

**GRAMER DERSLERİNDE ÖĞRETMELERİN KULLANDIKLARI SÖZLÜ
DÖNÜT TEKNİKLERİ VE ÖĞRENCİLERİN BU DÖNÜTLERE
GÖSTERDİKLERİ TEPKİLER**

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YÜKSEK LİSANS TEZİ

İngiliz Dili Eğitimi Anabilim Dalı

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Eskişehir

Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü

Kasım 2006

**TEACHERS' ORAL CORRECTIVE BEHAVIOURS AND LEARNERS'
REACTIONS TO FEEDBACKS RECEIVED IN GRAMMAR LESSONS**

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MA THESIS

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Kasım 2006

To my mom ...

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Bu tez araştırması, öğretim elemanlarının yabancı dil sınıflarında kullanmış oldukları dönüt verme teknikleri ile öğrencilerin bu dönütlere göstermiş oldukları tepkiler arasındaki ilişkiyi araştırmayı amaçlamaktadır. Öğretim elemanlarının kullanmış oldukları dönütler, öğrencilerin bu dönütlere göstermiş oldukları tepkilerle birlikte sınıflandırılarak, ne kadar sıklıkla kullanıldıkları tespit edilmiştir. Kullanılan dönüt verme teknikleri, öğrencilerin bu dönütlere verdikleri cevaplarla karşılaştırılarak, öğrencinin kendi cümlesiyle hedef dildeki doğru cümle arasındaki yapı farkını anlaması ve yapmış olduğu hatayı düzeltmesi bakımından hangi tür dönüt verme tekniğinin etkin olduğu belirlenmeye çalışılmıştır. Bu amaçla, Anadolu Üniversitesi Yabancı Diller Yüksekokulu, intermediate kurunda, 4 öğretim elemanının 28 saatlik dilbilgisi dersinde toplam 85 öğrenciyle yapmış oldukları sınıf içi iletişim videoya alınmıştır. Elde edilen video kayıtları öncelikle yazıya dökülerek, Lyster and Ranta' nın (1997) dönüt verme modeli kullanılarak söylem çözümlemesi tekniği ile analiz edilmiştir. Araştırmacıya

daha detaylı veri sağlamak amacıyla, çekilen video kayıtlarına ek olarak toplam ders saatinin 33%' lük bölümünde ayrıca ses kaydı da yapılmıştır. Araştırma sonucunda (1) öğretim elemanının öğrencinin yanlış cümlesinin hedef dildeki karşılığını vermesi anlamına gelen “recast”, 36%' lik bir oranla en fazla kullanılan dönüt verme tekniği olmuştur. Bu dönüt verme tekniğini, 24%' lük oranla öğretim elemanının doğru sorular sorarak öğrenciden doğru yapıyı kendisinin bulmasını istemesi anlamına gelen “elicitation” tekniği ve 22%' lik bir oranla kullanılan öğretim elemanının öğrencinin hatayı düzeltmesi için gerekli olan dilbilimsel bilgiyi hatırlatması anlamına gelen “metalinguistic feedback” takip etmiştir. (2) Öğretim elemanlarının vermiş oldukları dönütler neticisinde, öğrencilerin yapmış oldukları hatalar, 41.66% oranında sınıftaki diğer öğrenciler tarafından düzeltilmiş (peer repair), 33.33% oranında da hatayı yapan öğrencinin kendisi tarafından düzeltilmiştir (self repair). Ayrıca, öğrenciler öğretim elemanların verdikleri dönütlere, 20.23% oranında bu dönütleri aynen tekrarlayarak karşılık vermişlerdir (repetition). Araştırma sonucuna göre, öğrenciler 4.76% oranında öğretim elemanlarının verdikleri dönütleri kullanarak yaptıkları hataları düzeltip, düzelttikleri bu yapıları daha uzun cümleler içersinde kullanmışlardır (incorporation). (3) Öğrencinin yaptığı hatayı anlaması ve düzeltmesi bakımından en başarılı dönüt verme tekniği sırasıyla 54.71% oranında “elicitation” ve 48.83% oranında “clarification request” olmuştur. Bu dönüt verme tekniklerini, etkinlik sıralamasında 38.83% 'lük bir oranla “metalinguistic feedback” takip etmiştir. Araştırmada, öğretim elemanları tarafından en fazla kullanılan dönüt verme tekniği olan “recast” ve öğretim elemanlarının hatayı açık ve net bir şekilde düzeltip doğru formu söylemeleri anlamına gelen “explicit correction” dönüt verme teknikleri ise etkinlik bakımından en az başarılı dönüt verme teknikleri olmuşlardır. Bu sonuçlar, öğrencilerin hedef dilde yapmış

oldukları hataları hemen düzeltmek ve onlara doğru yapıyı sağlamak yerine, bu hataları öğrencilerin kendilerinin düzeltmelerine olanak sağlamanın, daha faydalı bir dönüt verme tekniği olduğu fikrini desteklemektedir.

M.A. THESIS ABSTRACT**TEACHERS' ORAL CORRECTIVE BEHAVIOURS IN GRAMMAR LESSONS
AND LEARNERS' REACTIONS TO FEEDBACKS RECEIVED**

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This study aims to investigate the relationship between corrective feedback and learner uptake in adult EFL classrooms. The frequency and distribution of several corrective feedback types together with the frequency and distribution of different types of learner uptake following each feedback type are identified. The effectiveness of certain types of feedback in terms of drawing learners' attention to the language forms they have produced and helping them to detect gaps or holes in their FL knowledge or to notice specific linguistic forms in the subsequent input was investigated on the basis of learners' reactions to the feedbacks received. The database consists of 28 hours of interaction between four EFL teachers and 85 adult EFL students in four separate intermediate level grammar lessons at the School of Foreign Language. The interaction was videotaped and transcribed, and then coded according to Lyster and Ranta's (1997) corrective discourse model. In addition to videorecordings, 33% of the total amount of lessons was audiotaped to help give the researcher additional speech data. The results indicate that (1) recast (36%), a simple repetition of the correct form by the teacher, was used most frequently by all the participating teachers followed by elicitation (24%) and

metalinguistic feedback (22%). (2) The highest rates of successful uptake are peer repair and self repair with a 41.66% and 33.33% respectively. Repetition (20.23%) also occurred with a considerable amount. However, incorporation (4.76%) was the least likely to occur on the part of the students. This means that teacher's corrective feedback moves did not result in students' incorporating their utterances into longer utterances. (3) The highest rate of successful learner uptake occurred with, elicitation (54.71%) and clarification request (48.83%), Metalinguistic feedback was the next noticeable indicator of successful learner uptake; 38.88% of the moves with metalinguistic feedback resulted in successful learner uptake. Neither recast nor explicit correction was found to be effective at eliciting student-generated repairs. These findings attest to the assumption that pushing learners in their output rather than providing correct forms is beneficial, at least in bringing about learners' immediate repairs.

JÜRİ VE ENSTİTÜ ONAYI

Cemil ŞAHİN'in, "TEACHER'S ORAL CORRECTIVE BEHAVIOURS AND LEARNERS' REACTIONS TO FEEDBACKS RECEIVED IN GRAMMAR LESSONS" başlıklı tezi 08/11/2006 tarihinde, aşağıda belirtilen jüri üyeleri tarafından Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği programı yüksek lisans tezi olarak değerlendirilerek kabul edilmiştir.

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ACKNOWLEDGEMENTS

This dissertation benefited from the assistance of many individuals, whom I would like to thank. First and foremost, I wish to express deepest gratitude toward my advisor, Asst. Prof. Dr. Belgin Aydın, for her insightful guidance, tremendous support, and constant encouragement. I certainly believe that without her assistance and encouragement, I would never have been able to complete this research.

I wish to express my special thanks to my thesis committee members Prof. Dr. Zülal Balpınar, Assoc. Prof. Handan Yavuz, Asst. Prof. Dr. Aysel Bahçe, and Asst. Prof. Dr. Mine Dikdere for their professional expertise, insightful criticism, and valuable input. The comments and suggestions I received concerning this study enabled me to create a much stronger piece of research.

I am deeply grateful to the teachers and the students who participated in this study who allowed me to observe and record the classroom activities. Without them, this thesis would not have been born.

Prof. Dr. İlknur Keçik, there are not enough words to express my gratitude to you. Thank you very much for supervising all my work and being available to me at any time.

Finally, I owe sincerest thanks to my mom for her support, encouragement, and love and my sisters Serpil and Ebru for being there whenever I needed them.

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CHAPTER I
INTRODUCTION
1.1. Introduction

How should a foreign language (FL) be taught in order to facilitate the foreign language acquisition? This is probably the single most basic question that needs to be replied in the field of English Language Teaching since it implicates all the issues related to language learning (Machek, 2002). Throughout the last decades there has been many researches investigating this issue. The focus on those research was to find the correct methodology that would best facilitate the language learning. Those previous studies have been successful because they led to great insights and invaluable implications for language classrooms (Lochtman, 2002). However, although many language teachers applied those methodologies in their classrooms, it has been argued that ‘natural foreign language learning’ outside FL classrooms are more effective than instruction in FL classrooms. This is partly due to classroom interaction in itself differing from ‘real’ or ‘natural foreign language learning’ outside the classroom (Moritoshi, 1979, Lochman, 2002). In this respect, Lochman (2002) points out the fact that in FLCs teachers are in the first place concerned with teaching their pupils how to communicate outside the FLC and refers to this as ‘the paradox of language teaching’.

In the light of this paradox, to better understand how instruction affects FL learning, the present study will deal with one key aspect of classroom instruction, ‘the role of oral corrective feedback’ (Lyster&Ranta, 1997, Lochman, 2002). Research on feedback is important because it is a common feature in the foreign language classroom. Teachers

constantly provide feedback to students with the assumption that it will have a beneficial effect on learners (Macheak, 2002). However, we do not know exactly how feedback influences FL learning, and studies are needed in order to understand this complex relationship.

“To teach is to provide feedback.” (Fanselow, 1987). Often FL teachers are aware of the important role feedback plays in language learners’ interlanguage, but are language learners aware of this feedback, if they are, how do they apply it (Sabbagh, 1998)? In fact, numerous studies have been conducted in order to investigate teachers’ corrective feedback. Those previous studies mainly tried to find answers to the following questions:

Should students’ errors be corrected?

What percentages of errors are typically corrected by the teachers?

How does the use of oral corrective feedback differ between the native and non-native teachers?

What types of errors (phonology, morphology, syntax, pragmatics, lexicon) are most likely to be corrected?

How corrective feedback differs between second language and foreign language?

It is clear that reading those studies will reveal what types of errors students are making and how those errors are being corrected by teachers. However, those studies lack sufficient evidence about what types of feedback are effective in improving students’ interlanguage (Sabbagh, 1998). In fact, measuring the effectiveness of oral corrective

feedback is a controversial issue in Second/Foreign Language literature. Therefore, this study is important since it represents a contribution to the role of corrective feedback in the language classroom. It looks at the distribution of the oral corrective feedback, and the effectiveness of various types of corrective feedback in four English as a Foreign Language classrooms will be explored by means of investigating the students' reactions to teachers' oral corrective feedback, namely "uptake".

1.2. Learner Responses to Feedback: Uptake and Repair

The term uptake has been used with two very different meanings. Allwright (1984b, 1987) devised a method to elicit learners' reports about their learning, or as he termed it, 'uptake.' He operationalized uptake as "whatever it is that learners get from all the language learning opportunities language lessons make available to them" (cited in Mackey, A. et al., 2001, p. 287). However, Lyster (2001) refers to uptake as "ways in which learners reacted to the different types of feedback in turns immediately following corrective feedback".

Despite the wide range of corrective feedback options available for teachers to use in classroom setting, we still do not know what type of feedback is more effective. Chaudron (1977) suggests that the main immediate measurement of effectiveness of any type of corrective reaction would be a frequency count of the students' correct responses following each type of corrective feedback (cited in Ellis et al., 2001a). Therefore, in this current study, the effectiveness of the certain type of corrective feedback will be measured on the basis of the kind of learner 'uptake' which is used to

refer to “a student's utterance that immediately follows the teacher's feedback and that constitutes a reaction in some way to the teacher's intention to draw attention to some aspect of the student's initial utterance” (Lyster&Ranta, 1997). Successful ‘uptake’ shows that the learner noticed the gap between his erroneous utterance and the target form. The findings in a number of studies have shown that successful ‘uptake’ was the significant predictor of the successful post-test scores (Loewen, 2002, Mac Donough, 2005).

1.3. Statement of the Problem

Providing learners with a considerable amount of in-class opportunities for speaking and writing in grammar lessons may not be sufficient to teach them to produce both accurate and fluent language. As Swain (1995) points out, students must be pushed to make use of their resources; they need to have their linguistic abilities stretched to their fullest; they need to reflect on their output and consider ways of modifying it to enhance accuracy (cited in Grove, 1999, p. 819). Oral corrective feedback in grammar lessons can not be neglected in foreign language learning setting because of the role it plays in learners’ interlanguage. Effective use of feedback in language classrooms by teachers will provide learners limitless opportunities to modify their utterances. By the correct use of feedback in classroom discourse by the teachers, learners will not only be able to notice the gaps between their own erroneous utterances and the target forms of the language but also they will be pushed to fill this gap by means of uptake. Therefore, the question on what type of oral corrective feedback works best in getting the students fill

in the gap between their own output and the feedback is an essential problem that needs to be replied.

The majority of research findings show that teachers have potentially bewildering range of options for correcting their students' errors in classroom discourse. For instance, Tomosello and Herron (1988) found that inducing learners to make errors and then correcting them worked better than traditional grammar instruction. The results of their study indicated that when students used new and reviewed grammatical structures in an oral question-answer session and received teacher oral feedback, they learned better when compared to the situations in which they simply heard the teachers' use of those structures. They further suggest that teachers should encourage early student production and they should correct students' errors as consistently as possible either when introducing students to the new structures or re-entering previously taught structures.

In fact, oral corrective feedback is an essential, inescapable component of language classroom discourse, and it is evident that by their choice of the types of the oral corrective feedback among a wide range of options, teachers are eager to affect their learners' interlanguage system. Their preferences of certain types of corrective feedback will determine whether teachers obstruct or construct their learner's language acquisition process.

1.4. Research Questions

In the light of the above discussions, the main purpose of the study is to investigate the effect of teachers' oral corrective feedback on students' uptake in a series of grammar lessons. The following research questions are central to this study:

1. What types of oral corrective feedback do the EFL teachers give in intermediate level grammar lesson?
2. What is the distribution of learners' uptake in response to oral corrective feedback received?
3. What kinds of feedback lead to what kinds of learner uptake in students' utterances?

To answer these questions, first, the types of oral corrective feedback in communicative grammar setting will be explored by using discourse-analytic principles. The frequency and distribution of different kinds of oral corrective feedback together with the frequency and distribution of different kinds of learners' reactions to the feedbacks, namely uptake, will be identified. Finally, how different kinds of oral corrective feedback affect the kind of learner "uptake" following the oral corrective feedback will be identified. That is, learners' reactions to a variety of different types of corrective feedback will be analyzed and classified using Lyster&Ranta's (1997) uptake model.

1.5. The Significance of the Study,

There are a number of studies aimed to investigate what type of teachers' oral corrective behaviours lead to what type of learner reactions from the students. However, the previous research gives us conflicting results. In a series of studies; in Canadian immersion classrooms where the primary pedagogic focus is on content of the course, Lyster&Ranta (1997), in French immersion classroom Lyster (2001), Canadian adult communicative ESL context Lyster&Panova (2002), Lyster (2002), French immersion classroom Lyster (2004) found that "recasting" (an implicit target like reformulation of a learner's utterance) as observed in immersion classrooms and adult ESL classrooms is not the most effective way of providing young L2 learners with negative evidence in classrooms where the primary focus is on subject matter, especially in comparison with other feedback options.

Lyster (2004) further explains that recasts of ill-formed utterances and repetitions of well-formed utterances together appear to confirm or disconfirm the meaning of a learner's message, not its form. However, some other researches on the effect of recasts, provide some evidence in support of the claim that implicit negative feedback, namely recast plays a facilitative role in L2 acquisition (Long, Inegaki, Ortega, 1998, Philip&Mackey, 1998, Ayoun, 2001).

Although, based on the findings of their study, Panova and Ranta (2002) claim that recasting should not be advocated as the most effective way of providing negative evidence, Lochtman (2002) in his study found that recasts and explicit correction, with

regard to resulting in successful uptake most of the time, might have an advantage over the other types of correction moves. He further claims that recasts provide more opportunity to the students in terms of noticing the gap between their own erroneous utterances and the target language. There are also conflicting results in terms of metalinguistic feedback. Lyster and Ranta (1997) found that metalinguistic feedback led 81% of the time to successful uptake and concluded that such feedback-uptake sequences like metalinguistic feedback engages students more actively when the correct form is not provided to the students. However, Ellis et al. (2002a) found a lack of relationship between metalanguage and uptake in teacher-initiated form focused episodes.

All these conflicting results might partially arise from the fact that those studies are conducted in different settings with different participating students and teachers. Studies that are carried out either in Canadian and French immersion programs and communicative ESL setting might be different from EFL setting. Considering that some characteristics of error treatment in EFL contexts may be different from that in ESL context and immersion programs, the current study aims to investigate the teacher-student interaction in terms of giving feedback and its effect on students' utterances in an EFL context. A number of differences do exist between these different instructional settings. First of all, the teachers in ESL context and immersion programs are mostly native speakers of that language. They might be more or less attentive to different types of errors. The frequency of error correction in a Foreign Language Teaching Context might be higher than that in ESL context. The learners' responses to teachers' corrective feedback might also be different in both quantity and quality.

The findings that will be revealed in this study might provide opportunities for teachers to gain awareness of the quality of their talk. This study might give us a chance to better understand the important relationship between the teachers' language use and their pedagogic purposes. If the teachers' language use is not consistent with their pedagogic purposes, that means opportunities for acquisition and learning are missed. By controlled use of corrective feedback and by matching pedagogic and linguistic goals, there is clear evidence that the teacher will be able to facilitate and promote the fluent and the accurate use of language on the part of the learner.

CHAPTER II

REVIEW OF LITERATURE

2.1. Review of Theoretical Background

The advent of Communicative Language Teaching (CLT) in the 1970's and 1980's saw the decline of formal grammar pedagogy (Mayo, 2002). The methodologists who applied a communicative approach have based their teaching objectives on the general goal of developing communicative abilities. CLT would assist language learners to develop greater competence in the use of English for Communication. They would no longer be communicatively incompetent (Liao, 2004). As Mitchell (2000, p. 285) points out "explicit grammar study was seen as pedantic, lacking in intrinsic value [...] and inefficient as a means of developing practical communication skill, especially oral skills". In fact, CLT has been successful in developing the communicative competence: it had a positive effect on learners' motivation and language use (Nunan, 1989).

Despite the importance communicative competence gained, there is still an important issue to be concerned among teachers and researchers regarding the grammatical competence of second/foreign language learners. Many research carried out in Canadian Immersion programs have shown that learners in those programs develop high levels of comprehension skills as well as considerable fluency and confidence in L2 production, but they experience long-lasting difficulties in grammatical development (e.g., Harley, Cummins, Swain & Allen, 1990). The overall finding of those studies is that meaning-centered instruction led to low levels of linguistic accuracy, non-target like morphology

and syntax (Mayo, 2002). As a result, grammar is rehabilitated and perceived as an essential, inescapable component of language use and language teaching (Burgess, 2002). That is, some degree of focus on form is needed in language classrooms (Long, 1991). This position is supported by both laboratory research (Mackey&Philp, 1998) and classroom-based studies (Long, Inagaki and Ortega, 1998). However, the question of how to implement this attention to form still remains.

There are many discussions about how to teach form, and a number of pedagogical options are available to teachers, each option is having their own advantages. According to Ellis et al. (2002), there are two main approaches in dealing with form-focused instruction; focus on forms versus focus on form.

(1) **Focus on forms:** refers to the planned attempts to intervene in interlanguage developments. Sheen (2004) describes focus on forms as the traditional teaching of the discrete points of grammar in separate lessons. Krashen refers to this as the 'structure-of-the-day' approach and it involves the pre-selection of the linguistic target for a lesson (cited in Ellis et all, 2002a).

(2) **Focus on form:** the primary focus of attention is on meaning. The attention to form arises out of meaning-centered activity derived from the performance of a communicative task (Ellis et all, 2002b).

Two types of focus-on-form instruction can be distinguished; **planned focus-on form** and **incidental focus-on-form** (Ellis et all, 2002b). The former involves the use of focused tasks, i.e. communicative tasks that have been designed to elicit the use of a specific linguistic form in the context of meaning-centered language use. In this case,

then, the focus on-form is pre-determined. Incidental focus-on-form involves the use of unfocused tasks, i.e. communicative tasks designed to elicit general samples of the language rather than specific forms. Such tasks can be performed without any attention to form (Ellis et al., 2002b). According to Long, whether the focus on form is incidental or planned, attention to it will work most effectively for acquisition if it occurs in the context of meaning focused communication rather than in instruction that is specifically directed at linguistics forms (cited in Ellis et al., 2002b).

In the light of the above problem, one of the main questions that needs to be replied by ELT researchers is how and when language teachers should correct the language learners' errors. Since, in FLC setting, teachers are one of the very few sources for language learners to test their hypotheses about the language being learned, the question on what to do about error correction gains a considerable importance on the part of English language teachers. Although a large amount of ELT researchers, considering the importance of error correction, devoted their time on error correction, there is still a lot of controversy over the issue under a more general term "negative evidence".

2.2. Negative Evidence versus Positive Evidence

One of the key issues over the controversy about the role of the oral corrective feedback arises when a comparison is made between the first language acquisition and second/foreign language learning. Considering that second/foreign language learning is similar to first language acquisition process, oral corrective feedback does not play an important role in language learning due to the apparent lack of explicit negative

evidence provided to children. Children possess a kind of grammatical competence that enables them to generate well formed sentences and are intuitively able to determine whether a sentence is valid or not. They acquire that grammatical competence because of mere exposure to positive evidence in the input rather than the negative evidence. Gold (1967) proves that children ignore correction even when provided as in the following example:

Child: Nobody don't like me

Mother: No, say "Nobody likes me"

Child: Nobody don't like me

[repeated eight times]

Mother: Now listen carefully, say "Nobody likes me."

Child: Oh! Nobody don't likeS me

(Covit, 1976)

Despite the arguments discussed above, age has a role to play in language learning. It has been argued by Todd (2003, p.61) that if a person is exposed to an L2 before the critical period has ended, he or she will have 'access' to the Universal Grammar and thus will be more likely to acquire the L2 similarly to an L1; but if an L2 is introduced after the completion of the critical period, the learner will not have access to UG, and thus, the L2 will be learned differently from the L1. At this point, considering the fact that second/foreign language learners at the university level do not have the ability to process the input with as good as the children do, they need to be provided negative

evidence, by either direct error correction (explicit feedback), or by more implicit correction.

In a study aimed to shed light on the issue of whether positive input or the implicit negative evidence, namely **recasts**, has a significant role on the L2 acquisition by Long, Inagaki and Ortega (1998, p.367), the results indicated that participants who got the positive input and implicit negative evidence each outperformed the participants in the control group, and participants receiving implicit negative evidence scored significantly higher in post-tests than those hearing positive input.

Another theoretical basis for discussing the necessity of negative evidence can be found in the argument that language learning may require negative evidence, or information about what is ungrammatical. Regarding the learnability argument that comprehensible input may not be sufficient for acquisition, researchers such as White (1987, 1989) have argued for a need for negative evidence, if second language learners' aim is to attain nativelike proficiency (cited in Suzuki, 2004). Long (1996) suggested the importance of negative feedback in his updated Interaction Hypothesis as follows:

It is proposed that environmental contributions to acquisition are mediated by selective attention and the learner's developing L2 processing capacity, and these resources are brought together most usefully, although not exclusively, during negotiation for meaning. Negative feedback obtained in negotiation or elsewhere may be facilitative of SL development, at least for vocabulary,

morphology and language specific syntax, and essential for learning certain specifiable L1-L2 contrasts. (p.414)

Based on the findings of studies stated above, one might conclude that, a) negative evidence may have beneficial impact on learners' grammatical accuracy, b) feedback is essential in FL learning because it promotes hypotheses testing, c) it contributes the greater levels of awareness because it promotes to allocation of more attentional resources to noticing language forms (Sabbagh, 1995). There is also a need for negative evidence in language classrooms in terms of avoiding **fossilization**, which is defined in Longman Dictionary of Language Teaching and Applied Linguistics (Richards et al., 1992: 145), as:

...a process (in second and foreign language learning) which sometimes occurs in which incorrect linguistic features become a permanent part of the way a person speaks or writes a language. Aspects of pronunciation, vocabulary usage, and grammar may become fixed or fossilized in second or foreign language learning. Fossilized features of pronunciation contribute to a person's foreign accent.

Han (2003, p.29) in his taxonomy of putative casual factors of fossilization states the absence of corrective feedback as an external and environmental factor that leads to fossilization. Only one conclusion can be drawn at this point: if learners' errors in their output are not treated adequately, fossilization is most likely to occur in learners' production. Therefore, negative evidence in general, or error correction in particular is an essential part of classroom discourse. In other words, no language teacher should neglect the role of oral corrective feedback in language classrooms.

2.3. Models of Feedback

Since 1970's several researchers have come up with different definitions and models of feedback. Sabbagh, (1998) for instance, defines feedback as a response of some kind from the instructor or other learner, which may come in many forms, either positive or negative. Lyster&Ranta (1997) give a more detailed description of feedback. For them, feedback is the provision of negative evidence or positive evidence upon erroneous utterances, which encourages learners' repair involving accuracy and precision, and not merely comprehensibility. Among those models, Fanselow (1977), Chaudran (1977), and Lyster and Ranta's (1997) are the most widely used and adapted ones. Chaudron's model as stated in Sabbagh (1998) is very intricate, descriptive and includes 31 features or types of "acts". Chaudron's model has what he believes is an explanation for every type of possible reaction that an instructor could give to a students' error. Sabbagh (1998) argues that although this model may be helpful in examining the instructors' behaviour, without a detailed model of the student's reactions to the instructor's feedback, the effectiveness of these features and types of feedback can not be measured. A few examples of his model can be seen in table 1.

Table 1:
Examples from Chaudron's (1977) Model of Features and Types of Corrective Reactions in the Model of Discourse.

Corrective Reaction	Definition
Ignore	Instructor ignores student's error, goes onto another topic or shows acceptance of content
Repeat	Instructor requests student to repeat utterance, intending student to self correct
Negation	Instructor shows rejection of part or all of student's utterance
Delay	Instructor waits for student to complete utterance before correcting
Verification	Instructor attempts to assure understanding of correction by way of a new elicitation

(cited in Sabbagh, 1998)

One of those studies that adapted Chaudron's feedback model was conducted by Erten (1993), who aimed to identify the types of feedback in a series of teacher-led discussion in Turkish EFL setting. He found that teachers corrected 57 % of students' errors by using eighteen types of corrective feedback. In his study, he further found that the types 'delay', 'explanation', and 'loop' were the most frequent feedback types for correcting linguistics errors that covered 53% of total correction. The findings of his study, however, do not reveal anything about the effectiveness of the types of feedback provided to learners.

The feedback model of Fanselow (1997) whose categories are less specific and more subjective than Chaudron's is much simpler with only fifteen types of feedback. (cited in Sabbagh, 1997). See Table 2 below.

Table 2:
Examples from Fanselow's (1977) Model of Error Treatment

Treatment Type	
1.	No treatment
2.	Acceptance of response containing error
3.	Sets task again with no new information
4.	Gives correct answer orally
5.	Correct response given orally by another student
6.	Gives part of direct response or established cue in different medium
7.	Gives information
8.	Presents information
9.	Repeats response with rising intonation
10.	Gives indirect information
11.	Stops student from continuing response
12.	Indicates no with a gesture

(cited in Sabbagh, 1998)

One common finding among these earlier studies is that teachers' error correction occurs frequently, irrespective of pedagogical focus and classroom setting (Fanselow, 1977) and that error treatment is desired by most L2 learners (Chaudron, 1988). Han claims that these studies, however, also reveal that teachers' provision of corrective feedback is often arbitrary, idiosyncratic, ambiguous and unsystematic, which in turn invites the question as to whether error correction in the classroom is of any value (cited in Sheen, 2004)

The studies reviewed in the literature showed interesting results, such as what percentage of errors typically gets corrected by teachers and, how that differs between native and non-native teachers (Akpınar 1996), how that compares to what happens in informal native and non-native discourse (Tatlıoğlu, 1994), what types of errors are most likely to be corrected (Tsang, 2004), students and teachers reactions to error treatments (Sabbagh, 1998, Jen-Ru, 2005). However, as stated before, those studies do not help language teachers in their classroom practices over the issue of effectiveness of certain types of corrective feedback. However, some other studies on the role of certain feedback types give information that is more practical. In order to better understand those studies, two new terms “uptake”, “recasts” need to be understood in the corrective feedback literature.

2.4. Recasts and Uptake

One focus of corrective feedback research is recasts. The recent interest in ELT research on how target language forms can be made more salient to language learners through interaction focused researchers’ attention to the role of recasts in language classrooms. Kanno (1999) defines recasts as **a type of feedback that occurs when, in response to a speaker’s utterance, the interlocutor maintains the previously introduced topic but makes a structural change to one or more of components of the utterance.** It contrasts with modelling, in which the speaker simply provides an exemplar of the target pattern as part of the input and/or instruction to which the learner is exposed. Farrar also provides the following definition, “recasts are those utterances in which parents explicitly correct the child’s sentence by adding semantic or syntactic information” (cited in Philip, Mackey, 1998). Philip and Mackey argue that the central

meaning in recasts is retained while morphological, syntactic, or lexical elements may be changed. Long (1996) provides a similar definition: “recasts are utterances which rephrase a child’s utterance by changing one or more sentence components (subject, verb or object) while still referring to its central meanings”.

Pica (2002, p. 3) argues that recasts make negative evidence more meaningful and contextualized for learners to notice and utilize, but on the other hand, their very meaningfulness makes them more likely to be noticed for their conversational role and content focus rather than the implicit messages they convey about the learners’ errors in form. Lyster (2002, p. 404) states a similar claim; “recasting, an implicit target like reformulation of a learner’s utterance, as observed in immersion classrooms is not the most effective way of providing young L2 learners with negative evidence in classrooms where the primary focus is on subject matter, especially in comparison with other feedback options”. He further explains that recasts of ill-formed utterances and repetitions of well-formed utterances together appear to confirm or disconfirm the meaning of a learner’s message, not its form. Despite those claims, Ishida’s study provided significant evidence that recasting in meaning-oriented communicative activities can be an effective instructional technique that helps learners increase the accuracy in their use of certain grammatical constructions.

Another key block other than recasts in this research is **uptake**. Although different researchers have different perceptions about the definition of uptake, Lyster and Ranta’s (1979) definition is accepted for this study;

Uptake ... refers to a student's utterance that immediately follows the teacher's feedback and that constitutes a reaction in some way to the teacher's intention to draw attention to some aspect of the student's initial utterance (this overall intention is clear to the student although the teacher's specific linguistic focus may not be).

(page. 49)

One of the basic theoretical claims on which the notions of corrective feedback and uptake have been developed is the Output Hypothesis suggested by Swain (1985). The Output Hypothesis was proposed based on Swain's observation of French immersion classrooms, where grade school students learn French through content-based classes. In her observation, the students in the French immersion classrooms had little difficulties in comprehending teachers' instructions given in French, but their production often lacked accuracy. Consequently, Swain proposed the Output Hypothesis, which stated that comprehensible input alone does not improve learners' language acquisition in terms of syntax, and that the production of output in response to input is necessary for further language development (cited in Suzuki, 2004).

Ellis, Baştürkmen and Loewen (2001, p. 286) claim that although "uptake" can be considered successful when it demonstrates that a student can use a feature correctly or has understood a feature, such success does not indicate that the feature has been acquired. However, a number of studies sharply contrast with their claim.

In a study, Philip and Mackey (1998) examined whether the learners who participated in task-based interaction with intensive recasts show a greater increase in production of developmentally more advanced structures than who participated in interaction without intensive recasts. Their findings show similar results as Long, Inagaki and Ortega. The

results suggest that for more advanced learners, interaction with intensive recasts may be more beneficial than interaction alone in facilitating an increase in the production of targeted higher-level morph-syntactic forms of English question formation. The second phase of their study revealed even more concluding remarks. Their second goal was to investigate the effects of recasts if learners' responses to recasts were modified. Both the pre-test and post-test results showed that learners did not show an increase in structures at higher developmental levels if their responses to the recasts were modified.

Learner uptake is considered worth examining in terms of facilitating the connection between the learner attention and language development. Logan stated that, in the course of language learning, attention is necessary and sufficient for extracting items (i.e., linguistic input) from a stimulus array (cited in Suzuki, 2004). Learner uptake, as Lyster and Ranta (1997) pointed out, helps learners to practice using items and thus may help them to automatize retrieval of them. More importantly, successful uptake on the part of the learner may indicate that the learner revised his/her faulty hypotheses about the target language and attended to teachers' corrective feedback by rewording the previously uttered erroneous sentence. Similarly, Schmidt (1995) proposed the notion of noticing as a subjective manifestation of attention, and also asserted that noticing is a necessary and sufficient condition for converting input to intake (cited in Suzuki, 2004). For this reason, it is valuable to examine uptake as a possible indicator of language development.

Most of the studies stated above indicate the significant role of uptake in terms of showing the effectiveness corrective feedback. In the light of above discussion, it can be concluded that uptake is a successful tool for estimating the effectiveness of negative evidence. What all those studies are lacking is that they only show one side of coin. Many studies mentioned above examined only one type of corrective feedback. They reveal almost nothing about the different types of corrective behaviours. It seems essential to investigate what type of corrective feedback, whether implicit or explicit negative feedback, or teacher's initiations of learners to self-correction, is the most effective feedback technique in achieving modified output, namely uptake.

2.2. Types of Corrective Feedback Teachers' Give

2.2.1. Explicit corrections: The teacher explicitly provides the learner with the correct form and clearly indicates that an error has occurred. These types of corrections can be considered to be more salient because of teachers' very open indication that an error has occurred. The following is an example of explicit correction;

T: Ok, does anyone agree with this statement?

S: erm I am agree with

T: agree be careful with the verb to agree there you as well Ensa that it is we! Agree it is not to be agree it is to agree! [Ok]

S: Oh I agree

T: I agree with you but not I AM agree with you the verb is to agree ok so to agree with (writing on the board) is the preposition that follows it I so it is I agree with you I disagree with you ... ok em Silvie can you em what were you going to say?

S2: I agree with you because when we talk about something...

(Stewe Walsh, 2002. p.11)

2.2.2. Recasts: These involve the teacher's reformulation of all or part of a student's utterance, minus the error. They are generally implicit in that they are not introduced by phrases such as *You mean*, and *You should say*. That is, the teacher would not indicate nor point out that the student made an error, but merely give a correct form. The following example shows a recast of a single error utterance;

S: I think some this girl have birthday and its big celebrate

T: big celebration

S: oh

The following example shows us that there are multiple errors.

S: What are they... what do they do your picture?

T: What are they doing in my picture?

(Philip & Mackey, 1998, p.342)

2.2.3. Teacher's Initiations to self-correct: The teacher purposefully initiates moves that will lead learners to correct themselves. This can be done in various ways;

2.2.4. Clarification requests: The teacher uses clarification requests (such as "sorry?") to create opportunity for the learners to clarify their own erroneous utterance by rephrasing or expanding. Such feedback moves signal to learner that their utterances were either not understood or were ill formed as in the example below;

S: I want practice today, today.

T: I'm sorry? (clarification request)

(Sheen, 2004, p. 278)

2.2.5. Metalinguistic feedback: This contains either comments, information, or questions related to the well-formedness of the student's utterance, without explicitly providing the correct form. It points to the nature of error but attempts to elicit the information from the student. This kind of corrective feedback makes the learner analyze his/her utterance linguistically, not quite in a meaning-oriented manner.

S: There are influence person who.....

T: Influential is an adjective. (metalinguistic feedback)

*S: Influential person-(**unintelligible**)-because of his power.*

(Sheen, 2004, p. 278)

According to the Lyster, metalinguistic feedback refers to either "comments, information, or questions related to the well-formedness of the student utterances, without explicitly providing the correct answer" (Lyster, 2001, p.272).

S: Nouvelle Ecosse... (L1)

T: Oh, but that is in French

(Panova&Lyster, 2002)

2.2.6. Elicitations: This refers to techniques that teachers use to directly elicit the correct form from the student. One technique is that teachers elicit completion of their own utterance by strategically pausing to allow students to *fill in the blank* as it were. The other technique is that teachers use questions to elicit correct forms. Either way, teachers do not provide correct forms in their turn (Suzuki, 2004)

T: In a fast food restaurant, how much do you tip?

S: No money.

*T: What's the word? (**elicitation**)*

S: Five . . . four. . .

(Sheen, 2004, p.279)

2.2.7. Repetitions: The teacher repeats the learner's ill-formed utterance with a rising intonation to indicate that his utterance is a non-target form.

S: Oh my God, it is too expensive, I pay only 10 dollars.

*T: I pay? (**repetition**)*

S2: okay let's go.

(Sheen, 2004, p.279)

2.3. Claims against Uptake

There have been strong claims against the overall value of uptake with regard to measuring the effectiveness of different types of corrective feedback. For instance, Ellis et al (2001) stated that students' success in using a feature correctly or in understanding a feature following the teachers' corrective feedback does not indicate that the feature has been acquired. A similar claim has been made by Williams (2001, p. 327);

“although uptake may be an important first step, it is not guarantee of acquisition”. In order to obtain evidence of acquisition, Ellis et al (2001) emphasize the urgent need that the learners should possess the autonomous ability to use the feature, for example by investigating whether they can produce the form correctly on subsequent occasions without prompting. However, there are theoretical grounds that are supported by research findings for strongly believing that uptake might contribute to acquisition. For example, in a study aimed to investigate whether both negative feedback and learners’ uptake to that feedback in some communicative activities were predictive of EFL question development, Mc Donough (2005) found that negative evidence in the form of clarification requests indirectly contributed to question development by creating opportunities for learners to modify their output. He further concludes that the production of modified output (uptake) involving developmentally advanced question forms was the only significant predictor of learner’s success based on the results of the post-test scores (p. 93). Loewen (2002) found similar results that support the overall value of uptake in a number of naturally occurring meaning-focused L2 lessons. Of the total 491 focus-on-form episodes (FFE) identified, an individualized test was prepared. The scores of the post-tests revealed that learners were able to recall the targeted linguistic information correctly or partially correctly nearly 60% of the time 1 day after the FFE, and 50% of the time 2 weeks later. Furthermore, successful uptake in a FFE was found to be a significant predictor of correct test scores. These results suggest that incidental focus on form might be beneficial to learners, particularly if they incorporate the targeted linguistic items into their own production. In a similar fashion, Lyster and Ranta (1997) believe that these student-generated repairs in the error treatment sequence may be important in L2 learning for at least two reasons. First, they allow opportunities

for learners to automatize the retrieval of target language knowledge that already exists in some form. Second, when repair is generated by students, the latter draw on their own resources and thus actively confront errors in ways that may lead to revisions of their hypotheses about the target language (Pica et al., 1989; Swain, 1993, 1995).

A third reason that might prove that uptake might contribute to acquisition comes from Swain (1995). He has argued that “**comprehensible input**” is insufficient to achieve a high level of linguistic competence and that “**pushed output**” contributes the acquisition because it obliges learners to process syntactically rather than semantically and because it can enable them revise faulty hypotheses about the target language. Learners’ attempts to use forms that they have either previously used incorrectly or received explicit information about can be seen as one type of pushed output (cited in Ellis et al 2001).

An example of a successful ‘**uptake**’ is as follows:

S1: Do you know what time. how often. Can you tell me where food . . . fast food restaurant is?

S2: uh. . .

*S1 (**trigger**): the good fast food restaurant is? The good fast food restaurant . . . restaurant is?*

*T (**feedback**): mmhm and since it’s a good fast food restaurant, you could say a good uhuh, cause we haven’t said which one. If you said which one, you’d say the. When you don’t really know which, you say a.*

*S1 (**uptake/repair**): MacDonald’s. Do you know where that is? Is there a MacDonald’s?*

(Williams, 1997)

2.4. Types of Successful Uptake

Lyster and Ranta (1997) distinguished four kinds of successful uptake in their study: repetition, self-repair, peer-repair, and incorporation. Some examples of the first four kinds of successful uptake are as follows:

2.4.1. Repetition. A student repeats the correct form given in the teacher's feedback when the feedback includes the correct form.

*S: You should go see doctor. (**Error – grammatical**)*

*T: The doctor. (**Feedback – recast**)*

*S: The doctor. (**Repair – repetition**)*

(Suzuki, 2004)

2.4.2. Self-repair. This refers to a self-correction, produced by the student who made the initial error, in response to the teacher's feedback when the latter does not already provide the correct form.

*S: Do the parents time to do so? (**Error – grammatical**)*

*T: What? (**Feedback – clarification**)*

*S: Do the parents... pare, parents time, do the parents have time to do so? (**Repair – self-repair**)*

(Suzuki, 2004)

2.4.3. Peer-repair. This refers to peer-correction provided by a student, other than the one who made the initial error, in response to the teacher's feedback. The nature of this uptake type is the same as self-repair.

*S1: There is poor (**Error – phonological**)*

T: Sorry? (Feedback – clarification)

S2: Pool. (Repair – peer repair)

(Suzuki, 2004)

2.4.4. Incorporation. This refers to a student’s repetition of the correct form provided by the teacher, which is then incorporated into a longer utterance produced by the student.

T: What about in Spain if you park your car illegally?

S: erm.. There are two possibility

T: Two possibilities

St: There are two possibilities one is er... if I park illegally, the police gives me a little small paper. [Repair-incorporation]

(Stewe Walsh, 2002. p.14)

2.5. Needs Repair

As shown in the three types of example above, following the teacher’s feedback, learner corrects his initial utterance. However, there might be cases in which learner may not correct his initial utterance, but shows a sign that he notices the gap between his erroneous sentence and the target form. That is, the learner may respond to teachers’ feedback by saying “yes” or “oh”. Lyster and Ranta (1997) and Lochtman (2002) define these types of discourse moves as “**needs repairs**”. Other examples of needs repair might be the student utterances with the same error or a different one, hesitations, etc. Lyster and Ranta make a distinction between these two types of learner uptake. They categorize this second type of uptake as incorrect or unsuccessful uptake since such responses do not indicate that they have noticed the corrective feedback. By contrast, learners’ repetition of teacher’s correction or when they correct their erroneous

utterance, there is a fairly high possibility that the learners have noticed the corrective feedback. This second type of uptake might be observed in a variety of forms:

2.5.1. Acknowledgement. The learner positively recognizes teacher's feedback, generally saying 'yes' or 'yeah', as if to say, 'Yes, that is what I meant to say'.

S: Two people go out, and pay for one people price... I don't know (Error – grammatical)

T: Exactly. That's exactly what you said. Two people go out and pay for one person.

(Feedback – recast)

S: Yeah. (Needs repair – acknowledgement) (Suzuki, 2004)

2.5.2. Same error. The learner gives uptake upon receiving feedback, but repeats the same errors in his/her turn.

S: Take one [kuri] (Error – phonological)

T: Take one what? (Feedback – clarification)

S: [kuri]. [kuri]. (Needs repair – same error)

(Suzuki, 2004)

2.5.3. Different error. The learner does not correct nor repeat the error after the feedback, and makes a different error.

S1: Take it from [pocket] (Error – phonological)

T: Pocket? (Feedback – repetition)

S1: Not pocket, uh, [pock] (Needs repair – different error)

S2: bottom.

S1: Yeah bottom.

(Suzuki, 2004)

2.5.4. Off target. The learner responds to teacher feedback, but not to the targeted form in the feedback.

S: Many shops are downtown. (Error – grammatical)

T: Sorry? (Feedback – clarification)

S: Downtown, many shops and places everywhere, a lot of people (Needs repair – off target)

(Suzuki, 2004)

2.5.5. Partial repair. This refers to uptake that includes a correction of only part of the initial error.

S: When I don't understand what garden [kuden] is in Japan, (Error – phonological)

T: [kuden]? (Feedback – repetition)

S: [guden]? (Needs repair – partial repair)

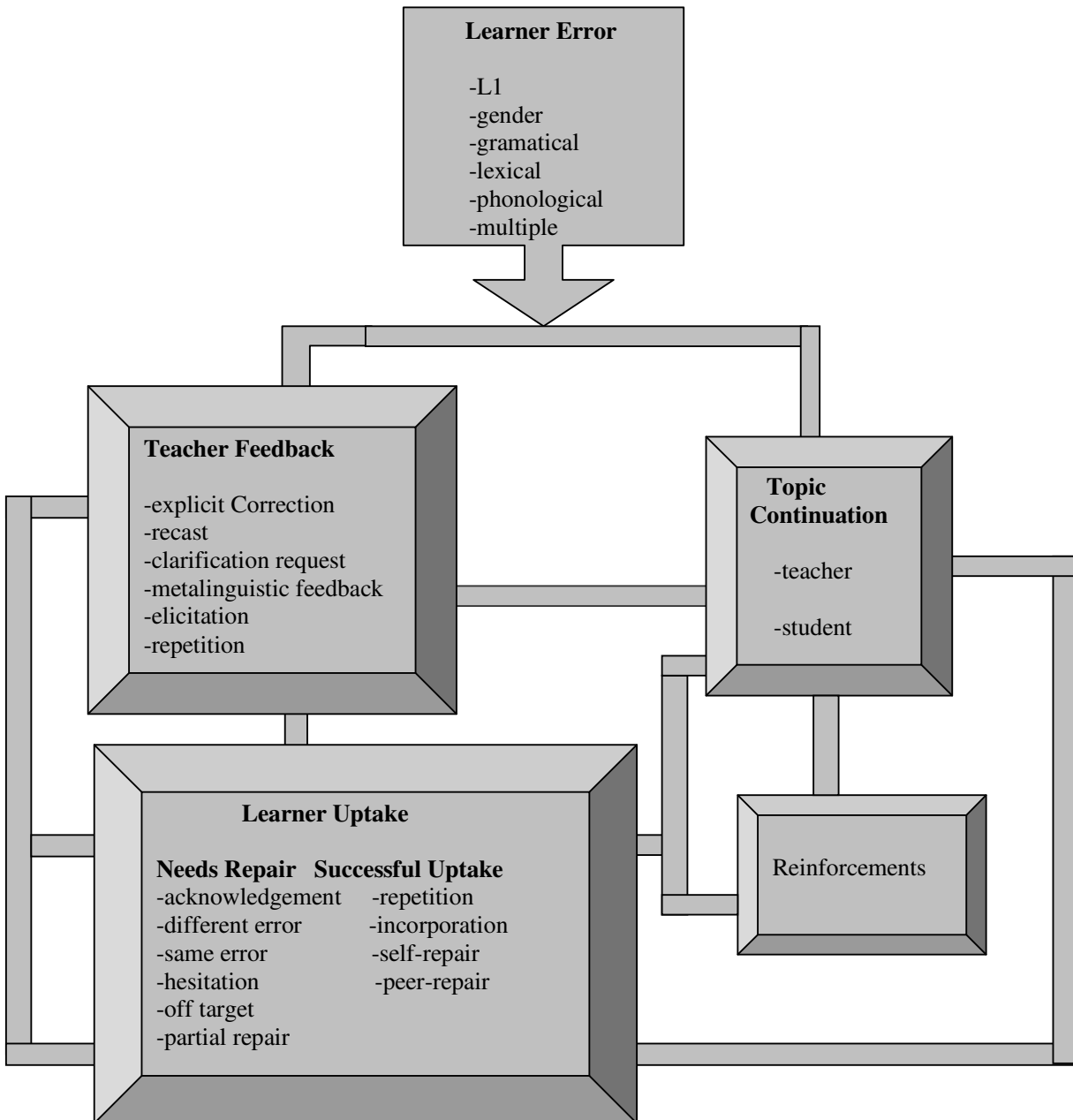
(Suzuki, 2004)

If there is no response either in the form of successful uptake or needs repair following the teachers' feedback, the students, or the teacher may continue to the topic or the teacher might use another type of corrective feedback to get the student repeat the correct answer. In many cases it is often the case that the teacher may not provide opportunity for students to correct their erroneous utterances.

The error treatment sequence that is adapted from Lyster and Ranta (1997) provides a detailed description of the IRFU (Initiation, Response, Feedback, and Uptake) sequence.

Figure 1: Error Treatment Sequence.

(Lyster&Ranta, 1997)



In summary, finding the methods of corrective feedback that focuses the learners' attention on the gaps between their output and the target forms and making them aware of a linguistic problem as well as how to treat errors is difficult. There are several issues

to be considered when treating learners' errors. Implementing the appropriate method that will work best for all the students in every situation may seem impossible. Previous studies done in the past mostly have focused on the complex relationship between the error types and feedback types. However, very few of them investigated the issue of how learners react to different types of corrective feedback. Therefore, there is a need for studies on what types of corrective feedback techniques are more beneficial for language learners. Finding the answers to those issues will be greatly informative for classroom practices and these are the issues that this study addresses.

CHAPTER 3

METHOD

This chapter explains the method that was used in this study, including the length and details of video recordings in the classroom. Data collection is described as well as the methods of transcription and different types of analysis.

3.1. Introduction

This research focused on the oral corrective feedback offered and the treatment given by teachers to intermediate level EFL students at Anadolu University, The School of Foreign Languages, Eskişehir, Turkey. More specifically, this study aimed to investigate the different types of oral corrective feedback and their relationship to immediate learner uptake and repair of errors. It also aimed to shed light on the types of error treatment and oral feedback that would better facilitate Turkish university students' oral English production in terms of enabling them notice the gap between their erroneous utterance and the target language form and correct their own utterances.

3.2. Participants

The subjects in our study were four groups of intermediate-level Foreign Language learners studying at the School of Foreign Languages. The students were assigned in these levels according to the scores they got from the Michigan Placement Test applied by the School of Foreign Languages at the end of the first semester. These learners

receive instruction in four courses (speaking, writing, reading and grammar). The classes were generally limited to twenty-eight students per class; however, attendance varied from day to day so that the number of students present during a video recording ranged.

These subjects were specifically chosen for this current study. The rationality behind the choice was the assumption that intermediate level students have more Target Language interaction with the teacher than classes at lower levels. In a similar fashion, intermediate level students were chosen since they are likely to make more mistakes while interacting with the teacher than the classes at higher levels. This would give the teacher more opportunity to provide feedback to the students.

Two female and two male EFL teachers working at the School of Foreign Languages Department participated in the study. Table 3 shows the teachers' profiles in terms of their years of teaching experience. Regarding the teachers' educational backgrounds, **T1**, **T2**, **T3** and **T4** all majored in English Language Teaching with **T 1**, **T 2** and **T 3** having an MA degree in the subject as well. **T 1** had completed a PhD program in the field.

Table 3
Summary of the Participating Teachers

	T 1	T 2	T 3	T4
English Language Teaching	11 (years)	8	6	2
Education	+PhD in English Language Teaching	+MA in English Language Teaching	+MA in English Language Teaching	+BA in English Language Teaching

The four participating teachers were chosen on the basis of their willingness to take part in the study. Although the four participating teachers in our study have different backgrounds, this diverse group is regarded as representatives of the current average population of English teachers at the School of Foreign Language in terms of their years of experience, which varied from 2 to 11. In order to ensure that they did not change their teaching behaviours, they were not acknowledged that their correction behaviours would be observed.

3.3. Course Description

All the learners studying at AUSFL (Anadolu University School of Foreign Language) receive instruction in four courses; speaking, reading, writing, grammar. The aim of the grammar course is to teach students the form, meaning, and the use of English grammar structures in both receptive (reading and listening) and productive (speaking and writing) skills effectively, accurately, and appropriately in academic and social contexts and to undergo an active cognitive process while learning. In achieving this aim, the

course book includes a warm up activity and a text that presents the grammar structure in a real-life context followed in the grammar course. With the texts, students are led to focus on meaning; thereby a context is established for the language to study before focusing on the target grammatical structure. Teachers need to ask inductive questions to get students identify the form and meaning of the target grammatical structure. That is, examples of the target grammatical forms are elicited from the students. After these texts, Grammar Notes, including important features of the target language and supplying additional examples, are studied in the class. A series of focused practice activities follows the grammar notes such as a couple of fill-in-the-blank exercises, and sometimes listening and editing exercises. After those exercises, a number of communicative activities are assigned in order to enable the students apply the target structure in realistic situations as well as to develop their listening comprehension and speaking fluency. These types of exercises range from pair and group activities to information gaps and role-plays.

3.4. Rational for the Selection of the Target Structure

The target grammatical form chosen as the focus of instruction in our pilot study was an easily confused structure presented by all the participating teachers to intermediate level EFL students, the passive voice. As known, the choice between using a passive sentence instead of an active construction is not a matter of preferring one grammatical form over another. Rather, it is a matter of whether the speaker wants to emphasize the action or the doer of that action. For example, your preference between “our clients followed our advice” and “our advice was followed by our clients” depends on what you wish to

emphasize. Similarly, in some cases, passive construction is the best way to express your meaning such as when the actor is not important, when the actor is unknown, or when you do not wish to name the actor. On these occasions, the passive construction is a better choice.

One main consideration in choosing the passive voice in our pilot study was because passive sentences are quite complex in both form and meaning. It was assumed that although the students might find it difficult to produce passive sentences, the real difficulty is considered to exist in judging when to use passive instead of active voice on the part of the learner.

Similarly, factual conditionals (both present and future), and hypothetical conditionals (both present and past), presented in 4 units in Grammar in Context Course book, were chosen as the targeted linguistic form in the main study because a combination of factors make it a difficult structure for EFL learners. As it is the case in passive voice, because conditional sentences are linguistically and cognitively complex structures that express a variety of meanings, they are a problem for most learners of English. The fact that conditional sentences are realized through a variety of forms and are used for a variety of discourse functions makes it a big obstacle to overcome for students of English as a Foreign Language. Another complexity in producing conditional sentences lies in the fact that in conditional sentences, the occurrence of one circumstance depends on the occurrence of another one. That is, they are constructed by two interrelated clauses: a main clause and a subordinate clause, and students need to understand the complex relationship between these two clauses with several tense

sequences. In a survey conducted by Covitt (1976), it was found that conditionals ranked fifth (behind articles, prepositions, phrasal verbs, and verbals) among the most serious teaching problems encountered by ESL teachers in the Los Angeles area. The main difficulties lie in the following aspects:

- a. Form
- b. Meaning
- c. Oversimplified explanations
- d. Time-tense relationships

(Covitt, 1976)

3.5. Data Collection

The data in this study was collected at the School of Foreign Language Department at Anadolu University in Eskişehir. The total number of the classes observed was four intermediate level grammar lessons. The observations with video-tape and audio-tape for the EFL classes took place during the fourth week of April in the second semester of the academic year. In meeting with each participating teacher in advance of the scheduled video recordings, the researcher first explained their rights as research subjects (confidentiality, the right to withdraw from the study, etc) and asked them to sign a consent form. After obtaining consent forms from the teachers and negotiating the schedule and the video recording process, the researcher sought the instructors' input about the matters such as when to arrive, how to lessen the impact of the cameramen, or where the cameramen can sit in the classroom so as to be minimally intrusive. Both the students and the participating teachers were acknowledged that the researcher's role was not to judge, evaluate, criticize, or offer constructive advice.

The researcher did not instruct teachers to use any particular types of feedback nor to focus on any particular types of error. In order to ensure that each teacher continued to use his or her usual way of teaching, the pilot study was conducted one week prior to the main study. In fact, the pilot study was carried out to uncover any problems, and to address them before the main study is carried out. Conducting a pilot study also enabled the researcher to habituate the students the presence of the cameramen with their recording equipment. A third aim in conducting a pilot study was both to verify whether there was enough teacher-student interaction needed for the study to be valid in grammar courses and to avoid the classroom interaction not to be affected by the outside factors. That is, carrying out a pilot study enabled the researcher to make sure that both the teachers and the students get used to video recordings. This gave the researcher a better chance to make the presence of the camera operator with the video recording equipment in classroom as natural as possible.

The same procedure as with the teachers was followed in persuading the students to participate in the study. After receiving approval from the administrators of the School of Foreign Language, the researcher visited all the classrooms with the participating class teachers. During each visit to the classes, the researcher explained to the students that he was doing a research in intermediate level grammar classes. After the scheduling and the confidentiality were explained to the students, the researcher invited the students to participate. They expressed their interest by signing a consent form and returning it to their class teachers.

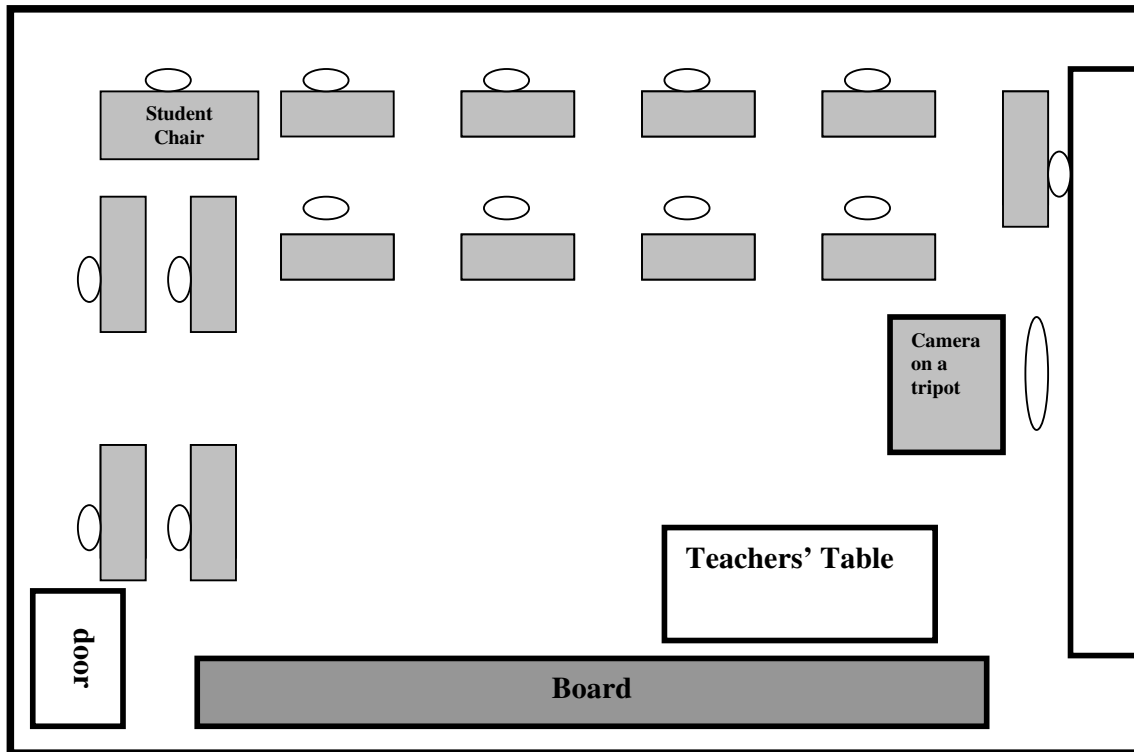
3.6. Video Recordings

In order not to distract the authenticity of the lesson and the classroom interaction to be affected by the outside factors, the researcher was not present in the classrooms during the video recordings. It was assumed that the presence of the researcher as the observer in the classroom might obstruct the classes to the extent that the events being observed can not be said to be fully representative of the class in its typical behaviour, and therefore the observation data might have limited validity. In fact, the presence of the researcher as the observer might also be problematic for the instructors and the students in terms of compromising the quality of the lesson, preventing the instructors from delivering the lesson to the best of their ability, and preventing the students from learning to the best of theirs. Another reason for the researcher' not being present during the video recordings as an observer was that the weekly programs of the four different intermediate level classes did not match with each other. The researcher had to take into account that during six class hour period, the lessons needed to be recorded by three different cameramen. Therefore, in order to carry out the research, three professional cameramen were hired to video record each lesson.

In order to make it easier to capture the gestures and the facial expressions of the students and the teachers, the cameramen positioned themselves as close as possible to the front corner of the classrooms, next to the windows. The classrooms had three walls and the right or the left wall was completely windowed with a view of surrounding neighborhood. The classroom was filled with rows of students' chairs with a U-shape and the instructors had one table to put her or his teaching materials in front of the

classroom. The basic set up of the classroom and the positioning of the video camera can be seen in Figure 2.

Figure 2: Map of the Classroom



The camera was set up at all times during the 45-minutes long class hours in both the pilot study and the main study, and any interaction among the instructor and the students was video recorded. In addition to the video recorder, an audio recorder was placed on a students' chair that was far away from the video recorder to supply the researcher additional speech data in (33 % of the class hours) in the main study. The second microphone was a multi-directional one located on a student chair in the center of the classroom. Relevant data would be any conversation and discussion between the teacher and the students. Examples of irrelevant data would be any interaction between the students while doing a pair or group work with no instructor interaction.

However, the instructors sometimes wandered around the classroom and gave additional instructions to specific groups. Our aim in using two different microphones one being the head microphone located on the camera was to enable the researcher to transcribe the voices far away from the video camera more accurately. Table 4 summarizes the date, length of time and the main activities of the main study. The date for the pilot study is given in the Appendix D.

TABLE 4. Date, Length of Time and Main Activities

<i>Level</i>	<i>Date</i>	<i>Length</i>	<i>Topic of the Day</i>
Intermediate Teacher 1	19/04/2006 24/04/2006 25/04/2006 26/04/2006	45 +45 45 +45 45 +45 +45	Factual Conditionals: Present, Unit 21 Factual Conditionals: Future, Unit 22 Unreal Conditionals: Present, Unit 23 Unreal Conditionals: Past, Unit 24
Intermediate Teacher 2	20/04/2006 24/04/2006 26/04/2006 27/04/2006	45 +45 45 +45 45 +45 +45	Factual Conditionals: Present, Unit 21 Factual Conditionals: Future, Unit 22 Unreal Conditionals: Present, Unit 23 Unreal Conditionals: Past, Unit 24
Intermediate Teacher 3	20/04/2006 25/04/2006 26/04/2006 27/04/2006	45 +45 45 +45 45 +45 +45	Factual Conditionals: Present, Unit 21 Factual Conditionals: Future, Unit 22 Unreal Conditionals: Present, Unit 23 Unreal Conditionals: Past, Unit 24
Intermediate Teacher 4	21/04/2006 24/04/2006 25/04/2006 28/04/2006	45 +45 45 +45 45 +45 +45	Factual Conditionals: Present, Unit 21 Factual Conditionals: Future, Unit 22 Unreal Conditionals: Present, Unit 23 Unreal Conditionals: Past, Unit 24

3.7. Transcriptions and Analysis

Once the data was collected, any dialogues on the video recordings, including the teachers' interaction both with the whole class and with the individual students, were transcribed for coding and analysis. Since the object of inquiry in this current study was both teachers' different types of error treatment behaviors and the learners' reactions to these feedback, non verbal behaviors of students were also important as well as their verbal reactions to the feedback. In fact, measuring factors such as students' awareness of feedback and understanding the feedback was difficult due to the fact that we could not get inside the learners' mind. However, when classifying the learners' reaction, it was necessary to look for the visible indicators of conscious awareness that signalled that the learner noticed the gap between his or her non-target utterance and the target form. These visible indicators were **(1) nodding (2) eye contact with the instructor (3) and making written notes** (Sabbagh, 1998). While describing the data, since the camera focused on the students most of the time, it was possible to capture the facial expressions of the students. Being able to see the students' mouths helped the researcher in transcribing even when the students spoke softly due to various reasons, such as lack of self-confidence.

In order to match the transcription conventions with the object of inquiry in the study, a new coding scheme was adopted taking the Spada and Frondlich's (1995) Communicative Orientation to Language Teaching (COLT) coding scheme as basis. For instance, marking the emphasis very transparently and distinctly was very important in

our study. Therefore, the researcher used boldface type for this purpose, as in the example “You **have** the ball in your picture.” Table 5 gives an interpretation of the different symbols that were used in the transcriptions.

Table 5. Interpretations of Symbols Used in Transcripts
(Adapted from Polio & Duff, 1994, p. 325)

Symbol	Interpretation
Tuğçe:	Speaker' names separated from their utterances by colons, followed by a few blank spaces.
T:	Teacher.
S1: S2:	Unidentified Speaker.
Ss:	More than one or two speakers.
	One second pause.
	Two seconds pause.
	Three seconds pause. (The number of the sign shows the number of seconds.)
X	Incomprehensible item, one word only.
XX	Incomprehensible item, of phrase length.
XXX	Incomprehensible item, beyond the phrase length.
?	At the end of the utterances that express questions even if they are statements.
They...?	Fill in the blanks type statements.
@	Laugh.
@@	The numbers of the sign show the intensity of the laughs.
=	The speaker interrupts another speaker
*	The speaker corrects his or her own utterance

Once the data was transcribed, transcriptions were analyzed in Form Focused Episodes (FFE). A **FFE** was defined as a **sequence of feedback turns to deal with one aspects of non- target-like use of language found in a learners' utterance**. An episode started when a learner made an error, which was reacted to by the teacher and ended

when the focus shifted away from the error. The following steps were followed in coding and analyzing the data:

1. ***Identifying Focus on Form Episodes (FFE)s:*** Immediately following the recording sessions, both the video and the tape recordings were transcribed and coded in Form Focused Episodes (FFE)s which started with a learner's utterance containing at least one error. The unit of analysis in this study is what Ellis et al. termed the Focus on Form Episode (FFE), which included all discourse pertaining to the specific linguistic structure that is the focus of attention (cited in Loewen, 2003, p.237). Errors in such sequences were perceived regarding what teachers treated as errors. That is, only teachers' reactions to any type of formal learners' errors were considered as corrective feedback. In other words, episodes that included teachers' feedback that did not include an error were not considered.
2. ***Identifying teachers' different types of corrective feedback:*** In order to compare different type of teachers' corrective feedback, Lyster and Ranta's taxonomy of corrective feedback types and learners' immediate uptake moves were used. The frequency and distribution of different kinds of oral corrective feedback were calculated. (see Table 6).

Table 6:

The frequency and distribution of the different feedback types (n=?)	
1. Explicit corrections	x%
2. Recasts	x%
3. Initiations to self-correct	x%
Distributed over:	
Clarification requests	x%
Metalinguistic feedback	x%
Elicitations	x%
Repetitions	x%

3. Identifying different types of uptake moves: Two different types of uptake moves were identified and categorized in this study based on the taxonomy of Lyster and Ranta (1997). There were two types of student uptake: (a) uptake that results in “repair” of the error on which the feedback focused and (b) uptake that results in an utterance that still needs repair (coded as “needs-repair”). Successful uptake refers to students’ successful correction of his/her previous faulty utterance, which may be of three main types as stated earlier in this study; **repetition, self-repair, peer repair, and incorporation**. The category of “needs repair” on the other hand, included the following six types of utterances; **acknowledgement, same error, different error, off target, hesitation, partial repair, and use of L1**. Together with the frequency and distribution of different categories of learners’ reactions to the feedback (successful uptake, needs’ repair, and topic continuation) were compared. (See Table 7)

Table 7:

Uptake following teacher feedback (n=)				
	Successful Uptake	Needs-Repair	Topic Continuation	Total
1. Explicit corrections	x%	x%	x%	x%
2. Recasts	x%	x%	x%	x%
3. Clarification requests	x%	x%	x%	x%
4. Metalinguistic feedback	x%	x%	x%	x%
5. Elicitations	x%	x%	x%	x%
6. Repetitions	x%	x%	x%	x%

Raw frequencies as well as percentages were calculated for the coding categories. All inferential statistics were performed using the Statistical Package for the Social Sciences.

Figure 3: Uptake Following Teachers' Feedback

	Successful Uptake				Needs Repair							Topic Continuation	
	Repetition	Self Repair	Peer Repair	Incorporation	Acknowledgment	Same Error	Different Error	Off target	Partial Repair	Hesitation	Use of L1	N	%
Explicit correction													
Recasts													
Clarification Request													
Metalinguistic Feedback													
Elicitation													
Repetition													
Total													

3.8. Interrater Reliability

In order to ensure the reliability of the coding procedures, the researcher semi-randomly selected 10 percent of the transcriptions and had it coded by a second rater. Before having the second rater coded the actual data, the researcher prepared a rating scale on how to categorize both the types of feedback provided to students by the teachers and the uptake moves, and conducted a training session for the other rater in which he explained detailed information about the goals of the study and how to use the scale, provided opportunities and sample coded data for the rater to practice rating. After the training session, the researcher examined his own judgments of teachers' oral corrective feedback and learners' reactions to these feedbacks. Once the second rater checked the coding and brought the coding

problems to the attention of the researcher, agreement with the rater was reached, and the results were analyzed.

CHAPTER IV

RESULTS AND DISCUSSIONS

4.1. Introduction

This chapter describes the results of the analyses emerged on the data gathered from the transcriptions of a total 1260 minutes grammar course. The methods of categorization for both different types of teachers' feedback moves and learners' reactions to those feedback moves are explained in the following examples of transcripts from the study.

4.2. Research Question 1: What types of oral corrective feedback do the EFL teachers give in intermediate level grammar lessons?

The first research question asked what types of oral corrective feedback the EFL teachers give in intermediate level grammar lesson. The results revealed that the teachers who participated in the study corrected the students' erroneous utterances extensively, using a wide range of different corrective feedback types. Table 8 shows the distribution of the oral corrective feedback found in the study.

TABLE 8

Distribution of Corrective Feedback Moves

Feedback Type	n =	%
1. Recast	68	35.78%
2. Elicitation	46	24.21%
3. Metalinguistic Feedback	42	22.10%
4. Clarification Request	21	11.05%
5. Explicit Correction	10	5.26%
6. Repetition	3	1.57%

N= 190

In 1260 minutes of EFL classroom recordings, 190 corrective feedbacks were identified for the four teachers together. Of the six types of feedback, recasting (35.78%), elicitation (24.21%) and the metalinguistic feedback (22.10%) were used the most frequently by the participating teachers. These three feedback moves accounted for 82.09 % of the feedback moves in the database. Clarification request (11.05 %); explicit correction, (5.26 %); repetition, (1.57 %) feedback types were the other three types of feedback which were not used very often.

4.2.1. Recasts:

The first type, recasting, occurred when the instructor tries to reformulate the problematic part of the students' erroneous utterance without the error and without a

clear indication that an error has occurred or any other further comments. By recasting s/he tries to restate in his/her own words what s/he thought the student was trying to say while the central meaning of the learner's utterance is retained. For instance, as seen in Episode 1, line 779, S3 said "expand higher education" in response to instructor's question "*Why is she going to raise teacher salaries?*" That utterance has lexical error but that doesn't make the meaning very difficult to understand. However, the instructor tried to reword it by changing "*expand higher education*" into "*yes, because to improve education, because she wants to improve education*". By recasting, the instructor did not outwardly indicate that an error had been made. Here, in this episode, it may appear to the S3 as if the instructor is confirming his/her utterance or just clarifying the idea. That is, the learner may simply consider the instructor's recast to be a confirmation of meaning rather than linguistic correction. It is unclear whether S3 sees this as a correction or notices the instructor's reformulation of his/her own utterance. This was partly because no explicit emphasis had been given to the changed element.

Episode 1:

758. T: And is she going to raise teacher salaries?
 759. Ss: Yes.
 760. T: Yes. **Why?**
 761. S3: expand higher education.
 762. T: Yes, because to improve education because she wants **Feedback, Recast.**
 to improve the education. Skilled and better teacher will
 want to work here.
 III **Topic Continuation.**
 763. T: Is she going to raise the taxes?

However, the timing of the recast has a role to play in the classroom interaction. In the following Episode, in line 1768, the instructors' reformulation with an emphasis to the

changed element “give a party” instead of “take a party” appears immediately after nontargetlike utterance had occurred. Therefore, the learner in this Episode is more likely to realize the difference between the recast and his/her initial utterance.

Episode 2

494. T: Okay Halil İbrahim asks İlkay. The first question.
 495. Halil: What would you do if you were a
 millionaire? /mɪljə`ner/ (pronunciation mistake)
 496. T: millionaire, millionaire /mɪljə`neər/ Recast.
 497. Halil: Neyse, her neyse Topic Continuation.
 498. İlkay: First of all I would buy, build a palace for me. I would invite my
 friends and take a party.
 499. T: Give a party. Recast.
 500. İlkay: Give a party. Successful Repair, Repetition.
 501. T: I would build a palace and I would give a party
 for my friends and I would give parties all the time.
 Okay ask Tuğçe. The same question, ask Tuğçe. Topic Continuation.

Recasts may be given in response to more than one error and may be a full or partial recast of the learner’s utterance. The following Episode shows us that there are multiple errors. This episode also illustrates that the instructor not only expanded the S9’s initial deviant utterance, which contains a lexical error “I wish we hadn’t drawn too fast”, but also added emphasis to the changed element by using intonation and thus allowed more opportunity for the learner to notice the reformulation to a certain extent.

Episode 3:

1148. T: Very good. Okay Other?
 1149. S9: I wish we hadn’t drawn too fast.
 1150. T: **driven**, I wish we hadn’t **driven** so fast. Halil
 İbrahim what is the problem? Recast.
 1151. Ss: yok bişey. Topic Continuation.
 1152. T: Did you do your homework?

4.2.2. Elicitations:

Elicitation (24.21%) was identified as the second mostly used feedback type in the study. Episode 4 gives an example of a situation where the teacher elicits the completion of her own utterance by strategically pausing to allow students to fill in the blank. In fact, elicitation of self-correction took many different forms in the data such as repetition with emphasis on the error or partial or complete repetition with questioning intonation, as in Episode 4 in line 326.

Episode 4:

313. Umut: I wish his wife didn't want more, I wish she were satisfied, I wish
they leaved me alone.
314. T: **They.....?** **Elicitation.**
315. Umut:left me alone sorry. **Successful Uptake, Self Repair.**

The teacher might also ask a question such as 'How do we say that in English' to elicit the correct form from the student or might use reformulation requests such as 'Can you say it another way?', 'How can you say it?'. These are explicit invitations to self correction by using both verbal and nonverbal gestures. In the study, as seen in Episode 5, the instructor provided Ali with clear information about what is not possible in the target language by saying "*say it in English, and how can you say it?*"

Episode 5:

1053. T: I would have called the police. I would have called the ambulance.
Ali what would you have done?
1054. Ali: I would || =helped the
1055. S9: =helped

1056. T: Would you have helped the person?
 1057. Ali: Yea , Yess şure.
 1058. T: Say it **in English.** **Elicitation.**
 1059. Ali: I could have helped || ıı cepte bıçağı
 olmayan | without knife **Needs Repair, Different Error.**
 1060. T: How can you say?
 ||| **Elicitation.**
 1061. T: The person without **Recast.**
 a knife okay the person who needs help.
 Okay?
 1062. Ali: **(Ali nodes)**

As another way of elicitation, the study revealed examples where the teacher reminded the student a translation of his/her erroneous utterance and asked to reproduce his/her utterance using a questioning intonation. In Episode 6, line 133, elicitation occurred when the instructor noticed the S4's syntactic error "*I wished I didn't lived in Eskişehir*" and tried to give feedback by reminding the student the translation of his/her erroneous utterance "*Keşke burda **olmasam...**?*" in hopes of pointing out that a syntactic error had been made. However, the student made a different error in his sentence.

Episode 6:

116. T: Şimdi gerçek olmasını isterdim dimi? Mesela keşke burda olmasam nasıl dersiniz? I wish=
 117. S4: I wish I didn't= lived here
 118. S5: =live
 119. S4: I wish I didn't lived in Eskişehir.
 120. T: Keşke burda **olmasam...**? **Elicitation.**
 121. S6: I wish I wasn't at here, at here= **Needs Repair, Different Error.**

4.2.3. Metalinguistic Feedback:

In 22.10% of the feedback turns, the teachers tried to raise the learners' metalinguistic awareness by using metalinguistic comments and explicitly indicating that an error has occurred. The teacher might, for example, say: 'that is wrong', 'no, not that' or just no. All of the grammatical explanations and lexical paraphrases are considered to be metalinguistic feedback (Lochtman, 2002.p. 277). As shown in Episode 7, metalinguistic feedback refers to "comments, information, or questions related to the well-formedness of the student utterances. In line 488, Episode 7, the teacher gives the student the metalinguistic information in response to his linguistic error of "build a car" instead of "design a car" without explicitly providing the correct answer. This type of feedback overtly let the student know that an error has been made. By using metalinguistic information, the instructor told the student precisely what his mistake was. In the example below, the instructor tells the student to correct his linguistic error "Ama car build edilmiyo, başka birşey söyle, (we can not build a car, say something different)" indicating that he was using the improper word for this situation.

Episode 7:

468. Sertaç: I would travel to Colombia If I had a ticket for anywhere in the world.

469. T: Very good. Ask Umut.

470. Sertaç: If you could build anything, what would it be?

471. Umut: I would build a car that is which X some X:

472. T: Ama car build edilmiyo. Başka bişey söyle. yani car * factory falan diyebilirsiniz. Build, build edilen şeyler. Make olabilir, design olabilir car için ama build olmuyo.

473. Umut: I would build a big center.

**Metalinguistic Feedback.
Successful Uptake, Self Repair.**

While giving metalinguistic feedback, the teacher might also ask a rhetorical question to give metalinguistic feedback such as: “Is that the answer which is in your book?”, “Can you find your error?” or any question in L1 that addresses the error in student’s utterance as in Episode 8 in line 809, or might just say “No” as in Episode 9, in line 1776.

Episode 8:

785. S4: Tell him
 786. S6: Will tell him
 787. S2: Tell him I am coming home
 788. S7: Tell him
 789. T: Tell him I am coming home.
 Will tell him olmaz.
 790. S2: Emir cümlesi burda
 791. T: Demi özne yok burda. Emir cümlesi.
 Wille emir cümlesi olur mu? = **Metalinguistic Feedback.**
 792. S7: No =Olmaz. **Needs Repair, Acknowledgement.**
 793. T: Tell him I am coming home.

Episode 9:

938. T: I wouldn’t have felt so desperate if he had found the money. Hüseyin
 939. Hsyn: Marry and I weren’t able to go on a honeymoon. We could have gone away..
 940. Ss: Beşteyiz.
 941. Hsyn: I am so unhappy. I wish I would never have been born.
 942. T: I wish | I would...? **Elicitation.**
 943. Hsyn: never have been born **Needs Repair, Same Error.**
 944. T: No **Metalinguistic Feedback.**
 945. Ss: I had never been born **Successful Repair, Peer Repair.**
 946. Hsyn: I had never been born
 947. T: I had never been born. I am so unhappy
 I wish I had never been born. Sertaç

4.2.4. Clarification Request:

The fourth most widely used type of feedback, clarification request occurred in 21 form focused episodes (11.05%). The instructor mostly used a question or a clarifying tone such as “Excuse me?, Pardon?, I am sorry?” to reveal the intended form of the error. Unlike explicit correction or recasts, clarification requests can refer to problems in comprehensibility. As shown in Episode 10, this type of corrective feedback was used when the learner’s utterance was not comprehensible, and also when there were linguistic or syntactic problems in the learner’s turn.

Episode 10:

- | | | |
|-------------|---|---------------------------------------|
| 373. T: | Very good. Tuğçe. | |
| 374. Tuğçe: | What you do if you had more free time? | |
| 375. T: | Excuse me? | Clarification Request. |
| 376. Tuğçe: | What should you do if you had more free time? | Needs Repair, Different Error. |
| 377. T: | What would you do if you had more free time? Sertaç. | |

The clarification requests are more overt than the other types of corrective feedback due to its questioning tone. That is, the instructor corrected the error by directly informing the student that s/he has made an error. However, it allows the conversations to continue without focusing on the error. In the conversation with Ali in Episode 11, since the instructor is trying to correct the tense error of “*were explain*” instead of “*explained*” repeatedly, it may appear that the student should respond to it. In the clarification request, the instructor asks, “*Again please I couldn’t hear If my boss...?*” maybe to clarify for herself or possibly to point out to Ali that an error had been made. This gives

Ali a chance to correct the error if he understands that one has been made paying his attention to what has been said.

Episode 11:

242. T: Ali
243. Ali: If my boss were explain things properly=
244. T: Again please, I couldn't hear.
If my boss.....? **Clarification Request.**
245. Ali: were explain **Needs Repair, Same Error.**
246. S5: explained **Successful Repair, Peer Repair.**
247. Ali: explained (Repetition of previous student' utterance.)
248. T: Again? **Clarification Request.**
249. Ali: Ha explained. **Successful Repair, Self Repair.**
250. T: Baştan al? **Clarification Request.**
251. Ali: If my boss were explained things properly **Needs Repair, Same Error.**

A clarification request in this study may be either in L1 or in L2. In Episode 12, line 1786, by asking "*Hangisi?, what would have you done mı? what would you have done mı? (Which one? What would have you done or what would you have done?)*", the instructor provides Mustafa two different options and asks him to choose the correct one.

Episode 12:

1741. S2: What would you have done?
1742. S4: have done
1743. Mstfa: What would you have done if you had found?
1744. T: Hangisi? What would have you done' mı? ,
What would you have done' mı? **Clarification Request.**
1745. Mstfa: What would have you done' dir. **Needs Repair, Same Error.**
1746. T: Sence hangisi? **Clarification Request.**
1747. Mstfa: Bence would have you done. **Needs Repair, Same Error.**
1748. T: would have you done.
Sizce arkadaşlar? **Clarification Request.**
1749. Ss: what would you have done? **Successful Uptake, Peer Repair.**
1750. T: what would you have done? Çünkü
sadece bi tane * bi tane yardımcı fiili başa

- alıyoruz. What would you have done if you had found the wallet.
 ||
 1751. T: Tarık.

4.2.5. Explicit Correction:

Explicit correction occurred with a rate of 5.06%. In fact, only 10 instances of this feedback were encountered in this study, which is quite low when compared with the other researches in the field. However, in many instances, metalinguistic feedback usually occurred when the instructor noticed an error and gave explicit provision of the correct form. That is, the teacher explicitly provided the learner with the correct form and clearly indicated that an error has occurred. For example, in Episode 13, when S9 said “I wished I wouldn’t be here”, the instructor quickly responded to it by simply mentioning the syntactic error and by drawing learner’s attention to the problematic part of the deviant utterance “I wish I weren’t” instead of “I wouldn’t” during the teacher-student interactions in ways that allowed them re-analyze and modify their non-target output. These types of corrections can be considered to be more salient because of teachers’ very open indication that an error has occurred. It is almost impossible for this type of feedback to go unnoticed by the learner.

Episode 13:

Teacher 1:28/1

126. Ss: I wish=
 127. S9: I wish I wouldn’t be here.
 128. T: Hala aynı şeyi söylüyorsunuz, kesinlikle sadece past kullanıyoruz şu anda. Keşke öğrenci olmasam I wish I weren’t a student.
 I wish I weren’t=
 129. S9: =Wouldn’t olmaz mı hocam.
- Explicit Correction.**
Topic Continuation.

4.2.6. Repetitions:

Repetition occurred when the instructor repeated the learner's ill-formed utterance, in isolation, with a rising intonation to indicate that his utterance is a non-target form. Since only three repetitions of learner errors were found in this current study, it can be concluded that corrections by way of repetition of isolated learner errors were not preferred by grammar teachers. Episode 14 illustrates one of those three form focused episodes that contained the repetition of the deviant utterance of the student.

Episode 14:

741. T:	Okay, what can be done in these centers?	
742. Ss:	Ill	
743. T:	Who can go there?	
744. S3:	Sports=	
745. S5:	=Social	
746. T:	Sports..?	Feedback, Repetition.
747. Ss:	No	
748. T:	Children	Topic Continuation.

4.3. Research Question 2: What is the distribution of uptake following different types of corrective feedback?

Two types of learner uptake to teachers' feedback were identified in the study: (a) uptake that results in "repair" of the error on which the feedback focused (coded as "successful uptake" and (b) uptake that results in an utterance that still needs repair (coded as "needs-repair"). If there is no uptake, then there is topic continuation, which is initiated by either the same or another student (in both cases, the teacher's intention goes unheeded) or by the teacher (in which case the teacher has not provided an

opportunity for uptake). The distribution of types of successful uptake needs repair and topic continuation is presented in Table 9.

TABLE 9
Distribution of
Successful Uptake and Needs Repair Moves Following Different Types of
Feedback

Types of Uptake	N=	%
Successful Uptake	84	39.06 %
Needs Repair	80	37.20 %
Topic Continuation	51	23.72 %
Total	215	100%

It is important to clarify that although the occurrence of each different type of feedback is 190, the total amount of uptake moves along with topic continuation 215 far outnumbers this proportion. The reason behind this is that in some cases feedback moves received reactions of more than one student. Therefore, some episodes contain one single feedback turn with at least three different uptake moves. It is clear that this led to the amount of uptake being not proportional to the number of corrective feedback moves. Learner uptake occurred in 164 student turns out of 215 total student turns, meaning that teachers' feedback was largely recognized as corrective feedback, and the students showed the attempts to respond it 76,26% of the time . Only 84 of these uptake moves contained successful uptake. The remaining 80 student turns included utterances that needed further repair by teachers. What should also be noted is that there were only 51 topic continuation moves in the study

The categories of successful uptake moves coded in the data are displayed in table 10:

Table 10
Distribution of Successful Learner Uptake

	N=	%
1. Peer Repair	35	41.66 %
2. Self Repair	28	33.33 %
3. Repetition:	17	20.23 %
4. Incorporation:	4	4.76 %
Total	84	100 %

The highest rates of successful uptake are peer repair and self repair with a 41.66% and 33.33% respectively. Repetition (20.23%) has also occurred with a considerable amount. However, incorporation (4.76%) was the least likely to occur on the part of the students. This means that teacher's corrective feedback moves did not result in students' incorporating their utterances into longer utterances.

4.3.1. Distribution of Successful Uptake

The **successful uptake** moves that we identified in this current study are as follows:

4.3.1.1. Peer Repair:

A peer repair in this study refers to situations in which correct forms are provided by a peer or a group of students in response to a teacher's corrective feedback. In Episode 15, in the conversation between Onur and Mert, the instructor responds to Onur's

syntactic error “*but what would your childhood been like if you had been born?*” with elicitation technique “*what, what would...?*”. The correction comes from a peer.

Episode 15:

1175. Onur: Okay. But have you ever thought about that?
 1176. Mert: About what?
 1177. Onur: About how things could be different. You grew up here in Baileyville, and you are almost an adult now. But what would have your childhood been like if you had been born.
 1178. S3: had been born
 1179. T: What. What would..? **Elicitation.**
 1180. S8: What would your childhood have been like. **Successful Uptake, Peer Repair.**

4.3.1.2. Self-Repair:

Self-repair in this study occurred with a rate of 33.33%. The thing that distinguishes this successful uptake type than repetition or incorporation is that the teacher does not already provide the correct form in his/her feedback move. Episode 16 illustrates the use of clarification request “*I am sorry*” plus successful uptake in relation to vocabulary. At the beginning of the episode, S4 used an improper vocabulary “*If I were the head of this school, I would change...*” for the situation and at the end of the episode, s/he correctly rephrased the information in response to the instructors’ clarification request with a questioning emphasis that showed him/her that the word was not suitable for the context.

Episode 16:

1339. S4: If I were the head of this school, I would change..
 1340. S7: I would XX
 1341. T: I am sorry? **Clarification Request.**

1342. S7: I would (decrease the) grade **Successful Uptake, Self-Repair.**
 1343. S1: Geçme notu
 1344. S7: Geçme notunu düşürürdüm

Episode 17 illustrates the use of metalinguistic language plus successful uptake in relation to a tense error. Şeyma's utterance, "*If I weren't feel all the time*", needed metalinguistic information and the teacher provided this information by explaining why Şeyma's utterance is deviant. Şeyma then used the information to produce the correct form.

Episode 17:

1681. T: Yes, Şeyma. The last one.
 1682. Şeyma: If I weren't feel nervous all the time,=
 1683. T: I weren't feeling mi, I didn't feel nervous.
 1684. Şeyma: I didn't
 1685. T: Okay, Orda şey yapın. If you are emphasizing that some action is progress * progressive, you may use past progressive orda kullanın. Aynı şekilde type birde de. Yani, progressive' i tercih edeceğiniz zaman. Burda feel nervous. I am not feeling nervous deseydi, If I weren't feeling diyebilirdin ama feel dediği için, this is something in general. Yes. **Metalinguistic Feedback.**
 1686. Şeyma: If I didn't feel nervous all the time=
Successful Repair, Self Repair.
 1687. T: If I didn't feel nervous all the time,..?

4.3.1.3. Repetition:

Repetition occurs when the teachers' feedback contains the correct form. In Episode 18, line 1794, İlkay only corrects his previous utterance and repeats the target like form in response to the instructor's providing her the correct pronunciation of "*realized*"

Episode 18:

168. İlkay: If complainers realised /rɪə'laɪzd/ this= (pronunciation error)
 169. T: realized /rɪə'laɪzd/ Recast.
 170. İlkay: (**He nodes his head**) realized this /rɪə'laɪzd/
 then they understand that= **Successful Repair, Repetition.**

In 13 episodes out of 17, repetition occurred in response to a recast. Since recasts contained the correct form of the student's erroneous utterance, the students had the opportunity to repeat what the teacher had said. However, in a few instances other feedback types (metalinguistic feedback 2, elicitation 1, explicit correction 1) also resulted in the students' repetition as in Episode 19 in line 1456. In fact, repetition of the correct form to acknowledge the correction and to integrate the correct structure is common to classroom language learning and teacher and student interaction (20.23%, see table 10).

Episode 19:

1430. Betül: If you are traveling with your children=
 1431. T: =If you are traveling with your children...?
 1432. Betül: You take them to Lai Chi=
 1433. T: Sadece "take them" de diyebilirsin. Hani bir öneride
 Bulunuyoruz ya. **Explicit Feedback.**
 1434. Betül: Take them= **Successful Uptake, Repetition.**
 1435. T: Take them to the Lai Chi Kok Amusement Park.

4.3.1.4. Incorporation:

As in the case of episode 20, S1 repeated the correct form provided by the teacher's feedback and incorporated it to a longer utterance. Only 4 instances of incorporation were encountered in this study. Although this result might seem very low when

compared to previous studies, the type of feedback given by the instructor and the students' levels may have a role in such few instances of incorporation. In most cases, due to the nature of feedback, incorporation does not seem to be appropriate.

Episode 20:

1357. T: Evet.
 1358. S1: I wish we had a yacht. /jat/ (Pronunciation mistake.)
 1359. T: yacht /ja:t/ Recast.
 1360. S1: we don't have a yacht but I
 want one. Successful Uptake, Incorporation.
 1361. T: yacht

4.3.2. Distribution of Needs Repair.

The following six types of “needs repair” were encountered in this study;

Table 11
Distribution of Needs Repair

	N=	%
1. Different Error	36	45.00 %
2. Acknowledgement	15	18.75 %
3. Same Error	14	17.05 %
4. Partial Repair	9	11.25 %
5. Use of L1	4	5.00 %
6. Hesitation	1	1.25 %
7. Off target	1	1.25 %
Total	80	100 %

The most common type of needs repair was different error with 45%. Acknowledgement and same error occurred almost in the same amount of students'

turns (18.75% and 17.5%). Partial repair has also occurred with a considerable amount with a rate of 11.25%. Use of L1 (5%), hesitation (1.25%) and off-target (1.25%) were the other three types of feedback that were not used very often in the study.

4.3.2.1. Different Error.

In 36 form focused episodes with a rate of 45% (see table 11), the learners did not correct nor repeat the error after the feedback received, and made a different error. Such a larger number of new errors points to another reason: the learners could not use the feedback because they would have made a different error and did not realise that the correction applied to them as well. As in the case of Episode 21, although Tuğçe realised that there was something wrong with her utterance in response to the instructor's clarification request, her correction "what should you do if you had more free time?" obviously was no longer relevant.

Episode 21:

374. Tuğçe: What you do if you had more free time?
 375. T: Excuse me? **Clarification Request.**
 376. Tuğçe: What should you do if you had more
 free time? **Needs Repair, Different Error.**
 377. T: What **would you do** if you had more free time? Sertaç.

An important feature likely to increase the occurrence of different error by the learner is the use of metalinguistic feedback and elicitation. The results indicate that in 18 instances of the form focused episodes out of a total 36, metalinguistic feedback resulted in the use of different error on the part of the learner. Similarly, 12 instances of form focused episodes that contained elicitation as feedback technique resulted in

different error. The remaining feedback moves that resulted in different error were 4 for clarification request, 1 for recast, and 1 for repetition.

4.3.2.2. Acknowledgement.

In 15 form focused episodes with a rate of 18.85% (see table 11), the learner positively recognized the teacher's feedback, generally saying "yes or yeah", "as if to say", or "yes, that is what I meant to say". In Episode 22, in a discussion about past wishes, the instructor inserted the correct preposition "in" that needed to be used in S7's deviant utterance "I wish I had been a good condition", and S7 responded it with the acknowledgement "yes" which constitutes uptake. However, such acknowledgement turns are ambiguous since it is unclear whether the learner noticed the difference between two utterances, and consequently S7' uptake was coded as unsuccessful. In other words, by definition, successful uptake was an indication of understanding, thus an acknowledgement did not count as success. However, it may be that when students receive information, it is not usual for them to repeat the information, and they may simply respond with an acknowledgment token.

Episode 22:

- | | | | |
|-------|-----|--|--|
| 1142. | T: | I wish I had studied more for the university exam for example. | |
| 1143. | S7: | I would have been a good condition | |
| 1144. | T: | In good...? | Elicitation. |
| 1145. | S7: | condition | Successful Repair, Self Repair. |
| 1146. | T: | I wish I had been in a good condition when I was a child. | Recast. |
| 1147. | S7: | Yes. | Needs Repair, Acknowledgement. |
| 1148. | T: | Very good Okay Other? | |

The analysis of the data also indicates that acknowledgments were more likely to occur in response to a recast or an elicitation. Out of the 16, acknowledgments occurred in response to a recast in 6 instances and an elicitation in 5 instances. Among the other types of feedbacks, 2 for explicit corrections, 1 for clarification request and 1 for repetition resulted in acknowledgement. This result shows that there is a strong relationship between the types of feedback and acknowledgement. When the instructors prefer the use of recasts and elicitations as corrective feedback, the occurrence of acknowledgements may increase.

4.3.2.3. Same Error:

Table 11 illustrates that in 14 instances out of the 84 needs repair in form focused episodes (17.05%), the learners gave uptake upon receiving feedback, but repeated the same error in his/her turn as shown in Episode 23. The data indicated that the occurrence of the same error as student's uptake varied according to the use of corrective feedback technique. When the instructor used clarification requests or elicitations as corrective feedback, the learners were more likely to repeat the same error since out of the 14 repetition of same error, 6 were elicitation and 5 were clarification request. Only 2 of them were metalinguistic feedback and 1 was repetition.

Episode 23:

941. Hsyn: I am so unhappy. I wish I would never have been born.

942. T: I wish | I would...?

943. Hsyn: never have been born

Elicitation.

Needs Repair, Same Error.

4.3.2.4. Partial Repair.

Out of 190 feedback turns, only 9 instances of uptake occurred as partial repair, which refers to uptake that includes a correction of only part of the initial error. In the following episode, in line 1409, the student corrects his incomplete utterance partially. This type of uptake can often lead to additional feedback from the teacher and thus allows for error treatment sequences to go beyond the third turn.

Episode 24:

1382. T: Okay, good. Now let's have a chat for about three minutes.
Okay, I want to ask you some questions.
What would you do if you found a golden ring in the street?
1383. S1: A golden ring?
1384. T: Yes.
1385. T: If you found a golden ring=
1386. S7: go to the police station and give=
1387. Ss: @@
1388. T: I am sorry. **Clarification Request.**
1389. S7: I take the ring and go to the
police station. **Successful Uptake, Partial Repair.**
1390. T: Okay, you would take the ring to the
police station. **Recast.**

4.3.2.5. Use of L1

This refers to uptake that is in native language in response to a teacher's corrective feedback. This often occurred when student did not fully understand the feedback given by the teacher. In these cases, the student may ask the teacher about his error in the native language. The students used L1 with a rate of 5% out of 84 needs repair. The following episode illustrates an example of a student's use of L1 "*would mu olacak?*" in response to the teacher's metalinguistic feedback "*No*".

Episode 25:

396. T: What would it be bişey inşa edebilseydin bu ne olurdu? Kadir.
 397. Kadir: If you could meet a famous person who did you want wanted to meet?
 398. T: **(Teacher uses his gestures)** No **Metalinguistic Feedback.**
 399. S2: Would mu olacak? **Needs Repair, Use of L1.**

4.3.2.6. Hesitation

Hesitation referred to a student's hesitation in response to the teacher's feedback and the data revealed only one instances of this type of feedback.

Episode 26:

1221. T: Peki, || Hüseyin.
 1222. Hüseyin: Parantezin içinde ne yazıyo?
 1223. T: "Come" yazıyo.
 1224. Hüseyin: If the Williams family ever had * hadn't
 come to Japan, they would have been our guests.
 1225. T: Başından okursan paragrafı o zaman= **Clarification Request.**
 1226. Hüseyin: =The Asukis have offered the Williamses
 a reward, and a friendship= **Needs Repair, Hesitation.**
 1227. T: =Ne önermişler? Ne teklif ediyolar? |
 Parayı bulan, bide iade edenlere?
 1228. Hüseyin: arkadaş, işte=
 1229. T: reward,

4.3.2.7. Off target.

The data contained only one turn with off target in which the learner responded to teacher feedback, but not to the targeted form in response to the instructor's feedback as in Episode 27, line 1114.

Episode 27:

1105. T: Güzel. Last one. Tuba.
1106. Tuba: Life here really would been different if I hadn't lived.
1107. T: would have been different if I hadn't= || had not lived. Evet. **Feedback, Recast.**
1108. S6: =hadn't. **Uptake, Needs Repair, Off-Target.**
1109. |||||
1110. T: Üçüncü alıştırmalarında yapabildiğimiz kadar yapalım. Burda wishin kullanımıyla ilgili alıştırmalar. da zaten. These people in the movie feel bad about some things. Read their regrets. Then write their wishes. Example.

4.4. Reinforcement

Following repair, instructors often looked for the moment to reinforce the correct form before continuing to topic by making short statements of approval such as, “Yes!,” “That’s it!,” and “Very Good” with the repetition of the student’s corrected utterance. We have coded these statements as “Topic Continuation”. It is also worth noting that topic continuation moves in this study contained turns which is initiated by either the same or another student (in both cases, the teacher’s intention goes unheeded) or by the teacher (in which case the teacher has not provided an opportunity for uptake) In addition, teachers usually included metalinguistic information in their reinforcement. Although the model in Figure 1 (p. 32) shows only post-repair reinforcement, teachers in our database use reinforcement moves elsewhere in the error treatment sequence; such moves are currently the object of more detailed analysis. In Episode 28, the teacher first provides two recasts for the student’s grammatical error “*mayor raise tax*”. The teacher continues his sentence without giving any opportunity to repair his/her utterance to the student receiving feedback.

Episode 28:

709. T: Okay what is her second priority?
 710. S3: business
 711. S7: (*Raising*)
 712. S4: Business.
 713. T: Business, okay. Factories, shops left town. Why?
 714. S15: Because the tax
 715. T: previous
 716. S15: mayor raise tax.
 717. T: Taxes okay hi hi? Daniel raises taxes
 Okay? So the factories left the town,
 and she will bring the factories
 back to town. How?
- Recast.**
Topic Continuation.

Episode 29 shows an example of topic continuation without reinforcement. However, the following episode illustrates the teacher's topic continuation move after reinforcing the student's previous utterance.

Episode 29:

606. T: Okay his first priority is education=
 607. Ss: education.
 608. T: Priority...?
 609. Ss: Öncelik. Bravo, öncelik.
 III
 610. T: Priority, öncelik.
 611. T: Okay what is the problem in the city II according to the
 paragraph?
 612. S6: live in bad condition.
 613. T: I am sorry. **Clarification Request.**
 614. S6: To live in bad condition. **Successful Repair, Self Repair.**
 615. T: Very good. They want to leave bad conditions
 and they need educated people I for jobs, so he says
 I will educate people.
 (Teacher starts the tape again.) **Topic Continuation.**

4.5. Research Question 3. What kind of feedback leads to what kind of learner uptake in students' utterances?

More interesting still is the analysis of what types of corrective feedback lead to what kinds of learner uptake in students' utterances. As stated earlier, it is important to point

out that some feedback moves received more than one uptake from the students. This led to uptake being not proportional to the number of corrective feedback moves as summarized in Table 12.

TABLE 12
Uptake and Repair Moves Following Different Types of Feedback

Feedback			Uptake Types							
Feedback Types	Total Feedback		Successful Uptake		Needs Repair		Topic Continuation		Total Uptake	
	N	%	N	%	N	%	N	%	N	%
Recast	68	35.78%	18	26.47%	10	14.70%	40	58.82%	68	100%
Elicitation	46	24.21%	29	54.71%	24	45.28%	-	0.00%	53	100%
Metalinguistic Feedback	42	22.10%	21	38.88%	26	48.14%	7	12.96%	54	100%
Clarification Request	21	11.05%	11	48.83%	13	54.16%	-	0.00%	24	100%
Explicit Correction	10	5.26%	3	30.00%	3	30.00%	4	40.00%	10	100%
Repetition	3	1.57%	2	33.33%	4	66.66%	-	0.00%	6	100%

Table 12 illustrates which type of corrective feedback led to which type of successful learner uptake in the present study. It is clear that recast, the most popular feedback technique, is the least likely to lead to uptake of any kind. Only 26.47% of the recast moves lead to successful uptake. The highest rate of successful learner uptake occurred with elicitation (54.71%) and clarification request (48.83%). These two types of corrective feedback are similar in that they are effective at eliciting successful uptake from the students and thus appear to be an important means through which students can initiate discourse about language forms in the classroom. Metalinguistic feedback was

the next noticeable indicator of successful learner uptake; 38.88% of the moves with metalinguistic feedback resulted in successful learner uptake. Following metalinguistic feedback, repetition was the fourth effective feedback technique in leading to successful uptake. Although the number of teachers' turns containing repetition is quite low when compared with other corrective feedback techniques, it (33.33%) is more successful at eliciting successful uptake than either explicit correction 30.00% or recast (26.47%).

Explicit corrections along with recasts are the least threatening form of correction for the learners because the teacher both explicitly express that there is something wrong with the student's ill-formed utterance and provides the correct form. They are clearly also the least successful type of corrective feedback in terms of eliciting the correct responses from the learners. When the teacher explicitly corrected the students' error or used recasts as a type of corrective feedback, the rate of uptake was lower, at 30% and 26% of the total numbers of these feedback types, respectively. This shows that these two types of feedback were ineffective at eliciting student-generated repair when compared to other types of corrective feedback.

A second clue showing the ineffectiveness of these two types of corrective feedback move at eliciting the correct response is the high frequency of topic continuation. The students did not respond to 59% of recasts and 40% of explicit corrections. These frequencies are quite high when compared to topic continuation moves encountered by other types of corrective feedback. Elicitation, and clarification request along with repetition feedback techniques did not result in topic continuation move in the data.

Metalinguistic feedback was the next apparent indicator of topic continuation move with a rate of 12.96%.

With regard to needs repair, rates of needs repair following recasts and explicit corrections were the lowest, at 14.70% and 30% respectively. As for the less frequently used types of feedback, teachers' turns with repetition and clarification requests resulted in the highest rate of learner repair (66.66% and 54.16% respectively). As in the learners' successful uptake turns, this finding should also be interpreted carefully since only 1.57% and 11.05% of all correction moves were repetitions and clarification requests. Although the frequencies of needs repair in metalinguistic feedback (48.14%) and clarification request (45.28%) were almost the same, it is worth pointing that the number of metalinguistic feedback turns was almost twice as high (Metalinguistic Feedback; n =21, Clarification Request; n =11).

4.4. Discussion

The present study aimed to examine the patterns of error treatment in four university level EFL classrooms. In particular, the analysis first focused on the frequency distribution of the different feedback types used by four experienced grammar teachers and second, on the relationship between feedback types and learner responses to feedback.

Although some of the findings parallel findings obtained in other observational studies with child and adult language learners, the data consisted relatively a small number of feedback turns (190) when compared with the other studies in the field. A closer look at

the data helped us to determine the reason why such a few number of feedback and uptake turns were encountered in the data.

One of the identifiable reasons that was affecting the occurrence of the corrective feedback was that since the course being given was grammar, teachers did not only assisted the students in response to their errors. They spend most of class hours by presenting the topic, and thus assisting learners in their output regardless of specific occurrence of errors. Therefore, the number of error, feedback and uptake (IRF) sequences are lower than the previous research in the field.

Another identifiable factor affecting the occurrence of corrective feedback was the use of L1. Since the students sometimes produced their utterances in L1 in response to teachers corrective feedback, most of the students' turns contained little potential for error, and thus allowed little opportunity for the occurrence of error, feedback and uptake sequences.

Similarly, in the classess where the teacher relied heavily on excessive amount of mechanical drills, fill in the blanks types of activities, or editing exercises rather than the communicative activities such as information gaps, pair or group works, there was little opportunity for meaningful TL use by individual students. Therefore, in these classes very few errors occurred, and thus there was little feedback.

The data from this study also provided information on how the complex relationship between the different types of feedback and the learners' reactions to the feedbacks

received take place in university level EFL classrooms. More specifically, the results indicated that the teachers in this study provided corrective feedback using recasts over one third of the total feedback turns (35.78%). Elicitation was offered in 24.21% of the cases, metalinguistic feedback 22.10%, clarification requests 11,05%, explicit correction 5.26%, and repetition 1.57%. When compared with the other studies in the field, the distributions seem consistent with the previous findings. In Lyster and Ranta (1997), Panova and Lyster (2002), Tsang (2004), Suzuki (2004), Sheen (2004), recasts were the most widely used type of feedback used to correct students errors. However, there were differences in relative frequencies of recasts across settings. In all of the studies mentioned above, the occurrence of recasts ranged between 48% to 60%. In the present study, however, recasts occurred with a percentage of 35.78%. A comparison of the different frequencies across settings can be seen in the following table.

Table 3
The Compraison of the Frequencies of Recasts across Different Settings

Corrective feedback type	Age	Feedback	Total
Lyster and Ranta (1997), Immersion Classroo Setting	12-13	Recasts	55%
Suzuki (2004), ESL in New york City	University level	Recast	58%
Panova and Lyster (2002) ESL in Montreal	17-55	Recast	55%
Tsang (2004) EFL in Hong Kong	12-17	Recast	48%
The present study	17-21	Recast	35%

From the differences between the frequencies, two explanations may emerge. One of the possible explanations for the relatively different frequencies between the studies mentioned above and the present study is the classroom setting. In Lyster and Ranta (1997), for example, the participants were in immersion classrooms, where the students learned general subjects in the target language as well as the language itself. Compared with an ESL setting, as in Panova & Lyster (2002), Suzuki (2004) where the main purpose is to improve the learners' use of TL, and in immersion classrooms, where the focus is on the content of the lesson rather than the linguistic forms, teachers in the present study relied less on recasts as corrective feedback.

Similarly, teachers' reliance more on recasts in immersion and ESL setting may be attributed to their intentions not to interrupt the flow of communication by overtly correcting the students erroneous utterances. In all of the studies mentioned corrective feedbacks were used to draw learners' attention to form while the focus was still on meaning.

Another possible explanation may be the teachers' avoidance of direct, negative evaluation while simultaneously providing the correct form in those settings. However, teachers in the present study relied more on the other types of feedback such as elicitation, clarification requests, and metalinguistic feedbacks and explicit corrections. One explanation for this may be attributed to the fact that, especially in grammar lessons as in the present study, the amount of free communication is limited in EFL setting. Most interactions are predetermined and controlled by teachers and textbooks and pedagogical focus in grammar classes tend to be on forms rather than meaning.

Therefore, teachers tend to interrupt the flow of communication most of the time drawings learners' attention to forms in their output. That is, teachers did not allow much natural and smooth interaction without intervention by corrective feedback.

Although the findings of this study differ from that of previous related research in terms of documenting different frequencies and distribution of corrective feedback in relation to learner uptake such as Lyster and Ranta (1997) or Panova and Lyster (2002), they support previous claims that certain types of feedbacks are more successful in leading immediate learner repair than some other types of feedback. In other words, some certain types of corrective feedbacks may not lead to learner uptake whereas others may lead to learner uptake most of the time.

The results of this study indicated that the feedback types of elicitation (54.71%), clarification request (48.83%), metalinguistic feedback (38.88) and repetition (33.33) were found to be more effective than others in leading learners to notice their errors and to increase their awareness in terms of students' uptake moves. When teachers used, elicitation, clarification requests or repetitions as corrective feedback, the total uptake containing either successful uptake or needs repair, was high at 100%, and successful learner repair occurred in more than two thirds of the students' responses. They showed their awareness by rewording their previously uttered deviant sentences by using the information provided to them by their teachers or by teachers' initiations of self correction. Of course, this is not to say this effective feedback will affect the students' future performances.

With regard to recasts, the findings seem consistent with the findings of other observational studies in the field. In Lyster and Ranta (1997), Tsang (2004) and the present study, although the recasts were the most widely used types of corrective feedback technique, they were the least likely to lead to uptake. More specifically, in his study, Tsang (2004) reports that none of the student generated repairs was attributable to the recasts. The underlying reason behind such a low percentage of successful uptake in response to recast in all those studies may be that when the teachers' corrective feedback took the forms of recasts, the students may not be aware whether the feedback introduced into the conversation by the teacher addresses the form of their own utterances. Instead, they may perceive them as feedback on the meaning of what they aimed to say. To prevent this confusion, it would be helpful to acknowledge the students about the different types of feedback the instructors use and the underlying reason why the instructor is preferring certain types of feedback rather than the others.

CHAPTER V

CONCLUSION

5.1. The Summary of the Study

This study aimed to investigate the relationship between corrective feedback and learner uptake in adult ESL classrooms. The frequency and distribution of several corrective feedback types together with the frequency and distribution of different types of learner uptake following each feedback type are discussed. The effectiveness of certain types of feedback in terms of drawing learners' attention to the language forms they have produced and helping them to detect gaps or holes in their FL knowledge or to notice specific linguistic forms in the subsequent input was measured on the basis of learners' reactions to the feedbacks received. The database consisted of 28 hours of interaction between four EFL teachers and 85 adult EFL students in four separate intermediate level grammar lessons at the School of Foreign Language Department. The interaction was videotaped and transcribed, and then coded according to Lyster and Ranta's (1997) corrective discourse model. In addition to videorecordings, 33% of the total amount of lessons was audiotaped to help give the researcher additional speech data.

On the basis of the results, the first research question, which asked how oral corrective feedback functions in intermediate level grammar lesson can be answered as follows? The teachers who participated in the study corrected the students' erroneous utterances extensively, using a wide range of different corrective feedback types. Although there were differences between the participating teachers in terms of the total amounts of feedback given to students and their preferences of different types of corrective

feedback, the results clearly indicate that the teachers mainly seem to rely on recasts and elicitations in order to correct students' errors.

Recasts involve the teacher's reformulation of all or parts of a student's utterance minus the error and are known to be the least salient type of feedback. This kind of corrective feedback, often resulting in negotiations of meaning, seems to be typical for a discursive FLT context as opposed to explicit corrections or metalinguistic feedback, which are believed to be more present in the context of form focused learning (Lochtman, 2002).

Recast often allows teachers to provide feedback without interrupting the flow of communication and gives them the opportunity to further initiate the conversation. Such a high use of recasts by teachers in an intermediate level grammar lesson may be partly due to nature of the coursebook which always explains grammar in contexts and contains a variety of activities that allow interaction in language classroom.

Metalinguistic feedback was the third most widely used corrective feedback technique. The findings of this present study indicate that elicitation, metalinguistic feedback along with clarification request account for 57.36% of the total feedback turns. When grammar teachers use elicitation, metalinguistic feedback and clarification request in order to elicit learners' reactions, teachers already have in mind what the learners' answers should be. As opposed to recasts, these three types of corrective feedback technique allow for negotiation of form rather than negotiation of meaning, and often the flow of communication is interrupted. This means that teachers strongly preferred feedback

types that prompt students to self repair. Somewhat surprising was the limited use of other corrective feedback techniques. The teachers seem not to prefer explicit corrections and repetitions as corrective feedback in that these two types of feedback occurred only 6.83% of the total oral corrective feedback turns.

In answering the second research question (what is the distribution of uptake following different types of corrective feedback?), the study found that learner uptake occurred in 164 student turns out of 215 total student turns, meaning that teachers' feedback was largely recognized as corrective feedback, and the students showed the attempts to respond it 76,26% of the time. Only 84 of these uptake moves contained successful uptake. The remaining 80 student turns included utterances that needed further repair by teachers.

In answering the third research question (how do teachers' different kinds of oral corrective feedback affect learners' uptake?), the findings of this study suggest that recasts, the most popular feedback techniques, were the feedback types that were the least likely to lead to the uptake, which resulted in successful uptake 26.47% of the time. In 58.82% of the time, recast as a corrective feedback technique led to topic continuation which contained turns which are initiated by either the same or another student (in both cases, the teacher's intention goes unheeded) or by the teacher (in which case the teacher has not provided an opportunity for uptake). Similarly, explicit corrections were ineffective at eliciting the correct responses from the students which led to successful uptake 30% of the time. From the findings, we can conclude that the type of corrective feedback that led to successful uptake the most was elicitation

(54.71%), with clarification request (48.83%) being the second, and metalinguistic feedback (38.88%) being the third most widely used corrective feedback that resulted in successful uptake. Repetition also resulted in a favourable amount of successful uptake with a rate of 33.33%, but this finding should be interpreted carefully since there were only three instances of repetition as a feedback type, and only T3 used those repetitions as corrective feedback technique. The corrective feedback type that most often led to needs repair was repetition (133.33%), followed was clarification request (61.90%) and metalinguistic feedback (61.90%).

The question now is which type of feedback is to be preferred over the others. Initiations to self corrections or recasts and explicit correction. In fact, it is difficult to determine the effectiveness of teacher feedback by only looking at uptake types since it is hard to consider that all types of successful learner uptake are equal indicators that the learners have noticed the gaps between their erroneous utterances and the target forms. However, it can be assumed that following corrective feedback, when learners correct or at least try to correct themselves or their peers, they actually noticed the teachers' feedback. This means that in a grammar lesson opportunities for FL learning have been created and the teachers provided the learners the opportunities to focus on gaps between their interlanguage and the target forms they are trying to produce. This is an important process for language learners to improve their language abilities.

5.2. Implications of the Study

It is important to conclude that this research on teacher feedback and learner uptake does not yield conclusive claims related to the language learning and that more research is needed. However, it is possible to suggest some ideas based on the findings of this study.

Firstly, before the instructors plan systematic error treatments for their classrooms, they need to consider the context in which the students use language and errors occur. As all grammar teachers are well aware that although most of the students at The School of Foreign Language are good at comprehending grammar forms presented to them by the teachers, they experience long-lasting difficulties in the production of these forms. Therefore, they need to be encouraged to produce language that is meaningful. The role of foreign language instruction must be to support learners in building up their knowledge of learning and in communicating in the target language. One way to look at the classroom interaction between the teacher and the student is to look at the sequences of error treatment: error, teacher feedback, and learner uptake. The types of feedback techniques that elicit students' self-correction are more appropriate for foreign language learners.

Classroom teachers can benefit by spending time to find out how they currently treat students' errors. This can be done by asking one of colleague to observe his/her own classroom while they specifically focusing on their feedback techniques. Audio

recordings as well as video recordings may also help the classroom teachers in identifying their classroom behaviors in terms of how they treat the errors and thus the instructors can become aware of their current practices. Only by working with their own data are teachers likely to be able to modify their classroom verbal behaviour.

Individual learners may well differ in terms of the particular error correction technique most appropriate for their unique language development needs. One oral corrective feedback that works well with a certain student may not work in another student. Therefore, the teachers need to use a variety of different types of feedback, and this may increase the teachers' chances of reaching more students. The timing, the use of intonation, the type of feedback given, even the use of verbal and nonverbal gestures are just a few of the features that affect the appropriate language use in foreign language classroom.

The teachers should focus on the learners while giving effective feedback to language learners. Teachers often feel compulsory to provide the learners with the correct form when they face an error before the students have had enough time to process the information. By doing so, they are reducing the opportunities for their students' becoming aware of gaps in their linguistic knowledge. Therefore, the teachers need to be discouraged from 'filling in the gaps' in the discourse of FL interaction.

Teachers need to be made more aware of the importance of using appropriate feedback techniques in the EFL classroom. By considering more closely the relationship between pedagogic purpose and the use of effective feedback techniques, teachers could be made

more conscious about the need to use language appropriate to their teaching objective, in the same way that they would normally use different methods appropriate to that objective.

The teacher education programs should devote more time and energy to trainee teachers' language use in classroom interaction. Teaching the trainee teachers the classroom interaction with the students is as important as teaching them the appropriate methodology that would best fit into their classroom practices.

5.3. Implications for Further Research

Based on the results of this study, the researcher suggests a series of research to help clarify and expand on the ideas related to the relationship between the teachers' oral corrective behaviour and learners' reactions to those feedback. Firstly, variations of this present study could be carried out to determine whether learners' proficiency levels or ages have a role to play in teachers' feedback turns or students' reactions. Different proficiency levels with different teachers might pose different results. Similarly, the course might have an effect on both teachers' feedback moves and students' reactions.

In this study, attempts have been made to classify both the different types of oral corrective feedback and the learners' reactions to oral corrective feedback received. Similarly, we were able to find out the effectiveness of certain corrective feedback types by looking at the students' reactions to those feedbacks. In fact, measuring exactly the levels of the students' awareness of the feedback is both challenging and

problematic. In some cases, it is likely that although some students who received feedback showed no reactions to those feedbacks, they may be aware of the gap between their erroneous utterances and the target forms. One way of reducing the risk of missing those instances and to discover the students' awareness is to ask them to look at the transcriptions that contain their interactions with the teachers and remember what they were thinking when those interactions took place. This can be a certain possibility for further research but it should be kept in mind that the researchers need to apply this think aloud session immediately after the class hour to reduce the risk of learners' forgetting what they were thinking at that time .

Another research area that we need to discover is whether the effectiveness of certain types of feedback moves will carry over into the future performances, or whether the learners possess the autonomous ability to use the feature, for example by investigating whether they can produce the form correctly on subsequent occasions without prompting. This can be done by designing pre and post-tests, or delayed post-tests whose test items are selected from the feedback and uptake sequences occurred in classroom discourse. This will give better ideas on the effectiveness of certain corrective feedback and researchers will be able to understand whether uptake becomes acquisition.

More specifically, there are several questions that need to be replied and remain unanswered.

1. What is the relationship between different types of corrective feedback and error types?

2. What kinds of errors should be corrected, and how should they be corrected?
3. What are the teachers' beliefs about the oral corrective feedback and how do those beliefs affect teachers' classroom applications.
4. What are the students' perceptions of different types of corrective feedback used by teachers?
5. How does culture influence the teachers' error treatment behaviors and students' reactions?
6. Is corrective feedback more effective when given in L1 or in L2?

To conclude, much work needs to be done by researchers in EFL setting. By continuing this study and designing research that would provide answers to the preceding questions, we could find out which methods of feedback are most effective and what will help students in their quest for native-like fluency and accuracy. If the teachers are not aware of how they treat students' errors and the possible strategies that would better initiate teacher-student interactions and that would better provide opportunities for students to benefit from the feedbacks received, then opportunities to learn language more effectively would be missed.

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Appendix A:**SAMPLE CONSENT FORM FOR STUDENTS****Consent to Participate in Research****Project Name:** Conversation and second language development**Email:** cemils@anadolu.edu.tr**Introduction**

You are invited to consider participating in this research study. We will be evaluating the effect of carrying out different activities on learning English as a foreign language (EFL). This form will describe the purpose and nature of the study and your rights as a participant in the study. The decision to participate or not is yours, if you decide to participate, please sign and date the last line of this form.

Explanation of the study

No explanation

Confidentiality

All of the information collected will be confidential and will only be used for research and teacher training purposes. This means that your identity will be anonymous, in other words, no one besides the researcher will know your name. Whenever data from this study are published, your name will not be used. The data will be stored in a computer, and only the researcher will have access to it.

Your participation

Participating in this study is strictly voluntary. That means you do not have to be a part of the study. Your decision to participate will in no way affect your grade in any class. You will participate in the same activities, but nothing you say or do will be used as part of the data. If at any point you change your mind and no longer want to participate, you can tell your teacher. You will not be paid for participating in this study. If you have any questions about the research, you can contact by telephone at, by email, or in person at office.

Investigator's statement

I have fully explained this study to the student. I have discussed the procedures and have answered all of the questions that the student asked. If necessary, I have translated key terms and concepts in this form and explained them orally.

Student's consent

I have read the information provided in this Informed Consent Form. All my questions were answered to my satisfaction. I voluntarily agree to participate in this study.

Your name**Your signature****Date**

SAMPLE CONSENT FORM FOR TEACHERS**Consent to Participate in Research**

Project Name: Conversation and second language development

Email: cemils@anadolu.edu.tr

Telephone

Introduction

We are currently undertaking a study to explore the effect of different variables in the language learning classroom. This form will describe the nature of the study. Please take whatever time you need to discuss the study with the researcher. The decision to participate or not is yours. If you do decide to participate, please sign and date the last line of this form.

Background and purpose of the study

The focus of the research will be explained after the data is collected

Total number of participants

Four intermediate level grammar teachers will participate in the study.

General Plan

During the study, a tape recorder will be used to record your interactions with the students during 6 lessons. Instructional materials completed during class may also be used as part of the data. The lesson will follow the school curriculum and be no different from other lessons during the term.

Length of Study

The study will last for 10 lessons.

Confidentiality

Every effort will be made to keep the data collected confidential. We will disclose personal information about you only if required to do so by the law. However, we cannot guarantee absolute confidentiality. Whenever data from this study are published, your name will not be used.

Data Security

If information about your participation in the study is stored in a computer, the computer will not be part of a network and only the researchers will have access to the data.

New findings

If you would like us to, we will contact you to explain the results of our study after the study has been concluded.

Payment

You will not be paid for participating in this study. Your rights as a participant and your participation in this study is entirely voluntary. You have the right to leave the study at any time.

Problems and questions

Call or Email if you have any questions or problems about your rights as a research subject.

Withdrawal by researcher

The researchers may stop the study or take you out of the study at any time should they judge that you are no longer at the appropriate level for the study, or for any other reason.

Researcher's Statement

I have fully explained this study to the participating teacher. I have discussed the procedures and treatments and have answered all of the questions that the participant has asked.

Participant's consent

I have read the information provided in this Consent Form. All my questions were answered to my satisfaction. I voluntarily agree to participate in this study.

Your name**Your signature****Date**

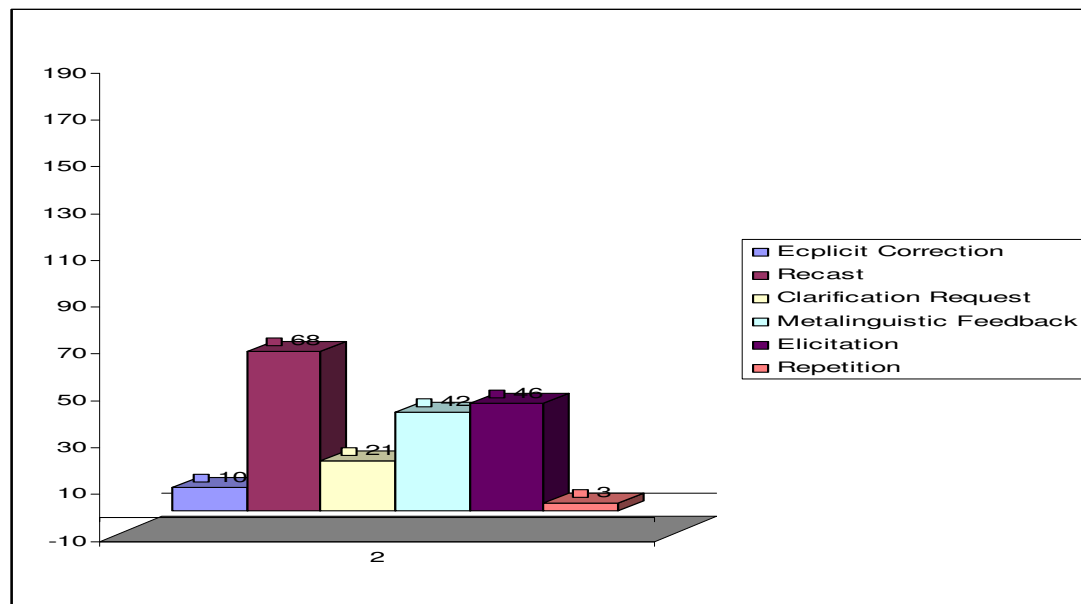
Appendix B: Transcription Conventions Used in the Study.

Symbol	Interpretation
Tuğçe:	Speaker' names separated from their utterances by colons, followed by a few blank spaces.
T:	Teacher.
S1: S2:	Unidentified Speaker.
Ss:	More than one or two speakers.
	One second pause.
	Two seconds pause.
	Three seconds pause. (The number of the sign shows the number of seconds.)
X	Incomprehensible item, one word only.
XX	Incomprehensible item, of phrase length.
XXX	Incomprehensible item, beyond the phrase length.
?	At the end of the utterances that express questions even if they are statements.
They...?	Fill in the blanks type statements.
@	Laugh.
@@	The numbers of the sign show the intensity of the laughs.
=	The speaker interrupts another speaker
*	The speaker corrects his or her own utterance

APPENDIX C: Date, Length of Time and Main Activities of the Day

Pilot study

<i>Level</i>	<i>Date</i>	<i>Length</i>	<i>Topic of the Day</i>
Intermediate Teacher 1	10/04/2006	45 +45	Unit 18: The passive Ads for Reader's Digest
Intermediate Teacher 2	12/04/2006	45 +45	Unit 18: The passive Ads for Reader's Digest
Intermediate Teacher 3	11/04/2006	45 +45	Unit 18: The passive Ads for Reader's Digest
Intermediate Teacher 4	10/04/06	45 +45	Unit 18: The passive Ads for Reader's Digest

Appendix D: Distribution of Corrective Feedback Turns

APPENDIX E:

TRANSCRIPTIONS

Teacher 1:28/1

TranscriptTextFeedback/Uptake

1. T: How are you?
 2. Sts: Hi
 3. S1: Hocam written performansı okudunuz mu?=
4. T: No (**The teacher notes**)
 5. S2: Sayın Hocam
|||
 6. T: Do you remember yesterday?
 7. Sts: Yes
 8. T: Good! Please stop talking okay!
 9. Sts: Okay
 10. T: I have a photocopy about the conditional sentences. okay! Conditional Sentences. There are forty exercises here. If you like, you can take it and photocopy for your friends for next Monday. Who wants to take it and make it photocopy?
- (The teacher handles the photocopy to one of the volunteers)**
|||
11. T: In the break, you can collect money okay? For the photocopy. How much is it? Thirty or fifty? Okay give your money to Fatih.
||
 12. T: Fatih will have photocopies for you for Monday. Okay?
 13. Sts: Yes
 14. T: Yes! What do you remember about yesterday?
 15. S3: If clause real and future.
 16. S4: If sentences was, modal will
 17. S5: Factual conditionals.
 18. T: Okay factual conditionals. Okay! If you are talking about general, general truth or habits, we use if clause but present tenses you use modals or imperatives. If you are referring to future in the result part do you remember? Again this is factual conditional but in this part we need to use future if you are referring to future tense. Clear?
 19. T: What else do you remember because I mentioned some details about the usage of if clauses.
 20. S1: Conditional sentences...
 21. S2: Unless
 22. T: Unless! What does it mean? Unless!
 23. S: If not

24. T: If not, very good okay! | Yes
25. S: If clause lar future olamaz.
26. T: Yes very good this is very important. In the if clause part, **Faruk**
|||
27. T: In the if clause part, we never use
future tense Okay? In present, in future,
and today we are going to learn some new type
of if clause, we never use future tenses in this part. Is it
clear?
||
28. T: Do you remember the last exercise we did yesterday?
29. S1: Yes, If or Unless
30. T: Yes
31. S2: If or Unless
32. T: If or unless. Okay! I heard some misunderstandings while doing
exercises. Please, open that page.
33. S: X X X
34. T: What are you doing? Do you remember the page?
35. St: 332
36. S4: 333' teyiz.
37. T: Please open page 332. In the second dialogue, what did you write?
38. S5: If
39. SS: If
40. T: If. Okay! "Don't worry if you have trouble, they will show you
what to do." Okay? If you **have trouble**, they will show you what to do
||||
41. T: In 3, what did you write?
42. SS: Unless
43. T: Unless. Okay! Four
44. SS: If
45. T: five
46. SS: Unless
47. T: Unless. Six
48. SS: If
49. T: If, seven.
50. SS: If
51. T: Eight
52. SS: If
53. T: Nine
54. SS: If
55. T: If. Okay! Can I ask you a question? For example, if the result clause,
If the result clause is in negative structure, do you need to use unless?
56. S1: Yes.
57. T: No, No, not necessarily. Meaning is important if you want to use unless.
You should look at the meaning. Then, decide if you need to use if or
unless. Structure is not important to decide. Be careful because yesterday
some of you told me that " Hııı in this part there was a negative structure,
so I use unless" Nooo . Okay?

58. S1: Hocam ben şeye baktım. If'de yani boşluk olan kısımda, diğer taraf olumsuzsa, eğer olumluysa öyle unless geliyor falan diye.
59. T: Please look at the meaning. It is okay. No problem, but structure doesn't tell us anything. Okay? Meaning is important, not the structure. If you, you understand the meaning, no problem.
60. S1: Hocam ben anlıyorumda, hani başka birinin anlaması açısından.
61. T: No, structure doesn't tell us anything. Okay?
llll
62. T: Do you have any questions?
63. S5: No
64. T: Yes, do you have any questions about factual conditionals?
65. SS: No.
66. T: Now, today we are going to start the new one. Unreal Conditionals.
Page 336.

(While students are talking with each others, the teacher writes some example sentences on the board)

67. S8: Hocam bundan önce real conditional mıydı?
68. T: Factual * factual conditional. Okay?

(Teacher writes some sample sentences to the board)

69. T: Okay. Can you please look at the examples? llllll
Look at the examples. If I lived in a palace, in a palace, I would give parties all the time.=
70. S1: =Palas'da yaşasaydım her zaman.
71. T: =Buckhingom Palace for example. Dolmabahçe palace, you know that. If I were you, I would work abroad. If we had enough money, we would buy the bigger house. If you got a raise, would you give me some money? Now when you look at the examples, llll when you look at the example, can you tell me the meaning?
Is it past or present?
72. S2: Present.
73. S3: Past.
74. T: Present or Past?
75. S5: Present.
76. T: Present, so why do we use the past simple tense? Why do we use the past simple if the meaning is present. Be careful! Why do we use **past tense**?
77. S6: Hocam past, bişey olsaydı yapardım ama yapmamış yani.
78. S3: Hocam anlamı present ama past olarak yapıyoruz yani anlamı presenta çeviriyoruz.
79. S4: Hocam o ana kadar gerçekleşmemiş olmamış, şimdi söylüyoruz.
80. T: Okay, wish, desire.
81. S4: Hocam şimdi ben arkadaşım ile konuşuyorum, mesela diyelim diyorum ki İşte ben üniversiteyi bitirseydim şöyle, şöyle olurdu veya çok zengin olsaydım şunlar şunları yapardım. O anda konuşma esnasında present ama şu an olmadı, dimi?

82. SS: @@@
83. T: If you wish something for the future Okay! , if you wish something for the future, If you really want something Okay? But at the present time if is not possible
but in the future, maybe, it can be. It can happen, it can occur **Okay?**
To show that, to show that now at the moment it is not possible but you wish it, **wish?**
84. S8: X X X?
85. T: No
86. S3: İstemek, keşke, keşke.
87. T: Want but you want it **for the future** and that is why we use the simple past tense, but the meaning is not past. Nothing is related to past here Okay?
|||
88. T: If I lived in a palace, I would give parties all the time.
Can you please translate it?
89. S4: Palasta yaşasaydım=
90. S5: her zaman parti verirdim
91. S6: =Yaşasam, her zaman parti verirdim.
92. T: Bunda nasıl bir anlam var. Palastamı yaşıyorum ben? Do I live in a palace?
93. S: Noo
94. T: No but I want to live in a palace.
95. SS: Yess
96. T: Yes, Okay! I want to live in a palace. I think it is a very good idea, but now **it is not possible, unreal.** This is not the situation Okay so I need to use the simple past tense. Is it clear?
97. SS: Yess
98. T: Look at the second example. If I were you, I would work abroad.
99. S: Senin yerinde olsaydım, yurtdışında çalışırdım.
100. T: Hımm. In which context? Is it real? X Is it possible that I can be you?
Is it possible?
100. SS: No
101. T: No but this is a suggestion. Okay? I want you to do this. It means if I were you, I would work abroad. Clear?
||
102. T: Now, the other example. If we had enough money, we would buy the bigger house. Do I have enough money?
103. SS: No
104. T: No, at the moment I don't have enough money, so how do I say it. This is unreal. I say if I had now I don't, but if I had Okay? I would buy. We would buy the bigger house. Okay? **I want to buy that house.**
|||
105. T: What about the last sentence? If you got a raise, Do you remember raise yesterday?
106. S3: Zam.
107. T: Zam. Very good. If you got a raise, would you give me some money? Do I have a raise?

108. S4: No,
 109. T: No, not yet I haven't got any raise Okay? Recently
 but I want you to get a raise
 110. T: Rule seven, rule seven. Use wish followed by a verb in the simple
 past tense. Ne kullanıyomuşuz "I wish" den sonra?
 111. S1: Past
 112. S2: Simple past.
 113. T: Anlam ne?
 III
 114. T: Want to be true now ne demek?
 115. S3: Şimdi gerçek olmasını isterdim.
 116. T: Şimdi gerçek olmasını isterdim dimi? Mesela keşke burda olmasam
 nasıl dersiniz? I wish=
 117. S4: I wish I didn't= live here
 118. S5: =live
 119. S4: I wish I didn't live in Eskişehir.
 120. T: Keşke burda **olmasam...?** **Feedback, Elicitation.**
 121. S6: I wish I wasn't at here, at here= **Uptake, Needs Repair, Different Error.**
 122. S1: I wish I wasn't here. **Uptake, Needs Repair, Different Error.**
 123. T: I wish, hiç was kullanmıyoruz. **Feedback, Metalinguistic Feedback.**
 124. Ss: I weren't here **Uptake, Successful Repair, Peer Repair.**
 125. T: I weren't here. I wish I weren't here. **T.C.**
 Keşke burda olmasam. Okay?
 Yes. Keşke öğrenci olmasam.
 126. Ss: I wish=
 127. S9: I wish I wouldn't be here.
 128. T: Hala aynı şeyi söylüyorsunuz, kesinlikle
 sadece past kullanıyoruz şu anda. Keşke
 öğrenci olmasam I wish I weren't a student.
 I wish I weren't= **Feedback, Explicit Correction.**
 129. S9: =Wouldn't olmaz mı hocam? **Topic Continuation.**
 130. T: Wouldn't oluyo ama kitap vermemiş kafanız çok fazla karıştırmayın,
 karışmasın diye bende vermek istemiyorum. Would dediğiniz zaman
 dikkatle dinleyin belki final sınavında çıkar would kullandığımızda
 şikayet ettiğiniz bir durum söz konusu oluyo. Yani eğer I would, I wish
 I would (**Teacher writes an example sentence to the board:** I wish she
 would turn down the music) I gelmiyo. I wish she would turn down
 the music bu ne demek?
 131. S8: Keşke müziğin sesini
 132. S4: Keşke müziğin sesini kısma
 133. T: Keşke müziğin sesini kısma, keşke müziğin sesini kısma. Eğer would
 kullanıyorsanız bu şu demek oluyo, ben şunu anlıyorum, hıı you are
 disturbed. Disturbed?
 134. S6: Rahatsız edici.
 135. T: You are not comfortable.
 Maybe you can not sleep. Maybe
 you can not study Okay?
 So you want it turn down. Okay? Is it

- clear? =Bu farklı. **Feedback, Recast.**
136. Ss: yes. **Uptake, Needs Repair, Acknowledgement.**
137. T: Couldu ne zaman kullanıyoruz. **T.C.**
I wish le couldu?
138. S7: Keşke yapabilseydim
139. T: I wish I could buy a car mesela evet ebilmek abilmek anlamı katıyosanız.
Keşke araba alabilsem. Keşke I wish= keşke geçebilsem mesela, ebilmek abilmek anlamında.
140. S8: I wish I could pass.
141. Ss: I wish I could pass.
142. T: I wish **I could.....**
143. S9: Pass
144. T: Pass yada pass. ||| I wish I could pass. ||| The exam Okay?
145. S5: Geçebilsem mi?
146. T: Ebilsem, çünkü couldu hatırlıyomusunuz? Ebilmek abilmek anlamı katıyo.
147. S: Geçebilseydim nasıl denir peki?
148. T: Onu görüceğiz ama pazartesi günü. O çok daha ayrı bir story, bunu çok daha iyi anlamanız gerekiyo.

Teacher 1:28/2

149. T: Fatih kapıyı kapatırmısın
150. T: Yes, ten.
151. Ss: ||||
152. T: Ender, ten.
153. Ender: Bendemi hocam.
154. Ss: @@
155. S4: Hayır.
156. T: **Ten**
157. S6: Ender sen değil ten.

(Ender gets the book from his friend)

158. Ender: Thought, but if we thought about the problem
cret * creatively, he could find the time,”
says Griime. (**pronunciation error**)
159. T: Grimes. **Feedback, Recast.**
160. Ender: Grimes. **Uptake, Successful Repair, Repetition.**
161. T: Twelf, Özgür.
|||
162. T: İlkay ,twelf
163. İlkay: Twelf, realise (**pronunciation error**)
164. T: realise **Feedback, Recast.**
|||
165. T: Okay please read the whole sentence. **Topic Continuation.**
166. İlkay: If complainers realise this, then they understood *

- understand that there will always be problems.
167. T: Excuse me again please **if.....?** **Feedback, Clarification Request.**
168. İlkay: If complainers realised
this= **(pronunciation error)** **Uptake, Needs Repair, Partial Repair.**
169. T: realized **Feedback, Recast.**
170. İlkay: **(He nodes his head)** realized this
then they understand that= **Uptake, Successful Repair, Repetition.**
171. T: =Why present, why present? **Feedback, Metalinguistic Feedback.**
172. S8: could **Uptake, Needs Repair, Different Error.**
173. S2: would, would yani **Uptake, Successful Repair, Peer Repair.**
174. İlkay: would understand. (Repetition of previous student' utterance.)
175. T: would understand. They would understand.
Fourteen. Furkan. **T.C.**
176. Furkan:If he insisted on a bigger apartment for his party, he may have wait for years
before having his whole family over for dinner.
177. T: Can we use may? **Feedback, Metalinguistic Feedback.**
178. S4: No **Uptake, Needs Repair, Acknowledgement.**
179. S9: No= **Uptake, Needs Repair, Acknowledgement.**
180. S4: =Might, you said last lesson. **Uptake, Successful Repair, Peer Repair.**
181. T: You can not use can, need or may but you need to use,
you have to use might, could, would Okay? **T.C.**
182. S4: Yes
183. T: Again. ||| Furkan again.
184. Furkan:Hangisi?
185. T: The same one. **If...?** **Feedback, Clarification Request.**
186. Furkan:If he insisted on a bigger apartment for
his party, he might have wait wait= **Uptake, Needs Repair, Same Error.**
187. T: he might have to **Feedback, Recast.**
188. Furkan:to wait for years before having=**Uptake, Successful Repair, Incorporation.**
189. T: =Okay. || Burçin.
190. Burçin:There is an old saying: "If wishes were horses, then beggars could ride."
191. T: Very good. Did you understand? Can is given but you can not use can.
We should use could so we change it. If wishes were horses then beggars
could ride. Okay?
192. Ss: Yes=
193. T: =Yes, any questions? Now we are going to do this second exercise,
exercise three orally. Don't write anything. Okay? No writing.
Just read the sentences, try to understand and use unreal, unreal conditional
Okay? To make sentences=
194. S7. ya
195. T: Faruk my husband not ambitious. That is why he doesn't ask for a rent, *
for a raise.
196. Faruk: My husband weren't ambitious=
197. T: If neredede? **Feedback, Elicitation.**
198. Ss: @@@
199. Faruk: If my husband were not
ambitious,||| **Uptake, Successful Repair, Incorporation.**
200. T: Shall we look at the example together. I am

- so busy. That is why I don't read bedtime stories to my little girl. If I weren't so busy I would read bedtime stories to my little girl. Şimdi ilk cümlede present tense değilmi hepsi. Çok meşgul olduğum için küçük kızıma akşamları hikaye okuyamıyorum diyo. Keşke öyle olmasa diyeceksiniz yani eğer meşgul olmasam yine şu andayız bişey değişmiyo ama yapmayı istediğiniz bişeyi ifade ediyosunuz past kullanmanızın sebebi o. Eğer ben meşgul olmasam okurum diyeceksiniz ama meşgulüm okuyamıyorum.
- Is it clear? **Feedback, Metalinguistic Feedback.**
201. S6: Yes **Uptake, Needs Repair, Acknowledgements.**
202. T: Şimdi bakın nasıl yapmış. If I weren't so busy, I would read bedtime stories to my little girl. Şimdi diyoki my husband is not ambitious. Do you remember ambitious?
203. S7: arzulu
204. S4: hırslı hırslı
205. T: Hırslı demek arzulu değil, hırslı demek eğer hırslı değil o yüzdende zam istemiyor. Ne diyeceksiniz ah keşke **kocam.....?** **Feedback, Elicitation.**
206. Ss: mutlu olsaydı **Uptake, Needs Repair, Use of L1.**
207. S5: If my husband were= **Uptake, Needs Repair, Partial Repair.**
208. T: =Artık yap Faruk bir seferde. **Feedback, Clarification Request.**
209. Faruk: If my husband were ambitious, **Uptake, Successful Repair, Self Repair.** he would ask for a raise. (**pronunciation mistake**)
210. S8: raise
211. Faruk: raise
212. T: Very good. If my husband were... was mı were mü?
213. Ss: were hocam
214. T: were ambitious he would ask for a raise. Bilal burdaydı değilmi?! Yes
215. Bilal: I am not in shape. That is why I don't play sports. Shape ne demek?
216. T: I am not in shape. Devamına bak. That is why I don't play sports. // Formumda değilim I am not in shape formda değilim yani hamım. O yüzden spor yapmıyorum diyo.
217. S2: Eğer formda olsaydım yapardım diyo.
218. T: Çok güzel, eğer formda olsam. If I were in shape.....?
219. Bilal: I could play sports.
220. T: Güzel could da olur would da olur burda. İkiside olur.
221. S3: Hocam X X X
222. T: Ama burda in shape to be in shape. Tuğçe.
223. Tuğçe: If I had enough time I would plan to study for the exam.
224. T: Ama orda continuous kullanmış, continuous kullandığına göre ne yapabilirsiniz? **Feedback, Metalinguistic Feedback.**
225. Tuğçe: I was going to plan. **Uptake, Needs Repair, Different Error.**

226. Aycan: I would be planning= **Uptake, Successful Repair, Self Repair.**
227. T: Aferin Aycan again please. **T.C.**
228. Aycan: I would be planning.
229. T: I would be planning to study for the exam.
230. S8: hocam yapabilmeliydim nasıl deriz?
231. T: Onları hep haftaya görücez.
232. S7: Hocam ben yapabilir miyim?
233. T: yapabilmeliydim ama yapamadım. Onlar hep haftaya. Okay five. Who hasn't spoken yet today?
234. S2: Gözde hocam.
235. Gözde: Aslında konuştum ama konuşabilirim yine
236. T: I remember you were the first person who spoke in the first hour. Yes.
237. Gözde: If I were If were too old ||| If I weren't too old, I would =
238. Ss: =be
239. Gözde: I would be going back to school.
240. T: Very good I would be going back to school. Very good because there is continuous there.
241. S9: hocam.
242. T: Ali
243. Ali: If my boss were explain things properly=
244. T: Again please I couldn't hear.
If my boss.....? **Feedback, Clarification Request.**
245. Ali: were explain **Uptake, Needs Repair, Same Error.**
246. S5: explained **Uptake, Successful Repair, Peer Repair.**
247. Ali: explained (Repetition of previous student' utterance.)
248. T: Again **Feedback, Clarification Request.**
249. Ali: Ha explained. **Uptake, Successful Repair, Self Repair.**
250. T: Baştan al. **Feedback, Clarification Request.**
251. Ali: If my boss were explained things properly **Uptake, Needs Repair, Same Error.**
252. Ss: @@@
253. Ali: pardon, pardon.
254. T: Sen ne diyosun biliyomusun? **Feedback, Metalinguistic Feedback.**
255. Ali: If my boss explained things probably, I could || Bisaniye arkadaşlar. I could do my job. **Uptake, Successful Repair, Self Repair.**
256. T: Again please.
257. Ali: If my boss explained things properly, I could do my job.
258. T: Şimdi ne demek istedin bi söyle bize bakalım.
259. Ali: @@@@ Diyoki hocam (**he asks the meaning of a word to his friend**)
Bu neydi
260. S6: ben bilmiyorum ki.
261. Ali: Bende bilmiyorum.
262. T: Properly tam olarak.
263. Ali. Tam olarak bişeyleri açıklasaydı, ben görevimi yapardım diyo. Öyle bişey.
264. T: Peki şu an yapabilir değilmi? Şu anda patronu çok net olarak açıklama yapmayan birisi dimi?
265. Ali: evet

266. T: Buda diyoki ah keşke patronum her şeyi tam olarak açıklasa bende işimi tam olarak yapabilsem diyo. Bakın geçmiş gitmiş bişey değil tamam mı? Patron iyi açıklamıyo genel tavrı o da işini iyi yapamıyo.
III
267. T: Okay Nurhan is asking a question. Alp III
268. Alp: If I were good at math,=
269. T: Fatih Nurhan is asking a question.
270. Nurhan:Hocam beinci soruda I could go dedik ya I would go deseydik yanlış olur mu?
271. T: Which one five?
272. Nurhan:Hı, İkinci tarafı I would X
273. T: No, No
274. Fatih: If I were good at math, I could balance my checkbook.
275. T: Again please.
276. Fatih: If I were good at math, I could balance my checkbook.
277. T: I co * would balance my checkbook. Could olur mu? Daha güzel olur. Could.
278. S8: Yapayım mı hocam?
279. T: Uğur
280. Uğur: I wouldn't. If, If I weren't feel...=
281. S6: didn't feel
282. Uğur: I weren't didn't feel
283. T: I weren't diye bişey yok. **Feedback, Metalinguistic Feedback.**
284. Uğur: I felt nervous all the time, I couldn't stop smoking. **Uptake, Needs Repair, Different Error.**
285. T: Arkadaşlar hiçbişey duymuyorum sizde duymuyosunuz oldu mu? **Feedback, Clarification Request.**
286. Uğur: Arkadaşım, If I didn't feel nervous all the time, I could stop smoking. **Uptake, Successful Repair, Self Repair.**
287. T: Very good. Okay! Exercise four. The wishes. The fishe's wishes. **T.C.**
288. S9: hocam If I felt nervous all the time past time var all the time diyo olur mu?
289. T: When I was a child I felt very bad all the time. Why not? Okay?
290. S3: Hocam bitirelim mi?
291. S9: bütün zamanlar geçmişle beraber kullanılıyo doğrumu?
292. T: Possible yes.
IIII
293. T: Muhammed, 3,2,3,4,5, all of them
294. Muhammed:I were başlıyorum. I wish I were a handsome prince. I wish I didn't live in the sea,
295. S9: Doğru,doğru
296. Muhammed:I wish I lived in a castle, I wish I didn't have to swim all day long.
297. T: very good, other page devam et.
298. Muhammed: I wish I were married to a princes, I wish the fisherman didn't come here everyday. Olmaz didn't come here, I wish his wife..=
299. T: =Niye olmaz?
300. M: Everyday olur mu?

301. T: Niye olmaz?
302. M: Past kullanıyorum ya.
303. T: Umut bu sayfadamı çıkmamış?
304. Umur: Hocam kırkaltıya kadar yok orda.
305. T: Nerde olduğumuzu bilmiyormusun peki?
III
306. T: Tamam geçin birilerinin yanına hadi mesela biriniz Halil İbrahimin yanına gelin birinizde şuraya gelin gel çabuk çabuk çabuk çabk gel.
307. S2: Kırkdörtde değilmiyiz hocam
308. T: Evet göster. Sende?
309. S11: Evet geç sende X nın yanına
310. S4: Hocam Sertaç devamsız niye geçiyo?
311. Ss: @@@@
312. T: Devam et.
313. Umur: I wish his wife didn't want more, I wish she were satisfied, I wish they leaved me alone.
314. T: **They.....?** **Feedback, Elicitation.**
315. Umur: ...left me alone sorry. **Uptake, Successful Repair, Self Repair.**
316. T: Evet **T.C.**
317. S14: hocam sekizde I wish his wife =
318. T: = didn't always want more
319. S14: ha always var dimi?
320. T: five you have five minutes to do exercise five very quickly. You can write. Exercise five, five minutes.
IIII
321. T: **(teacher wanders around the classroom)** Alp where is your book? Where is your book?
IIII
322. T: Sende Kezban.
323. Ss: @@@@
324. T: Yaz hadi. Hayır yazıcaksın.
325. S11: If you were X X How would you feel if you were..=
Incomplete but potential for error.
326. T: Excuse me? **Feedback, Clarification Request.**
327. S11: If you.. **Uptake, Needs Repair, Same Error.**
III
328. S9: Needed mı alıyo hocam? **T.C.**
329. T: İlkay If never changes **(teacher looks at the student's book)**
330. S9: Needed mi alıyo.
331. S2: evet
(Teacher nods)
332. S8: hocam didn't have yerine haven't gelirmi?
333. T: didn't have yerine mi? Didn't havell
334. S8: evet
335. T: yerine?
336. S8: haven't
337. T: Niye

338. S8: Bilmem
339. T: Diyemezsin.
340. S8: teşekkürler.
341. S3: hocam
342. T: **(teacher looks at the students book and read the sentence)** How would you feel if you never needed to sleep.
343. S7: Needed dimi hocam?
344. T: hı || Niye negatif yaptın öylemi yapın diyo size.
|||
345. T: Hayır 'negative' yapın demiyo.
346. T: Gözde
347. S3: Gözde susarmısın.
348. Gözde: Bişey soruyorum ama bişey anlamaya çalışıyorum.
349. T: Bana sor.
350. Ss: @@@@
351. Gözde: Hocam sekizde dokuzda would demiş ya ona would'lamı başlaycaz?
yoksa could'lamı
352. T: If demiş would kullanabiliyomuyuz?
353. S15: hayır
354. T: If you could build anything what would it be, what would it be?
Bişey yapabilsen diyo orda ebilmek abilmek anlamı katmak için kullanıyorsunuz ama can olmuyo Okay could kullanırsanız daha uygun if you could.
355. T: Finished?
356. Ss. Yes
357. S4: Hocam bişey sorabilirmiyim?
358. T: yes
359. S4: Hocam passive de olumsuz olduğunda fiilin üçüncü halini kullanabiliyomuyuz?
360. T: Passive de
361. S4: Olumsuz olduğunda fiilin üçüncü
362. T: Hep past participle hiç bi değişiklik yok. Passive de her zaman past participle bide nerde past participle hep?
363. Ss: ||
364. T: Perfect modallarda. Could have ler var ya hep **(teacher coughs)**
365. S17: past participle.
366. S5: Yapıyım mı hocam ya?
367. T: Onur two.
368. Onur. What would you do if you were be the leader of this country?
369. T: If you were..? **Feedback, Elicitation.**
370. Onur: Pardon if you were the leader of
this country. **Uptake, Successful Repair, Self Repair.**
371. T: If you were the leader of this country, Mert. **T.C.**
372. Mert: How would you feel if you never needed to sleep.
373. T: Very good. Tuğçe.
374. Tuğçe: What you do if you had more free time?
375. T: Excuse me? **Feedback, Clarification Request.**
376. Tuğçe: What should you do if you had more

- free time? **Uptake, Needs Repair, Different Error.**
377. T: What **would you do** if you had more free time? Sertaç. **Feedback, Recast.**
|||||
378. Ss: @@
379. T: Furkan **Topic Continuation.**
380. Furkan: What would you do if you could swim like a fish.
381. T: Very good. Zeliha.
382. Zeliha: What would you do if you didn't have to work.
383. T: Very good. İrem.
384. İrem: Where would you travel if you had ~~ııı~~ had a ticket anywhere in the world.
385. T: Okay eight Okan.
386. Okan: If you could build anything would were built.
387. T: Again please if you could build anything what...? **Feedback, Clarification Request.**
388. Okan: What were it, şey=
Uptake, Needs Repair, Different Error.
389. S6: What would it be. **Uptake, Successful Repair, Peer Repair.**
390. Okan: what would it ll be (Repetition of previous student' utterance.)
391. T: Nasıldı söyle şimdi.
392. Okan: what would it be?
393. T: Bi daha.
394. Okan: what would it be?
395. Ss: @@
396. T: What would it be bişey inşa edebilseydin bu ne olurdu? Kadir.
397. Kadir: If you could meet a famous person who did you want wanted to meet?
398. T: **(Teacher uses his gestures) No** **Feedback, Metalinguistic Feedback.**
399. S2: Would mu olacak? **Uptake, Needs Repair, Use of L1.**
400. S4: Who would you. **Uptake, Needs Repair, Partial Repair.**
401. S5: Who would you want to meet. **Uptake, Successful Repair, Peer Repair.**
402. T: Again please. **T.C.**
403. S6: Who would you want to meet.
404. Kadir: If you could meet a famous person who could you do you want to meet.
405. T: Hı (teacher smiles) who would you, who would you, who would you want to meet? If you could meet a famous person who would you want to meet. **Feedback, Recast.**
Any questions? **Topic Continuation.**
406. Ss: No.
407. T: Şimdi ne yapcaz biliyomusunuz?
408. S8: hocam could gelebiliyo X X X
409. T: ikinci kısma could geliyo
410. S8: Orda yazdınız
411. T: yani o ability anlamı veriyosa gelebiliyo zaten orda bi problem yok ama future ve would gelmiyo. Şimdi seçtiğiniz kişilere sırayla bu soruları sorucaz bakalım nasıl cevap vericekler kullanabileceklermi bu unreal conditional ları.
For example two. Kim ikinci soruyu sormak ister.
412. S13: Ben.

413. T: Sor, kime sormak istersin. Who do you want to ask?
414. S13: @@ Fatih What would you do if you were the leader of this country?
415. Fatih: I wish I want to kill all of the Kezbanzs.
416. Ss: @@@
417. T: Excuse me, llll güzel şimdi bunu
doğru yapıyla söyle. **Feedback, Metalinguistic Feedback.**
418. Fatih: I would kill all of the Kezbans X **Uptake, Successful Repair, Self Repair.**
419. S13: I would kill all of the Kezbans hı hı
420. Ss: @@
421. T: Kime sormak istiyosun üçüncü soruyu? **T.C.**
lll
422. T: Hadi sor Endere çabuk.
423. Fatih: Kime sorayım hocam?
424. T: Soruyu mu anlamaya çalışıyosun?
425. Fatih: What would you do if you could swim like a fish?
426. S12: Üçü soruyosun . Üçü atladın.
427. Fatih: How would you feel if you never needed to sleep?
428. Ayşe: I would feel bad.
429. T: Very good, I would feel very bad. Gözde asks Özgür.
430. Gözde: What would you do if you had more free time.
431. Özgür: I would do more social activities.
432. T: I would join more social activities. Okay **Feedback, Recast.**
Özgür asks Alp **Topic Continuation.**
lll
433. T: Alp hasn't spoken yet today.
434. Özgür: What would you do if you could swim like a fish?
435. Ss: @@@
436. T: Çok kötü bi soru.
437. Ss: @@@@ XXX
438. Alp: X X
439. T: What would you do if you could swim like a fish?
I would...?, for example.
440. Alp. (**Alp nodes**) tamam anladım. I would meet denizkızı.
441. T: very good.
442. Ss: @@@
443. T: Okay Alp. Ask Okan.
444. Alp: What would you do if you didn't have to worry.
445. T: If you didn't have to pass hazırlık diyelim ona. What would you do if
you didn't have to pass prep school.
446. Okan: ll
447. S7: Go back home
448. T: I would...? **Feedback, Elicitation.**
449. Okan: I would travel..= **Uptake, Successful Repair, Peer Repair.**
450. S8: =bu soruya cevap verme
451. Okan: I would travel to ll
452. T: Excuse me
453. Okan: I would travel world.
454. S4: Hı?

455. Okan Olma.. @@@
456. S7: I would go back to my home.
457. Okan: Hazırlığı geçemezsem. Ben bu soruyu=.
458. S4: Geçmek zorunda olmasan.
459. Okan: ha
460. S5: Hazırlığı okumak zorunda değilsin yani.
461. S14: I would marry.
462. Ss: @@@
463. Okan: I would go my hometown.
464. T: Very good I would go to my hometown very good. **Feedback, Recast. Topic Continuation.**
Okay Okan. Ask Sertaç.
465. Okan: Where would you travel if you had a ticket for anywhere?
466. Sertaç: I would travel Colombia.
467. T: I would travel to Colombia. **Feedback, Recast. Topic Continuation.**
Devamında söyle bakalım.
468. Sertaç: I would travel to Colombia If I had a ticket for anywhere in the world.
469. T: Very good. Ask Umut.
470. Sertaç: If you could build anything, what would it be?
471. Umut: I would build a car that is which X some X:
472. T: Ama car build edilmio. Başka bişey söyle. yani car factory falan diyebilirsiniz. Build, build edilen şeyler. Make olabilir, design olabilir car için ama build olmuyo. **Feedback, Metalinguistic Feedback.**
473. Umut: I would build a big center. **Uptake, Successful Repair, Self Repair.**
474. T: A big center. What kind of center? **Feedback, Elicitation.**
475. Umut: Shopping center. **Uptake, Successful Repair, Self Repair.**
476. T: Shopping center ya I would, I would build a **T.C.**
big shopping center if...?
477. Umut: If I could, If I could build anything.
478. T: Very good. Now, ask Halil İbrahim.
479. Umut: If you would meet a famous person who would you want to meet?
480. T: If you would meet a famous person who would you want to meet? Who would you like to meet?
481. Halil: I would meet Zekeriya Beyaz.
482. Ss: @@@
483. T: X X I wish I...?
484. Halil: would
485. T: not would **Feedback, Metalinguistic Feedback.**
486. Halil: meet. **Uptake, Needs Repair, Different Error.**
487. T: I..? **Feedback, Elicitation.**
488. Halil: met. **Uptake, Successful Repair, Self Repair.**
489. T: I wish I met Zekeriya...? **T.C.**
490. Halil: Beyaz.
491. T: Why?
492. Halil: I love him.

493. Ss: @@
494. T: Okay Halil İbrahim asks İlkay. The first question.
495. Halil: What would you do if you were a millionaire? (**pronunciation mistake**)
496. T: millionaire, millionaire **Feedback, Recast.**
497. Halil: Neyse, her neyse **Topic Continuation.**
498. İlkay: First of all I would buy, build a palace for me. I would invite my friends and take a party.
499. T: Give a party. **Feedback, Recast.**
500. İlkay: Give a party. **Uptake, Successful Repair, Repetition.**
501. T: I would build a palace and I would give a party for my friends and I would give parties all the time. Okay ask Tuğçe. The same question, ask Tuğçe. **T.C.**
502. İlkay: What would you do if you were the leader of this country?
503. T: What would you do if you were the leader of this country. For example, what would you do if you were the Prime Minister of Türkiye? Or If you were the president of Türkiye, what would you do?
504. Tuğçe: If I were the leader of this country, I would make a , * make many, kimsesiz çocuklar şeyi var ya hani, çocuk esirgeme kurumu falan onu nasıl söylücez?
505. T: Students' Centers. **Feedback, Recast.**
506. Tuğçe: Students' Centers X **Uptake, Successful Repair, Repetition.**
507. T: To protect them. Incomplete sentences are not considered as error.
508. Tuğçe: || (**Tuğçe nods**)
509. T: Ask Ayça.
510. Tuğçe: Ayça, How would you feel if you never needed to sleep?
511. T: How would you feel if you never needed to sleep?
512. Ayça: I would feel nervous and, nervous and bad all time.
513. T: Very good I would feel very nervous and feel all the time. Is it clear? What would you do? How would you feel Okay?
514. Ss: Yes.
515. T: Now the last exercise for today page three hundred forty five. You do it and we can go.
||
516. T: How many mistakes are there?
517. S7: Six.
518. T: Six. How many have already been done?
519. S7: Yedi tane,
520. T: Finish and we can go.
521. S5: 5 tane var.
522. S9: Okay.
523. T: And don't forget to come to the classroom with your book on Monday. This is very important, Okay? Unreal conditionals but not present, past Okay? Past unreal conditionals on Monday. It is very very important, and Fatih don't forget to bring photocopies.
524. Fatih: Hocam Pazartesi günü gelmiycem.
525. T: So why did you get it?

526. Ss: @@@@
527. S5: O zaman fotokopiyi sen Cuma gümü dağıtırsın.
528. T: Give it to me.
529. Fatih: Cuma dağıtıcam. ha tomorrow can you do it?
530. Fatih: Yes.
531. T: tomorrow Okay than tomorrow do it. Friday so everybody remembers to bring their photocopies on Monday. Okay.
532. S4: Pack yapmıycamı?
533. T: Sorry.
534. S4: Pack
535. T: Pack yarın. we are going to to do it. You know I told you we have a pack week Okay and then a revision week, but last two weeks Okay? At the end of the semester. If we have time we will do them.
536. T: III (**teacher cleans the board**) Kezban have you found all of the mistakes?
537. Kezban:III
538. T: Umut finished
539. Umut: Bi tane bulamadım Hocam.
540. T: Five mistakes Ender have you found all of them? IIII Finished?
541. Ss: Yes.
542. T: Okay.
543. İlkay: Ben söyleyim.
544. T: What would happen to the women if all the men in the world disappeared? Did you understand the question?IIII Did you understand the question? What would happen to the women if all the men in the world disappeared?
545. S8: Bütün erkekler=
546. T: = Bakın böyle bişey olması ihtimali yok ama olmasını istiyorsanız bunu ne yapıyorsunuz unreal conditional present da soruyosunuz. Ne olurdu diyo bütün dünyadaki, kimler yok olsaydı
547. S9: Erkekler yok olsaydı
548. T: Erkekler yok olsaydı kadınlara ne olurdu?
549. Ss: Hiç bişey olmazdı
550. T: Nothing. What would happen to the men if there were no women? Hiç kadın olmasaydı ne olurdu?
551. S7: Erkekler olmazdı hocam
552. T: Çok doğru.
553. S14: Erkeklerde olmazdı.
554. T: According to Wiley. Arkadaşlar hataları söyleyin anlamı sizi Ilgilendirmiyö herhalde. Evet söyle.
555. S7: When yerine if.
556. T: Nereye? When yerine if diyo do you agree?
557. S5: No
558. S4: No
559. S2: Yes
560. T: Yes,
561. S4: hayır
562. T: yes. In the first paragraph, what would happen to the men if there were no women?
563. S5: Yess

564. S8: Ama when de olmazmı?
 565. T: hayır olamaz.
 566. S8: X X
 567. T: Neden?
 568. S: X X X
 569. T: Evet çünkü orda if 'clause'un 'would'u var. Kesinlikle if olmak zorunda Okay? In the second paragraph Alp.
 570. Alp: Second paragraph. If men and women lived..=
 571. T: lived mi?
 572. Ss: Yes,
 573. T: Niye?
 574. S6: Öbür taraf past hocam.
 575. T: Öbür taraf past falan değil öbür tarafta would be var da o yüzden tamam mı? Öbür taraf would bu taraf past oluyor. Uğur.
 576. Uğur: If women didn't control them men would start more wars.
 577. T: Öyle mi?
 578. Ss: Yes
 579. T: Didn't olduğu için Okay? Onur. llll Faruk çık dışarı topla pılını pırtını hadi çık dışarı biraz rahatla.
 580. Faruk: Hocam böyle iyiydik.
 581. T: Uğur
 582. Uğur: If I were you hocam.
 583. T: I weren't diyo demi?
 584. Ss: yes.
 585. T: Yes great. Burçin.
 586. Burçin: X X X
 587. T: the world would olacak. Any questions?
 588. Ss: Nooo
 589. T: Arkadaşlar kolay diyosunuz ama sınavlarda en çok hata bu typ tan çıkıyo. Anlam çok önemli özellikle writinglerde çok dikkat etmeniz lazım. Anlam present aslında ama maalesef yapı past.

Teacher 3:28/5

00:10:05

(The students listen the tape-recording about two candidates running for a mayor of a large city, and the teacher stops the tape-recording as they listen when he wants to ask a question about the text.)

590. **Tscript:** Four years ago I promised to create a government that you could count on. Today, after four years as mayor of this great city, I am proud to say

that we have come a long way, but the job is not finished. If I am reelected, we will finish the work we started four years ago.

(teacher stops the tape.)

591. T: Okay, let's me ask you questions. What does count on mean?
 592. S5: ee=
 593. T: Rely on. Remember yesterday=
 594. S7: =rely on
 595. T: rely on, remember.
 596. S4: trust.
 597. T: trust, trust, yes, hı hı count on means trust.
 ||
 598. T: What is his job? What does he do now?
 599. S3: mayor.
 T: yes he is a mayor, hı hı now he is a mayor but yes he is again a candidate for the next election, for the second time. Okay.
 600. S9: And he is reelected.
 601. T: If he is reelect * reelected, **he will ...?** **Feedback, Recast.**
 602. S5: finish. **Uptake, Successful Repair, Peer Repair.**
 603. S8: finish the work
 604. T: Yes, he will finish his work.

(teacher starts the tape again.)

00:11:03

00:11:28

605. Tscript:Many of those jobs could be filled by citizens of our city if we prepare them, but they won't be ready unless we improve our school system now. My...

(Teacher stops the tape)

606. T: Okay his first priority is education=
 607. Ss: education.
 608. T: Priority..?
 609. Ss: Öncelik. Bravo, öncelik.
 |||
 610. T: Priority, öncelik.
 611. T: Okay what is the problem in the city || according to the paragraph.
 612. S6: live in bad condition.
 613. T: I am sorry. **Feedback, Clarification Request.**
 614. S6: To live in bad condition. **Uptake, Successful Repair, Self Repair.**
 615. T: Very good. They want to leave bad conditions and they need educated people | for jobs, so he says I will educate people.

(Teacher starts the tape again.)

T.C.

616. **Tscript:** ... second priority is housing. It won't do any good to provide jobs if people continue to live in bad conditions . We must rebuild housing in our city neighborhoods. My opponent talks about a "war on crime." I agree that violent crime is a problem, but we're not going to solve the social problems in this city unless we house people better.

(teacher stops the tape)

617. T: Okay the second point is housing. Housing **means...?**
618. S4: (*bina*), yapı
619. S8: (*Evler*) gibi bişey.
620. T: Ya giving people houses hı hı making people live in good houses. **Feedback, Recast.**
|||
621. T: And he says my opponent talks about... **Topic Continuation.**
Who is the opponent?
622. S3: seçim
623. T: Noo, || Noo, opponent means **Feedback, Recast.**
the opposite side. Ya hı
624. S8: Rakip. Gabriella Soto **Uptake, Needs Repair, Use of L1.**
625. S11: X
626. T: ya for instance Fenerbahçe is the opponent of Galatasaray.
627. S4: (*Çok büyük X*)
628. Ss: @@

00:13:28

00:14:04

629. T: Okay, Let's look at the last sentence. We are not going to solve the social problems ,if we... if we don't house people better. Okay? If we don't keep... if we don't give people good houses, we won't solve this problem. Okay the last point.

(teacher starts the tape again)

630. **Tscript:** If our city offers an educated work force, business will thrive here. This will provide more money to rebuild housing. If our citizens have decent homes, then our neighborhoods will become healthy again. These problems won't go away quickly, but if we work together, we will solve them. I urge everyone to get out and vote on election day. Unless you vote, you will not have a say in the future of our great city.

(teacher stops the tape again)

631. T: Okay a word “thrive” **(teacher writes the word to the board)**
632. S7: Develop olabilir mi?
633. T: Yes it means to develop, to improve
634. S7: Attım tuttu.
|||
635. T: Thrive, get better. Okay (*Baker*) says if we have educate *
educated people work, prisoners will improve in the city.
So we need educated people. And, the second word “decent” decent
means...?
636. S4: good.
637. T: Good, clean, nice, hı hı. Decent good, clean, nice.
|||
638. T: How can neighborhood become healthy?
639. S9: XX
640. S5: citizens have enough houses.
641. T: Yes if citizens have enough houses, then
they will become healthy. **Feedback, Recast.**
||
642. T: Okay, and they will solve all the problems. **Topic Continuation.**
How can they solve the problems?
643. S4: If they work. Incomplete, but potential for error.
644. T: If they work...? **Feedback, Elicitation.**
645. S4: together **Uptake, Successful Repair, Self Repair.**
646. S5: together. (Repetition of previous student’ utterance.)
647. T: good if they work together, if they work altogether, **T.C.**
they can solve the problems. | Okay?
648. T: Any words? Urge..?

00:16:35

00:20:16:

649. **Tscript:** Today, street crime has made many people afraid to leave their homes. If I am elected, I will give neighborhoods back to their citizens. A lot of violence is being committed by young offenders. My administration will say to them: If you want to stay out of trouble, we will help you do that, but if you do the crime, you will do the time. If you commit a violent crime, you will go to jail and serve full sentence. **(the second candidate)**

(teacher stops the tape)

650. T: Okay, what is her first priority?
|||
651. S3: XX
652. S7: He will give neighborhoods..

653. S9: back to their citizens.
654. S11: back to their citizens.
Okay, neighborhoods hı hı and...?
655. S7: back to their citizens.
656. T: violent crimes hı
657. S9: committing.
658. T: yes, she says if I am elected I will solve the problem of crime.
659. S7: XXX
660. S9: Administration ne demek?
661. T: Okay my administration means=
662. S4: Amacı falan X
No, administration means management.
663. S11: (*Do you mean*) management.
664. T: Yes hı hı my management I and my assistance
||
665. T: My administration will say to them * to whom?
666. Ss: ||
667. T: My administration will say to them * to whom?
668. S4: Criminals.
669. T: hı hı to criminals. Very good. **Feedback, Recast.**
|| **Topic Continuation.**
670. T: Offenders mean criminal. Do you see offenders?
One two three, two, I am sorry fourth one. Offenders.
||
671. T: Criminal. Someone who commits a crime. And they
will say If you want to stay out of trouble,* If you want
to keep away from crime, trouble came, we will help you.
This sentence very interesting. If you do the crime, if you
commit the crime, you will do the time. What does it mean?
672. Ss: ||
673. T: This is an idiom. If you do the crime, you will do the time.
674. S4: zaman (*tabi*)
675. S6: Suç işlersen.
676. T: Yes if you do the time, you will be punished. ? **Feedback, Recast.**
677. S11: Zaman. **Uptake, Needs Repair, Use of L1.**
678. T: You will do the time means
you will be punished. **Feedback, Recast.**
|||
679. T: Bu bindokuzyüz altmışlardan gelen bi
söz gibi bi şey **Topic Continuation.**
gençlerin arasında söylene söylene gelmiş.Yani ceza işlersen
suçu çekersin, suçunu çekersin.
680. S12: Suç işlersen cezayı çekersin.
681. T: Öylemi yanlış mı söyledim?
682. S12: Ceza işlersen suçu X
683. T: Suç işlersen cezayı çekersin.
684. Ss: @@
||

685. T: Anlaştık mı do the time? || If you commit a violent crime, you will go to jail and serve your sentence. Sentence..?
686. S5: cümle
687. T: Sentence cümle ama burda cümle değil.
688. Ss: XX
689. T: Ceza demek sentence.
690. S5: Punishment
691. T: Punishment. Life sentence..?
692. S13: hayat.
693. S5: Müebbet.
694. T: Müebbet.
695. S5: Ağırlaştırılmış müebbet. Ömür boyu hapis (**students talks to his classmate next to him.**)
696. T: Sentence in diğer bir anlamı punishment aklınızda olsun.

(teacher starts the tape again.)

697. **Tscript:** If I become your mayor, I will put more police on the streets and set up a cooperative program between police and communities. Together we will fight for every street and every house, and together we will win. This will be my first priority if I am elected, but our young people won't avoid crime unless they hope for their futures. That is why my second priority as mayor will be to bring business back to our city. My opponent raised taxes as soon as he took office four years go. As a result many businesses left town. If we lower taxes, they will return. If business return, our youth will have the hope of finding jobs, and if they have the hope of finding hope, they will not turn to a life of crime. I urge you to vote for me next...

(Teacher stops the tape.)

698. T: Okay. What is her second priority?
699. S3: raise taxes
700. S4: Goods (*conditions*)
701. T: Ya she (thought) solving crimes, she will put more police
702. S5: They will (*try to*)
703. T: Ya
704. S9: Hocam set up cooperative program, neyi kuracaktı.
705. T: I am asking this hı hı
||
706. T: Where is it? Hı Co. Cooperative comes from cooperation. İşbirliği.
707. Ss: Evet
708. T: So the people and the police will work together she says. They will work together.
||
709. T: Okay what is her second priority?
710. S3: business
711. S7: (*Raising*)
712. S4: Business.

713. T: Business, okay. Factories, shops left town. Why?
 714. S15: Because the tax
 715. T: previous
 716. S15: mayor raise tax.
 717. T: Taxes Okay hı hı. Daniel raises taxes **Feedback, Recast.**
 Okay so the factories left the town ,
 and she will bring the factories
 back to town. How? **Topic Continuation.**

(teacher points the floor with his thumb)

718. S6: She will decrease the taxes.
 719. T: Okay she will decrease the taxes. If she decreases the
 taxes, the business will come back

00:38:53

(teacher writes sample sentences to the board)

720. T: You will get ill unless...?
 721. S3: You stay.
 722. S16: (you live not) you carry yourself
 723. S14: you walk on the floor
 724. T: You... XX
 725. S7: He take care of themselves.
 726. T: Bi saniye they XX mi
 727. S7: You take care of yourself
 728. T: Okay you take care of yourself.
 It means if you don't take care of yourself you will get ill.

729. **Teacher 3: 24/6**

730. T: Elçin
 731. Elçin: Stop worrying. Unless the bus doesn't come right away, I will take a taxi.
 732. T: I will take a taxi. If, Buket.
 733. Buket: If he wins, he will improve the school system.
 734. T: If he wins. That is Okay.=But itirazmı var || yok. Yedi if, Okay sekiz
 Bayram.
 735. S4: Unless.
 736. Barmaid really hope Soto wins. Me too. I am going to be very unhappy
 if she lose
 737. Ss: @@
 738. Bayram: If she lose.
 739. T: If she loses diyelim. **Feedback, Recast.**

- Çünkü kayberse çok
üzülücem diyo. Demek ki
o' da Soto'nun (The explanations are not related with the error)
kazanmasından yana I hope.
Me too diye cevap vermiş. Dokuz why? Serdar.
740. Serdar:

00:35:13

741. T: Okay, what can be done in these centers?
742. Ss: III
743. T: Who can go there?
744. S3: Sports=
745. S5: =Social
746. T: Sports..? **Feedback, Repetition.**
747. Ss: No **Uptake, Needs Repair, Acknowledgements.**
748. T: Children.
III
749. T: No, not XXX they can spend time. Will she close health
Centers at six o'clock?
750. Ss: No
751. T: No why not?
752. S9: Nine o'clock
753. Ss: Nine o'clock.
754. T: Nine pm. Okay, she will keep them open until nine pm,
because nine on * nine on the weekend because...?
III
755. T: Why is she going to keep these health centers until nine pm?
IIII
756. T: Because working mothers can not use them she says.
757. S6: Hıı
758. T: And is she going to raise teacher salaries.
759. Ss: Yess.
760. T: Yes. **Why?**
761. S3: expand higher education.
762. T: Yes, because to improve education because she wants **Feedback, Recast.**
to improve the education. Skilled and better teacher will
want to work here.
III
763. T: Is she going to raise the taxes? **Topic Continuation.**
764. Ss: No.
765. T: No. Why not? Actually she will not raise the taxes, she will lower the taxes.

00:36:56

Teacher 4: 28/7

00:17:41

766. T: What is Gabrieleala's priority?
 767. S4: Himm X
 III
 768. T: What will she do first if she is elected?
 769. S7: Güvenlik galiba.
 770. S8: yea, neighborhoods back to their citizens=
 771. S5: =Crime (**pronunciation mistake**), to lower
 the crime (**pronunciation mistake**)
 772. S1: to lower the crime (**pronunciation mistake**)
 773. T: She will try to lower the crime. **Feedback, Recast.**
 III
 774. T: Page thirty, three hundred thirty. There are twelve **Topic Continuation.**
 conditions about the text we have read.
 If Soto wins, she will lower taxes.

00:18:43

Teacher 4:28/8

775. S5: Hocam finished.
 776. T: Finished? III Okay, let's start. I have never voted before.
 I hope I can figure out how to use the voting
 machine. Don't worry...?
 III
 777. Selin: Ben
 778. T: Selin.
 779. Selin: If you have trob * trouble (**pronunciation mistake**),
 they will show you what to do.
 780. T: If you have **trouble** they will show you what **Feedback, Recast.**
 to do. II I really didn't feel like coming out tonight. **Topic Continuation.**
 Me neither. But we don't have any say today **at all...?**

(Teacher points one of the students)

781. S5: Unless we vote.
 782. T: Unless we vote. Okay

00:25:35

783. T: If Sara asks for me,
 784. S6: Will tell him
 785. S4: Tell him
 786. S6: Will tell him
 787. S2: Tell him I am coming home
 788. S7: Tell him
 789. T: Tell him I am coming home.
 Will tell him olmaz. **Feedback, Explicit Correction.**
790. S2. Emir cümlesi burda **Uptake, Needs Repair, Acknowledgement.**
 791. T: Demi özne yok burda. Emir cümlesi.
 Wille emir cümlesi olur mu?=
Feedback, Metalinguistic Feedback.
792. S7: No, Olmaz. **Uptake, Needs Repair, Acknowledgement.**
 793. T: Tell him I am coming home. **Feedback, Recast.**
 |||
794. T: If you had done what I told you, you...? **Topic Continuation.**
 795. S2: wouldn't have been
 796. S6: wouldn't have been
 ||
797. S4: wouldn't, wouldn't be
 798. S6: have been
 799. T: wouldn't...? **Feedback, Elicitation.**
 800. S2: have **Uptake, Needs Repair, Partial Repair.**
 801. S6: have been **Uptake, Successful Repair, Peer Repair.**
 802. T: have been. **T.C.**
803. S4: have XXX, ha they would be..
 804. S6: have done olmaz
 805. T: If you had done past perfect so we
 use in the result clause **Feedback, Metalinguistic Feedback.**
 wouldn't have been.
- |||
806. T: If my father exercised more...? **Topic Continuation.**
 807. S6: he would feel
 808. S4: he would feel
 809. S4: would feel. **Incomplete but potential for
 error.**
810. T: he would feel | better. **Feedback, Recast.**
 || **Topic Continuation.**
811. T: If you ...?
 812. Ss: listen.
 813. T: Then you will understand.
 |
814. T: If you don't stop talking...?

815. Ss: I will leave you.
816. T: I will leave you
817. S6: I wish they help him
818. S2: we had, we had
819. T: Wishi geçiyoruz, Yedi I would be able to meet with him..?
820. S4: Şey olucak XX
821. S6: I wish she were.
822. S2: Hocam altı C' mi
823. S8: If he had come
824. S5: If he had come
825. S3: came ||
826. S4: came olmaz mı?
827. T: Come, came, **come** üçüncü hali dimi? **Feedback, Explicit Correction.**
I would be able to meet with him
if he had come home after six o'clock. Doğru mu?
828. Ss: Yes **Uptake, Needs Repair, Acknowledgement.**
829. S4: Hocam past (olmıyacak mı) yedide XX **T.C.**
830. S6: A olucak hocam, could come.
Altıdamıyız
831. T: Yedideyiz
832. S4: Hocam Could come bence
833. T: Şimdi would have verb üç mü kullandık sadece
would mu kullanmış?
834. S4: Would kullanmış.
835. T: would kullanmış, o zaman if clause da simple past olucak=
836. S4: =simple past olucak
837. S6: Hocam altıda XXX
838. T: C
839. S2: Hocam bişey sorucam.
840. T: ne olucak peki bi dakika
841. S2: Hocam bende onu sorucam
842. S6: Could come
843. T: Could come dimi o da simple past. ||Saat altıdan sonra gelebileseydi,
onunla buluşabilecektim
||
844. T: (*ne soruyosun ki*)
845. S2: Şimdi cevabını aldım.
846. T: Hı
847. S4: Sekiz=
848. T: =we would invite you to come with us if we thought you..?
849. S5: you were ready
850. S4: You were x a long time but you never
851. S7: were
852. S11: You were olucak hocam
853. T: You were ready mi yoksa
||
854. T: Şimdi burda clause' ların ikisinide vermiş dimi
X demek ki başka bişey var.

855. S5: Evet (*bunu*) vermiş pastı vermiş
856. T: Zamanında orda olacağını düşünseydik..?
857. S5: Gene were olacak.
858. T: Seni davet ederdik
859. S5: Were galiba
860. T: Şimdi bak olacağını düşünseydik.
861. S1: were were
862. S6: were
863. T: Düşünse... If we thought you...? Olacağını
864. S6: were ready
865. S9: were
866. T: No (**teacher nodes**) **Feedback, Metalinguistic Feedback.**
867. S5: would, would **Uptake, Successful Repair, Peer Repair.**
868. T: Would (filan) Neydi olacağını gelecek zamanı **T.C.**
geçmişte kullanıyorsanız, ya was were going to' yu
kullanıcaktınız yada will yerine pastını
kullanıcaktınız. Yani burdaki would if clausin
içindeki yapıdan değil, sadece olacaktı diyebilmek
için future pasta kullanabilmek için. Zamanında orda
olacağını düşünseydik, if we thought you would be ready
on time, we would invite you to come with us.
|||||
869. T: He came over and watched our television even if...?
870. S6: he weren't
871. S4: Hocam past kullanılmış sadece o zaman past.
872. S12: Would
873. S17: Would be olamazmı hocam, e şıkkı
||
874. S8: Dokuz ne hocam şimdi
875. S5: denizli
876. S9: dur ya daha belli değil şimdi
||
877. T: Eve geldiğin de televizyon seyretti
even if ne anlama geliyo arkadaşlar?
878. S8: Olsa bile
879. T: Olsa bile. Yani biz evde olmasak bile gene film seyrederdi
dememiz lazım burda. He would came * come olması demesi lazım
bence
880. S6: Hocam X
881. S4: Hocam burası X olacak, burası da would come olacak.
882. T: Evet. Şöyle bişey gösteryo. He would come home and
watch television even if we weren' t home. Evde olmasak
bile eve gelip televizyon seyreder. |||| XX deki.
|||
883. Ss: XX
884. S7: Şimdi dokuz ne ben anlamdım. (**the student asks her classmate**)
885. T: Modalları kullanabiliriz. Sevmemize rağmen Sevemesek bile
886. Ss We had to eat

887. T: Akşam yemeği yemek zorundayız. We had to eat.
 888. S2: Hocam bu kadar yeter.
 889. S11: Hocam çok iyi gidiyo
 890. T: Evet arkadaşlar geri kalanını evde yapın.

00:31:56

Teacher 4: 28/9

(One of the students is reading a reading an article from a popular psychology magazine “Beyond Wishful Thinking” and expected to use the correct forms of the verbs in parentheses.)

891. S5: ...he gives the examples of one of his clients * clients,
 a very wealthy man who complains about his limited
 time for his family. He is waiting for a mirac= **(pronunciation mistake)**
 892. T: miracle **Feedback, Recast.**
 893. S5: to give him the time he needs to get to know his
 children, but if he thought about the problem creatively,
 he could find the time,” says Grimes **Topic Continuation.**
 894. T: Bravo doğru
 895. Ss: (@@@)

Teacher 1:28/11

00:22:23

(The students are expected to complete George’s thoughts about the past. They are to use the correct form of the words in parentheses.)

896. T: Complete George’ thoughts about the past.
 Use the correct forms of the words in parentheses.
 You don’t need any time I think to do this exercise.
 Very quickly, orally we will do this exercise because
 structure is very important yes. Alp, Muhammed what
 did I say, no talking , no talking, Alp the second one.
 ||||
 897. Alp: I
 898. T: (*go with it*)
 899. Alp: I wouldn’t, || I wouldn’t go=
 900. T: =Can you please start reading from the beginning?
 ||
 901. T: Start reading from the **beginning, I couldn’t, couldn’t hi**
 902. S3: Hocam yapayım mı?
 903. T: **Yağmur**

904. Yğmr: I couldn't go into the army because I was deaf in one ear. I had gone into the army if I wouldn't =
905. T: I..? **Feedback, Elicitation.**
906. Ss: hadn't **Uptake, Needs Repair, Different Error.**
907. S8: hadn't ters söyledi
908. Yağmur: If li tarafı aa pardon
909. S4: Hocam üçü yapabiliyordum.
910. Yağmur: Baştan başlayabiliyordum, başıda yanlış oldu heralde
911. S5: Evet.
912. Yağmur: I would have gone
913. T: I could have gone= **Feedback, Recast.**
914. Yağmur: =Could mu? **Uptake, Needs Repair, Acknowledgement.**
915. T: =Because you start with couldn't, **Feedback, Metalinguistic Feedback.**
916. Yağmur: Ha= **Uptake, Needs Repair, Acknowledgement.**
917. T: Why do you change it, couldn't go into the army because I was deaf in one ear. Ne demek I was deaf in one ear? **Feedback, Metalinguistic Feedback.**
918. S5: Deaf ne demek, hocam **Topic Continuation.**
919. T: I was deaf in one ear
920. S5: deaf ne demek ya
921. T: *(Bunlar bilebilirsiniz biraz böyle kendini zorla yani)*
Evet kulağın içinde ne olur. I was deaf dediğine göre bi kulağım sağırdı bi kulağım duymuyodu.
Sertaç stop talking, Stop talking. I was deaf in one ear. **I..? Feedback, Metalinguistic Feedback.**
922. Yağmur: could have gone **Uptake, Successful Repair, Self Repair.**
923. T: could have gone into the army if..? **Feedback, Elicitation.**
924. Yağmur: had lost. **Uptake, Needs Repair, Different Error.**
925. S4: hadn't lost **Uptake, Successful Repair, Peer Repair.**
926. Yağmur: hadn't lost *(Repetition of previous student' utterance.)*
927. T: hadn't lost. Arkadaşlar süre beş dakika sözlü yapamıycaz **T.C.**
928. Ss: yaparız hocam.
929. T: Yapamıyorsunuz. Beş kişiye söz hakkı verdim deminden beri. Beş dakika süre hiç hata istemiyorum. No mistake.

00:25:18

(The students are expected to complete George's thoughts about the past. They are to use the correct form of the words in parentheses.)

00:30:19

930. T: Okay Utku.
931. Utku: My uncle lost eight thousand dollars of the company's money. I would not feel so desperate if he had found the money=
932. T: =Excuse me I would not have felt **Feedback, Recast.**

933. Utku: have felt **Uptake, Successful Repair, Repetition.**
 934. T: have felt so desperate hi if he...? **T.C.**
 935. Utku: had found=
 936. T: Is it, is it correct?
 937. Ss: Yes.
 938. T: I wouldn't have felt so desperate if he had found the money. Hüseyin
 939. Hsyn: Marry and I weren't able to go on a honeymoon. We could have gone away..
 940. Ss: Beşteyiz.
 941. Hsyn: I am so unhappy. I wish I would never have been born.
 942. T: I wish I would...? **Feedback, Elicitation.**
 943. Hsyn: never have been born **Uptake, Needs Repair, Same Error.**
 944. T: No **Feedback, Metalinguistic Feedback.**
 945. Ss: I had never been born **Uptake, Successful Repair, Peer Repair.**
 946. Hsyn: I had never been born (Repetition of previous student's utterance.)
 947. T: I had never been born. I am so unhappy **T.C.**
 I wish I had never been born. Sertaç

00:31:24

00:31:47

948. T: Okay and Gözde.
 949. Gözde: If I hadn't rescued my brother, he wouldn't..=
 950. T: If I..? **Feedback, Elicitation.**
 951. Gözde: hadn't, hadn't rescued **Uptake, Needs Repair, Same Error.**
 952. T: rescued my brother. **Feedback, Recast.**
 953. Gözde: He wouldn't have=
Topic Continuation.
 954. S2: saved
 955. Gözde: saved all those lives (**pronunciation mistake**)
 956. T: lives **Feedback, Recast.**
 957. Gözde: lives **Uptake, Successful Repair, Self Repair.**
 958. T: Okay, very good !!! Okan **T.C.**
 959. Okan: My old boss once almost made a terrible mistake.
 If I hadn't helped (**pronunciation mistake**) * helped
 him, he wouldn't have gone to jail.
 960. T: If I hadn't helped him, he ...? **Feedback, Elicitation.**
 961. Okan: wouldn't have gone aa
 pardon could **Uptake, Successful Repair, Self Repair.**
 962. T: could ha could have gone to jail. **T.C.**
 Do you agree could have gone?
 963. S9: Hayır, would
 964. S5: might have gone.
 965. T: might have gone da olabilir burda
 966. S6: would olmaz mı?
 967. S11: could oluyo hocam
 968. T: would da olabilir ama possibility daha
 uygun bence dimi could olabilir might' da

olabilir. Okay could have gone to jail.

00:33:01

00:33:28

(The students are expected to complete George's thoughts about the past. They are to use the correct form of the words in parentheses.)

969. T: Aycan
970. Ayçan: Many people couldn't buy homes if we
971. T: Niye couldn't buy **Feedback, Metalinguistic Feedback.**
972. S3: might olmaz mı **Uptake, Needs Repair, Different Error.**
973. S7: be able to **Uptake, Needs Repair, Different Error.**
974. S2: Hayır ya XX many people
I would be able to **Uptake, Needs Repair, Different Error.**
975. T: Ama açıkladım ya olumsuz nasıl olacak diye.
Be fiil dediniz be fiil se böyle
olur dedim. **Feedback, Metalinguistic Feedback.**
976. S4: couldn't have been **Uptake, Needs Repair, Different Error.**
977. S3: could olmaz mı? **Uptake, Needs Repair, Different Error.**
978. S4: couldn't have been **Uptake, Needs Repair, Different Error.**
979. T: Niye? **T.C.**
980. Ss: can be
981. T: Zaten be able to var **Feedback, Metalinguistic Feedback.**
982. S11: Many people couldn't
have been= **Uptake, Needs Repair, Different Error.**
983. S2: =able to **The student complete his peer's utterance.**
984. T: Many people wouldn't have been able to buy homes. **Feedback, Recast.**
985. Ayçan: if we hadn't stayed= **Topic Continuation.**
986. T: If we hadn't stayed in business. Zaten be able to ne demek?
987. Ss: can
988. T: can demek, Niye bi daha could kullanasınız ki
bunu kullandığımız zaman would have been able to
dediğiniz zaman cuk diye oturuyor. Buna yıldız
koyarmısınız? Lütfen. Bu çok önemli.
989. S4: Hocam bi daha söylemişsiniz
990. T: Many people wouldn't have been able to buy homes, alamayacaklardı, ne
olsaydı if we hadn't stayed in business, biz işte kalmasaydık, bu işte
sürekli olmasaydık, onlar bir çok insan evlerini alamamış olacaklardı.
Wouldn't have been able to buy. Is that clear?
991. Ss: Yes, Burçin

00:34:49

00:38:37

(Some people in the movie feel bad about some things. Students are expected to read their regrets and write their wishes.)

992. T: What did you write for the second one?
What did you write? I wish..? Zeynep
993. Zeynep: I wish I hadn't hit little George.
İkincisi I wish I had a nice to him
994. T: I had..? had = **Feedback, Elicitation.**
995. Zeynep: =nice to him **Uptake, Needs Repair, Same Error.**
996. Ss: been **Uptake, Successful Repair, Peer Repair.**
997. Zeynep: been nice to him (Repetition of previous student' utterance.)
998. T: Çok güzel **T.C.**

00:38:59

Teacher 1:24/12

00:02:03

(Some people in the movie feel bad about some things. Students are expected to read their regrets and write their wishes.)

999. T: Very good. Well done. Sertaç.
1000. Sertaç: I wish I hadn't been able to trick George out of his business. I wish he had accepted my offer to buy his business.
1001. T: Very good, Gözde.
1002. S5: Anlamı XX.
1003. T: Which one?
1004. S5: Deminki
1005. T: I wish I had been able to trick George out of his business. Okay? Gözde.
1006. Gözde: Altıyı yapıyorum dimi?
1007. T: Six
1008. Gözde: I wish I hadn't lost aa got into trouble with the law
1009. T: Excuse me, again please, I wish...? **Feedback, Clarification Request.**
1010. Gözde: I wish I hadn't lost
eight thousand **Uptake, Successful Repair, Self Repair.**
dollars (**pronunciation mistake**)
1011. T: dollars **Feedback, Recast.**
1012. Gözde: dollars. Ondan sonra
I wish George, **Uptake, Successful Repair, Repetition.**
yok olmaz. I wish I= **T.C.**
1013. T: =Yes I wish George because Billy,

- Billy is talking about. **Feedback, Metalinguistic Feedback.**
1014. Gözde: I wish George hadn' t gotten
into trouble with the law
because of me. **Uptake, Successful Repair, Repetition.**
1015. T: Do you agree? Is it correct? **T.C.**
1016. Ss: Yes.
1017. T: yes George hadn't ını gotten into trouble. Correct..?
1018. Ss: Yess
1019. T: Yess, Okay. Özgür.

00:03:27

00:06:21

(George's uncle loses \$8,000. Mean Mr. Potter finds it and doesn't give it back. Students are expected to complete a conversation about a lost wallet with the correct form of the verbs in parentheses and short answers.)

1020. Kadir: Why not. What have you done | if you || have find the wallet yani
şey demek istiyorum *would you have done if you had found the wallet.
1021. S9: Yes
1022. T: If you had found the wall * wallet what would you have done Ender.
1023. Ender: I had * I try to find the owner myself.
1024. T: I..? **Feedback, Elicitation.**
1025. S4: would. **Uptake, Needs Repair, Partial Repair.**
1026. T: would have tried mı? **Feedback, Recast.**
1027. S4: Evet. **Uptake, Needs Repair, Acknowledgement.**
1028. T: I would have tried. How Furkan.

00:07:09

00:11:15

(editing exercise)

1029. T: Onur
1030. Onur: And Chris would have been frantic if we couldn't paid our bills on time.
1031. S3: couldn't have paid
1032. S2: Could have
1033. S4: couldn't
1034. T: hadn't paid our bills on time. Hadn't. **Feedback, Recast.**
1035. Onur: Hadn't **Uptake, Successful Repair, Repetition.**
1036. T: Be careful. If clause.
If we hadn't paid our bills on time. İrem. **T.C.**

00:11:45

00:18:40

(the students read situations and express they would have done in each situation)

Situation: A woman came home late and found her apartment door unlocked. She was sure she had locked it. No one else had the keys. She went inside.)

1037. T: Nurhan.
1038. Nurhan: I, firstly I would ask to my neighbors if they had=
1039. S7: =seen
1040. Nurhan: =heard anybody in my home.
1041. T: Very good. Yess. She would have asked her neighbors
Okay, she would ask her neighbors firstly, then..=
1042. Nurhan: I would ask, I would call * have called the police.
1043. T: I would have called the police. Okay. Now four.
Look at four. A teenage boy was walking home when
she, when he saw two men fighting. Is it clear?
1044. Ss: Yess.
1045. T: Teenage boy. Do you know teenage?
1046. Ss: Yess.
1047. T: How old is he?
1048. S2: onüç ondört.
1049. S8: Oniki ondört
1050. S5: Onüç ondokuz.
1051. T: Thirteen Nineteen Okay. Maybe thirteen **Feedback, Recast.**
maybe nineteen, sixteen, seventeen. Okay.
XX saw two men fighting. One had a knife. **Topic Continuation.**
Hııı one of the fighting people had a gun had a
knife, the other was screaming "Help!" The teenager
ran away. Teenager ran away.
1052. S11: I would have called * called the police.
1053. T: I would have called the police. I would
have called the ambulance.
Ali what would you have done?
1054. Ali: I would || =helped the
1055. S9: =helped
1056. T: Would you have helped the person? **Feedback, Recast.**
1057. Ali: Yea , Yess şure. **Uptake, Needs Repair, Acknowledgement.**
1058. T: Say it in English. **Feedback, Elicitation.**
1059. Ali: I could have helped **Uptake, Needs Repair, Partial Repair.**
|| ıı cepte bıçağı olmayan
without knife
1060. T: How can you say? *Multiple Feedback, Elicitation.*
ıııı
1061. T: The person without **Feedback, Recast.**
a knife Okay the person who needs help.
Okay?

1062. Ali: **(Ali nodes)** **Uptake, Needs Repair, Acknowledgement.**
 1063. T: Other? **T.C.**
 1064. Ss: I would have X
 1065. Ender: I would have watched the fighting.
 1066. T: Really? "I would have watched the fighting."
 Ender says. Good Okay.
 1067. Kadir: I would have || fighting
 1068. T: You would..? **Feedback, Elicitation.**
 1069. Kadir: fight another **Uptake, Needs Repair, Different Error.**
 1070. T: I would..? **Feedback, Elicitation.**
 1071. Kadir: have fighting **Uptake, Needs Repair, Different Error.**
 1072. T: you would have.. Okay. With which
 one two of them? **Feedback, Elicitation.**
 1073. Kadir: No, no, without knife **Uptake, Needs Repair, Partial Repair.**
 1074. T: Without knife. Okay. Good. **T.C.**
 ||
 1075. T: What did you say? I didn't understand.
 I am sure you said something worthy.

00:20:41

Teacher 2: 28/15

00:22:17

(The students are expected to complete George's thoughts about the past. They are to use the correct form of the words in parentheses.)

(teacher points one of the students)

1076. Semi: I couldn't go into the army because
 1077. T: Şşşt takip ediyoruz arkadaşlar, bi daha.
 1078. Semih: I couldn't go into the army because I was deaf in one ear.
 || I had gone into the army if I couldn't lost *couldn't have lost.
 1079. Ss: hadn't lost
 1080. S2: I would have
 1081. S7: would have gone
 1082. Semih: Hi
 1083. S2: would have gone,
 1084. Semih: would have gone
 1085. S2: Evet had lost
 1086. S9: I had lost
 1087. T: Bi daha söyle. I..? **Feedback, Clarification Request.**
 1088. S5: hadn't **Uptake, Needs Repair, Different Error.**
 1089. Semih: I would have gone **Uptake, Successful Repair, Self Repair.**

1090. S3: uyuyo ya
 1091. Ss: @@
 1092. S2: would have gone (Repetition of previous student' utterance.)
 1093. S4: would have gone değilmi?
 1094. S8: Doğru yaptı yaa

1095. S6: Doğru
 1096. Semih: I would have gone into the army if I (no need to say it again.)
 had * hadn't lost=
 1097. T: =my hearing **Feedback, Recast.**
 1098. Semih: my hearing in that ear **Uptake, Successful Repair, Repetition.**
 1099. T: Evet, Üç **T.C.**

00:23:17

00:24:30

(The students are expected to complete George's thoughts about the past. They are to use the correct form of the words in parentheses.)

1100. T: Seven, Tuba
 1101. Tuba: If I hadn't rescued my brother, he wouldn't
 have saved all those lives * lives (**pronunciation mistake**)
 1102. T: lives. Arkadaşlar live fiili hayat
 olarak, isim olarak kullanılırsa
 live diye okunur. **Feedback, Metalinguistic Feedback.**
 1103. S4: live, çoğul dimi, lives **Uptake, Successful Repair, Repetition.***
 1104. T: Hı hı, live' ın çoğulu gibi. || sekiz. **T.C.**

00:24:57

00:26:08

1105. T: Güzel. Last one. Tuba.
 1106. Tuba: Life here really would be
 different if I hadn't lived.
 1107. T: would have been different if I **Feedback, Recast.**
 hadn't= || had not lived. Evet.
 1108. S6: =hadn't. **Uptake, Needs Repair, Off-Target.**
 1109. |||||
 1110. T: Üçüncü alıştırmalarıda yapabildiğimiz kadar
 yapalım. Burda wishin kullanımıyla ilgili alıştırmalar.
 da zaten. These people in the movie feel bad about
 some things. Read their regrets. Then write their wishes.
 Example. **T.C.**

00:27:28

Teacher 1:28/17**00:00:03**

1111. T: Do you remember yesterday?
 1112. S1: No.
 1113. S4: Yes.
 1114. T: Yes. Okay. Who remembers? Who remembers the topic yesterday. It was very important. || What did you do yesterday?
 1115. Ss: Unreal conditionals past
 1116. T: Unreal conditionals past.
 1117. S3: If clause, past perfect.
 1118. T: Can you give me an example?
 1119. S3: I, If I || =had
 1120. S2: =were you
 1121. S6: If I had a
 1122. S3: If I had a =
 1123. T: If I had...? **Feedback, Elicitation.**
 1124. S3: If I had || **Uptake, Successful Repair, Repetition.**
 1125. S12: I would have Ya X **T.C.**
 1126. Ss: XX Past perfect
 1127. T: Okay. Give me an example because I want to hear the meaning. If I had...? Alp **Feedback, Elicitation.**
 1128. Alp: If I had been || been rich, I would= **Uptake, Successful Repair, Peer Repair.**
 1129. S1: =have. I would have * I would have to
 1130. S6: taken
 1131. S1: taken
 1132. Alp: I would have ||| taken= Incomplete but potential for an error.
 1133. T: I would have taken...? **Feedback, Elicitation.**
 1134. Alp: a car. **Uptake, Successful Repair, Self Repair.**
 1135. T: A car. When when you use second years old for example.
 1136. Alp: Zengin olursam.
 1137. T: Okay. Yes other. Past meaning, be careful. One more example. For example
 1138. S3: Wish'limi olsun.
 1139. S7: I wish I had, I wish I had
 1140. S4: I wish I had been an angel
 1141. S7: Bi dakika, neydi yaa
 1142. T: I wish I had studied more for the university exam for example.
 1143. S7: I would have been a good condition
 1144. T: In good...? **Feedback, Elicitation.**
 1145. S7: condition **Uptake, Successful Repair, Self Repair.**
 1146. T: I wish I had been in a good condition when I was a child. **Feedback, Recast.**

1147. S7: Yes. **Uptake, Needs Repair, Acknowledgement.**
 1148. T: Very good Okay Other?
 1149. S9: I wish we hadn't drawn too fast. **Feedback, Recast.**
 1150. T: I wish we hadn't drawn so fast. Halil
 İbrahim what is the problem? **Topic Continuation.**
 1151. Ss: yok bişey.
 1152. T: Did you do your homework?
 1153. Ss: Yes XX
 1154. T: By any chance hı Did you do your homework?
 1155. S3: Yes.
 1156. T: Very good.
 III
 1157. T: Now page three hundred fifty nine, page three hundred l fifty nine.
 1158. S11: Xx
 1159. T: Three hundred fifty nine.
 1160. S12: İkinciyi ben yapıyım.
 1161. T: Okay very quickly. There are twenty three questions here in the first test. Do it please, be careful Okay then we can because I haven't explained mixed type if conditionals yet Okay so there are some questions related to this topic. First we will finish the book, then I will give some extra information. And this extra information is in you pack as well Okay? Fifteen minutes enough?

00:03:14

00:31:56

(Students are expected to complete the conversation with the correct form of the verbs in parenthesis.)

1162. T: Okay, tam sekiz dakika. Very good
 III
 1163. T: Onur. Onur a olsun, b olmak isteyen varmı?
 1164. S2: a olayım.
 1165. T: Hayır Onur a, Mert'de b olsun. Takip edin hata yaparlarsa XX.
 1166. Onur: Where were you Sunday night?
 1167. Mert: Home. I had to study for Spanish.
 1168. Onur: If you had come with us, you would see an awesome movie.
 1169. Mert: Yeah? What?
 1170. Onur: Back to the future. It is about a kid who time-travels back to his parents' high school days. He changes, changes his own future. It's so cool. At the end, his parents...
 1171. Mert: Don't tell me. If you tell me the ending, you will spoil it for me. I want to see it myself.
 1172. T: Okay, any problem so far?
 1173. Ss: No
 1174. T: No problem, very good. Okay.
 1175. Onur: Okay. But have you ever thought about that?

1176. Mert: About what?
1177. Onur: About how things could be different. You grew up here in Baileyville, and you are almost an adult now. But what would have your childhood been like if you had been born.
1178. S3: had been born
1179. T: What. What would..? **Feedback, Elicitation.**
1180. S8: What would your childhood have been like. **Uptake, Successful Repair, Peer Repair.**
1181. Onur: What would your childhood have been like if you had been born in a different family?=
(Repetition of previous student' utterance.)
1182. S4: =were (be) **T.C.**
1183. T: Very good, Yes. Arkadaşlar bi tarafı would have been ise bu taraf past perfect olmak durumunda zaten. But,=
were XX
1184. S4: were XX
1185. T: Hı.
1186. S9: were
1187. T: Nasıl were olur. Bir taraf would oluyorsa öbür taraf past perfect olur. Zaten were dediğin zaman present anlamı taşıyo. Farklı bir ailede doğmuş olsaydın çocukluğunun nasıl bi şey olucağına dair, nasıl bişey olurdu diye soruyor. **Feedback, Metalinguistic Feedback.**
1188. Ss: X **Topic Continuation.**
1189. T: Ailenizini değiştirmeniz şu andan sonra mümkün mü? Başka bir aileye doğmanız?
1190. S7: Yok hocam
1191. T: Is it possible Nurhan?
1192. Nurhan: No
1193. T: Noo, Okay, go on.
1194. Mert: Let's see. If I had a different family, I couldn't grown * grown up here in Baileyville.
1195. T: I couldn't mu, I wouldn't mu? **Feedback, Metalinguistic Feedback.**
1196. S4: could **Uptake, Needs Repair, Different Error.**
1197. Ss: wouldn't have **Uptake, Successful Repair, Peer Repair.**
1198. T: wouldn't, Çünkü ebilmek anlamı yok burda eğer başka bir, farklı bir ailem olsaydı burada= yetişmezdim burada büyümezdi diyosun **Feedback, Metalinguistic Feedback.**
1199. S12: X demiyomuyuz burda **Topic Continuation.**
1200. T: ebilmek anlamı katıcak yada possibility
1201. S12: XX olabilir.
1202. T: O kadar detaylı düşünmüyoruz öyle çok çok
1203. S12: Ama bu XX ki hocam. Sorun olmaz yani
1204. T: couldn't have grown up in Baileyville dediğinde çıkarımda yapıyomuş gibi oluyosun hani hafta içinde reductionlarda falan can't have done, couldn't have done= wouldn't oluyo

1205. S12: wouldn't ne kadar doğruysa couldn't da o kadar doğru yani.
 1206. T: Çünkü ebilmek anlamı yada possibility gösteren hiç birşey yok burda ve sınavlarda hep böyle soruyoruz farkındasınız demi?
 1207. S16: Evet.
 1208. T: Hep context içinde hep dialog, hep hikaye. Hiç böyle şu sol taraftaki test gibi hiç sorulmuyo.

00:35:18

Teacher 1:28/18

(The students are expected to complete a news article with the correct form of the verbs in parentheses.)

00:09:44

1209. T: Mustafa
 1210. Mustafa: If they had been, our job, || our job | would=
 1211. T: Ama bi dakika, virgül var. If they...?
 1212. Mustafa: ||
 1213. T: Baştan okurmusun. The police officer' dan. **Feedback, Clarification Request.**
 1214. Mustafa: the police officer who handled the situa * situation was not surprised, however. "Most people are honest," commented Lieutenant Kronskey. If they=
 1215. S1: =weren't mı hocam. **Uptake, Successful Repair, Peer Repair.**
 1216. T: Evet weren't. Bunu hayal ediyosunuz. Eğer bi **T.C.** önceki cümleyi anlamadıysanız bunu doğru yapma ihtimaliniz sıfır. Çok açık söylüyorum sınavlarda da böyle. Diyo ki, Teğmen Kronskey diyo ki birçok insan honest aslında diyo, honest. Oyle olmasalar, demi honest olduğunu söylüyor. Sonra hayal ediyor. If they weren't, virgül. Our job..?
 1217. S2: would be.
 1218. T: would be. They weren't dediğimize göre diğer taraf ne olacak? Would be even harder than it is. Kaç kişi böyle yaptı?
 1219. S4: Ben böyle yaptım, virgülden sonrasını.
 1220. T: very good. Dört beş kişi. Peki devam edelim.

00:11:04

00:13:21

1221. T: Peki, || Hüseyin.
 1222. Hüseyin: Parantezin içinde ne yazıyo?

1223. T: "Come" yazıyo.
1224. Hüseyin: If the Williams family ever had * hadn't come to Japan, they would have been our guests.
1225. T: Başından okursan paragrafı o zaman= **Feedback, Clarification Request.**
1226. Hüseyin: =The Asukis have offered the Williamses a reward, and a friendship= **Uptake, Needs Repair, Hesitation.**
1227. T: =Ne önermişler? Ne teklif ediyolar? | multiple Parayı bulan, bide iade edenlere?
1228. Hüseyin: arkadaş, işte=
1229. T: reward,
1230. S4: Ödül
1231. T: **ödül** teklif ediyolar.
1232. Hüseyin: ödül, and a friendship has sprung up between the two families
1233. T: İki aile arasında arkadaşlık gelişmiş böyle bişeyin sonucu. Ve ne diyo Mr. And Mrs. Asuki? **Feedback, Elicitation**
1234. Hüseyin: If the Williams family ever didn't come || **Uptake, Needs Repair, Different Error.**
1235. S7: comes **Uptake, Successful Repair, Peer Repair.**
1236. S4: didn't Repetition of previous student's error.
1237. T: Ama Japonya bunlar. Arkadaşlık gelişti aralarında. Olay Amerika'da oluyor **Feedback, Metalinguistic Feedback.**
1238. Hüseyin: Come' mı **Uptake, Needs Repair, Different Error.**
1239. T: Tabi, Eğer Japonyaya gelirlerse denmez mi **T.C.**
1240. S3: Evet, gelirlerse
1241. T: Comes. If they, If...? **Feedback, Recast.**
1242. Hüseyin: If the Williams family ever comes to Japan,..= **Uptake, Successful Repair, Repetition.**
1243. S8: Neden comes to dedik, family X **T.C.**
1244. S5: Tamam Williams family' deki Williams ailesi o yüzden comes
1245. Hüseyin: comes to Japan=
1246. T: =Mesela my family lives in Eskişehir mi diyosun?
1247. S8: evet öyle diyorum da
1248. T: Bütün aileyi düşünüyorsunuz. Takımı bir hane gibi düşündüğün için lives diyosun.
1249. S8: Hocam William'lar diye düşünüyorum.
1250. T: Ama yok. Williams, the Williams deseydi haklısın ama the Williams family dediği anda comes olmak zorunda. Comes to Japan.Diğeri?
1251. Hüseyin: ..they will be our guests.
1252. T: They will be our quests. Any questions?
1253. S2: No.

00:15:19

00:16:01

(The students are expected to rewrite each sentence or group of sentences as a wish)

1254. T: "I didn't buy business class tickets."
Didn't in altını çizin. "I am sorry I didn't." Bunu nasıl yaparız I wish le
1255. S9: I wish I didn't bought to=
1256. T: =Zeliha.
1257. Zeliha: I wish I hadn't bought business class tickets.
1258. T: Ama zaten almadığı için üzgün **Feedback, Metalinguistic Feedback.**
1259. Zeliha: Pardon. I wish I had buy * bought
business class=
Uptake, Successful Repair, Self Repair.
1260. T: Do you agree? **T.C.**
1261. Ss: Yes
1262. T: I wish I had bought business class tickets. Onur

00:16:29**00:19:09**

1263. T: Six'e ne dedin Sertaç.
1264. Sertaç: I wish we would have lived there.
1265. T: ||
1266. Sertaç: I wish we would have lived there.
1267. T: Ama hiç would kullanmadık wish'lerde.
Wish'i şey gibi düşün.
If clause type gibi düşün. **Feedback, Metalinguistic Feedback.**
1268. Sertaç: O zaman I had lived olur. **Uptake, Needs Repair, Different Error.**
1269. T: I..? **Feedback, Elicitation.**
1270. Sertaç: had lived olmaz mı? Lived
keşke orda **Uptake, Needs Repair, Same Error.**
1271. T: Florida is nice. I would like to live there.
Orada yaşamak isterim. Dilekte bulunuyosun.
Future' a dair. Past'lık bişey
var mı burda? **Feedback, Metalinguistic Feedback.**
1272. Sertaç: I wish I lived there. **Uptake, Successful Repair, Self Repair.**
1273. T: XXX, **T.C.**
1274. Sertaç: Hocam
1275. T: Dilekte bulunuyosanız, varsayıyorsanız,
olma ihtimali olmasa bile, ah keşke olsa diyosanız,
onu kesinlikle past'la ifade ediyoruz. If tarafından yada
I wish'le . Burda ne diyosun keşke Florida'da yaşasam.
Bi ihtimal var mı? Var. Keşke zengin olsam. Bi ihtimal

var belki lotodan para tutturucam. Nasıl söylersin keşke zengin olsam?

1276. Sertaç: I wish I were rich.
 1277. T: rich diyosun. Burda da aynı şey, past kullanıcaksın.
 1278. Keşke Florida'da yaşasam. Nasıl söylüyorsun?
 1279. Sertaç: I wish I lived in Florida.
 1280. T: X yes.

00:20:35

00:29:39

(Teacher writes some clauses that show the cause and effect relations on the board)

1281. T: Şimdi cause ne demek?
 1282. Ss: Sebep
 1283. T: Sebep. Effect..?
 1284. Ss: Etki.
 1285. T: Etkisi. Evet, sebep ve etki ilişkisi diye duyuyosunuz. Cause effect, writinglerde yazıyorsunuz. Şöyle bir olayın effecti ne olur? Effectlerinden biri bu okulda
 1286. S6: Öğrenci için öğretmen içeri girmesine izin vermez.
 1287. T: Geciktim, dikkat edin past, öğretmen içeri girmeme izin vermedi. Bu bunun nesi etkisi. Gecikmiş olmanızın etkisi. Sebep ne? Gecikmiş olmanız. Peki şu iki cümleyi bağlayabileceğiniz başka bağlaçlar söyleyin bana.
 1288. S5: I were olmuyo mu?
 1289. S3: I was late, teacher
 1290. S7: So'yla yapıyoruz hocam.
 1291. T: Çok güzel so diyebilirsiniz. Böyle bağladık. Bu çok klasik bir bağlama şeklidir.
 1292. Ss: because of that
 1293. T: Because diyebilirsiniz ama because nereye getiriyosunuz?
 1294. S7: Diğer cümleye.
 1295. T: Suraya. Because I was late, diyebilirsiniz güzel buda bir şekil. Başka?
 1296. S12: When olabilir.
 1297. T: Şunu hiç kullanıyomusunuz? As a result'ı
 1298. S5: Hocam
 1299. T: As a result. Sonuç olarak ne oldu? The teacher didn't let me in. Other? Başka? Bağlaç olarak.
 1300. S5: Then.
 1301. S6: Ama orda=
 1302. S3: Therefore
 1303. T: Therefore, hayır then olmaz.
 1304. S5: Olmaz mı?
 1305. S4: Therefore
 1306. T: Therefore olabilir
 1307. S6: Then de olur hocam.

1308. T: Hı
 1309. S6: Thus
 1310. T: Bu yüzden demek. Thus da olur ama thus çok formal=
 1311. S12: So that de olur mu hocam
 1312. S16: so that
 1313. T: Aslında şunlarda formal ama bu bağlaçları çok sık kullanabilirsiniz. En güzeli şu oldu dimi? Because I was late the teacher didn't let me in. Okay? I was late, bu çok kullanılır. So the teacher didn't let me in. Şimdi ben diyorum ki bunu iki tane ayrı cümle halinde söylemektense, böyle bağlaç düşünmektense, bunu if 'le söylermisiniz desem nasıl söylersiniz?
1314. S4: If I was late
 1315. T: Hı If..? **Feedback, Elicitation.**
 1316. Ss: If
 1317. T: I..?
 1318. S4: wasn't late **Uptake, Needs Repair, Different Error.**
 1319. Ss: weren't late
 1320. T: Öylemi? **Feedback, Clarification Request.**
 1321. S13: Hayır. If I weren't late **Uptake, Needs Repair, Same Error.**
 1322. T: Zaten gecikmemiş miyim? **Feedback, Metalinguistic Feedback.**
 1323. S2: If I were late **Uptake, Needs Repair, Different Error.**
 1324. T: If I were dediğinizde gecikmesem, hayal ediyosunuz. Yani böyle bişey olsa diyosunuz. Ama ben size diyorum ki geçikmişsiniz. **Feedback, Metalinguistic Feedback.**
1325. Ss: If I hadn't been, **Uptake, Successful Repair, Peer Repair.**
 1326. S4: If I had **Uptake, Needs Repair, Different Error.**
 1327. T: Hıı?
 1328. Ss: the teacher would have let me in **T.C.**
 1329. T: Kalanı hiç değişmiyo. Would have..? Let'in past participle'ı
 1330. Ss: let
 1331. T: let, let,let. Let me in. Is it clear?

00:32:21

Teacher 3:28/19

00:29:10

1332. T: Are you, are you the head of this school? Müdür
 1333. Ss: No
 1334. T: No. Okay. What would you change if you were the head of this school?
 1335. S5: Devamsızlık
 1336. Ss: Devamsızlık
 1337. T: Okay. Let's write. (teacher writes **"If I were the leader of this school,.."** to the board.)
 1338. S3: If I were..

1339. S4: If I were the head of this school, I would change..
 1340. S7: I would XX
 1341. T: I am sorry? **Feedback, Clarification Request.**
 1342. S7: I would (decrease the) grade **Uptake, Successful Repair, Self Repair.**
 1343. S1: Geçme notu **T.C.**
 1344. S7: Geçme notunu düşürürdüm

00:29:57

Teacher 3:28/20

00:02:53

(One of the students read the notes about wishes in the unit)

1345. S1: Use wish followed by a verb in the simple past tense to talk about things that you want to be true now, but that are not true.
 1346. T: Evet wish' li cümleleri ne zaman X kullanıyomuşuz, niye geniş zaman?
 ||
 1347. T: Şu anda olmayan ama olmasını istediğimiz=
 1348. S2: regret
 1349. T: regret değil, kesinlikle regret değil.
 1350. S7: Peki şey olabilir mi?
 1351. T: Bu pastda olabilir ama biz şu anda present'dan bahsediyoruz.
 1352. S7: modal, verb üç olabilir miydi.
 1353. T: Onu yarın bakıcaz. Şu anda gerçek, doğru olmayan ama olmasını istediğimiz şeylerden bahsederken. Wish ve simple past tense' le kullanıyomuşuz. Örneklere bakalım.
 1354. S1: I wish I lived in a castle.
 1355. T: Bu ne demekmiş.
 1356. S1: I don't live in a castle, but I want to live in one.
 1357. T: Evet.
 1358. S1: I wish we had a yacht. **(Pronunciation mistake.)**
 1359. T: yacht **Feedback, Recast.**
 1360. S1: we don't have a yacht but I want one. **Uptake, Successful Repair, Incorporation.**
 1361. T: yacht
 1362. S6: yacht
 1363. S1: yacht
 1364. T: yacht
 1365. S1: Note that after wish, were is used instead of was

00:03:54

00:24:11

(the students read about the regrets from the famous fairy tale “The fisherman and his wife”)

1366. T: Tuba
 1367. Tuba: I live in the city. I wish I weren't live in the city.
 1368. S2: I didn't
 1369. S3: in the sea
 1370. Tuba: sea
 1371. T: Hı Hı I didn't diyelim.
 Daha iyi olur. **Feedback, Metalinguistic Feedback.**
 I wish I didn't live in the sea. Veya I
 wish I weren't living in the sea. Oda kabul. Okay.
 Four I don't live in a castle. **Topic Continuation.**
1372. Ss: I wish weren't in a castle
 1373. T: Nihan.
 1374. Nihan: I wish I live in a castle.
 1375. T: I wish I **lived** in a castle. Okay. Sevgi **Feedback, Recast.**
 1376. Sevgi: I wish I did have to swim all day long **Topic Continuation.**
 1377. S2: didn't have to.
 1378. T: İsterseniz yazıp yapalım mı?
 1379. S6: Hayır, hayır. Bitanesini yapalım.
 1380. T: O zaman yazalım bunu. I wish I didn't have to swim.
 Çünkü şu anda zorudayım. Olmasam. **Feedback, Explicit Correction.**
 III **Topic Continuation.**
1381. T: Six

00:25:07

00:27:29

1382. T: Okay, good. Now let's have a chat for about three minutes.
 Okay, I want to ask you some questions.
 What would you do if you found a golden ring in the street?
1383. S1: A golden ring?
 1384. T: Yes.
 1385. T: If you found a golden ring=
 1386. S7: go to the police station and give=
 1387. Ss: @@
 1388. T: I am sorry? **Feedback, Clarification Request.**
 1389. S7: I take the ring and go to the
 police station. **Uptake, Needs Repair, Partial Repair.**
1390. T: Okay, you would take the ring to the
 police station. **Feedback, Recast.**
1391. S3: I wear my finger * I wear in my finger
 and (going) to walking. **Topic Continuation.**

1392. T: You would wear it. Okay **Feedback, Recast.**
 1393. S9: If I found a golden ring in the street, eee I would exchange in to money. **Topic Continuation.**
1394. T: To marry.
 1395. S9: To money.
 1396. S6: to money
 1397. T: To money. Hı Okay correct
 ||
1398. T: Okay another question. If you didn't have your voice. I mean if you couldn't speak, what would you do?
1399. S3: I try to speak with our body language .
 1400. T: Okay. You would try to communicate with gestures, body language. X very good. **Feedback, Recast.**
 If you found a spider in your bed, would you keep it as pet?
1401. S8: Hıı? **Topic Continuation.**
1402. T: If you found a spider?=
 1403. S12: =Yes
 1404. T: In your bed, would you keep it as a pet?
 1405. Ss: Yes
 1406. S19: Noo
 1407. S13: Yes, yes of course
 1408. S14: Çok sinek yiyo, böyle bişey oluyo.
 1409. T: Okay. If you were the president of Turkey, what would you change?
 1410. S16: Hımmm.
 1411. S7: Bunu bi bir saat konuşalım biz.
 1412. T: Just one answer.
 1413. S13: If I were the president of Turkey, I would began * begin a war (**pronunciation mistake**) to America.
 1414. T: Oooo, you would declare a war to America. The states, Woow. **Feedback, Recast.**
 || **Topic Continuation.**
1415. T: XX the prsident.
 1416. Ss: @@@
 1417. T: Okay. The last question. If you saw, saw an elephant walking down the street, what would you do?
1418. Ss: X
 1419. S4: sorry
 1420. T: A big elephant.
 1421. S14: I would run away.
 1422. T: You would run away
 1423. S3: I take, I would take his or her photo.
 1424. T: Okay.
 ||
1425. S3: Üstüne çıkarım. @@@
 1426. T: Would you take it to the zoo?
 1427. Ss: Yess

1428. S14: Noo

00:40:54

Teacher 2:28/21

00:06:18

(The students are expected to read conversations about Hong Kong and summarize the advice with conditional sentences.)

1429. T: I am traveling with my children. Take them to Lai Chi Kok Amusement Park in Kowloon. || Ne diyeceğiz bu kişiye? Yes Betül.
1430. Betül: If you are traveling with your children=
1431. T: =If you are traveling with your children...?
1432. Betül: You take them to Lai Chi=
1433. T: Sadece take them de diyebilirsiniz. Hani bir öneride bulunuyoruz ya. **Feedback, Explicit Correction.**
1434. Betül: Take them= **Uptake, Successful Repair, Incorporation.**
1435. T: Take them to the Lai Chi Kok Amusement Park. **T.C.**
Peki üçe ne diyebiliriz? Üçüncü nedir?
1436. Serap: If you need..=
1437. T: =Serap.
1438. Serap: = a moderate-priced hotel, you suggest Harbour View=
1439. T: Bak şimdi if you need a moderate-priced hotel, sadece suggesti atalım, şuna git, şurda kal falan diyebilirsiniz. **Feedback, Metalinguistic Feedback.**
1440. Serap: stay Harbour View International House. **Uptake, Needs Repair, Different Error.**
1441. T: Yes. Stay at Harbour View International House. **Feedback, Recast.**
That is good. Number four. Murat is sleeping in the other world. XX topluycam onları.
||| **Topic Continuation.**

00:07:21

00:20:40

(The teacher writes some example sentences to the board and ask students to discuss what to do to stay comfortable when they travel. They talk about traveling by car, bus, train, and plane.)

1442. T: If you are traveling or if you travel or when you travel by car.
What can you do? What do people do? What do you suggest other do?
1443. S1: XX
1444. T: Hı

1445. S1: Get your X
 1446. T: That is a, yani that is the good luck.
 1447. S1: Olabilir hocam
 1448. T: Support comfort. yani being comfortable. Rahatlık için.
 1449. S1: Koltukları ayarlamak.
 1450. S5: Music
 1451. S2: cassettes
 1452. T: Maybe, for example if you are traveling by your own car, you should, you should choose the cassettes or cd'ies in advance. Right? That is possible.

(teacher writes the sentence to the board)

1453. T: You should choose the cassettes, choose the cd'ies or cassettes in advance. That is right. What else?
 Öyle bişey olmasa bile olur ama X hani seçin.
 Şunları dinleyerek gidecem gibi, possible. Yes what else?
 For your comfort.
1454. S7: XXX
1455. T: to anothers' by car, if you travel by car.
 ||
1456. T: For example you had better have some water. Suyunuzu. Meyva falan olabilir belki.
1457. S9: Yes daha rahat olur
1458. T: You have something to eat during the journey.
1459. S14: Mangal koyarsın arkaya, mangal.
1460. T: Yes. Than Next. Give an example for it. If you travel by train..?
1461. S13: Rahat, otobüsten daha rahat. İçinde gezabiliyorsun.
1462. S12: Tuvalet var.
1463. A13: Tuvalet var.
1464. S4: If you are traveling by train, hocam, you can pay, you can pay more=
1465. T: You pay less money. You pay less than the others. **Feedback, Recast.**
 X than you pay for a bus. Okay?
1466. S16: Very comfortable. More comfortable. **Topic Continuation.**
1467. T: Zaten comfortable olması için ama burda gene ücrette comfortable sayılmaz
1468. S16: ben otobüste mesela XX
1469. T: If you travel by bus..?
1470. S17: Evet hocam. Yemekli bölgede yolculuk X
1471. T: Hı
1472. S14: Yemekli yolcu X
1473. T: That is good. If you travel by train, you spend, **Feedback, Recast.**
 you may spend your journey, let's say time, you may spend long time in the . What do we call it?
 Dining X mi? Diyelim ona. Dining X. Yes if you are traveling by bus.
1474. S16: Kaptan la konuşabilirsin. Bu yollar hep böyleydi. **Topic Continuation.**
1475. T: @

1476. S19: Televizyon seyredebilirsin.
1477. T: You may watch tv. You may watch the movie. **Feedback, Recast.**
Whatever movies on you may watch it if you want.
Orda saçma sapan bir film yoksa izlersiniz.
What about by plane? Yes. Hiç bilmeyenler için **Topic Continuation.**
bilenler söylesin.
1478. S19: Hocam hani yanındaki adamla tanışıp konuşuyosun
ya, arkadaşın gibi
1479. T: Maybe. That is it. X mesela don't talk with your **Feedback, Recast.**
with, ne ne diyeceğiz ona || the one sitting next to
you. ||| Don't chat with your travel mate diyelim mi
ona? X bilmiyorum. ||| Don't chat with your
travel mate. Bunu istersen. It is up to you... **Topic Continuation.**
|
1480. T: If you are a talkative person, you may prefer talking with him.
And by plane, isim
1481. T: Yes when you travel by plane what can you do?
1482. S18: (When you may | some pleasant time)
1483. T: Yes it takes * it doesn't take as much time as **Feedback, Recast.**
the others. It is shorter ama ne yaparsınız rahatlığınız
için bişey düşünelim. **Topic Continuation.**
1484. T: Gökhan.....

(the teacher goes on with the next activity in the book)

Teacher 2:28/22

00:27:35

1485. T: Okay, now there are some possible solutions.
You may do it. You may write it in your notebooks,
in you books also. For example, you have had a
headache everyday for a week. You can't concentrate.
Mesela burda bir solutions önerebilirsiniz. Ne olabilir?
|||
1486. T: If, yes. Her gün başınız ağrıyormuş.
1487. Selda: If you have had a headache everyday.=
1488. T: If you have a headache everyday..? **Feedback, Recast.**
1489. Selda: you have been= **Topic Continuation.**
1490. T: Hatta you had better demi modal olarak.
You had better go to * see a doctor.
You had better go to a doctor. **Feedback, Metalinguistic Feedback.**
1491. Selda: and you can take pill falan. **Topic Continuation.**
1492. T: You keep phoning your boyfriend or girlfriend,

- but there is no answer. It is now midnight. What happens bunu Halil'e soralım. Gece yarısı olmuş. Kız arkadaşını arıyosun arıyosun ama yanıt yok. || What happens?
1493. Halil: Eğer. @ If I call, If I call my girlfriend, I don't found * find her, I didn't @ Incomplete but potential for error.
1494. T: Telefonu gece yarısı nasıl kapatırsın diye
1495. Halil: Ha
1496. T: Yes so, if she doesn't, if there is no answer at midnight, you will break up means you leave her. **Feedback, Recast.**
Topic Continuation.
1497. Ss: ||
1498. T: Ayrılırsınız.
1499. Halil: Ayrılmak. Her.
1500. T: Okay XXX. There are other things. For example,altıya bakalım. You are ten pounds overweight. On pound kilo fazlanız var. Böyle bir sorun yok tabi kimsede. You have been trying for months to loose weight, but so far you haven't lost a single pound. Aylardır bir gram bile verememişsiniz.
1501. S5: Hocam were
1502. S6: Hocam çok yorulduk bırakalım artık.
1503. T: Eğer bu situation'a böyle bir sorun halinde önerirsen, solution olarak önerebilirsin. If you were tired, I would stop now ama yorgun değilsiniz.
1504. S5: Hocam dördü beşi atladık. X
1505. T: Atladım özellikle. Siz önerebilirsiniz onlara solution. ||| If you want to loose weight,..?
1506. S8: loose wight, you got to the ||| şey
1507. T: You should go= **Feedback, Recast.**
1508. S8: a dietisyen **Topic Continuation.**
1509. T: Ya you should go to a dietician **Feedback, Recast.**
1510. S9: Diyetisyen. Dietician. **Uptake, Successful Repair, Repetition.**
1511. T: Okay. |||
1512. T: Şuna ne diyosunuz. Your roommates don't clean after they cook. You have already reminded them several times, but they always forget. Ev arkadaşlarıyla kalanlar buna yanıt verebilirler belki. Ne diyebilirsin Selda?
1513. Selda: Your roommate forget to clean after mealtime. You can write a note for to remember
1514. T: @ You can write a note. That is good. Note yazacaksın. Söylemekten anlamıyorsa. That is possible.

00:30:39

Teacher 1:28/23

00:01:57

(The students do the exercises 1 in the grammar pack.. The students are expected to fill in the blanks with a suitable verb form in parentheses.)

1515. T: My family will go to the zoo if the weather is nice tomorrow. Burçin. Clear? Yes, Okan, three.
|||||
1516. T: Might, present modal, present.
1517. Okan: If I buy a lottery ticket, I might win the lottery.
1518. S3: Bought değil mi?
1519. T: Why bought? Might is present modal. Present..?
Might present modal. Why past? **Feedback, Metalinguistic Feedback.**
1520. S3: Hocam attım. Could falan olabilir, past XX. **Uptake, Needs Repair, Same Error.**
1521. Ss: @@@
1522. T: No, here do you remember may and might? May and might. What do they show? **Feedback, Metalinguistic Feedback.**
1523. Ss: || **Topic Continuation.**

00:02:38

00:03:56

(The students do the exercises 1 in the grammar pack.. The students are expected to fill in the blanks with a suitable verb form in parentheses.)

1524. T: İrem.
1525. İrem: My sister, * If it snow tomorrow, we can go =
1526. T: Do you agree? Is it snow or snows? **Feedback, Clarification Request.**
1527. Ss: Snows. **Uptake, Successful Repair, Peer Repair.**
1528. T: snows tomorrow, we can go skiing. **T.C.**
Again possibility. Alp

00:04:17

(The students are expected to fill in the blanks with an appropriate verb and form)

00:15:22

1529. T: Shall we do them
1530. S1: Ben yediyi yapamadım.
1531. T: Okay. The first one Ender. The first one
1532. Ender: If I were rich, my life would be completely.
1533. T: Why? Would be..? **Feedback, Elicitation.**

1534. S1: completely= **Uptake, Needs Repair, Same Error.**
 1535. T: =completely different. **Feedback, Recast.**
 1536. S2: would change olabilir mi? **Uptake, Successful Repair, Peer Repair.**
 1537. S4: would change.
 1538. T: would change is better. Very good. If I were rich, **T.C.**
 my life would change completely. Any
 alternative answers?
 III
 1539. T: Okay, Okan two

00:15:51**00:16:32**

1540. T: Faruk.
 1541. Faruk: I lower (**pronunciation mistake**) taxes if I were=
 1542. T: I..? **Feedback, Elicitation.**
 1543. Faruk: I would (**pronunciation mistake**)
 lower **Uptake, Successful Repair, Self Repair.**
 1544. T: lower (**teacher corrects**
the mispronunciation), **Feedback, Explicit Correction.**
 Lower, lower means something different.
 Lower, I would lower=
 1545. S6: decrease. **Uptake, Successful Repair, Peer Repair.**
 1546. T: Sorry? **T.C.**
 1547. S6: Decrease.
 1548. T: Very good. I would decrease the taxes if I were the president. Okay?
 1549. Ss: Yes.
 1550. T: Umut.

00:17:05**00:17:13**

1551. T: If they had enough money, they would buy a new car. Is it alright.
 1552. Ss: Yes.
 1553. T: Very good. Other?
 1554. S9: If he were my friend, I would invite to my wedding.
 1555. T: Ha, you are doing five. Again please.
 1556. S9: If he were * If he were my friend, I would invite to my wedding.
 1557. T: invite...? **Feedback, Elicitation.**
 1558. Ss: him **Uptake, Successful Repair, Peer Repair.**
 1559. T: him. To my wedding. Very good. If he were my **T.C.**
 friend. Very good. Don't say he was Okay..?
 If he were my friend, I would invite him to my

wedding. Yes, Kezban, Six.

00:17:46

00:18:09

1560. T: Okay. Pupil what does it mean?
 1561. S1: Bilmiyoruz hocam.
 1562. S8: Pupils at primary school.=
 1563. T: =Pupils at primary school. Okay. Who can do this? Seven.
 1564. Ss: ||
 1565. S4: Says olur mu?
 1566. T: Hı?
 1567. S4: Says
 1568. T: I don't know.
 1569. S5: X
 1570. T: Mert.
 1571. Mert: If, If the pupils didn't go to school,
 they would always have an excuse not to go.
 1572. T: Possible, but ne olursa her zaman
 gitmemek için **Feedback, Elicitation.**
 mazaretleri olur? Ne olursa, öğrencilerin=
 1573. S3: =must **Uptake, Needs Repair, Different Error.**
 1574. T: =okula gitmemek için hep bi
 mazaretleri bulunur? **Feedback, Elicitation.**
 1575. T: Mecbur olmasalar demi? Mecbur olmasalar hep gitmemek
 için bir mazaret bulurlar. Mecbur olmak..?
 1576. S7: didn't **Uptake, Needs Repair, Different Error.**
 1577. T: Have to. Şimdi bi daha düşünüp yapıyorsunuz.
 Have to çok güzel bir sınav sorusu.
 Mecbur olmasalar. Gerekmese.
 Okula gitmeleri gerekmese.
 Nasıl dersiniz? **Feedback, Elicitation.**
 1578. S8: Hadn't **Uptake, Needs Repair, Different Error.**
 1579. Ss: Didn't deriz. **Uptake, Needs Repair, Different Error.**
 1580. T: ama would always, would always find dedik.
 Hadn't değil. **Feedback, Metalinguistic Feedback.**
 1581. S12: Didn't have to **Uptake, Successful Repair, Peer Repair.**
 1582. T: Didn't have to. Very good. Tuğçe. If he didn't **T.C**
 have to go to school, he would always find yada
 have ikiside olur an excuse not to go.
 1583. S17: Zormuş bu hocam.
 1584. T: Meaning is very important here.

00:19:37

00:21:30

1585. T: Ten, Feride (*yada*) İlkay yapsın.
1586. S5: Would you.
1587. İlkay: Would you go out more often if you didn't have to stay so much in the house?
1588. T: If you didn't have to stay
1589. S1: Stand de olur.
1590. T: To do so much in the house. Would you go out more often if you didn't have to do so much in the house. Evde yapacak bu kadar çok şeyin olmasa, var demek ki. Hayal ediyosunuz ve soruyosunuz.= **Feedback, Recast.**
1591. S4: =hadn't to do olmazmı hocam? **Uptake, Needs Repair, Different Error.**
1592. T: Daha sık dışarı çıkmak istemezmişin. **T.C.**
Diye soruyosunuz=.
1593. S4: Hadn't olmazmı
1594. T: Nasıl?
1595. S4: hadn't olmazmı XX
1596. T: Which part?
1597. S4: İlk kısım
1598. T: Nasıl hadn't olur ama
1599. S4: Olmazmı?
1600. T: Olmaz.
1601. Ss: @@
1602. T: Have to 'nun past da kullanımı nasıl, mecbur olmamak negativ nasıl kullanıyoruz.
1603. Ss: Have to
1604. T: didn't have to. Demi?

00:22:35**00:30:15**

1605. T: Yes
1606. S3: My parents would have bought the house if the men hadn't sell it to someone else.
1607. T: hadn't..? **Feedback, Elicitation.**
1608. Ss: sold **Uptake, Successful Repair, Peer Repair.**
1609. T: Hadn't sold it to someone else. My parents would have bought the house if the men hadn't sold it to someone else. Ender.

00:30:33

00:30:59

1610. T: Utku
 1611. Utku: If they had bought the car * the cat, their children would
 be * would have be happy=
 1612. T: would have..? **Feedback, Elicitation.**
 1613. Ss: been **Uptake, Successful Repair, Peer Repair.**
 1614. Utku: They bought some toys for the children instead.
 1615. T: Is it correct?
 1616. Ss: Yes.
 1617. S4: wouldn't have been
 1618. T: would have been happy.
 If they bought the cat.
 1619. Utku: ben de öyle dedim zaten.

00:31:25**00:31:26**

1620. T: Umut.
 1621. Umut: Kaç hocam.
 1622. T: Five.
 1623. Umut: If I had seen the film, I would have bought the
 video. Unfortunately, I missed the film when it was shown=
 1624. S2: XX değil mi hocam
 1625. S3: could have bought
 1626. T: Ama söylerken anlamını düşünerek söyleyeceksin
 bu sefer. Filmi görmüş olsaydım...? **Feedback, Elicitation.**
 1627. Umut: If I had seen the film, I wouldn't have
 bought the video. **Uptake, Successful Repair, Self Repair.**
 1628. T: Görmüş olsan niye alarsın? Okay, If I had seen **T.C.**
 the film, I wouldn't have bought the video.

00:32:00**00:32:03**

1629. T: Tuğçe.
 1630. Tuğçe: If it had rained, I could have gone for
 a walk. I stayed indoors all day.
 1631. T: Şimdi belki Tuğçe yağmurda
 yürümekte hoşlanıyodur. Demi?
 Yağmur yağmış olsa, yürüyüşe çıkardım dedi.
 Ama mantıken ne diyoruz? If it hadn't
 rained X possible. Okay? **Feedback, Explicit Correction.**

Teacher 1:28/24

00:06:39

(the students are expected to read the numbered statements. Then, based on the information in the statement, they decide if sentences a and b are true or false.)

1651. T: And Fatih. You are busy or something else?
 1652. Fatih: If I had three wishes, I wouldn't ask for a palace. **(pronunciation mistake)**
 1653. T: Palace, palace **Feedback, Recast.**
 1654. Fatih: I have three wishes=
Topic Continuation.
 1655. T: Yes I have three wishes.
 1656. Fatih: False
 1657. T: False. I don't have three wishes. If I had, actually I don't have

00:06:54

00:13:54

(the students are expected to rewrite some excuses, using present unreal conditional sentences.)

1658. T: Yes, Selda.
 1659. Selda: If I had=
 1660. T: I don't have enough time. If I ..?
 1661. Selda: If I had enough time,
 1662. T: X be careful. If I had enough time..? If I had enough time..?
 1663. Selda: I would planning to study for =
 1664. T: I would planning or I would plan? **Feedback, Elicitation.**
 1665. Selda: I would plan **Uptake, Successful Repair, Self Repair.**
 1666. T: I would be planning de olabilir mesela. **T.C.**
 Progressive' de kullanabilirsiniz. I would be planning is possible. I would plan yerine I would be planning to study for the exam. But I don't have enough time.

00:14:26

00:14:42

1667. T: Number six, Çağdaş. Would you try it?
 1668. Çağdaş:ll
 1669. T: Yes. My boss doesn't doesn't explain things properly. That is why I can't do my job properly.
 Çağdaş: If my boss were explained things properly=
 1670. T: were explain mi, explained mi? Were explained de olabilir hani passive bi tense ama burda simple olması lazım. Explained. **Feedback, Explicit Correction.**
 1671. Çağdaş: were explained **Uptake, Needs Repair, Same Error.**
 1672. T: Just explained. Were yok. Were nerden geliyo. Sade be olsaydı **Feedback, Explicit Correction.**
 1673. Çağdaş: If my boss explained things properly **Uptake, Successful Repair, Repetition.**
 1674. T: If my boss explained things properly..? **T.C.**
 1675. Çağdaş: I wouldn't
 1676. T: I would **Feedback, Recast.**
 1677. Çağdaş: I would **Uptake, Successful Repair, Repetition.**
 1678. T: I would do my job **T.C.**
 1679. Çağdaş: properly.
 1680. T: Okay.

00:15:27**0015:57**

1681. T: Yes, Şeyma. The last one.
 1682. Şeyma: If I weren't feel nervous all the time,=
 1683. T: I weren't feeling mi?, I didn't feel nervous. **Feedback, Recast.**
 1684. Şeyma: I didn't **Uptake, Successful Repair, Repetition.**
 1685. T: Okay, Orda şey yapın. If you are emphasizing that some action is progress * progressive, you may use past progressive orda kullanın. Aynı şekilde type birde de. Yani, progressive' i tercih edeceğiniz zaman. Burda feel nervous. I am not feeling nervous deseydi, If I weren't feeling diyebilirdin ama feel dediği için, this is something in general. Yes. **Feedback, Metalinguistic Feedback.**
 1686. Şeyma: If I didn't feel nervous all the time=
Uptake, Successful Repair, Self Repair.
 1687. T: If I didn't feel nervous all the time,..? **T.C.**
 1688. Şeyma: I would stop smoking.
 1689. T: Yes. I would stop or I could stop da possible. Yes. Could daha iyi. It is X ability.

00:16:43

00:18:35

(the students are expected to read the regrets in the fairy tale and rewrite them with wish)

1690. T: Yes, number three.
 1691. Ss: XX
 1692. T: next one I live in the sea..? I wish...?
 1693. S1: I wish I lived in the sea.
 1694. S3: I wish
 1695. T: Yes I wishll I didn't live in the sea. Okay? **Feedback, Recast.**
 Şu anda I wish I didn' live in the sea.
 Yes I don' live in a castle. **Topic Continuation.**

00:19:09

Teacher 4:28/25

00:19:30

(the students are expected to use the correct word to complete each sentence.)

1696. T: I will join you. Beş. Murat
 1697. Murat: This flight is full. If someone gives up a seat, you won't get on this flight today.
 1698. S12: Unless olmiycak mı?
 1699. Ss: XX
 1700. T: Unless mi, if mi..? **Feedback, Elicitation.**
 1701. Ss: Unless. **Uptake, Successful Repair, Peer Repair.**
 1702. T: If olursa eğer birisi koltuğunu verirse uçamiyacaksın. **T.C.**
 Eğer birisi koltuğunu verirse uçabileceksin diyeceksiniz.
 Eğer birisi koltuğunu vermezse uçamayacaksınız. If not olması lazım burda demi?
 1703. S3: Yani.
 1704. T: Yani unless. This flight is full. Unless someone gives up a seat, you won't get on this flight today. Altı. If you..?

00:20:38

Teacher 3: 28/28**00:09:39**

(the students are expected to use the correct form of the words in parentheses to complete George's thoughts about the past.)

1705. T: My father hadn't got, yada hadn't gotten
ikiside kabul. III Okay, Sefa, four.
1706. Sefa: My uncle lost \$8,000 of the company's money.
I wouldn't feel so desperate if he had found the money.
1707. Ss: No, no.
1708. T: Could you please repeat? **Feedback, Clarification Request.**
1709. Sefa: Hocam, şeyi okuyum ben.
I couldn't feel so= **Uptake, Needs Repair, Different Error.**
1710. T: I couldn't. **Feedback, Repetition.**
1711. Ss: have felt. **Uptake, Needs Repair, Partial Repair.**
1712. S2: I wouldn't olur. **Uptake, Successful Repair, Peer Repair.**
1713. T: wouldn't mu?
1714. Ss: wouldn't olur.
1715. T: wouldn't olur, çünkü X istemiyoruz.
I wouldn't have...? **Feedback, Elicitation.**
1716. Ss: felt. **Uptake, Successful Repair, Peer Repair.**
1717. T: felt, üçüncü hali. I wouldn't have felt. **T.C.**
1718. S3: If he found the money.
1719. T: If he had found. **Feedback, Recast.**
- ||
1720. T: Şşşt. **Topic Continuation.**
1721. S4: I am so unhappy. I wish I had never been born.
1722. T: I wish I had never been born. Keşke hiç doğmamış olsaydım.

00:10:39**00:12:23**

1723. T: Okay, Uğur.
1724. Uğur: Sekiz mi Hocam?
1725. T: X
1726. Ss: Yedi
1727. Uğur: Sekiz ya. My old boss was
1728. Ss: @@
1729. Uğur: almost made a terrible mistake. If I hadn't
helped him, he would get about to jail.
1730. T: If I hadn't have helped him, he would...? **Feedback, Elicitation.**
1731. Ss: have gone **Uptake, Successful Repair, Peer Repair.**

1732. T: have gone. Okay. Buket. **T.C.**
 1733. Buket: Mary wouldn't have been happy if she hadn't X had me.
 1734. T: Mary wouldn't have been happy if she hadn't..? **Feedback, Elicitation.**
 1735. Buket: met **Uptake, Successful Repair, Self Repair.**
 1736. T: met. Tek eylem yazıyoruz demi burda
 1737. Buket: **(Buket nodes)**
 1738. T: If she hadn't met me.

00:12:59

00:21:38

(The students are expected to complete a conversation about a lost wallet with the correct form of the verbs in parentheses and short answers.)

1739. T: I would have taken it to the police if
I had found it. Okay Mustafa Emily ne diyo?
 1740. Mstfa: Why not. What would have you done if you
had found the wallet?
 1741. S2: What would you have done?
 1742. S4: have done
 1743. Mstfa: What would you have done if you had found?
 1744. T: Hangisi? What would have you done' mı,
what would you have done' mı? **Feedback, Elicitation.**
 1745. Mstfa: What would have you done' dir. **Uptake, Needs Repair, Same Error.**
 1746. T: Sence hangisi?
 1747. Mstfa: Bence would have you done.
 1748. T: would have you done. Sizce arkadaşlar.
 1749. Ss: what would you have done?
 1750. T: what would you have done. Çünkü **T.C.**
sadece bi tane * bi tane yardımcı fiili başa
alıyoruz. What would you have done if you
had found the wallet.
||
 1751. T: Tarık.
 1752. Tarık: I had tried to find the owner myself.
 1753. S3: I tried değil mi hocam?
 1754. T: Bi saniye duyamadım.
 1755. S3: had tried
 1756. Tarık: I had tried.
 1757. T: I had tried.
 1758. S3: Sadece tried
 1759. T: I tried, I had tried, I would have tried, I had tried, I would have tried,
 1760. S2: I have tried
 1761. T: I have tried. Bakalım. Sorudan yola çıkıcaz.
Soruda nasıl soruyosa öyle cevap vericez.
What would you have done? **Feedback, Metalinguistic Feedback.**

1762. Ss: I would have tried. **Uptake, Successful Repair, Peer Repair.**
 1763. T: Öyleyse cevapta I would have tried. **T.C.**
 ||
 1764. T: Tekrarlıyorum. Soruyu nasıl sormuş?
 What would you have done? Öyleyse
 cevabı da I would have tried to find the
 owner myself. Cümleyi tamamlarsak if
 I had found the wallet. Tamam mı? I would have tried.
 Bakın I had tried 'ı kullanamayız çünkü if'li cümle değil.
 Zaten if'li yapıdan sonra sadece past perfect yani I tried
 denedim olur ama denerdim I would have tried. Emily kim
 okuyor?

00:23:35

00:24:00

1765. T: Gülşah, cevap, ne diyor Diane?
 1766. Gülşah: No I wouldn't. That would have been foolish.
 After all, anyone couldn't have answered
 1767. T: could have answered. **Feedback, Recast.**
 1768. Gülşah: could have answered **Uptake, Successful Repair, Repetition.**
 1769. T: Bakın kısa cevap verirken no I wouldn't
 demiyoruz. I wouldn't have. Onu eklemeyi
 unutmayın. No I wouldn't have. Would you
 do'nun cevabı I would or no I wouldn't ama
 burda would have. Anyone would have answered
 it. Okay Mesut. **Feedback, Explicit Correction.**
 1770. Mesut: Well it would have been easy if there had been
 more identification in the wallet. **Topic Continuation.**
 1771. T: Very good. Well it would have been easy if there
 were * had been more identification. Was there
 more identification?
 1772. Ss: ||
 1773. S2: No
 1774. T: No there wasn't En sonuncuyu kim okuyo?
 Burası biraz sıkıntılı olabilir.
 1775. S7: Ben okuyum.
 1776. T: Sendeki doğru cevap. Sefa.
 1777. Sefa: I would have looked=
 1778. T: I would have looked' mu? **Feedback, Clarification Request.**
 1779. S7: Değil. **Uptake, Needs Repair, Acknowledgement.**
 1780. T: Değil. Sendeki yanlışmış o zaman. @ **T.C.**
 1781. S4: I have looked.
 1782. S5: I looked
 1783. T: I looked **Feedback, Repetition.**

1784. S12: XX olucak
1785. S9: I looked yaptım. **Uptake, Needs Repair, Same Error.**
1786. S4: have looked' mu olucak? **Uptake, Needs Repair, Different Error.**
1787. S8: I would have looked. **Uptake, Successful Repair, Peer Repair.**
1788. S14: Sadece looked.
1789. T: Bakın bunu cevabımı bulmak için bi önceki cümleye bakalım. Well it would have been easy if there had been more identification in the wallet. Eğer cüzdanda daha çok kimlik bilgisi olsaydı daha kolay olurdu diye söylüyo. Kolay değildi ve bilgi yoktu. But there was only the persons name on the card. Kartın üzerinde sadece kişinin adı yazılıydı.
Well, o zaman ben? **Feedback, Metalinguistic Feedback.**
- S16: Looked, had looked **Uptake, Needs Repair, Different Error.**
1790. T: Bakmış mı? **T.C.**
1791. S6: Bakmamış
1792. T: Bakmamış. Öyleyse telefon defterine bakmış olurdum diyecek. **Feedback, Elicitation.**
1793. S13: I would have looked. **Uptake, Successful Repair, Peer Repair.**
1794. T: I would have looked. Eğer sadece ismi varsa **T.C.**
1795. Ss: XXX
1796. S3: Hocam bende şey olsam. Kartpostal orda olsa diye yoktu. Ben baktım diyo zaten oraya.
1797. T: Hayır hayır bi sonrakinde diyo. Emily. She did look in the phone book. O da baktı. Ama ben olsaydım. If I were * if I had been her, I would have looked. Ben onun erinde olsaydım telefon defterine bakmış olurdum.

00:26:49