categorization of the noticed features of the students.**

Table 3 shows the categories of the features that the students noticed in tasks.

Table 3 *Categorization of the noticed features by students.*

	Task 1			Task 2			Task 3			Total			Task 1 (rp)		
	Tch / n	Std / n	%	Tch / n	Std / n	%	Tch / n	Std / n	%	Tch / n	Std / n	%	Tch / n	Std / n	%
<b>FORM</b>	104	27	26	75	10	13	212	42	20	391	79	20	134	54	40
<b>FUNCTION</b>	1	1	100	2	2	100	2	2	100	5	5	100			
<b>VOCABULARY</b>	18	13	72	21	11	52	32	18	56	71	42	59	21	10	48

Tch : The number of features which the teachers identified to correct by tasks.

Std : The number of features which the students noticed by tasks.

#### 4.2.1. Task 1

In the first task, the students noticed 41 features in total. 27 of these 41 were on form. However, the teachers identified 104 form features that needed correction and change. When the total number of form features identified by the teachers was considered, which was 104, we can see that, the students could notice 26% of them as form in the first task.

In this task, the students could notice 13 vocabulary items needed correction out of 18 that the teachers identified as problematic. Therefore, the students were seen to have noticed 72% of vocabulary items which were identified problematic by the teachers in the first task.

The students noticed the same feature of function that the teachers had identified, which means 100%. Therefore, it was seen that the students were successful in noticing the function that the teachers identified. They were also successful in noticing the vocabulary items since they could notice most of the vocabulary features identified by the teachers. However, they could not notice most of their form features which needed correction.

#### 4.2.2. Task 2

In the second task, which was about giving directions, the students noticed 23 features. 10 of them were on form. When the number of form features that the teachers identified was considered, which was 75, the students could notice 13% of them in this task.

It was seen that the students noticed 11 vocabulary items out of 21 that the teachers identified for vocabulary, which means that they could notice 52% of vocabulary.

The students could notice 2 features about functions that the teachers determined in this task. Since the task was about giving directions, the students had been given some fixed expressions such as turn left/right, go back, go straight, etc. That might be the reason for focusing on these expressions more than structures. Therefore, the amount of noticed vocabulary items was higher than forms.

#### 4.2.3. Task 3

In the third task, the students noticed 62 features in total .They could notice 42 out of 212 form features that the teachers identified. Therefore, the amount of noticing form features was found 20%.

The students could notice 18 out of 32 vocabulary items. The amount of noticing of vocabulary was 56% .

The students focused on 2 features about function which the teachers identified in this third task. The amount of noticing of functions, therefore, was found 100%. The results showed that the students were more successful in noticing the features related to vocabulary and function than noticing the form features.

When all three tasks were considered, the findings revealed that the number of forms noticed by the students was 79 and this was 20% of the total amount of form features determined by the teachers, which was 391. The students noticed 42 vocabulary items out of 71 that the teachers identified as problematic. The amount of noticing of the students was 59% in all three tasks. They also noticed all function features of 5 which were identified by the teachers. This equals to 100% of the total amount of noticing of function features.

#### 4.2.4. Task 1 (repeated)

When the first task was repeated at the end of all applications, it was found that the students could notice 64 features, 54 of which were about forms. They could notice 54 (40%) out of 134 form features that the teachers identified in this application. It was seen that the amount of noticing of form features increased 14% when it was compared to the amount of noticing form features in the first application, 26%.

The students noticed 10 vocabulary items out of 21 which were identified by the teachers as problematic and the amount of noticing vocabulary was 48% .

These findings showed that the amount of noticing with regard to the forms increased in the repeated application of the first task although the rate of noticing decreased 24% in vocabulary.

### **4.3. Presentation of noticed features in subcategories in tasks.**

#### **4.3.1. *Distribution of the form features noticed in tasks***

In order to have a better understanding of what forms and grammatical structures were identified by the teachers and noticed by the students, these features were further categorized such as, articles, tenses, prepositions, pronouns, modals, etc. in the form category. Therefore, the number and percentage of these features regarding the categories in three tasks were presented in Table 4 below. Some examples of these features which needed correction and noticed by the students were given in Chapter 3, in data analysis.

The total number of items which the teachers identified as problematic was 391 in all three tasks. The students could notice 79 (20%) of these features related to form in total. The most problematic features identified by the teachers were about articles, 53, incomplete sentences, 49, prepositions, 45, ill-formed sentences, 44, tenses, 39, and pronouns, 30. Although the articles were found the most problematic form by the teachers, the students could notice 3 (6%) out of 53 articles in total. The students noticed 5 (10%) out of 49 incomplete sentences, and 8 (18%) out of 45 prepositions, and 11 (25%) out of 44 ill-formed sentences. The number of incidents that the students noticed on tenses was 11, which is 28% of 39. They also noticed 10 (33%) out of 30 pronouns in total. These findings showed that, the students were not successful in noticing the most problematic form features identified by the teachers. On the other hand, they could notice all the problematic features of causative and quantifiers identified by the teachers. They were also successful in noticing the features about gerund-infinitives and the features about -to be usage. However, the students could not notice any features of unnecessary sentences/phrases, conjunctions/transitions and if clauses which were identified by the teachers.

These results indicate the total occurrence of form features in categories. However, the distribution of the number and percentage of these features changes from task to task. While some categories seem to occur frequently in one task, they do not occur or rarely occur in the others. These changes might be related to the task and task nature. Therefore, they should be explained by task.

When the first task was regarded, which was about narrating past events, it was seen that the teachers mostly changed and corrected features related to tenses. The occurrence of these was 23, and the students noticed 8 (35%) out of 23 tense features. Among the noticed features, the students mostly dealt with tenses. On the other hand, their noticing of tense features was not very high when compared with the number of incidents identified by the teachers. The teachers identified articles, 11, prepositions, 10, and also incomplete sentences as the second most problematic features. However, the students

could notice a very small amount of these features. For example, the students could not notice any articles and they could notice 1 (10%) out of 10 prepositions, 2 (20%) out of 10 incomplete sentences in this task. On the other hand, they were able to notice 5 (71%) out of 7 pronouns and half of the subject-verb agreement and -to be usage features identified by the teachers. Although there were some features of singular/plural usages and conjunctions and transitions which were identified by the teachers, the students did not notice them.

In the second task which was about giving directions, the teachers mostly identified ill-formed sentences,11, and prepositions,11, as the most problematic form features. There were also some problems in incomplete sentences, word-order and unnecessary sentences/phrases. However, the students were not successful in noticing these problematic features .They could notice only one feature of prepositions and ill-formed sentences while they did not notice any of the other problematic features identified by the teachers. On the other hand, they were able to notice the only example of tense and quantifier features identified by the teachers. One interesting finding of noticing was about articles. The students could notice 2 out of 3 articles in this task while they could not in the first task.

In the third task, about giving opinion, interruption, argumentation, persuasion, the teachers identified more items to correct and change when compared to the first and second tasks, it was 212 form features in total. On the other hand, the students noticed 42 of them. When the features identified by the teachers were put in an order in terms of rate, articles seemed to be the most problematic form feature. The teachers identified 39 article problems in this task but the students could notice only one (3%) of them. The other problematic features were identified as incomplete sentences, 29, prepositions, 24, and ill-formed sentences, 24. However, the noticing amount of students of these features was not high. They noticed 3 (10%) incomplete sentences, 6 (25%) prepositions and ill-formed sentences. The students were successful in noticing causatives, to be usage, (100%), gerund-infinitive, (80%), and subject-verb agreement, (60%). On the other hand, noticing did

not occur for the features of singular-plural, conjunctions-transitions, if clauses and unnecessary sentences/phrases.

The reason why the students made a lot of mistakes on article usage might be explained as the task itself. Thus, the students might have focused on the task completion more than the forms or this might be related to the instruction.

The findings reveal that the students have difficulty with articles since they could not use and used some incorrect articles and also could not notice their mistakes in noticing sessions. It was observed that there is a tendency not to use articles. The reason might be explained with their native language , Turkish, in which there is no article usage.

In the repeated application of the first task the teachers changed and corrected 134 parts, however, the students noticed 54 of them. The teachers mostly corrected prepositions, 22, tenses, 17, ill-formed sentences, 16, articles, 15, pronouns and incomplete sentences, 10. When the amount of noticing of the students considered, it was seen that the students improved their noticing. For example, they noticed 10 (45%) out of 22 prepositions 12 (71%) out of 17 tenses, 10 (63%) out of 16 ill-formed sentences, 8 (80%) out of 10 pronouns. They also noticed all the features of modals, gerund-infinitive, adjective-adverb, and subject-verb agreement, which were identified by the teachers. On the other hand, they could not notice any features of singular-plural, conjunctions/transitions, to be usage, word order, and unnecessary sentences/phrases. The noticing of the articles was very low, 13%, which is similar to the other tasks.

Based on the findings in this task, it was seen that the students' noticing increased for some form features although the low amount of noticing of articles did not change. When the results of the first and repeated applications were compared, it might be interpreted that the amount of noticing of form features improved. It was 26% in the first application but it increased to 40%, which means a 14% improvement in noticing the form features.

The findings indicate that the students had some problems related to articles, prepositions, incomplete sentences, ill-formed sentences, tenses and pronouns

since the teachers identified these features as the most problematic. The findings also showed that the students' noticing was not very high. The noticing rate was 20% in total regarding the three tasks. In the first task, the students could notice 26% of the features identified by the teachers. In the second task, the rate decreased to 13% while it slightly increased in the third task, 20%. However, the findings from the last application, which was the repetition of the first task, revealed a striking result. The rate of noticing increased to 40%. Therefore, it can be stated that, while the rates of noticing in three tasks did not show a big difference among each other, the last noticing rate showed an increase.

#### *4.3.2. Distribution of the vocabulary features noticed in tasks*

Table 5 reveals the results of the noticed features which were related to vocabulary for each task. When the data were further categorized, the subcategories were identified. These were fixed expressions, inappropriate choice of words, word forms (adj, adv, noun, verb), and pronunciation. Some examples of these categories were given in Chapter 3, Data Analysis.

Table 5 *Distribution of the vocabulary features noticed by students.*

Vocabulary Categories	TASK 1			TASK 2			TASK 3			TOTAL			TASK 1 (rpt)		
	Teacher	Student		Teacher	Student		Teacher	Student		Teacher	Student		Teacher	Student	
	n	n	%	n	n	%	n	n	%	n	n	%	n	n	%
<b>Fixed Expressions</b>	2	2	100	7	7	100	1	1	100	10	10	100	1	....	....
<b>Inappropriate Choice</b>	12	7	58	14	4	29	28	14	50	54	25	46	18	8	44
<b>Word Forms</b>	....	....	....	....	....	....	3	3	100	3	3	100	1	1	100
<b>Pronunciation</b>	4	4	100	....	....	....	....	....	....	4	4	100	1	1	100

Based on the results obtained from the data, it was seen that the teachers identified 71 features of vocabulary to change and correct in total and the students could notice 42 of them. The most frequently corrected and changed ones were about inappropriate choice of the words, 54. The students could notice 25 (46%), which means nearly the half of the features identified by the teachers. The teachers also identified 10 fixed expressions, 3 word forms and 4 pronunciation features that needed correction and the students could notice all of them.

The distribution of the noticed features into the categories showed some differences in some tasks as shown in Table 5. When these were presented for each task, it was seen that the teachers identified 12 inappropriate word choices and the students noticed 7 (58%) of those in the first task. The most surprising finding was the number of noticed features about fixed expressions and pronunciation. The teachers identified 2 fixed expressions and 4 pronunciation and the students noticed all of them.

In the second task, the teachers mainly corrected inappropriate word choices 14 followed by fixed expressions, 7. However, the students noticed 4 (29%) of the features about inappropriate choice. The students' noticing of fixed expressions was 100%. Since the task required the usage of fixed expressions a lot, the students concerned about these expressions.

In the third task, the teachers most frequently identified inappropriate word choices, 28. They also identified 3 word form features and 1 fixed expression. The students noticed 14 (50%) inappropriate word choices out of 28. Thus, they could notice half of the identified features of inappropriate choice. They were able to notice all the word forms and the fixed expression that the teachers identified.

In the repeated first task, the teachers identified 18 inappropriate choice, 1 fixed expression, 1 word form and 1 pronunciation problems. The students could notice 8 (44%) inappropriate word choice out of 18. They noticed all the other problems identified by the teachers.

As the findings revealed, inappropriate word choice was the most problematic part in vocabulary. The reason of the finding of a lot of

inappropriate choices of words might be the shortage of time to think about words while producing the output or simply lack of the appropriate word knowledge. The level of the students, that is lower-intermediate- might have had an effect on this case. Thus, they might not be sufficiently proficient to find the most appropriate words in their articulation.

#### 4.3.3. *Distribution of the function features noticed in tasks*

The third category which occurred the least in the results was function. In this category, how appropriately the forms were used for the appropriate situations were investigated and the results showed that these occurred in a very few cases. When these cases were investigated, it was seen these features were about modals.

In the first task, the teachers identified two features about function.

Example:

“They make abnormal things” (St. C. 1<sup>st</sup> task)

The teachers identified that the student should have used can in order to have an appropriate meaning:

“They can do abnormal things.”

The students could notice this feature and they corrected it appropriately in the noticing session.

In the second task, the teachers identified two features related to function, both of which the students could notice.

Example:

“You find it.” (St G. 2<sup>nd</sup> task)

The teachers corrected it as:

“You can/will find it.”

The students noticed that and they also corrected it as the same.

In the third task, the features related to function were two.

Example:

“I don’t do what I want” (St. C. 3<sup>rd</sup> task)

The students noticed their mistake and corrected it as:

“How about saying I cannot make what I want.”

Some students also talked about the functions of passive and causative in the third task but these had not been identified by the teachers as function since they determined them as form mistakes.

In the repetition of the first task, the teachers did not identify any incidents of function and the students did not mention anything about function.

Briefly, the students were able to notice all the functions which were identified by the teachers.

The linguistic features which were identified by the teachers and focused on during noticing processes were put mainly in three categories, that is, form, vocabulary and function. Besides, there were also some incidents which were not classified and they were put into *others* category. Some features identified by the teachers were related to conversational fillers and addressing people and these were put into this category. Sometimes the students mentioned that they liked what they had said or asked in their performances. The *others* category included these noticing samples of students. These features were not included in the analysis.

#### *4.4. Distribution of the noticed features changed for the better, worse, not known how to be changed, only noticed or equally correct alternatives.*

The data were further analyzed to see how successful the students were in correcting and changing the noticed features in tasks and the rate of these in tasks. It was seen that the students changed and corrected as well as they did worse while they were trying to correct them. They sometimes could not decide how to correct since they noticed that they did not know how to do and sometimes they only said that they noticed that feature but did not mention about any change. The students also gave some equal alternatives for the things they noticed. The examples were given in Data Analysis, Chapter 3. Table 6 below indicates the number of these features and their percentages for each task.

Table 6 Distribution of the noticed features changed for the better,worse,not known how to be changed, only noticed or equally correct alternative

	Total	+		-		?		o		=	
		n	%	n	%	n	%	n	%	n	%
Task 1	41	29	71	3	7	5	12	3	7	1	3
Task 2	23	18	78	....	....	4	18	....	....	1	4
Task 3	62	44	71	6	10	7	11	4	6	1	2
Total	126	91	73	9	7	16	13	7	5	3	2
Task 1 rpt	64	45	70	8	13	6	9	5	8	....	....

Note : + : noticed features changed for the better,  
 - : noticed features changed for the worse,  
 ? : noticed features but the student does not know how to change  
 o : only noticed features  
 = : equally correct alternative of the noticed feature

As seen in Table 6, the students noticed and then changed and corrected these features, 91 (73%) out of 126, predominantly for the better ones. If these better corrections are compared among the tasks it was seen that there was no difference in rates. Thus, the students generally corrected 73% of their noticed features appropriately in 3 tasks.

The students noticed 16 (13%) points in all tasks which they thought problematic but could not resolve them, that is, they realized that they did not know how to correct and change. This occurred more often in the second task, 4 (18%) than the other tasks. This might be related to the task because the task required giving directions and the students sometimes could not find the correct/appropriate expressions about giving directions.

The students also noticed 9 features (7%) out of 126 which they changed to the worse/inappropriate ones. This most frequently occurred in the third task, 6 (10%). The students might have failed since they tried to produce longer sentences and tried to combine some sentences in this task.

In 7 (6%) out of 126 cases, the students only noticed some features but did not attempt to change anything in their output. It was not clear that they did not change them just because they did not know how to do, or they might have thought that they were correct.

The least frequent occasion was the noticed features which were appropriate in the output, 3 (2%), but the students preferred to change them with equally correct alternatives.

Based on the results, it can be stated that, the students most frequently made better changes for their noticed features.

When the results obtained from the application of the repeated first task were looked at, it was seen that the amount of better changes was similar to the other results. The students corrected 45 (70%) out of 64 features appropriately. They noticed 6 (9%) out of 64 features but mentioned that they did not know how to correct them. They changed 8 (13%) features inappropriately and only noticed 5 (8%) out of 64. The rates are similar to the rates found in the first application.

To sum up, the students could notice some language features when they watched their performance. They most frequently focused on the grammatical aspects and vocabulary. The noticing was seen to have increased 8% in the repetition of the first task when compared to the first application of the first task. The results also revealed that the students generally produced appropriate corrections, which was nearly 73% for all tasks.

## CHAPTER 5

### CONCLUSION

This study investigated whether noticing would occur when students had a chance to watch/listen to their performances in which they had given some tasks to fulfill in speaking lessons. The researcher tried to find out if learners could notice the gap between what they say and what they should say as well as the types of linguistic features that the learners focused on during noticing process. The researcher also wanted to see whether the amount of focused linguistic features would change in time.

#### **5.1. Summary of the Study**

The role of noticing in second language acquisition has been discussed in terms of input. It is stated that learners can acquire the target like form if it is present in comprehended input and if it is consciously noticed. Recently, it is stated that output triggers noticing. According to the 'output hypothesis' learners may consciously recognize some of their linguistic problems while producing the target language. Learners may notice problems as they speak or write. This study approached this matter of noticing in a different way. That is, the study applied a strategy, prooflistening, to give students an opportunity for noticing. In order to achieve this, eight lower-intermediate students, randomly chosen, were given three tasks in which they collaboratively worked and produced spoken output. They were recorded during their performances. Then, they were invited to watch their video and were asked to listen carefully and comment anything they desired. They noticed some problems in their output. They sometimes tried to change them, either correctly and appropriately or incorrectly, and sometimes gave justifications for these changes. The students were also recorded during their reflections. The researcher examined these reflection sessions in order to see whether students became aware of the problems in their output without external feedback, what they noticed and if these consecutive reflection sessions made a difference in the amount of noticing.

This study intended to see whether it would be possible to notice some linguistic features by students when they were given an opportunity to listen to their own oral output. After the analysis, the results showed that the noticing rate was 27% in total. Thus, the students could notice 126 features out of 467 in total. In the first task, which was about narrating past events, the researcher identified 123 features that needed correction; however, the students noticed 41 of these features (33%). In the second task, about giving directions, 98 incidents were found to be corrected and changed by the researcher, and the students noticed 23 of them. The noticing rate was 23% in this task. The amount of noticing was seen to have decreased in the second task. The reason might be the task in which the students were expected to use some expressions to fulfill the task. The students mentioned that they had difficulty in remembering these expressions both during the task completion and the reflection session. Another reason might be related to the reflection session. The students generally dealt with their movements and how they looked on the screen while performing the task rather than the language they used in this reflection session. Therefore, this might have caused a decrease in the amount of noticing. In the third task, about giving opinion, interruption, argumentation and persuasion, the researcher noted 245 features to correct and change but the students noticed 62, that is, 25% of these features. The amount of noticing did not decrease in the third task. This third task took a long time to complete and there were two groups performing the task separately. The number of output to notice was more than the other two tasks and the students in each group watched their video together. Therefore, the reflection session was long too and the students got bored while watching their performances. This might be the reason of the low rate of noticing in the third task. When the first task was repeated, the results indicated that the noticing increased about 8% compared with the results of the first application (33%). The teachers concerned 155 features that needed correction and change. The students noticed 64 features. The noticing occurred in the rate of 41%. This can be explained with the familiarity of the task since the students had done this task before. They might have focused on the language more

than the other tasks because they were familiar with the task. Another reason might be related to their awareness. It might have increased in time.

As an answer to the research question 1, it can be said that the students could notice some linguistic features on their output, but, their noticing was not very high.

When the data was analyzed to see the types of linguistic features that were focused on by the students, -with respect to the second research question- the results indicated that three categories emerged from the data. They were form, vocabulary and function. The teachers corrected and changed 391 form features out of 467 (84%) in all three tasks. The students noticed 79 form features out of 391 in total (20%). According to the results, it was seen that the students had problems with the form features. When these form features were further analyzed, it was seen that the teachers mainly corrected articles. They identified 53 features about articles to be corrected. Some other categories such as, incomplete sentences, ill-formed sentences, prepositions, tenses and pronouns followed the article usage. The students, on the other hand, noticed only few articles. Since there is no article usage in their native language, the students might not have focused on this form. Another reason might be the instruction and insufficient practice of articles. The students mainly focused on ill-formed sentences, then, tenses, pronouns, and prepositions. The finding of the predominant focus on form by the students is similar to the finding of the study done by Lynch (2001). He found that 40 out of 112 noticing incidents were about grammar forms, mainly about verb tenses. The findings of the study conducted by Storch (1998) were also similar. The findings indicated that the students attempted to focus on mainly grammatical rules, particularly tenses.

The distribution of these noticed form features in the tasks showed some differences. It can be interpreted that the nature of the task caused some differences.

In the first task for example, the teachers mostly changed and corrected the tense features, which was 23 out of 104 in number. The students also dealt with tenses and they noticed 8 (35%) out of 23 features in this task. Secondly,

the teachers changed and corrected articles, none of which was noticed by the students in the task. As mentioned before, the article usage was the most problematic area for the students. On the other hand, the students' second concern was pronouns. They noticed the inappropriate choices and lack of pronouns in their talk. It can be stated that, the task nature had an effect on noticed features since the students focused mostly on tense features.

In the second task, the teachers identified 75 features, most of which were about ill-formed sentences, prepositions and incomplete sentences, however, the students noticed 10 of them, mainly singular-plural usages. This was again related to the task since it required some expressions such as "take two steps forward" a lot.

In the third task, the teachers corrected and changed more items than the first and second tasks because the output was more than the others. There were 212 form features to correct which the teachers identified but the students noticed 42 of these features. The features about articles, then incomplete sentences, prepositions, ill-formed sentences and pronouns were identified by the teachers as problematic. The students mostly noticed ill-formed sentences, prepositions, modals and pronouns.

In the repeated task, there were 134 form features to change and correct and the students could notice 54 of them. The students predominantly concerned the tense features more than the other forms, which might be explained with the task nature. The teachers also identified some features about prepositions, tenses ill-formed sentences and articles. The students could notice some prepositions and ill-formed sentences too.

According to the results of form features in the tasks, it is obvious that the students had some problems with articles, prepositions, incomplete sentences, ill-formed sentences, tenses and pronouns. The students' utterances were consisting of two or three words with a lot of words missing and omission of grammatical forms such as articles, prepositions. They generally used simplified speech maybe because they have not yet acquired the necessary forms or they might have simplified for the purpose of production and fluency.

The second category emerged from the noticed features was vocabulary. After the form features the teachers identified and the students concerned the vocabulary parts. The teachers identified 71 vocabulary features to correct and change in total. The students noticed 42 of these features. The teachers most frequently changed and corrected inappropriate word choices and secondly, fixed expressions. There were not too many incidents about pronunciation and word forms. It was seen that the students mainly noticed inappropriate word choices and then fixed expressions. They also noticed a few features related to pronunciation and word forms. The students were able to notice all the fixed expressions that the teachers identified. Based on the findings, it can be stated that the students had difficulty in choosing the most appropriate words. The participants in this study mentioned that they lacked of some vocabulary and need to learn more.

The finding of the study by Storch (1998) is similar to the present study; in terms of vocabulary concern. The participants in this study mentioned that they lacked of some basic vocabulary and need to learn more.

The least occurred feature was function that emerged as the third category. These cases were found to be related to functions of some modals, especially *can*. The teachers identified 5 incidents all of which were noticed by the students in all tasks.

All these results showed that the students had some problems with forms and vocabulary. They tried to recognize some of their errors while listening to their output.

When the noticed features by the students were considered, it was seen that they tried to change or correct these noticed features appropriately. The students noticed 126 features in total and changed and corrected 91 of them successfully. The rate of better corrections for each task was approximately 73%. The finding was similar to the finding of the study by Storch (1998) that the students made 90% correct intuitions of the cases. The students realized 16 problematic features but could not make corrections. They also mentioned that they noticed something in their output but did not attempt to make any change or correction. This occurred in 7 cases. There were 9 features for which

the students suggested inappropriate correction and change. In 3 cases, the students gave the equal version of the noticed feature.

## 5.2. Conclusion

As an answer to the research question 1, it can be said that the students could notice some linguistic features on their output, 27% in all tasks, which is not very high.

According to the results, the teachers identified form features as the most problematic ones in the students output and the students mainly focused on these form features. It was seen that the students had a lot of problems in using the correct and appropriate form features, therefore, they dealt with their form choices. It can also be interpreted that the task nature caused some differences in the distribution of the noticed forms. For example, in the first task, which was about narrating past events, the students had to use tenses in order to fulfill the task. Therefore, the students focused on tense features more than the other features. In the second task, the students concerned singular-plural usages a lot although there were ill-formed sentences and prepositions to correct. This was again related to the task, which was about giving directions, since it required some expressions such as “take two steps forward” a lot. In the third task, which was on giving opinion, interruption and persuasion, the teachers corrected mainly articles, because the task required to use a lot of articles. (the discussion of which items to buy according to their budget) However, the articles was the most problematic feature for the students and they could not notice them. In the repeated task 1, the students mainly concerned tenses again as happened in the first application.

According to the results of form features in the tasks, it is obvious that the students had some problems with articles, prepositions, incomplete sentences, ill-formed sentences, tenses and pronouns. The students' utterances were mostly consisting of two or three words with a lot of missing and omission of grammatical forms such as articles and prepositions. They generally used simplified speech maybe because they have not yet acquired the necessary

forms or they might have simplified for the purpose of production and fluency.

Vocabulary was identified as the second category. The teachers identified many inappropriate word choices and the students mainly concerned these choices and also fixed expressions. Based on the findings, it can be stated that the students had difficulty in choosing the most appropriate words just because they lacked some vocabulary and they mentioned that they needed to learn more.

The third category emerged from the noticed features was function but the teachers identified only a few of them and the students were able to notice all of these functions.

All these results showed that the students' main concern was grammatical forms and vocabulary and a few functions, as an answer to the second research question.

With respect to the third research question, it can be said that the amount of noticing increased 8% in the last application, which can be interpreted as an increase in awareness in time.

The ones that were noticed but could not be changed for the better, changed for the worse may be a kind of feedback for teachers. They may understand the problematic area and give more instruction and provide enriched input for students. This may also force learners to give more focused attention to relevant input.

The appropriate changes and corrections which were found high in the rate, might be interpreted as a developing competence in the target language.

By giving an opportunity to the students to hear their oral production, the students recognized their linguistic problems and became aware of the gap between what they should have said and were able to say. As De Bot (1996) states this recognition may lead to more attention to input. Therefore, creating opportunities for noticing may lead students to reexamine their knowledge carefully and to formulate hypothesis to make their output more comprehensible.

In spite of the problems of feasibility of the use of cameras for recording, the students reported that they found these reflection sessions enjoyable and helpful. They stated that they should record themselves regularly and then watch them to follow their improvement. Thus, prooflistening can be recommended as a classroom technique to be used to help learners become aware of their production.

### **5.3. Implications**

Analyzing the video-recorded conversations, that is reflecting on their output, helped students notice the things in their output. When students reflected consciously on the language they produced, it may be a source of language learning because they engage in thought processes which might help their language learning. Awareness of the problems in their output may lead the students to monitor their production and to self-correction, and they might be more careful in using the noticed linguistic items in their future conversations. Monitoring can also lead to realize what they need to improve. This opportunity for noticing may be one of the triggering factors of cognitive comparisons because the students have to activate some mental processes such as thinking, recognizing, remembering and recalling information. They will have a chance to question what they said and what they should say, which is a mental process, cognitive comparison. Besides, the students may have some amount of control over their learning. It can promote learner autonomy. Teachers, as well as students themselves, may also inspect the students' learning processes. For example, the teacher can emphasize the features that cannot be noticed or the features that cannot be changed for the better ones.

In this study for example, the learners were observed to have difficulties with articles, prepositions, conjunctions, etc. These can be repeated with some activities and the students' attention can be taken to those specific features.

In sum, the implication of this study is that the students need to be given some opportunities to reflect on their oral productions and to self/peer correct in a classroom situation.

### **5.5. Further Research**

Some directions for further research can be outlined. First, a research could investigate the same issue with high-level proficiency students. The number of the students can be increased. Second, it would be worth examining the other tasks and their effects on noticing. As well as listening to their performance, the students could also transcribe their own data and make changes and give it to the teacher for feedback. Third, students themselves may record their performances regularly and self or peer evaluate those performances provided with teacher feedback. This will also lead to autonomous learning. Fourth, the students might be led to focus on functions and the functions might be the subject of a noticing study.

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**APPENDIX A****Consent Form****English Version**

I, ....., agree to participate in the research conducted by Zuhale Kıyık. My participation is voluntary.

It has been made clear by the researcher that my participation in the present study will not affect my exam results. I have also been assured that my name will not be used in the reports.

Name and Surname:

Date:

Signature:

**Turkish Version**

Ben, ....., Zuhale Kıyık tarafından yürütülen arařtırmaya gönüllü olarak katılmayı kabul ediyorum.

Bu arařtırmaya katılmımın sınav sonuçlarımı etkilemeyeceđi ve adımın gizli tutulacađı arařtırmacı tarafından bildirilmiřtir.

İSİM VE SOYADI:

TARİH:

İMZA:

## APPENDIX B

### Instructions given in Turkish

Şimdi kendinizi videoda izleyeceksiniz. Söylediklerinizi dikkatle dinleyip kendinize ve arkadaşlarınıza dönüt (feedback) vermenizi istiyorum. Yani neyi değiştirebilirsiniz?, neyi dersiniz ya da demezsiniz? Yorum yapmak, değiştirmek istediğiniz ve duyamadığınız yeri tekrar dinlemek istediğiniz her noktada videoyu durdurmamı söyleyin.

## APPENDIX C

### Task 1 NARRATING PAST EVENTS

from Act English: A Book of Role-plays by Wateyn Jones, P. (1978) Penguin Books Ltd: Great Britain .

# 8

## Explain Yourself

For the whole class.

1. You were sitting on your neighbour's roof at 11.30 p.m.
2. You were fighting with a policeman outside the cinema.
3. You were at a restaurant with a beautiful woman, handsome man.
4. You were running through the park without any clothes on.
5. You were throwing stones at a bus.
6. You were sitting at the top of a tree in your garden at 1 o'clock in the morning.
7. You were walking through the High Street in a swim suit at 10.30 p.m.
8. You were climbing out of your neighbour's window in your pyjamas at midnight.
9. You were walking through the park with a baby gorilla.
10. You were lying in front of a row of cars outside your house. (You had not been run over.)



1. Each pupil chooses one of the unusual activities above and writes it on a piece of paper.

2. He/she then gives the piece of paper to another pupil who has to think of a reason why he/she was doing one of the above when seen last night. But the explanation must be as convincing and reasonable as possible. No one can claim to have been drinking!

3. He/she then tells the class what he/she was doing when seen last night, and why he/she was doing it.

The class can challenge the pupil about his/her explanation, or ask for further details if not satisfied with the answer given, e.g. in the third situation:

A: It was my cousin.

B: But when I saw you, you were holding hands!

4. The class decides who gave the most convincing explanation.

## APPENDIX D

### Task Performance 1 (Narrating Past Events)

St. A: What were you doing in there like that?

St. C: I went out disco.

St. A: like that?

St. C: I drink a lot and I'm like that.

St. D: You were drunk.

St. B: Why park?

St. C: Because the park is near the disco.

St. H: What did you do when you saw it?

St. H: ?????? (didn't understand the question)

Teacher: Ask your question again.

St. H: What did you do when you saw it?

St. C: ????????

Teacher: Okay. All right. Anyone else? Another question? Yes?

St. G: What are you feeling now?

St. C: I'm very happy. (laughs)

St. A: Where did you go later?

St. C: I don't remember because I drank a lot.

St. A: Why did you drink a lot?

St. C: I like drink. I like drinking. I was very happy in that night. I drank a lot.

St. A: Were you alone?

St. C: I was with my friends in disco but I went out but I'm alone. I was alone.

St. E: Why did you go out alone?

St. C: Because disco was very crowded and I'm .. I was very hot... it was very hot and I went out.

St. E: What was the weather?

St. C: It was very hot and sticky.

St. H: What did you do when you were naked? (nakt)

St. C: ????????

Teacher: Ask the question again. He didn't understand.

St. H: What did you do when you were naked?

St. C: I don't remember. I told us ... them before.

St. E: Did you use drug or smth?

St. H: drug? What does it mean?

St. E: Ecstasy?

St. C: Never.

St. E: Only alcohol?

St. C: Yes.

St. A: If you so drunk, how do you remember weather? Forgot already everything?

St. C: I take off my clothes (kilothis) because the weather was very hot and I remembered only that. Answer: I don't remember.

St. F: How did you leave there? Do you remember? Did you leave there?

St. C: I could walking.

St. F: How did you remember? Did you remember anything about it? How did you leave there? From where?

St. C: Walking and I left there by walking.

St. E: Were there any people in park?

St. C: Maybe. I didn't see. If I see saw people maybe I didn't take off my clothes.

St. A: Why did you dress later? Put on dress later?

St. C: ????????

St. H: Why did you put on clothes later?

St. A: Why didn't you dress later?

St. C: Because I didn't put on. I took them and go there... went there.

St. F: What did you do when you arrived at.... Left there and arrived home?

St. C: I went to bed.

St. E: Were you naked (nakt) in the bed?

St. C: Because I my home.

St. F: How did you feel when you get...got up another day?

St. C: I'm surprised. Shocked. But I don't remember anything. Nobody tell me anything that night. I don't anything.

St. H: Were you embarrassed when you wake up?

St. C: I didn't embarrassed because I don't remember anything. Maybe I made bad things but I don't remember and I shocked only and I must be embarrassed.

St. H: Why did you need to take off your clothes?

St. C: My clothes. Because the cloth is mine. I take ...took them. It's normal.

St. D: Is it first time?

St. E: Do you want to again?

St. C: Maybe. I'll drink a lot in the future. The weather was hot. The weather will be hot.

St. A: Are you psycho?

St. D: Have you ever met doctor?

St. H: Have you got psychological problems?

St. C: I'm very healthy.

St. D: How do you know that? You said I never go to doctor, psikiyatr. You said I haven't got a psychological problem.

St. C: Everybody can be drink, can drink a lot and can be half drink and lost their mind and they make anormal things.

St. A: Have you ever tried to solve this problem?

St. C: This is not problem for me.

St. F: Did your friends talk about your problems? What do they feel about it?

St. C: It's not problem and my friends don't ...didn't told anything about the event (evint).

St. E: Where did your friends? Where was... were your friends?

St. C: I said they.... We were in disco but the weather was hot, I went out alone and don't turn disco...didn't turn disco. They went home after.

St. H: Did your family know that night?

St. C: I... I'm live alone.

St. H: Yes, I know but maybe you can say that event.

St. C: I don't hear anything this event from anybody.

St. H: Maybe they can hear this event from other people.

St. C: They can ???

St. H: Maybe they can hear this event from other people.

St. C: Maybe anybody... nobody say anything for me.

St. H: But you don't remember anything. Maybe in the park some people learn your phone.. family's phone number.

St. C: Impossible.

St. H: Why is it impossible?

St. C: I said maybe there is... was a people in the park, maybe there isn't. So, anybody know my family.

St. A: Why do you live alone? Are you single married?

St. C: Student.

St. H: Didn't your friends wonder about you that night?

St. C: They drank a lot too and nobody see they lost their mind. I didn't wonder me. Everybody was very happy.

St. D: Everybody were naked?

St. C: Maybe another park.

St. B: What do you expect or want about your future?

St. C: I'm a student and I want to graduate my university and I'll have, I want a job. I want to earn money.

St. A: Can't be a problem in your job in future?

St. C: It cannot be a problem for me.

St. H: You said maybe I can do again it. If you again do it, maybe some people can see it. Maybe it cause your life.

St. C: I said maybe. I didn't say certainly. I don't try make this event again. So, not problem.

St. A: It's problem in my opinion. Because you are here. Maybe it can be a problem in your future, isn't?

St. B: Why didn't affect your school life this bad situation?

St. F: I think it was very dangerous that night because somebody could come your near and maybe you could fight with him or her and maybe you were killed by him. Maybe he was drunk too. What do you think about it?

St. C: It wasn't like that.

Teacher: No answer? No question? All right.

## APPENDIX E

### Reflection session for the 1. task

St. A: What were you doing in there like that dedim. Bu şekilde ne yapıyordun. Ama sormamış mıyım ? Sormuşum.

St. B: Why park demişim, evet dedim. Niçin park? Kısaca sormuşum. Nasıl sormam gerekir?

St. H: Why did you prefer park?

St. H : Park was near the disco diyecekti.

St. C: Öyle demem gerekiyordu. Prononciation'ım berbat tabii.

St. H: Hocam orda ben tahtaya yazmıştınız ya görüldünüz filan diye. Ben çıplak gördünüz diye anladım. Onun üzerine bir soru sordum onu gördüğünde ne yaptın diye. Yani "what did you do when you saw him".

St. C: Hocam sonradan düzeltmişim gördüğünüz gibi. I like drinking olacak. O anda farkettilim.

St. H: gerund- infinitive.

St. C: I was very happy in that night. Orda this/that hangisini diyecektim bilemedim. That demeliydim.

St. A: Were you alone? Ne güzel sormuşum.

St. C: I was alone olarak düzelttim. Dışarı çıktım yalnızdım dedim.

St. D: "What was the weather like?" olacak.

St. H: Orda içtiğinde ne yaptığımı soracaktım. Sarhoşken yani. Drunk diyecektim. What did you do when you were drunk diyecektim.

St. D: Aaaa hocam, neykıd diyecekti, çıplakken.

St. A: If you so drunk demişim. Fiil yok. If you were so drunk olacaktı, how do you remember weather?

St. A: Herşeyi unutuyosun demek istemişim. You are forgetting everything olacaktı.

St. H: Öyle mi olacaktı hocam?

St. A: Hatırlamıyorsun daha iyi olmaz mı? Ya da you forget everything. Ya forget -ing alıyor mu almıyor mu arkadaşlar? Tercihim you forget everything hocam.

St. C: Yürüyebiliyordum diyecektim ama... I could walk. Yürüyerek demek için by dedim. I left there by foot.

Others: on foot.

St. C: Nasıl kullanacağını bilemedim.

St. H: Niçin giyinmedin diyecektim.

St. C: Nobody told me olacak hocam.

St. H: When you wake up demişim ama woke up olacak.

St. C: I wasn't embarrassed demeliydim. I didn't remember anything olacak.

St. C: Soruyu yanlış anlamışım. Elbiselerini alman gerekmiyordu anladım.

Çünkü ben elbiselerimi aldım dedim.

St. D: Was it first time diyecektim.

St. E: Sapık kelimesi için psycho kullandım. Acaba neyi kullansak daha iyi olurdu?

St. D: Niye met dedimki? Doktorla buluştun mu? Have you ever gone olurdu.

St. H: Psikolojik olarak söyledim. Türkçe okunuşuyla.

St. D: Psychologist diyecektim doctor yerine.

St. C: People can drink a lot diyecektim diyemedim. Çakırkeyif diyecektim aklıma half drink geldi. Çok içince sarhoş olabilirler diyecektim. They can make anormal things ama anormal olmadı.

St. C: Yanlış. Didn't tell olacak. Past yapıcım ya orda (laughs) yanlış oldu tabi.

St. H: Aaaaa biz yanlış pronounce ediyormuşuz bu kelimeyi (event).

St. H: Some people can be there demek istedim. Telefon numaranı almış olabilirler diyecektim orda.

St. C: There were people diyecektim.

St. E: Nobody knows my family.

St. C: Burada hiçkimse birbirini görecek durumda değildi diyecektim aslında.

St. D: Nobody sees eachother denebilir ama????

St. C: Herkes çok içkiliydi, birbirini göremedi diyecektim. ????

Others: ???????

Sts C&H: They didn't wonder me.

St. H: I can do it again dedim... yok diyememişim. Affect diyecektim. It can affect your life yani.

St. C: Olasılıklardan bahsediyorsunuz diyecektim. İngilizcem yetmedi.

St. B: You mention about possibilities diyebilirdi.

## APPENDIX F

Task 2 GIVING DIRECTIONS

From Elementary Communication Games: A collection of Games and Activities for elementary students of English by Hadfield, J. (1987). Nelson: Hong Kong.

## Giving Instructions and Directions



## BLIND MAN'S BUFF

VIII-10

Unit VIII / FUN AND GAMES / Level: Beginners to intermediate / Time: 20 minutes

Language Function(s): Giving instructions

Materials: Blindfolds; you also need a large room where the students can move about

## In Class

1. Teach or review with the class the following terms and concepts: *left, right, straight on, stop, turn around*, plus any other vocabulary you feel will be useful for the activity. This will, to a large extent, depend on the level of the class.
2. Move most of the furniture away from the center of the room but leave several objects such as chairs or small tables in the middle to serve as obstacles. Divide the class into pairs and tell the students to stand around the sides of the room, well away from the center. One partner in each pair is to put on a blindfold. The other plays the part of the guide.
3. The object of the game is to direct one's partner to the opposite side of the room without his or her touching any of the furniture or any of the other students. The guide gives directions using the vocabulary mentioned in step 1. On reaching the other side, partners swap roles (and the blindfold). It is now the original guide's turn to be guided while the other partner gives the directions.
4. A scoring system can be used if you think the students would like one. Award one point to the guide every time the "blind person" disobeys an instruction and hits something, and one point to the "blind person" when the guide gives him or her a false instruction resulting in a collision.

## Author's Note

This is a simplified version of the classic game "Airport."

Joanna Sancha



## APPENDIX G

### Task Performance 2 (Giving Directions)

St. D: Turn right. Yes. Take 4 steps forward. Steps. 4 steps. 4. Yes. Go forward a bit. Take 1 step forward. Yes. Turn left. Yes. Take 3 steps forward. 3 step.

St. B: Okey?

St. D: Yes. Turn right. Take 1 step forward. There is a bag and step over the bag. Yes. O.K. Take 5 steps forward. Stop and turn a bit right. Yes. O.K. Take 2 steps forward, O.K. and turn left and a bit right, a bit, O.K. and take 6 steps forward. Turn right a bit and take 1 step forward. O.K. ????????? ( looks at the teacher because he doesn't know what or how to say.)

Teacher: Where is it?

St. D: Turn right, yes. It's in front of you. Yes.

St. B: In front of me?

St. D: Right. Yes. (laughs)

St. A: Turn right and go forward, go forward. Walk, walk, walk. Go, go, go. Stop and turn right. Go forward again. Carry on, carry on, turn right. No, turn left. Tamam. Turn right. Go forward a bit. Turn right again. Go forward, go forward, go go. Stop and take it. Right. No. Left. It's on your left.

St. D: It's mine.

St. C: St. A turn right. Go straight ahead. 5 step. Turn right. Turn left and 1 step go. Go 1 step.

St. A: Ne?

St. C: Go 1 step. Turn left. Go 1 step. Turn right. Go straight a bit. 2 step O.K. Turn right. Go straight ahead. 2 Step. Turn left. Go straight ahead. When I said stop, you stop. Stop. Be careful.

St. A: Birşey var önümde.

St. C: Yes, go straight ahead. Go straight ahead. Go, go, go, yes, go.

St. A: Go?

St. C: Yes, turn left.

St. A: Bu sınıf bu kadar büyük değildi.

St. C: Careful. Go straight ahead (goes ahead), be careful. Turn right. Go straight 1 step. Yes. Turn left. Go straight ahead. Go, go, go. Stop. Turn left. Yes. Go straight ahead 5 step. Stop. Turn left. Turn a little left. Yes, yes, O.K. Go straight ahead. Turn right. Turn right. O.K. Go, stop and turn right. Go straight ahead 10 step. Turn right. Go straight ahead 5 step. Turn left. Take chocolate in front of you.

St. H: Yes. Turn left. Turn right. Stop. Step the chair. Stop. Turn right. Walk along the street. A little bit turn left. Yes. Walk. Stop. A little bit turn right. A little. Yes. Walk. Stop. Step chair. Walk along the street. Stop. Turn left. Walk along the street. Stop. Turn right, right, turn right. Yes. Walk a little bit. Yes. Stop. Turn left. Lift your ?????? (couldn't remember the word) hand. Lift your hand. O.K.

St. G: Turn back. Take 5 steps forward. Stop. Turn your right. Take 5 steps forward. Stop. A little bit come left. Little bit. Turn your right, but yaa, too more. A little bit turn left. Go straight a little bit. Go, go, go, go, go, go. Stop. Turn right a little bit. That's enough. Take 3 steps please forward. Stop. Come back. Turn your back, back, back, back. Come more you left.

St. H: Turn mü?

St. G: Yok turn değil. Come.

St. H: Böyle mi?

St. G: Take 1 step forward. Stop. Turn your left again. Yok, right again. Yes. Take 5 steps. Enough. Little steps. Stop. Take 3 steps again and stop. A little bit. Stop. A little bit go forward. Stop. Lift your leg up. Put down your leg. Yes and 3 steps forward. Turn your left. A little bit. Take 2 steps forward. Stop. Turn your right a little bit. Lift your leg again a little up, up, up....down your leg. Take 3 steps forward. Stop. Turn your left. Turn your right. Take 5

steps. 4 enough. Stop. Turn your right. Take 4 steps and stop. You find it.

Open your eyes.

Teacher: No, she can't do it.

St. G: It's on your left, left, left.

St. F: Turn left. Again turn left. Go straight ahead and take 3 steps.....3 steps forward. It's enough. Come, come. Stop. Step over a bag. Lift your ???? up. Come a bit. Come. Stop. Lift your leg up and step over the bag. Go straight ahead. Turn left. Turn right. Again turn left and go straight ahead. Stop. Turn left. Turn right. Go a bit and turn left. Go straight ahead. Stop. Turn right. Turn left. Step over a bag. Lift your leg. Yes. Turn left. Take 1 step. Turn right. Go straight ahead. Stop. Turn left. Again turn right. Go straight, go, go. Turn right. Take 2 steps forward (forverd). Turn right. Turn left. Take 1 step forward. Turn left. Again turn left. Take 3 steps. Turn left. Take 2 steps and you can take the chocolate.

St. E: Turn back. Go forward. Stop. Turn left. Go straight ahead. Stop. Step over the bag. Yes. Go straight ahead, go, go. Turn left. Go straight. Stop, stop. Be careful and go straight from right. Go, go. Stop. Turn left. Stop. Step over, lift up, go, go. Stop, stop. Go right a bit. Not turn right. Go right, right, right, yes. Go, turn right. Go. Stop. Go forward a bit, yes. Eğılmek diyeceğim diyemiyorum. ?????? It's behind the box, behind, in the floor.

St. B: St. E please turn right. Yes. Go straight ahead. Slowly. Stop, stop. Turn left a bit. Yes. Stop please. Turn right. Yes, please go on. Go, go, yes, turn.

St. E: Ne turn?

St. B: Turn left, yes. Go. Stop. A bit turn right. Left sorry. I'm sorry, right, yes. Take a step. Take a 1 step. Yes, turn right. A bit turn right. Yes. Go, please go, go, go, go, go.

St. E: Düz mü gideyim?

St. B: Yes. Stop. Turn right. Yes. Go straight ahead. Dur. Stop, stop. St. E, please turn left. Ay. Sorry, turn right. Go. Stop. Turn left. Yes. Please go. Stop.

Take a 2 step, 2 steps. Yes. Stop. Come back. Turn back. Stop. Yes. Go straight ahead. Please straight. Yamuk gidiyorsun. Stop. There is a chair. Go, go straight. Stop, stop. Lift your leg up. Lift, lift. Put your leg down. Yes. Stop, there is a chair. Go straight. Turn right. Stop. Turn left. A bit. Turn left. Go, go, go, go. Stop. Turn right. Yes. Go straight ahead. O.K. Turn right. Yes. Go forward. Go, go. Chair, chair, chair. Yes. Go, go, go, go, go. Come, come. There is a hang. Lift your arm. Please, please take it. Your chocolate is in it.

## APPENDIX H

### Reflection Session for the 2. task

St.D: Kaloriferin üstünde diyecektim. Dönüp size baktım, siz de hiç pas vermediniz tabii. Diyemedim. Önünde dedim. Hala kaloriferin ne olduğunu bilmiyorum. Ne? Orda cebelleşip durdum.

St. A: Walk, walk, walk. Aklıma gelmedi hiçbirşey hocam. Ayağımı kaldır indir, diyemedim. Lift your leg up'tı değil mi? Put your leg down. Hatırlayamadım. Bütün kalıpları ezberleyip öyle verseydim keşke instructionları. Çok zorlandım. Hep carry on demişim.

St. C: Take a 5 step demem gerekirdi.

Others: Take 5 steps forward diyecekti.

St. C: Go 1 step forward demem lazımdı. Straight demek istedim orda. (prononciation). When I say said değil. Ben sana dur dediğim zaman dur dedim. A little değil, a bit olmalıydı.

Others: Go on gibi bişey galiba. (go, go, go yerine)

Others: 5 steps.

St. C: Chocolate'mı, the chocolate'mı bilemedim. Hangisi olacak?

St. H: Right-left karıştı. Engel vardı söyleyemedim. Orda ne deyeceğimi bilemedim. Instruction verememişim.

Others : Step over the chair.

St. H: Hepsini değiştirmek isterdim, mesela chair'li instruction'ı. Biraz yönler karıştı. Street demeseymişim iyi olurdu.

St. H: hand desene işte. (kendi kendine)

St. G: Too more. Too ??? ne diyeceğiz? Çok fazla döndün diyecektim. Too much mı?

St. G: Go on diyecekmişiz. (go, go, go ..)

St. C: İngiliz bir adama go, go, go, go dersek ne olur?

Others: Güler herhalde. (laughs)

St. G: Turn left diyeceğime back demişim. Küçük adımlarla diyorum ama öyle diyoruz değil mi?

St. D: Birkaç adım olmaz mı?

Others: A few steps?

St. C: Slowly?

Others: A little mı acaba? Small steps olabilir.

St. G: Put down olacaktı. Down demişim. Sağlar sollar karıştı.

St. D: 4 step is enough olacak.

Others: 4 steps are enough.

St. G: You'll find it. Onu bulacaksın yada onu bul desek. You can find it. Ama bulamadı.

St. F: Turn left diyecekti.

St. F: Lift your leg up dememişim.

St. F: Take 1 step forward diyecektim.

St. F: /forvert/ diyorum (laughs)

Others: /forvird/

St. E: Sıranın üstüne çıkmasın diye go right a bit dedim, düz gitsin diye.

St. E: Eğilmesini söyleyemedim, hala da söyleyemiyorum.

St. A: bend?

St. F: Ben anlamazdım eğer bend deseydi.

St. E: Çöp kutusunun arkasında demek istedim.

Others: On the floor.

St. B: Hem a var hem de one. One olsun hocam.

St. G: Hiçbirimizde go on olayı yok hocam. Go, go, go, go, go diyoruz hep.

Türkçede git, git, git var ya.

Others: Aslında pek te öyle demiyoruz Türkçe'de de.

St. B: Chair var orda yani there is a chair in front of you, take care derdim.

St. B: Elini kaldır diye Türkçe söyledim hocam. Sonra İngilizce söyledim.

There is a bag. Sonra take it olacak.

## APPENDIX I

**Task 3 (Giving opinion, interruption, persuasion)**

From *Advanced Communication Games: A collection of Games and Activities for elementary students of English* by Hadfield, J. (1987). Nelson: Hong Kong.

**30 Family budget**

## Type of activity

small group  
role play

## Function practised

argument: stating and justifying opinion, stating  
needs and wants, agreeing and disagreeing

## Exponent

*I/We need/want: . . .*

*I think that/In my opinion/To my mind . . . , etc.*

*It would be better/more useful, etc. to spend the money  
on . . .*

connectives for reason-giving: *because, so that, etc.*

## Lexical areas

household objects, household activities

## Problem vocabulary

*lawnmower, reeking horse, greenhouse, drill, video recorder*

**How to use the game**

Divide the class into groups of three or four.  
Copy one set of role cards and one set of picture  
cards for each group. For groups of three, leave out  
Tim or Samantha.

Give out a role card to each member of the groups.  
The picture cards should be placed face down in a  
pile in the middle.

Tell the students that they belong to a family of four  
(or three) and that they have a total of £500 to  
spend. They may spend this money as they like,  
but they must come to an agreement as to how it is  
to be spent. Each member of the family has a role  
card showing how he/she would like to spend all or  
part of the money: they should think of good  
reasons for buying these things and argue the case  
with the rest of the family.

They should begin the game by turning up the first  
picture card and arguing the case for buying or not  
buying it.

If the family *do* agree to buy it, the member of the  
family who wanted it should keep the card. If they  
decide not to buy it, the card should be discarded.

**MUM**

*You want:*  
 a washing machine (£225)  
 a new carpet for the living room (£200)  
 a second car (£500)  
 a family holiday in Spain (£500)

**DAD**

*You want:*  
 a lawnmower (£85)  
 a video recorder (£300)  
 a greenhouse (£250)  
 a power drill (£65)

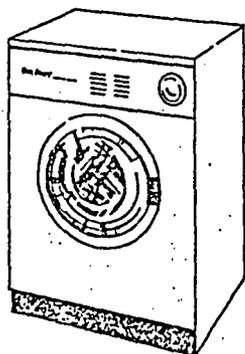
**TIM/SUE**

*You want:*  
 a stereo (£300)  
 a leather jacket (£85)  
 a computer (£200)  
 a ten-speed bike (£120)

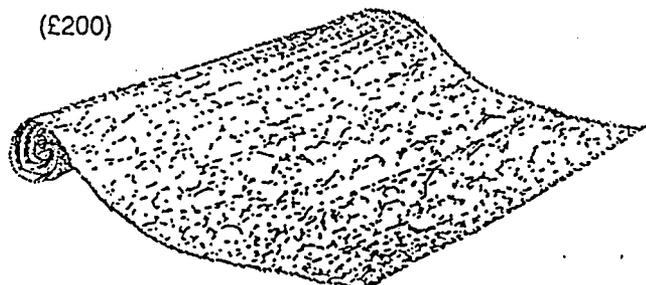
**SAMANTHA**

*You want:*  
 a walkman (£50)  
 a bike (£55)  
 a dog (£100)  
 a camera (£25)

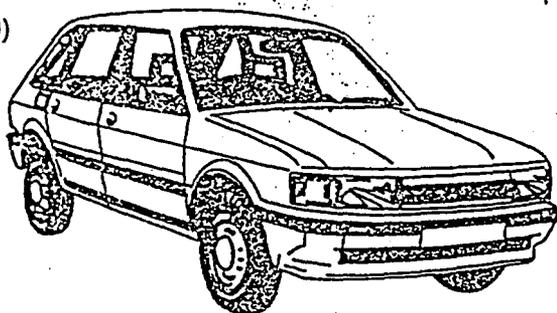
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(£200)



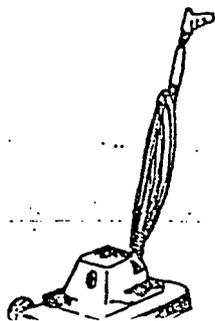
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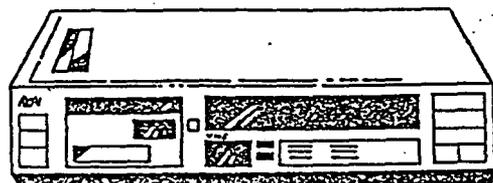
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(£85)

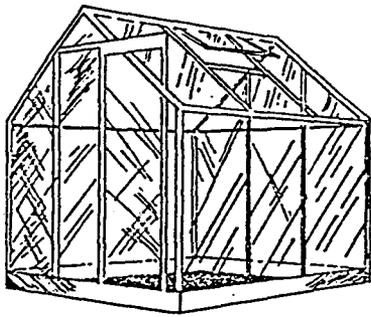


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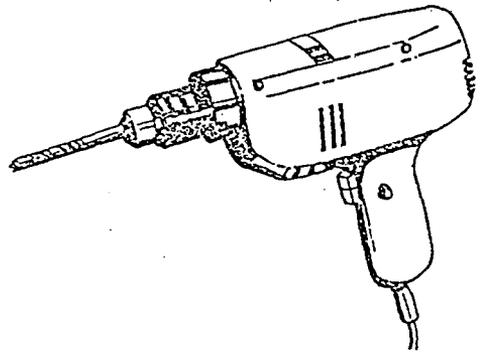


30 FAMILY BUDGET

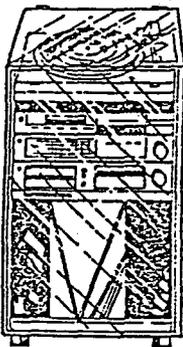
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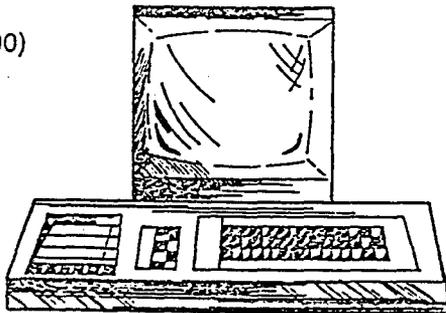
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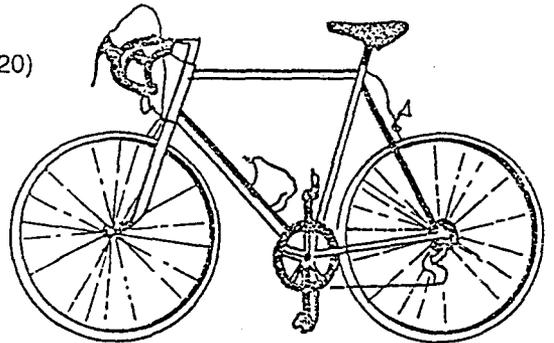
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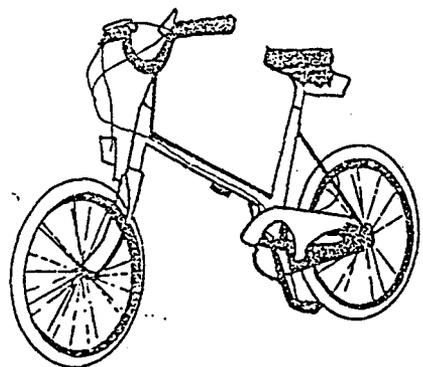
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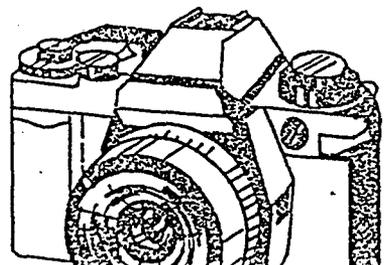
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## APPENDIX J

### Task Performance 3 (Giving opinion, agreeing, interruption, persuasion)

(Family Budget)

#### Group 1

St. H: How about a dog?

St. A: I want a dog. Why don't we buy a dog?

St. G: Why do you want to buy a dog?

St. A: For example there...they are very ??? funny neyse. Also they prevent protect our house and when we were bored we can play it. Why not?

St. H: It can't be. It's very expensive. A dog about \$ 100. It's expensive and also we have just \$ 500. Maybe we need other things. Necessity other things.

St. G: We can think it but it is unnecessary for protecting our house. Because you know we have alarm door rubber.

St. H: O.K. We don't buy it. Stereo? What do you think about to buy a stereo?

St. A: It's too expensive. It's \$300 but we haven't got enough money for it and also it isn't necessary for us.

St. G: I think so. It's unnecessary.

St. H: Yes, I agree with you. I don't buy it. Maybe we can buy a small cassette player later.

St. G: Who wants to buy a camera?

St. A: I want a camera. I believe it can be necessary for our life because we can take picture in special days. For example birthdays, celebrations, etc. It can be.

St. F: I agree with you. It's also very cheap for us. It can be.

St. H: O.K. I want a ten-speed bike.

St. G: How much does it cost?

St. H: It is \$120.

St. A: Maybe we can't. I don't agree with you because maybe we can buy smaller bike than this.

St. G: We have a bicycle in garden. Your father is yok can repair for you. It's like a new one. I think we can't take new one.

St. A: But it's too old and yani I don't think so. It's can be repaired.

St. F: I think it's unnecessary.

St. A: It's unnecessary because it's too pahalı expensive. Maybe we can find another bike cheaper than this.

St. F: We should buy another thing for us and another necessary thing to use.

St. A: I agree with him.

St. H: I agree with him. I want computer because I think it's necessary our educate.

St. F: I entirely agree with you. It's very necessary for our life and for children, for my children. Our house should have a computer.

St. A: I agree up to a point but it can't be necessary. Other things can be because it is ....

St. G: I think you can use altogether and we should pay this money. I think we should buy it.

St. A: Other equipments can be necessity.

St. G: But you buy.... But we bought a camera for you. (laughs)

St. A: But we are a family and everybody everyone can say opinions, ideas.

St. H: Yes but my father and mother want to buy it for me. Also you can use it for your school lesson, homework. Also my father use his job.

St. F: I can use it for my job and sometimes I can use it to work my to work at home at the weekends. It's necessary for our house.

St. H: Yes, we buy.

St. F: I want a green house. What do you think about it?

St. G: We can grow the plants. It can be.

St. H: But I think it is very expensive. Also we can plant in our garden. It is not necessary.

St. F: Maybe you're true. It can be. It's not so necessary for our life but it is my hobby. I only say I want to buy it.

St. G: Maybe we'll buy the next month because money.

St. F: If you don't want to buy I can agree with it. I want a power-drill (?????). What's your opinion on about my want?

St. G: What do you think about it? (to the girls?)

St. H: I think it is not necessary. Also we haven't just enough money to buy it.

St. G: It's too expensive. Almyoruz. I think I and you should go to holiday.

St. F: It can be but we should think it another summer holiday. We can't I think.

St. H: We can't pay it for enough money. It's \$ 500.

St. G: But I want it.

St. H: I think we can go theatre or picnic instead of holiday this month. Maybe we can go next month.

St. F: Hey look. How about buying a lawn mover?

St. G: Maybe we can buy it.

St. A: It's necessary for our houseworks.

St. H: If you ask me, it is necessary because we have a big garden. Also it is help we .... It's help us.

St. G: But you can cut the grass with ????? makas?? Scissors.

St. F: But our garden is very big and we need to buy it. And at weekends I want to cut the grass and it's necessary for me.

St. G: All of us may help to you.

St. F: But I want cut the grass myself with lawn mover. I want .....

St. H: I think my father needs.

St. A: I agree because it can be very hard and he don't have a lot of time because of his job in my opinion.

St. F: It is also cheaper.

St. H: But if you want cut with scissors, we won't buy it.

St. G: And we are a family (famili) and we can do it altogether.

St. H: But you know I go to school.

St. G: You can help the after the school.

St. H: I have got some homework you know.

St. G: I talk to your teacher. She don't give you homework.

St. F: I want it but I only asked you what you think what you were thinking about it.

St. H: I think it is necessary because I love my garden.

St. G: O.K. We buy it. A new carpet for my living room. I want to buy a new one because this carpet is very old and it's very old fashioned. It's not very suitable for our ???? mobilya neydi?

St. F: But our money isn't enough to buy it and I calculated and our money isn't enough to buy.

St. A: Also there is a carpet in living room and we don't need to buy it. And it affects our budget in bad ways. It is also very expensive. \$ 200.

St. F: It cost same as a computer. It is very expensive.

St. G: I think it is a hand-made carpet. It's worth to pay it.

St. F: Maybe but we can't buy it.

St. A: And we are living without it.

St. G: O.K. I want a new washing machine for washing our clothes.

St. H: But we have a washing machine. We bought it 2 years ago. I think it is like new.

St. F: Sorry, we can't buy it. Again we haven't got enough money to buy. If you want it so much, we can buy it 2 months later.

St. G: Of course. Can we buy it with instalment?

St. F: It can be. It is possible. It can be if you want it so much.

St. G: Can we paid like that? Olabilirmi? (sends a kiss to St. F) So we can buy it?

St. H: No. In past people washed their clothes with hand. We have refrigerator too. Also we have one bought it 2 years ago. I think it is not necessary.

St. G: But our washing machine are cut off ??? break down (bozulmak???)always.

St. A: We can gave it to a ????? tamirci to repair.

St. G: Eh. We can't buy it. Bicycle?

St. A: What do you think about a new bike because other one was broken.

St. G: We told talked about one and we can't buy it.

St. A: But it isn't very expensive for us and we can use it for picnic or other things.

St. H: Also I can use it.

St. F: Your mum is true. I don't want. I don't agree with you. Maybe if you want it, we can buy it another month.

St. G: I think you earn the some money and you can buy it yourself your pocket money. You can collect your money.

St. H: But you promised us. If you if we passed the class, we can buy a new bicycle.

St. G: We was promised we promised but we can buy a photograph machine for St. A and we can buy a computer for you. It is enough for your pass.

St. H: But how about you we use it them together. Computer for example. My father can use it also.

St. A: Also I don't agree with you because we bought it for us not me and we want a bike for us.

St. G: But you want a bicycle for you. It's unnecessary for us, me and your father.

St. A: We can go school or picnic.

St. H: Mum and dad. I want to buy a bike. Please. You promised.

St. F: If we promised, we should buy it.

St. A: I love my family.

St. H: O.K. Thanks.

### *Group 2 (Family Budget)*

St. D: There is a car

St. B: I want to buy it. Second car.

St. D: Car?

St. B: Yes. It's a \$ 500.

St. C: Impossible

St. B: Why?

St. C: Because we have only \$ 500.

St B: Yes, when we buy it, .....

St. C: We need things. If we buy a car, we don't buy another thing.

St. B: O.K.

St. C: I buy... I want to buy lawn mower.

St. B: How much?

St. C: It's \$85.

St. B: 85? It's very expensive. We haven't got enough money to buy it.

St. C: It's \$ 85 and it is necessary for us because the garden is very bad now and the grass ....cut. I have to cut grass.

St. B: O.K. How about you children?

St. D: I agree with him because 85 is not expensive.

St. C: We know, if we don't buy a lawn mower, everybody work must work in the garden.

St. B: O.K. We'll buy. Yes, bicycle.

St. D: I want bicycle. I want a ten-speed bike and I believe I need it because my friends have got a bicycle but I haven't got any bicycle. I want it. It's \$ 120.

St. B: I think a little.

St. D: Oh, daddy please, please.

St. C: After we think.

St. B: Maybe, maybe but..

St. C: We buy another thing and then we turn bicycle.

St. D: Computer, I want a computer. I must ask it. O.K. I don't want to bicycle. I want a new computer because my computer is old and I need a computer. I must work in it, with it. I want, I should a new computer.

St. E: You have got a computer and a new computer isn't necessary I think.

St. D: But it's too old and I don't make what I want.

St. C: But you only play computer game.

St. D: No.

St. B: If you use for homework, for study...

St. D: Yes, my homework with it, in it.

St. B: Promise?

St. D: Yes, I promise.

St. B: What about?

St. C: Well, I don't know. How much is it?

St. E: \$200.

St. B: Expensive.

St. C: 200 expensive. Maybe we'll buy a thing of equipments a few equipment, old only.

St. D: But my all computer is old. If we buy a part, it's not fit it.

St. B: I don't know.

St. E: He can go to internet café.

St. D: But my special programme isn't in internet café. I need some programmes and I don't carry my programme with me in my bags my daughter. I should buy a new computer.

St. B: Maybe, maybe. If my daughter uses it and...

St. C: O.K. We don't buy bicycle. Only we buy computer.

St. B: A camera.

St. E: I want to buy a new camera because camera is too necessary in this year at school. My department is communication.

St. D: How much is it?

St. E: \$ 25.

St. B: It's cheap.

The others: Yes, it's cheap.

St. C: I think we can buy it. O.K.

St. B: I want to buy a new carpet for the living room.

St. C: How much is it?

St. B: It's a bit expensive. \$ 200.

St. C: Impossible, because now we pay paid \$ 350 and the carpet is \$ 200. We haven't got enough money.

St. B: Oh! O.K. How can I say a word?

St. C: I want a recorder but impossible.

Others: Why?

St. C: Because \$ 300. I see.

Others: O.K.

St. B: I want to buy a washing machine. My washing machine was broken. I wash the clothes with my hands.

St. C: How much is it?

St. B: It's \$ 225.

St. C: We have \$ 185 and we will take to we'll repair we'll be repaired machine and we don't to buy a new machine.

St. B: O.K. I want to cry. I want to go holiday in Spain.

St. E: Spain?

St. B: Yes, Spain.

St. C: Impossible.

St. D: Impossible because we spent a lot of money.

St. B: But Spain is very beautiful country.

St. D/ St. C: I know but we need money.

St. B: Shore, condition wonderful.

St. D: I'll find a lot of photograph for you.

St. C: Yes, we'll buy a new photo machine.

St. B: I think maybe we can all go for holiday. We don't buy these.

St. C: Oh! We you want a lot of things, you want expensive things but we have only \$ 500.

St. B: O.K. We can buy next year these.

St. D: But it's necessary.

St. B: I want to go for holiday.

St. C: O.K. We'll go next year.

St. B: I want to go in this year.

St. C: Children? ( they all laugh)

St. D: We have already spent a lot of money and it's impossible.

St. C: I entirely agree with my son.

St. B: I don't talk.

St. D: I want a new jacket.

St. C: Impossible.

St. D: It's \$ 55. It's cheap and I need a new jacket because we bought 3 years ago and very very old and.....

St. B: Yes, but this old clothes now new style.

St. C: It's trendy. Yes, another time.

St. E: A dog.

St. B: Impossible. I hate. I'm fired.

St. E: I like dogs and I want buy a dog.

St. C: How much is it?

St. E: \$ 100.

St. D: Yes daddy?

St. B: But, it's very difficult to feed.

St. E: We have got a big garden and it's not a problem.

St. C: But....

St. B: I don't want a dog in the house.

St. E: Not house, in garden.

St. D: We can play it.

St. C: The dog food is very expensive.

St. B: Yes, very expensive.

St. E: I want need a bike. What about?

St. B: How much is it?

St. E: \$55.

St. C: \$ 55. O.K.?

St. B: What do you think of?

St. E: Yes? Come on, it's cheap.

St. C: My son?

St. D: Huummm. It's too ..... I can't use it but my daughter can use.

St. B: We can.

St. C: The green house. It's very expensive. Computer is very expensive and we don't buy another things so because of computer.

St. D: We must have think this.

St. C: The green house impossible. We won't buy. Tape-recorder.

St. B: Tape-recorder? Who wants?

St. D: It's stereo. Yes, I want stereo but it's impossible because too expensive.

St. C: And we bought a new computer. O.K. Walkman?

St. E: I need something.

St. B: What?

St. E: My father, my mother, I want to have a walkman and I need it.

St. C: O.K. We'll buy the walkman and I want the power drill.

St. B: How much is it?

St. C: \$ 65.

St. E: Walkman is \$ 50.

St. C: We need to both of because this is \$ 150.

St. B: 200, 225, 310. Yes, walkman and power drill 360. We have \$ 140 \$ 410  
Yes, only \$ 90 we have.

St. C: We'll prepair repair your machine and maybe it costs \$ 50.

St. D: O.K. Then buy a jacket.

St. B: How much?

St. D: \$ 55.

St. C: \$55 no. We have?

St. B: We have \$ 95, but we'll prepair the machine. Next year maybe.

St. D: O.K. mum.

St. C: O.K. Let's go to a restaurant and eat very well.

## APPENDIX K

### Reflection Session for the 3. Task

#### First Group

St. A: Funny dedim, sevimli demek istedim. Pretty deseydim....

St. E: Cute.

St. H: were dememem lazım. When we are bored, we can play with it.

St. H: Other necessary things olması gerek, necessity gereklilik değil mi?, isim hali.

Others: To protect olacak. Fiil ya o.

St. G: Birşeyin anlamını sordum. Neydi o? Kapı alarmı?

St. G: We can't buy a new one olmalı. Buy olsun.

St. A: Tamir edilemez demeye çalıştım orda. It can't be repaired olacak.

St. A: Another cheaper bike than this olacak.

St. G: Cheaper one diyebilirmiyiz?

St. H: For our education deseydim daha makbule geçerdi.

St. F: Like other things gibi deseydi. (St. A için)

St. A: Other things can be necessary olacaktı herhalde ama diyemedim.

St. G: I think we should buy it. Vay neler demişim.

St. A: Other things can be necessary.

St. A: Olması gereken their opinions, ideas.

St. H: My father can use it for his job demek istemiştin.

St. G: to work. St. F işlerini yapmak için diyemedi, bana sordu.

St. F: I only want to say I just want it demek istedim.

St. D: For olmaz mı hocam? (about my want)

St. H: ama hocam want????

St. D. Wish?

St. F: Bilmiyorum.

St. H: We can't pay it olacak. Birde cümle kurmuşum. We haven't got enough money tabi.

St. A: It helps us hocam.

St. H: It helps us tabiiki. We demişim bi de yaa.

St. F: I want to cut.

St. D: He don't have gibi bişey ayıp olur. Doesn't deyin yani.

St. A: It's worth buying, -ing alır yani.

St. A: We can live without it. Onsuuz da yaşayabiliyoruz.

St. H: To wash our clothes.

St. G: Doğru mu söyledim acaba. Emin olamadım. Taksitle alabilir miyiz dedim? Instalment.

St. G: Are mı dedim? Yok canım, o kadar da değil, dememişimdir. Is broken down.

St. A: aaaa gave demişim. Give nasıl demem!

St. G: Neden passive kullanıyoruz biz bozuldu demek için?

### *Second Group*

St. B: It's a \$ 500. a'nin olmaması gerekiyordu.

ASt. D: Arkası gelemedi. Şey diyecektim orda: If we buy this car, we won't buy anything. Hiçbirşey almayacağız. Aklıma gelip toparlayamadım.

St. B: How much is it olacak.

Others: How much does it cost?

St. H: Hocam it looks very bad olsa? (bahçe için)

St. C: Bahçenin hali kötü, bakıma ihtiyacı var filan gibi?

St. F: It's necessary to cut them.

St. C: E diycez ya. Bak diyorum işte.

St. E: 85 is not expensive, expensive olmaz ya.

St. H: 85 is not too much.

St. D: must yaptırım değil mi?

St. C: must/have to aynı değil mi?

Others: Let's think later. After we think değil.

St. D: Onda/ onunla çalışacağım. (bilgisayarda) Onu hala bilmiyorum.

Preposition'ı hala bilmiyorum.

St. D: I should buy diyecektim. Fiil yok abi nasıl olur?

St. D: Make değil. Yanlış. Yapmak istediklerimi yapamıyorum diyecektim.

St. G: I don't do what I want.

St. H: Whatever I want??

Others: I cannot olsa mı acaba?

St. D: It doesn't fit olurdu ancak neyse.

St. D: Internet cafes haven't got speaking programmes demek gerekiyordu.

St. C: I can't olacak.

St. D: Taşımam demişim.

St. B: My daughter can use it hocam.

St. C: Tamirciye verebiliriz diyem diyemiyorum. Take diyorum ama olmaz.

We can repair.

St. E: Passive mi?

St. C: Causative mi?

St. H: We can have our machine repaired.

St. C: Aklımdan geçti ama.

St. D: Orda çok para harcarız demek istedim.

St. B: I want to go on holiday.

St. D: We bought it. It koymam gerekirdi.

St. B: Old clothes are olması gerekiyor, fiil yok.

St. D: My sister diyecektim, my daughter demişim.

St. D: Bunu düşünmeliydiniz diyecektim. Must have done gibi bir kalıp vardı.

St. E: I'll say something diyecektim.

St. B: 95\$ kaldı demek istedim. Sadece 95\$ demişim.

St. C: Tamir ettircez demek gerekiyordu.

St. H/ St. D: We'll have your machine repaired demek gerekiyor.

St. E: Prepare hazırlamak mı, hazırlanmak mı?

St. A: Fix kullanabilir miyiz?

St. B: We'll prepare demişim, Prepare- repair karışmış.

**APPENDIX L****Task Performance 1 (repeated 1st task)**

St. H: What were you doing with a woman hand in hand in a café? I know you are married I think.

St. D: I think, I think, you think and said that.

St. H: But I saw you.

St. D: You?

St. H: Yes, in a café.

St. D: Which café?

St. H: People's café.

St. D: I never go to People's café.

St. B: You are a liar.

St. D: How do you know that?

St. B: I always go People's. Whenever I go, you are there.

St. A: And also there are some witnesses for this case.

St. H: So?

St. C: Please, you must be honest. Who is the woman? You tell you please will tell.

St. D: There was no woman.

St. C: I saw us and we know there is a woman.

St. F: I think you were drunken at that time and now you don't remember anything about that night. And I entirely agree with my friends about their opinions and they are.....

St. D: Pardon. Did you see me?

St. F: Yes.

St. A: There are also some security records.

St. H: Also I watched it yesterday because People's café manager is my friend.

St. D: Woow. Perfect detectives. I only they said "I saw you."

St. H / St. A: No security records.

St. D: Security records? Can I see?

St. A: Of course. Why not?

St. D: Where? I can't see anything.

St. A: We can bring it.

St. F: But I saw you and you were very drunken I said. You were very happy with that woman and it is natural because you don't remember anything.

St. H: But also, in addition your wife said that St. D wasn't come didn't come home.

St. D: Yes, I work worked in my office for annual reports.

St. H: Really?

St. D: Yes. How... When ?????

St. B: How many hours are you work?

St. D: When did you see me? When? Say about it.

Others:( laughs)

St. F: Your wife said us that she thought that you had a woman friend and she said could you tell me when you see him with that woman. Please give me some information about him and that woman.

St. D: I can't give some information about that because you aren't ask you didn't ask my questions. When? When did you see me in cafeteria with virtual woman or girl?

St. G: You are thinking. You know woman and last Friday..

St. D: Friday?

St. G: You meet with met that woman and your wife hired a detective and because he had found some letters from her and (laughs) and asked to you again who is she and why did you do what did you do her?

St. D: I wasn't there and so I didn't anything.

St. E: Do you love your wife?

St. D: Yes, very much.

St. B: You have two children and you don't interest with your children. Why do you do that? Why do you spend our time another woman?

St. D: I love my children too much and yes O.K.

St. F: Is she more important than your wife?

St. D: No, than my life wife.

St. G: Why do you choose another that girl? Why your wife?

St. D: My wife.

St. G: Why do you choose?

St. D: My wife, she ilgilenmek???? didn't interest me. The other interest.

St. F: How long have you been with that woman?

St. D: Maybe one.

Others: One month? Year?

St. D: One year.

St. F: Who was that woman? Is she your school friend or your friend or .....

St. D: I met her in a party and we closed in a short time.

St. H: Are you happy with her?

St. D: Yes, very much.

St. G: Do you know the other girl is married too?

St. D: Yes.

St. G: Her husband....

St. D: She isn't married.

St. A: Do you think to divorce your wife?

St. D: Pardon?

St. A: Do you think to divorce your wife?

St. D: Yes, I think.

St. C: But you said I love my wife, but now....

St. D: But when I refused a woman in my life.,.,.,

St. H: How do you explain this event to your children?

St. D: They know that.

St. H: They know that?

St. D: Biliyorlar, biliyorlar.

Others: Ooooh! Aşmışız.

St. F: Do you want to have children with woman?

St. D: Pardon?

St. F: Do you want to have children with that woman?

St. D: Yes.

St. F: And do you want to marry?

St. D: Yes, I want to marry with her.

St. F: When do you think say about that event to your wife?

St. D: My wife ???? umursamak peydi ya bilen varmı?

Others: take care

St. D: My wife doesn't take care that.

St. H: If that woman deceives you, what will you do?

St. D: deceives? What does it mean?

St. H: aldatmak.

St. D: I'll be crazy.

St. H: But your ..... Also is your wife crazy?

St. D: Yes.

St. G: Why didn't you tell your wife?

St. D: Pardon?

St. G: Why didn't you tell your wife you meet another woman and your children know that but you don't tell didn't tell your wife?

St. D: But we always discussed about everything and she always says....  
said other girl in your life you know?

St. F: What does that woman think about you and your life?

St. D: She help helps very much in my life.

St. F: Does she worry?

St. D: Yes.

St. G: Why do you divorce didn't you divorce your wife? Why don't you want to marry with your girlfriend? You said that she is always help my life and you are happy with her and why don't you marry with her? Are you a liar? And you said like all people?

St. D: No, we think marry in a short time..

St. G: How long have you met with her?

St. D: I said one year.

St. G: I think it's a long time. What do you think so?

St. D: I met her one year ago but I love her a month

St. A: You don't know her too much. You said that you met with her only one year. Maybe you aren't suitable for she aren't isn't suitable for you. Maybe

she is unfaithful, that is to say unloyal. You don't know her. How do you think to divorce your wife? You haven't got any reason.

St. D: I have got a reason.

St. A: No.

St. D: Yes.

St. A: You don't know her too much, do you?

St. D: Yes.

St. A: One year isn't a long time for people

St. D: Maybe. It's changeable.

St. A: Then we can easily ?? Are you fed up your wife?

St. D: Ne ki o?

Others: Bıkmak.

St. D: Yes.

St. E: How did you meet with your wife?

St. D: In the college. We were college friends and my friend meet (mit) us.

Others: introduce.

St. D: Tanıştırmak? Introduced her.

St. E: Did you fall in love with her at first time?

St. D: No.

St. G: How did you fall in love?

St. D: We have spent we have lived together long time and we know very very we trust each other.

St. H: How many times have you lived with your wife together before you married.

St. D: Two years in college and after that we married and in a total 20 years.

St. G: When did you When the problem were start?

St. D: The problem is always ??????

St. B: When did you start to fight?

St. D: Fight? Discuss? As all married we have got a lot of problems, little or big and we pass this problem together but in near past we didn't pass together and we told lies.

St. F: You said we had some problems but why did you have children?

St. D: Pardon?

St. F: You had some problems with your wife but why you why did you have children?

St. D: All marriages have problems but there wasn't.....

St. F: But it isn't simple thing, it's very important.

St. D: What is very important?

St. F: Having children.

St. H: Having children. It's very important for your life but ....

St. D: We have problems but small problems, little thing and we passed that together and in the new past we told lies. (leys)

St. E: She has got problems with you too but she doesn't meet another mens at cafes. Do you think?

St. D: How do you know that?

St. E: I know because and we know.

St. C: Because she thinks you and we called us and she want to help her.

St. D: How can you trust her? How did you know her?

St. E: Because she isn't liar like you.

St. D: What? She isn't liar! How do you know that? How long did you how long have you known her? She called her... you and you came in my life.

St. A: She is my colleague. I know her very much. She didn't tell a liar to him and she always go home when she finishes her works. She exactly didn't meet an another man.

St. D: How do you believe her trust?

St. A: Söyledim.

St. D: Me too. I know her 20 years. I have known her 20 years but I don't trust her.

St. A: Why don't you trust her? You must have a reason. Can you show us a reason?

St. D: She tell she tells lies me too.

St. A: like what? And when?

St. D: Like what?

St. A: I'm sorry yani.

St. G: She is still love you and she want to helped us.

St. B: We want to help to her.

St. G: We want to help her and she didn't want to divorce to you and but you said we have got some problems. She didn't think so. We haven't got any problems she says that;but why do you meet another woman?

St. D: Artık yani dayanamıyacağım.

Others: laugh.

St. D: She still loves me but I don't love her because I love another girl and I want to married with her.

St. F: I think you are irresponsible person. You can't be so ?????? relaxed wity your position. Enough.

St. D: I agree with you.

Others: laugh.

## APPENDIX M

### Reflection Session for the 1. Task (repeated)

St. D: Sadece sanıyorsun ve suçluyorsun diye çıkış yapıcam yapamıyorum.

St. G: You were there.

St. B: Hep orda oluyosun diyemedim, unuttum, St. G'ya sordum.

St. G: You are in there mi hocam?

St. H: Whenever I go there doğru.

Others: You are there. Geçmiş değil. Hep ordasın diyor.

St. D: For this case kısmı için garanti veremem, emin değilim. Kulağa hoş gelmiyor.

St. C: Who was the woman desem daha iyi olurdu galiba. Ama hala görüşüyorlarsa?

St. C: We saw you diyeceğim.

St. D: You were drunk sarhoşsun diyecek (St. F için). İçirildin mi diyosun.

Others: Öyle bişey var mı?

St. G: Fiilin 3. hali gibi.

St. D: Hapiniz beni mi izliyorsunuz diyecektim, aklıma gelmedi. Nasıl olur?

All of you follow me?

St. C: Can I see the records olacak.

St. E: I was working olmaz mı?

St. H: Olur ikiside. I worked, I was working.

St. B: Genel olarak sordum. Present olacak. How many hours do you work?

St. H: Tell us, said us olmaz. Öyle sanki.

Others: Told olacak.

St. D: Answer dememişim aaaa.

St. G: You know that woman, öyle demem lazım.

St. G: She had found in your pocket demek istedim.

St. G: I ask you again. St. D'e ben sana soruyorum diyecem. Who was that woman?

St. C: I'm asking you değil mi?

St. G: What did you do with her?

St. B/St. E: I didn't do anything.

St. D: Evet. I didn't do anything demem gerek.

St. B: Why did you do that. Bunu neden yaptın diyecektim. Why do you spend your.... our dedim, çaktımayaa çalıştım ama....

St. H: With an another woman:

St. D: Çocuklarımda çok seviyorum diyecektim. Too'dan sonra too diyemedim.

St. D: O beni anlamıyor falan diyecektim. She doesn't understand me. Interest galiba. St. H orda bana interesting diyor.

St. H: Interested me diyorum anlamadın.

St. D: Orda in'ler filan var ya anlamadım.

St. D: Orda yakınlaştık demek istedim ama galiba diyemedim. We became closed olabilir.

St. G: Öbür kadının da evli olduğunu biliyormusun diye sordum.

St. A/St. H: Whether or not.

St. D: Ben diğer kız biliyor mu gibi anladım soruyu.

St. F: Think about divorcing olmaz mı?

St. A: Will olmaşın sakın???

Others: Nasıl açıklayacaksın? Will you olur.

Others: Divorce from mı alır hocam?

St. F: When do you think to say olacak.

St. G: When will you say this to your wife?

St. D: Karın deli mi dedi, evet dedim.

St. H: Hayır, öyle demek istemedim. Karın duyarsa çıldırmaz mı demek istedim. ????

St. F: Will your wife be crazy?

St. E: Will she be crazy when she hears? She will be crazy , won't she ya da.

St. D: She always says other girl in your life mı gelecek yoksa?

Others: There is a another woman in your life.

St. G: She helps me very much. She always helps. She is always help değil tabi.

St. G: Orda with yok galiba. Marry to.

St. D: We think about married derdim orda.

Others: Marriage değil mi?

St. G: Ne zamandan beri buluşuyorsunuz diyecektim.

St. G: Bir yıl uzun değil mi? Evlensenize diyorum yani.

St. D: Aslında I have known her for one year ama bir aydan beri seviyorum diyecektim. I love her for a month. Pronoun'ları unutuyorum.

St. A: Karından boşanmayı nasıl düşünürsün diyemedim. How do you think about divorcing olmaz mı?

St. A: Fed up with. With' i de varmış. Dün sözlüğe baktım.

St. D: Arkadaşlar bana hatırlattılar. Passive yapı olacak. She was introduced to me by one of my friends.

St. H: How long demem gerekiyordu.

St. G: When your problems were start? Galiba.

Others: When did your problems start?

St. D: Like in all marriages, her evlilikte olduğu gibi demek istedim. Solve olabilir ama üstesinden gelmek demek istedim. O yüzden pass dedim. Near past, yakın geçmiş demek istedim.

Others: Chicken translation olmuş.

St. D: /lais/ aaaa cips reklamı gibi olmuş. Alın yiyin bari.

St. E: Another mens mi demişim. Olmaz canım. Other men.

St. C: She called us diyememişim. Yrdım istedi biz de she wanted to help us.

St. H: She wanted me ya da us help.

St. D: For help???

St. D: How long have you known her?

St. A: I know her very well, öyle demek istemişimdir. Much demişim.

Uydurdum.

St. H: She never tells lies olacak.

St. A: She always go her home when she finish her work olması lazım.

St. F: She always goes home.

Others: Finishes olacak.

St. A: Another man tabi ki.

St. D: Dürüstlük demek istedim. Onun dürüstlüğüne nasıl inanırsınız yani?

St. D: For 20 years diyecektim.

St. C: She still loves you.

St. G: En basit şeylerde hata yapıyoruz, -es'ler filan.

St. G: Divorce you mu?

Others: Divorce from mu acaba?

St. H: I want to marry to her; with olursa çocuklu oluyor.

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