

**NEAR EAST UNIVERSITY**

**GRADUATE SCHOOL OF EDUCATIONAL SCIENCES**

**DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**A CLASSIFICATION OF ENGLISH AS A FOREIGN LANGUAGE  
LEARNERS' ORAL ERRORS REGARDING LANGUAGE  
COMPETENCIES**

**YASEMIN CETEREISI**

**PhD Thesis**

**JUNE, 2019**

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**Supervisors: Assoc. Prof. Dr. Mustafa Kurt & Asst. Prof. Dr. Hanife Bensen Bostancı**

**PhD Thesis**

**JUNE, 2019**

**Approval of the Graduate School of Educational Sciences**

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## DECLARATION

I hereby declare that all information in this document has been obtained and presented in accordance with the academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all materials and results that are not original to this study.

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**ABSTRACT****A CLASSIFICATION OF ENGLISH AS A FOREIGN LANGUAGE  
LEARNERS' ORAL ERRORS REGARDING LANGUAGE  
COMPETENCIES****Çetereisi, Yasemin****PhD Program in English Language Teaching****Supervisors, Assoc. Prof. Dr. Mustafa Kurt and Assist. Prof. Dr. Hanife****Bensen Bostancı****June, 2019, 316 pages**

There is a plethora of research on errors in English and other languages however, there are no studies on the classification of the spoken errors committed by the Turkish speakers of English in terms of the communicative language competencies. This study sets out to investigate the spoken errors of university level learners. To achieve this goal, the Common European Framework of Reference for Language's (CEFR) (2001) communicative language competences was employed to classify the spoken errors committed by English as a foreign language (EFL) Turkish learners and find out the difficulties they experience in their learning progress. Data were collected within the department of English Language Teaching (ELT) at a private university in North Cyprus through in class observations and recordings. The results of the competences

analysis of errors revealed that the most prevalent errors were produced in the main category of linguistic competences followed by pragmatic competences, and sociolinguistic competences. The findings have implications for instructors to recognize the problems which Turkish stumble upon and thereby be able to set more realistic expectations for themselves and their learners.

**Keywords:** Spoken errors, classification of errors, English as a Foreign Language, communicative competences, Common European Framework of Reference for Languages.

**ÖZET****DİL YETKİNLİĞİ İLE İLGİLİ İNGİLİZCE KONUŞMA HATALARIN  
SINIFLANDIRMASI****Çetereisi, Yasemin****Doktora, İngilizce Öğretmenliği Anabilim Dalı****Danışmanlar, Doç. Dr. Mustafa Kurt ve Yrd. Doç. Dr. Hanife Bensen****Bostancı****Haziran, 2019, 316 sayfa**

İngilizce ve diğer dillerdeki hatalar üzerinde çok sayıda araştırma bulunmaktadır, ancak İngilizce konuşan Türk öğrencilerinin iletişimsel dil yeterlilikleri açısından işlenen sözlü hataların sınıflandırılması konusunda herhangi bir çalışma bulunmamaktadır. Bu çalışma üniversite düzeyindeki öğrencilerin konuşma hatalarını araştırmaya yöneliktir. Bu hedefe ulaşmak için, Ortak Avrupa Dil Referans Çerçevesi (CEFRL) (2001) iletişimsel dil yeterlilikleri kullanıldı. Çalışma, Yabancı Dil olarak İngilizce (EFL) öğrenen Türk öğrencilerinin işledikleri sözlü hataları incelemekte ve öğrencilerin öğrenme süreçlerinde yaşadıkları zorlukları tespit etmektedir. Veriler, Kuzey Kıbrıs'taki Yakın Doğu Üniversitesi İngilizce Öğretmenliği Bölümü'nde sınıf gözlemleri ve kayıtları ile toplanmıştır. Hataların yeterlilik analizinin sonuçları, en yaygın hataların, dilsel yeterliliklerin ana kategorisinde üretildiğini ortaya çıkarmıştır. Bunu pragmatik yetkinlikler ve sosyo-dilbilimsel yetkinlikler izledi. Bulgular, öğretmenlerin



Türkçe'nin karşılaştığı sorunları tanımlarını ve böylece, kendileri ve öğrencileri için daha gerçekçi beklentiler yaratmalarına yol açmaktadır.

**Anahtar Kelimeler:** Konuşma hataları, hataların sınıflandırılması, Yabancı Dil Olarak İngilizce, İletişimsel Yeterlilikler, Diller için Ortak Avrupa Referans Çerçevesi.

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## ABBREVIATIONS

EFL: English for Foreign Language

ELT: English Language Teaching

CEFR: Common European Framework for Languages

CA: Contrastive Analysis

EA: Error Analysis

L1: First Language

L2: Second/ Foreign Language

LAD: Language Acquisition Device

UG: Universal Grammar

TL: Target Language

CLL: Community Language Learning

GTM: Grammar Translation Method

ALM: Audiolingual Method

LA: Language Acquisition

ELT: English Language Teaching

IRR: Inter-rater Reliability

CF: Corrective Feedback

WCF: Written Corrective Feedback

TPR: Total Physical Response

NNS: Non- Native English Speaking

ESL: English as a Second Language

IFL: Institute of Foreign Languages

## CHAPTER I

### INTRODUCTION

Speaking is one of the most important skills that consist of oral communication as well as body language to obtain and construct information (Brown, 1994; Burn & Joyce, 1997; Chaney & Burk, 1998). Speaking is a productive skill and is challenging in both learning and teaching the second or foreign language (L2) however, it is required in order to be proficient in L2. Learning a L2 in a classroom is only the foundation of speaking, therefore the skill needs to be used in the natural environment so that mistakes can be identified. Every individual makes mistakes and these mistakes are seen as learning curves for students (Sidman, 2010). Mistakes are the outcome of learners using the target language (TL) to communicate so that they can improve and be more proficient in the L2 (Alrabai, 2014; Aveni, 2005; Spratt, Pulvernerss, & Williams, 2011). On the other hand, an error is a gap in a learners understanding therefore they cannot accept the rules of the L2 (Ellis, 2003). Having identified the above Corder (1967, 1981) claimed that there are three steps that need to be taken in order to correct learners' errors; the errors need to be described, explained and evaluated. In the past, learners' errors were just seen as faults and no attempt was made to find commonalities between them. However, Corder's (1981) research had shown that errors are natural in the learning process especially in the L2

and outlined that teachers should understand the reasons behind their learners' specific errors in order to be able to teach more effectively and to make learners understand that error making is a natural progress of L2 learning.

Recent discoveries by material designers, institutions and English language teachers have highlighted the importance of the communicative skills of learners and have attempted to incorporate this into the syllabi via using the communicative approach (Ahmad & Rao, 2013; Richards & Schmidt 2013). The implementation of the communicative approach has introduced a new methodology with newer materials into the classroom to make teaching and learning more effective (Ahmad & Rao, 2013; Richards & Schmidt 2013). In other words, when employing the communicative language teaching approach, learners use the target language and strategies for language acquisition (LA). Principles of this method are that the learners communicate in the TL and use the grammar accordingly. The teacher is seen as the facilitator and the errors are noted whilst doing an activity and they are worked on later. Some of the techniques used are authentic materials, matching sentences, language games and role play (Duff, 2014).

As previously mentioned, more emphasis is placed on using speaking and listening skills in social situations while using vocabulary and grammar. In order to achieve this institutions have shifted to learner centred classrooms and the use of authentic language as well as examinations instead of using the



traditional teacher centred classrooms and drills which were not effective as no learning was taking place (Al-Seghayer, 2015).

### **Background of the Study**

The perceptions of errors and mistakes have evolved over the years. In the past, errors were viewed as a process of imitation and reinforcement and mistakes were viewed as problems which some learners would not be able to overcome. Corder (1967) was the founder of error analysis (EA) which was a more advanced version of contrastive analysis (CA). CA was the first approach influenced by behaviourism popularised by Skinner (1957), the aim of CA was to discover under what conditions the differences between the first language (L1) and L2 occur. CA's main exponent was Lado (as cited in Kuo & Lai, 2006, p. 6) who stated that L2 errors are the result of the differences between learner L1 and L2 (Fries, 1957; Skinner, 1957). However, CA was unable to explain how children can use rules or acquire rules that they have never heard before. EA was able to show that learners' errors were caused by the interference of a new language.

EA focused more on learning processes than teaching. Learners should be exposed to a large quantity of correct models. They need to listen, practise and repeat. A new approach to errors was developed to focus on forms and over the recent years the focal point has shifted to focus on functions and its importance to foreign classroom teaching

(Saville-Troike, 2006). In addition, there were problems with EA for example, the lack of positive data and it was unclear whether teachers were collecting the correct information (Byram & Hu, 2013).

In the late 1960s, early 1970s researchers found that learner's language abilities differed and that L1 and L2 were acquired differently. EA was studied by different researchers such as Corder (1967) who named it 'traditional competence'. Corder (1967) puts an emphasis on the importance of teachers seeing errors as a positive form of the learners' linguistic knowledge which is a crucial part of the learning process. Furthermore, he proposed a procedure for EA as: gathering examples of learner's work then identifying, describing, explaining (whether they are from the mother tongue interference or developmental) and evaluating (fluency and accuracy) the errors (Corder, 1967). Error collection usually occurs within a classroom when the teacher notes down language usage.

**Turkish and Turkish Cypriot Context.** English language learners within the Turkish and Turkish EFL context seem to not have the sufficient skills in terms of intercultural competence, cultural knowledge or are unaware of the attitudes of the culture. Therefore, research has increased into the examination of these errors as to the reasons in which learners commit them (Çetinkaya & Börkan, 2015). However, in the recent years more studies have looked at English Language Teaching (ELT) research and the ways in which the four skills can be improved (Nan,

2018; Hinkel 2006). Thus, even though research have increased over the recent years, there is still a need for more research and teacher development in the teacher education within teaching and learning of the English language in the Turkish and Turkish Cypriot context as there is a difference in the Turkish and English languages (Yaylı, 2015). For example, the Turkish language consists of vowel harmony which means that the vowels of suffixes need to resemble those of the root word being suffixed to illustrate the Turkish vowels ‘a, e, ı, o, u’ the rule is to add ‘-lar’ to the ending of the root word and the rule for ‘e, i, ö, ü’ the rule is to add ‘-ler’ to the ending of the root word. The word order is Subject, Object, Verb (SOV), only uses one pronoun for third person singular tense whereas English language word order is Subject, Verb, Object (SVO) and it requires gender in the third person singular pronoun such as, ‘he’, ‘she’ and ‘it’. The Turkish language consists of suffixes added to verb stems to show whether the sentence is positive or negative for example, to construct a present continuous tense ‘-iyor, -ıyor, üyor or –uyor’ needs to be added to the root of the verb, the copula ‘to be’ is not used. Turkish does not have definite and indefinite articles (Yıldırım, 2015). However, the English language often requires definite and indefinite articles.

From my experience, in the past, teachers viewed errors as negative aspects of the learning process however, the current view on teaching is that teachers use corrective feedback to treat errors. Although, teachers have been using corrective feedback (CF), learners are still

committing language errors. To overcome this problem teachers need to understand these errors, find solutions and make use of the errors produced by EFL learners when teaching.

### **Statement of the Problem**

Learners are likely to commit errors as they are unavoidable in the language learning process. Errors are an example of incorrect knowledge and challenging areas for the learners because as learners are receiving feedback, they are still committing errors. Although, there has been a study into the classification of errors in written context (Çetereisi & Bensen, 2018) there still seems to be a gap related to the competencies in relation to oral errors. The EFL learners (Turkish and Turkish Cypriots) in this context learnt the English language through grammar and less attention was given to the four skills (Aslanyürek & Doğrul, 2016; Bostancı & Cavusoglu, 2018; Eser, 2014). Even though teachers/instructors are aware that students make errors they do not specifically know what type of errors learners in this context make. This is why they do not focus on improving such errors. The Common European Framework of Reference for Languages (CEFR) has supported institutions and English language teachers to fulfil their objectives, but errors are still committed in the language learning classes as there seems to be a gap between what is taught and how it is used in real life situations.

Students deficiency in the competences suggested in the CEFRL, leads them to produce presumably more language errors.

### **Aim of the Study**

To be able to overcome the aforementioned problem, this study aims to highlight the errors produced by Turkish speakers of English and categorize these errors according to the communicative language competencies illustrated in the CEFRL.

To be able to reach the aim, this study seeks to answer the following research question:

1. Based on the CEFRL classification, what language errors do Turkish speakers commit when learning English?

### **Limitations of the Study**

This study has been conducted with EFL learners at a private university in the department of ELT. Accordingly, a limitation of the study is that the data sample is limited to only learners who are studying in the department of ELT: it should be noted that this will not affect the generalisation of the findings as this could be applied to different proficiency levels and age groups of learners. Furthermore, the results may be different in other FL contexts and may be different if applied in other Turkish speaking communities.

## **CHAPTER II**

### **LITERATURE REVIEW**

This literature review chapter will offer a collection of well selected published reports, research papers, books, educational journal matters on the topic of spoken errors made by EFL learner's in the classroom setting.

While exploring deep into the various surrounding issues and complications of speech errors, comparing classroom errors (learning process) and discovering whether there is a pattern in the production of errors in terms of communicative language competencies is important. This chapter will specifically shed light on the literature related to language acquisition (LA); L1 acquisition and L2 adult acquisition, language learning, methods and approaches, the articulatory system (Turkish and English), teaching speaking, corrective feedback; oral corrective feedback, learning speaking, The Turkish and English languages, language transfer, mistakes, errors; types of errors, error analysis, taxonomies of errors, errors committed by Turkish speakers of English and communicative language competences; studies on the communicative competences.

#### **Language Acquisition**

LA refers to the ability which only humans can comprehend, receive and produce language using words and sentences to communicate (Sakai, 2005; Saville-Troike, 2012) whereas, most L2 learners have traits of their L1 such as

fluency, pronunciation and speed. Nevertheless, other L2 speakers use strategic competence where the speaker adapts their use of verbal communication (Mariani, 1994).

**L1 Acquisition.** L1 is the mother tongue which is the language a person acquires first. Theories on first language acquisition have evolved drastically throughout the 20th century. Skinnerian (1963) behaviorism looked at learning as a process of imitation and positive-negative reinforcement. The major fault of this theory, according to Chomsky (1965) is that it fails to explain how we are able to produce an infinite number of utterances which we have never been exposed to before. Chomsky's (1965, 1993) theories on generative grammar attacked the behaviorist point of view and claimed that humans were biologically equipped with the ability of acquiring languages, the Language Acquisition Device (LAD). Chomsky (1965) argued that language acquisition develops independently from cognition because it is innate which refers to the LAD. Chomsky's view was that language acquisition is an innate ability that all humans have, and that input alone is not sufficient enough to explain language acquisition because of various factors such as stutters and so on. According to Chomsky's Universal Grammar (UG), which consists of a set of abstract principles about the language in addition to syntactic variations (which are parameters) that languages can follow. UG constrains L1 acquisition which is the parameters as it allows certain possibilities about the syntax of languages. Children are aware of what they are learning has phrase

structure and what they need to do is acquire lexical items and categorize them into verb, nouns and so on (an example of UG can be seen in Singleton & Newport, 2004). Singleton and Newport's (2004) study was based on a deaf child called Simon whose parents both learned American Sign Language (ASL) after the age of 15. The study measures whether Simon is capable to acquire a natural language from data which is not present and follow its principles. The study was based on children that are the same age as Simon who has native signing parents and also compared with Simon's own parents. The results revealed that Simon is able to acquire ASL regularly and orderly like other children of his age. This study is useful because it helps researchers to understand how the brain works and the language capacity of humans. It also provides evidence that younger children learn languages more easily than adults as adults need to go back and recall principles of L1 in the acquisition of L2.

In the 1960's, Piaget's theories on cognitive development pointed out that LA was not only an innate ability we had but it was also part of a child's cognitive development which happens along with the development of thinking. Piaget's (2001) theory focused on the developmental stages, which progressed from one stage to the other. In his view, progression through the four developmental stages (sensorimotor, pre-operational, concrete operational, and formal operational) is the same for all children irrespective of culture and all children reach the final developmental level at almost the same age. Piaget (2001) mentioned that child acts and learns



from the environment and that interaction with peers is necessary and that knowledge acquisition is based on the child's actions and initiatives; he also believed that mental processes are primitive.

In the 1980's, theories focused more on the importance of social elements of LA such as Jerome Bruner's theory (1983) on Language Acquisition Support System (LASS), where the parent mainly the mother assists their child in the acquisition of a language as well as interacting with others but the nativist theory fails to take this theory into consideration.

According to Saville- Troike (2006) the stages of L1 acquisition are babbling which are babies' explorations of sounds which start from six months, at twelve months babies start producing first words followed by substitution where babies replace sounds which they are familiar with at eighteen months toddlers join words, at twenty four months children start using complicated word structures, at three to four years sentences become longer and after four years old children are fluent and able to use the basic rules of a language. Another theorist that developed stages of L1 acquisition is Piaget. Piaget (2001) stages consist of sensorimotor stage (birth to two years) which includes knowledge tied to sensory and motor abilities. Preoperational stage (two to seven years) which includes objects and events that are represented by mental symbols. Concrete operational stage (seven to twelve years= which includes children's logic reasoning about concrete objects and events. Finally, formal operational stage

(twelve years and above) which includes abstract and hypothetical reasoning. However, Vygotsky's (1962, cited in Saville- Troike, 2006) stages of development consist of three stages which are social or external speech (zero to three) which includes children forming images, emotions and impressions. The second stage is egocentric speech (three to seven) which includes children thinking out loud or talk to themselves during an activity. Finally, third stage is inner speech (seven and above) which includes speech that is used to guide thinking and behavior and help solve problems.

The age which L1 is acquired is important. The critical period hypothesis was popularised by Lenneberg (1967) which was first applied to L1 acquisition. It was assumed that after the critical age there would be difficulty in acquiring a language (Coronado, 2013). There are some examples of feral children who lived in isolation without any human contact (Sinicki, 2016) such as, Amala and Kamala (found in India) who were raised by a wolf family. They were found in 1920. Amala died a year later and Kamala in 1929. The two girls were from India and were suspected to have been brought up by a wolf family (Godfrey, 2008; Harris & Butterworth, 2002). Victor (found in Aveyron) was thought to be born around 1788. He was a teenager who lived in the woods. The claim was that he was psychologically and mentally demise (Harris & Butterworth, 2002). Another case is Ng Chhaidy, Theiva an Indian girl who was found in 2012. She went missing in a jungle in 1974 when she

was 4 years old and returned in 2012. Genie was found in the 1970s is an important documented case which supports Lenneberg's (1967) claim of critical period (Curtiss, 2014). Lenneberg (1967) stated that "if language acquisition doesn't take place by puberty, the child cannot master L1." (p. 180). This statement outlines the idea that childhood is important when LA is concerned, all humans acquire the L1 of the society or social group they are born into as a natural part of their lives. Even brain-damaged children usually acquire the full grammatical code of the language of their society or social group. Curtiss (1977, 2014) studied Genie, a thirteen year old girl who was kept isolated from language input and interaction. Her knowledge of English (L1) was never fully developed to a sufficient level when compared to other learners who acquired L1 before the critical period which is linked to the ability to acquire language biologically linked to age.

Against the critical period hypothesis was Skinner. Skinner's (1963) explanation of language was that any acquisition was done through learning process of operant conditioning and shaping. He felt that there was no meaning of words and that verbal behaviour was due to the conditioning that occurs between the words and the reinforcement. Children are considered to have accurate grammar due to the reinforcement of their teachers and parents. He emphasised that there is a connection between behaviour and mixing with new people and that this improves as people get older, new skills develop and new languages can

be learned with no limit on age. Another opposed view Lenneberg's (1967) theory was Pulvermüller and Schumann (1994, as cited in Birdsong, 2009) who also did not believe in the critical period as they emphasised that there is no clear evidence for the critical period and that the evidence was incorrect.

**L2 Adult Acquisition.** In the field of SLA there have been many theories however, the most recognized researchers are Corder (1967) and Selinker (1972) who stated that LA is an instinct process and disagreed with behaviorist theorists. By the 80s such as, Krashen (1982, 1985) proposed input hypothesis where he stated that comprehensible input (CI) is the crucial part of language acquisition (VanPatten & Benati, 2010). In the 1990s-2000s there was a variety of theories and approaches to SLA, Long (2003) interaction hypothesis, Swains (1995) output hypothesis, Richards and Schmidt (2013) noticing theory, Chomsky's (1993) universal grammar as well as psychological approaches such as skill acquisition theory and connectionism (Dabrowska, 2015).

Krashen (1977) developed the input hypothesis in which the main importance is on comprehensible input (CI). Krashen (1982) stated that L2 was mainly subconsciously acquired through exposure to CI rather than explicit practice. He mentioned that SLA required focus on meaning rather than on form and the learners emotional state can affect acquisition. As a result of this view he has hypothesized that if learners are exposed to CI and provided with

opportunities to focus on meaning and messages rather than grammatical forms and accuracy, they are able to acquire the L2 in the same way as their L1. He proposed a model and five hypotheses. They are: The Acquisition–learning hypothesis which means that learners’ process input unconsciously just by knowing language. The Monitor hypothesis which is the interface between language and acquisition. The Natural Order Hypothesis which means that learners follow developmental sequences in order to predict word order. The Input Hypothesis which means that languages are acquired through CI (similar view which was proposed by VanPatten, 2004). Finally, the Affective Filter Hypothesis which means that learner certain personality traits such as motivation and anxiety can act as a filter which prevents comprehensible input from reaching SLA device. The relevant ones are in Krashen’s (1982, 1985) hypothesis called the ‘Acquisition-Learning Hypothesis’. Saville-Troike (2012) stated that Krashen claims in his Acquisition-Learning hypothesis that learners have two different systems to develop competence, namely, acquisition and learning. The ‘acquired’ system is a subconscious and innate process which arises when learners are involved in using language in actual communication. On the other hand the ‘learned’ system is activated when learners are involved in the process of paying attention to the L2 in order to understand the rules. In this case L2 learning is a conscious construction of rules in learning.

L2 is not learnt as part of the learner's general cognitive development as it is not an essential life-skill in the same way that the L1 is. There can be resistance to L2 learning whether it is conscious or

subconscious. Saville-Troike (2012) has outlined that Krashen's Monitor Theory proposed that L2 was mainly subconsciously acquired through exposure to CI rather than explicit practice. SLA required focus on meaning rather than on form. As a result of this view he has hypothesised that if learners are exposed to CI and provided with opportunities to focus on meaning and messages rather than grammatical forms and accuracy, they are able to acquire the L2 in the same way as the L1. In practical terms, L2 teaching should focus on providing a rich variety of comprehensible input and opportunities for the learners to use language spontaneously and meaningfully. According to Lenzing (2013), the Natural order Hypothesis was based on the order of morpheme acquisition yet, the order of grammatical morphemes only apply in natural communication. Myles and Mitchell (2004) stated that in order for LA to take place in Krashen's input hypothesis the settings need to be suitable and available for LA to take place. Finally, the Affective Filter Hypothesis is the attitudes of learners which have an influence on language acquisition. Gallagher (2008) stated that student's mental frame plays an important role in LA.

Input is needed in order for acquisition to take place. White (2003) mentioned that at some level input becomes the main ingredient for the development of competence. Benati (2004) also argued that structured input alone produces changes in grammar. Ellis (2002) stated that after observing recent studies on instructed SLA that the effects of instruction

are limited. Some researchers looked at grammar instruction such as, Lightbrown and Spada (2006) have stated that grammar is required in instruction and that instruction cannot change the developmental sequences or course learners to skip stages, they add that the order of acquisition cannot be changed.

### **Learning Speaking**

Language is a way of communicating and it is used to communicate with other people to express various feeling, ideas and so on. Speech is used everyday therefore the importance of speaking skills cannot be denied as speaking is used in a variety of situations such as, workplace and schools. Rivers (1981) and Brown (1994) stated that speaking is the most difficult skill and is used more than the three skills (listening, reading and writing) because a speaker should be aware of the features of oral discourse such as stress, intonation, rhythm, the use of slang and idioms, and so on. Lindsay and Knight (2006) mentioned that another important factor in speaking is that it is used for various reasons such as the need to communicate with someone face to face or to answer questions at an interview, in shops, meetings and so on. Harmer (2007) stated that communication is a complex process and that it is used to state something, to express or to inform someone of something and as well as speaking, listening is also necessary for effective communication to take place “...in a face to face interaction the speaker can use a whole range of facial expressions, gestures and general body language to help to convey the message” (p 53).

Krashen (1988) stated that his research did not reveal that listening equals to more speaking, he argues that speaking is proof that learning has taken place. Thornbury (1997) mentioned that speaking has stages which are learning words followed by the learning of phrases which he meant that each word is linked to another one and this applies for utterances.

L1 and L2 speaking have differences for example, L2 has difficulties in pronunciation and no accuracy which means that the learners have difficulties within a classroom and therefore become anxious however, learners need to listen, adjust the message and respond accordingly to the message (Thornbury, 1997).

### **Language Learning**

VanPatten (2004) mentioned that Universal Grammar (UG) is considered to be the innate source which consists of a set of abstract principles about the language in addition to information on the possible parameters that languages can follow such as, the `First Noun Principle` (VanPatten, 2004) parameters explain properties of languages. UG constrains (principles) L1 acquisition by allowing children to use certain possibilities about the syntax of languages. Children are aware that the language they are learning (L2) has phrase structure and what they need to do is acquire lexical items and categorize them as nouns, verbs, prepositions so that they can project them into correct phrase structure in basic forms. UG is a knowledge source that restricts the range of



possibilities for syntactic configuration in a language for children and adults. Principles state a particular part of grammar structure whereas parameters allow for a little area for options for a language rule.

Interlanguage is also important in the acquisition of a language. Interlanguage occurs when learners of L2 are not fully proficient. In other words, in another language which preserves some features of their L1. Saville-Troike (2006) mentioned that after many decades of research into learner language, the evidence suggests that language learning is methodical. Selinker (1972) stated that there are five main processes which only apply to L2. These are language transfer which is the role of learners, transfer of training which is incorrect teaching, strategies of L2 learning includes simplifying the educational system (i.e. taking students level in a classroom into consideration), strategies of L2 communication which are the ways to resolve students communication difficulties, overgeneralization of L2 rules is when learners adapt L2 according to their L1 for example, choose \*choosed. However, Brown (2007) delineated four stages in language development. These are pre-systematic stages which are the random errors that learners produce, an emergent stage which is adopting the rules of a language then at the systematic stage learners start to become closer at learning the rules of the L2 and the post-systematic stage in which the students can correct their own work. Corder (1981) stated that these errors are natural features to be expected as part of

the cognitive growth that L2 learning represents. (This section will be discussed further in the literature review).

### **Methods and Approaches**

Teaching methods are teacher's usage of principles within a classroom when teaching content, the order of work and the way form and meaning is conveyed (Elizabeth, 2007; Harmer, 2001; Nunan, 2015; Richards & Rodgers, 2001).

The understanding and application of methods changed in the ninetieth century. The traditional method is based on the reduction of the integrated process of using a foreign language and focuses on individual usage of skills and areas of knowledge. One of the most popular methods was the Grammar Translation Method (GTM) also known as the Classical Method (Larsen-Freeman & Anderson, 2011) which according to Harmer (2015) was the ability to analyse language and not use it. Classes were taught in the learner's mother tongue and the TL was hardly used and little attention, if any, was given to pronunciation. The teacher is the leader and learners need to have the correct answer when the teacher asks and interaction is traditional which is mostly teacher-student based with a little student-student interaction. The errors were corrected in a traditional manner; if the student answers wrongly then the teacher provides the learner with the correct answer. This was known as the Error Analysis (EA) approach. Examples of some techniques used are, translation of answering questions related to a reading passage, learners answer

questions regarding the reading comprehension, learners are given a set of words and asked to find the antonyms or synonyms, learners use cognates to spell words, deductive usage of rules which basically is teaching the rules of grammar followed by examples to practice, gap filling exercises, memorisation, new vocabulary usage, and writing composition (Larsen-Freeman & Anderson, 2011).

A method which challenged the GTM was the Direct Method (DM). In the late 1800s Charles Berlitz popularised the DM which meant that classroom instruction was conducted in the L2, correct use of pronunciation and grammar was emphasised and modelled, and vocabulary was taught using visual aids, pictures and demonstrations. Nonetheless, the method lacked grading or structure (Brooks, 2015, Llavador et al., 2011; Norland & Pruett-Said, 2006). In this method the teacher is the dominant figure and the students are required to participate in class. Some examples of the principles used in this method are learning new vocabulary through visual aids, students only use the TL and the use of real life situations. Apart from teacher correction, self-and peer correction of errors is fostered such as, self editing tasks (Ferris & Roberts, 2001) and peer-correction (Atai, 2000). Some techniques employed in this method are reading aloud, question and answer exercise, self-correction, communication practise, gap filling exercise, dictation and writing paragraphs (Larsen-Freeman & Anderson, 2011).

Another traditional method is the Audiolingual Method (ALM) also known as the aural-oral method. This method was developed so that it

accommodates the needs of World War 2 survivors. It was based on structural linguistics and behaviourist psychology. The materials were presented as dialogues and the method depends on imitation and reminiscence of a set of phrases. Moreover, CA is used to order structures which are taught in repetitive drills so that the language is imprinted into the learners' minds. Grammar is not taught explicitly; the teacher gives a model of a sentence using new vocabulary and the learners use the same structure to repeat the structure until they have learnt it without any errors and using the correct pronunciation (Brooks, 2015, Llavador, et al., 2011; Yule, 2010). In this method the errors were avoided whenever it was possible. Some techniques employed in this method are memorising dialogs, drills, gap filling exercise and grammar games (Larsen-Freeman & Anderson, 2011).

In the 1970s- 1980s a variety of humanistic approaches were introduced. Their common belief was the idea that all learners have an innate ability and capacity for learning a new language. The most common popular examples is the Silent Way which is purely based on the learners using feelings to express themselves, this means that it is a student centred classroom in which the emphasis is given on interaction so that the learners become aware of the target language. Errors are seen as part of the learning process and teachers use the errors as a direction to what they will teach next. Some techniques are using visuals in the student centred classroom so peer correction is advised, using rods to teach language structure and structured feedback (Larsen-Freeman & Anderson, 2011).

Another method to language learning is (De) Suggestopedia which is based on meaningful materials and importance is given to vocabulary. The teacher is the leader as a result, the students need to trust the teacher in order to be successful. Student errors are viewed natural and they are corrected with sensitivity. Some techniques are bright classrooms, communicating positively, creativity and role play (Salim, 2007).

Total Physical Response (TPR) also classified under the traditional language learning methods is based on listening where speaking is prohibited until learners understand meaning through visual aids and body language, community language learning is purely student interaction which the belief is that TL is learnt through speaking. Within the TPR, natural approach is used and is mostly concerned with using communication rather than learning grammar. Furthermore, learner errors are stated clearly in detail. Language is not forced. It is believed that it occurs naturally however the learners need to be exposed to a lot of CI. (Krashen & Terrell, 1983; Spada, 2015).

Community Language Learning (CLL) which looks at learners as a 'whole person' (Larsen-Freeman & Anderson, 2011) is another language learning method. Teachers are treated as counsellors who are considered as someone who understands. Hence, teachers are treated as guiders who help the learners when learning a new language. Teachers use recast (which means to present something in a new way) to correct mistakes. Techniques used in this method are learners recording themselves and transcribing their own recording.

Richards and Rodgers (1992, 2001) discuss the importance of Communicative Language Teaching (CLT) which was introduced in the 1980s-1990s which is based on the ways in which language can be learnt successfully. This method focuses on a student centered type of instruction and it is a shift from the grammatical forms to the communicative properties of a language. In this method learners use the target language and strategies for language acquisition. Principles of this method are that the learners communicate in the TL and use the grammar accordingly, meaning is emphasised over form, correction is kept to a minimum, comprehensible and meaning-bearing input, uses variety of discourse types activities (for example, role plays, stories and so on), exposure to language speech to other learners, the teacher is seen as the facilitator and the errors are noted whilst doing an activity and they are worked on later. Some of the techniques used are authentic materials, matching sentences, language games and role play (Duff, 2014).

### **The Articulatory System**

The articulatory system is the speech sounds that are produced by the vocal track. The main sound sources are generated by rapid opening and closing of the vocal folds (voicing) and loud noise generated at narrow structures (friction) (Byrd & Saltzman, 2002).

**English Articulatory System.** There are eight places of articulation; Bilabial sounds which are produced when the lips are closed i.e. /p/,

Labiodental sounds are when the lower lip touches the upper front teeth i.e. /f/, dental sounds occur when the tongue touches the upper front teeth of the tongue, alveolar sounds which occur when the tip of the tongue is raised towards the ridge behind the upper teeth i.e. /t/, palatoalveolar sounds (also known as affricatives) are produced by raising the blade of the tongue behind the alveolar ridge i.e. /ʃ/, palatal sounds are similar to the palatoalveolar sound but they are produced further back towards the velum i.e. /j/, velar sounds occur when the tongue is raised towards the velum i.e. /w/ and glottal sounds (also known as fricatives) are produced when the mouth is opened and the air passes through i.e. /h/ (Forel & Puskas, 2005; Roach, 2000).

English pronunciation can lead to misunderstandings when having conversations with others although it is not necessary to be native like however, a person needs to have good level of pronunciation to be able to communicate (Jesry, 2005). Learners should be taught standardised ways of English pronunciation (Gilakjani, 2011). Teaching learners standardised English can have a positive effect on their academic performance especially phonological variation meaning different sounds (Gilakjani, 2011). For example, Chinese speakers pronounce 'think' as 'sink' because the language does not have the voiceless sound 'θ'. On the other hand, retrieved pronunciation (RP) also known as the posh accent is one variety of the British English dialect For example, in Britain not every dialect has the sound 'h' however the people who speak in retrieved pronunciation pronounces 'h' in 'hurt' whereas Cockney speakers say 'urt'.

**Turkish Articulatory System.** Most letters of the Turkish language are similar to English with just few exceptions such as, ‘soft g’ (yumuşak ğ) for example it always follows a vowel and there are only two ways that it can be produced i.e. if it is used with a, ı, o, u then the sound of the ‘soft g’ will be longer such as, *yağmur* however, if the vowel is e, i, ö, ü then the ‘soft g’ would be pronounced as ‘y’ such as, *eğitim* or *iğne* (Türet, Bayram, & Jones, 2002).

### **Teaching Speaking**

Teaching speaking, one of the productive skills can be demanding but it is required in order to be proficient in a L2. According to Harmer (2001), “one of the main reasons for including speaking activities in language lessons is to help students develop habits of rapid language processing in English” (p. 271). This statement is significant because he outlines that confidence and fluency are important when learning and teaching a language. In addition, Harmer’s (2001) statement can be applied to most L2 languages.

Learners are encouraged to speak with confidence and not to think about any mistakes, this helps to increase fluency, although it depends on various factors such as, feeling secure within the classroom/ no intimidation from other learners and learners not feeling foolish about their communication. Nonetheless, McCarthy in McCarthy and O’Keeffe



(2004) argued that in the real world the role of the listener is important but this does not occur within a classroom as the listener is usually the teacher. For this reason, McCarthy suggested a student centred classroom. Harmer (2007) suggested that teachers are someone who assist learners with all of the problems that they might come across whether its fluency or accuracy. Student centred classrooms can also be structured. It is important that students use authentic language however, accuracy is learnt in class and fluency is the use of learnt information and applying it to practice.

The purpose of speaking activities is to determine the role of the teacher such as, accuracy vs. fluency. Accuracy is using grammar and pronunciation correctly and fluency is spontaneous speaking ability that the students acquire for example, role plays and communicative activities (Derakshan, Khalili & Beheshti, 2016). If teachers place too much emphasis on accuracy then this will cause lack of confidence in using the L2 (Foster & Skehan, 1999). In accuracy based activities it is suggested that the errors are corrected at the moment of speech whereas in fluency based activities the teacher waits until the end of the discussion or class to correct the errors. Some of the types of oral corrective feedback agents are; recasts and elicitation which is when the teacher indirectly indicates that the learners utterance was incorrect, peer-correction which is two learners correcting each other's work, self-correction which is the student correcting their own work, clarification which means that the teacher asks the student to clarify their utterance, explicit correction which is the

teacher directly indicating that the utterance was incorrect, repeating is the teacher repeating the student's error and adjusts intonation to draw student's attention to it, echoing is when the teacher repeats the students utterance and allows the learner to find the error within their sentence, statement and question is when the teacher asks questions about the utterance and makes statement, expression is use of body language to indicate to the learner that they need to revise the utterance, hinting is giving prompts to the learner and reformation which is construction of the utterance again. Feedback during fluency work on the other hand, includes gentle correction, recording mistakes after the event (Al-Ghazo, 2016; Black & William, 1998; Harizaj, 2012).

### **Corrective Feedback**

Feedback is information given back to the learner on the way they performed in a task and suggestions on ways of improving those areas. Corrective Feedback (CF) is the error correction which learners make in spoken and written production of L2/ FL. It should also be noted, as known, studies in spoken and written corrective feedback (WCF) are conducted separately but both had slight effect on the other (Sheen & Ellis, 2011).

There are different types of feedback which are: Explicit correction is providing the learner with the correct form for example, *'I've worked in marketing for ten years not since ten years'*; recast is restructuring parts of

learners speech regardless of the errors for example, student states *'I've worked in marketing \*since ten years'*. The teacher provides recast by stating *'I've worked in marketing for ten years'* followed by the learner stating *'Yes that's right'* thinking the teacher is unsure of what the student said; clarification request is when problems occur in comprehension or/and accuracy as a result of misunderstandings or wrong construction of TL for example, *'could you please repeat?'*; metalinguistic feedback is when the teacher prompts learners to a sentence where there is a mistake without explicitly providing the correct form for example, *'You've worked in marketing since ten years?'*; elicitation is prompting the learners to correct their mistakes for example, *'Is it correct to say 'since' ten years?'* and repetition is repeating student mistakes using intonation to highlight their error for example, *'Since ten years?'* (Joetze, 2007).

**Oral Corrective Feedback.** Long (1996) has sustained that negotiation of meaning elicits negative feedback including recasts which can help learners notice a form/structure that otherwise might go unnoticed. Negative feedback might take several forms in conversational interaction which go from puzzled looks, confirmation checks and clarifications requests, to corrective recasts.

Different types of CF are explicit feedback, implicit feedback, confirmation checks, clarification requests, comprehension checks and recasts. A research which was conducted by Lyster and Ranta (1997) on

recast has argued that it is not effective in eliciting immediate revision by learners of their output. Another research was conducted by Doughty (1999) and Long (1999) who suggest that recast deliver sufficient negative evidence.

Mackey, Gass and McDonough (2000) conducted a study that investigates how L2 learners perceive the feedback they receive in the course of interaction. The participants were non native English speaking (NNS) in an English as a second language (ESL) and Institute for foreign languages (IFL) context; they were at either beginners or lower intermediate which means the learners have just started to learn the L2 or are they are aware of the basic of the L2. Oral communicative task (two-way information exchanges) – similar pictures – identify similarities and differences with an interviewer. Interactional feedback was provided in the 15-20 minutes session in response to errors in morphosyntax, phonology, lexis or semantics and was operationalised through negotiation of meaning and recasts. Introspective data were collected using stimulated recall methods (Learners watched the interactions and could describe/express their thoughts). This was aimed at eliciting learners' original perceptions about the feedback episodes. Learners were accurate in their perception about lexical and phonological feedback and generally inaccurate about in their perceptions of morphosyntactic feedback.

## Turkish and English Languages

The Turkish language has a transparent regular letter and sound connection whereas in English silent letters are seen in the written form however they are not pronounced such as /r/ as in ‘farm’ where the /r/ is not pronounced in English but in Turkish it is always pronounced, it also includes letters /s/ and /z/ and so on.

In terms of morphology, the Turkish language is an agglutinative language which means that affixes (interrogatives) are added at the end of the words such as using ‘mi’ to ask a question with a yes or no answer however, the Turkish Cypriot language makes a distinction between declarative and interrogative clauses only by intonation for example, *gel-di-n* ‘you come’ (with intonation: ‘did you come?’) (Gulle, 2011). Suffixes are also added to the root of a verb (Yüksek, 2016). There are different suffixes in Turkish such as, absolute, causative, dative, possessive, locative and ablative (Türet, Bayram, & Jones, 2002). Causative suffixes are attached to intransitive verbs to make transitive. Most verbs do not follow any rules for example, Turkish intransitive ‘*girmek*’ and transitive ‘*sokmak*’ (to insert or enter). However, in English this is not the case as there are separate tenses. The plural is used more in Turkish than in English and this can be done so by adding ‘-ler’ or ‘-lar’. Moreover, there are no definite articles in the Turkish language.

In terms of syntax, Turkish and English word order is different. In Turkish the word order can change depending on what is being stressed. There

are no personal pronouns in the Turkish language or it can be omitted as the verb form identifies who the subject is.

### **Language Transfer**

Transfer is using the existing knowledge of L1 to apply to the acquisition of new knowledge. It is also known as L1 interference, linguistic interference, and cross linguistic influence (Saville-Troike & Barto, 2017).

Ellis (1991) mentioned that L1 influences L2. There are three main views of language transfer; behaviourist view, mentalist view and cognitive view. Behaviourist view was that language transfer was a habit formation and that repeating response to stimuli would promote language learning. Nevertheless, language transfer depended on whether L1 and L2 are similar. If they were similar it was positive transfer of learning and if they were different then it was negative transfer of learning. Positive transfer means that L1 knowledge could be transferred and used in the L2 (correct language production) for example, an Italian learner might find it easy to learn another language such as Spanish as both languages are very similar in terms of structure and form of words whereas negative transfer means that differences between L1 and L2 could cause errors which would result in lack of learning and L1 interference (Lightbrown & Spada, 2010) for example, Japanese speakers use the word 'sorry' for gratitude whereas

English native speakers use 'thank you' for gratitude. (This will be discussed further in the Error Analysis section).

Another view was the mentalist view which was introduced by Chomsky (1963). He believed that language was an innate ability which the humanity was born into because of UG. According to this view language learning was a set of universal grammar rules which meant that languages could be mastered. There is also the cognitive view of transfer which believed that cognitive system is the same as other types of learning. Ellis (2000) put forth six factors which contribute to language transfer: Transfer occurs at different levels: social factors are relevant to language transfer: certain languages have markedness: meanings of words have value: there is difference between L1 and L2 and interlanguage has limitations. Chomsky's (1965) markedness theory plays a crucial part in language transfer as Chomsky (1993) outlined that the UG helps children to acknowledge a set of rules which then they acquire. Luhmann (2013) believed that Universal Competence can help make a distinction between marked and unmarked (something which can be observed and something which cannot be observed).

Yu and Odlin (2016) stated that cognitivism applies to linguistic input whether it is oral or written production. They mentioned that there are techniques to use when orally communicating as well as written productions such as repetition testing and dictation (for literate individuals).

Transfer could be conscious or subconscious. Krashen (1982, 1985) outlined that a learnt system is when learners pay attention to the L2 (or guess) in order to understand the rules, in this case L2 learning is a conscious construction of rules in the educational context. However, acquired system is different according to Krashen (1982). For him, it is a subconscious and intuitive process which arises when learners are involved in using language in actual communication but they may not realize that the structures and rules in every language is different.

### **Mistakes**

According to Ellis (2003) a mistake occurs occasionally as a result of learners' actions in a class where they cannot implement what they know. In the past mistakes were seen negative and learners were seen as outcasts. Corder (1981) mentioned that in the past when learners made mistakes, teachers viewed them as problems that some learners would not be able to overcome and that successful learners will be able to avoid making the mistakes completely. In his view, mistakes are the result of natural features of cognitive growth and they are part of the learning process of L2. In addition, teachers should understand these features in order to be able to teach a language more directly and effectively and to improve the mental frame which is set by cultural backgrounds of individuals.



Edge (1989) separated mistakes into three categories which are slips, errors and attempts. Slips are processing problems which the learner's can correct themselves, errors are the learners wrong use of the structures however the learners know what they want to state but they are unable to say it. Finally, attempts are using the grammatical forms but the sentence being totally incomprehensible. Attempts and mistakes are the language which does not make sense (no connection between words). They could be due to the lack of knowledge of L2 or ignorance of rules. Finally errors are the competence of the learner which occurs in adults due to L1 interference. Most of the mistakes could be corrected accept errors because they are based on learners language ability. However, when a language is learnt, it needs to be used especially in spontaneous situations. For this reason, mistakes are likely to occur. Making mistakes are not negative; it means that the learners are trying to use the language in a communicative way (Alrabai, 2014; Aveni, 2005; Spratt, Pulvernerss & Williams, 2011). Similarly Corder (1974) had a similar grouping; lapses, mistakes and errors. Al-Mahrooqi, Thakur and Roscoe (2015) outlined that slips and lapses are due to learners' memory, tiredness and/or stress for example, forgetting a word or using an incorrect word.

### **Errors**

According to Ellis (2003) an error is a gap in a learners understanding therefore cannot accept the rules of a L2. There have been

major changes and developments in the field of errors over the 20<sup>th</sup> century. Behaviourist view was dominant until the 1960s where language acquisition was seen as a process of imitation and positive-negative reinforcement which meant that teaching methods were inappropriate (Skinner, 1963). Chomsky's (1965) theory on generative grammar argued against the behaviourist view and claimed that humans were born with the ability of acquiring languages, which he named Language Acquisition Device. Chomsky's theory has helped other researchers formulate hypothesis regarding learners' errors (Horrocks, 2013; VanPatten, 2004).

Corder (1967, 1981) was the first to examine errors in language learning. He proposed the idea that the study of errors would be beneficial for researchers. Corder (1981) further explained that errors need to be identified, described, explained and evaluated. In the past, errors were corrected as they happened and no attempt was made to see commonalities between errors. Thus, Corder (1981) showed that errors are part of the learning process of a L2 and emphasised that teachers should understand these features in order to be able to teach a language more directly and effectively and to improve the mental frame which is set by cultural backgrounds of individuals.

**Types of Errors.** Whilst evaluating errors, the two types of errors that need to be examined are the local errors and the global errors. Firstly, local errors are where there is only a small error in a sentence that does not cause a

big problem (Brown, 2007) and secondly, global errors which are a major problem as the whole understanding of the entire sentence gets disrupted (Ellis, 2008; Zheng, 2007). Global errors can be seen as untreatable because it is difficult for learners to develop already learnt knowledge of the TL to be able to correct their error (Ferris, 2013). Such as, ordering words or using unnecessary words. Moreover, Ferris (2013) studied local errors and predicted that these types of errors are treatable as learners can use the rules of the target language to amend their error. Such as, spelling, use of capital letters, some grammatical usage and so on.

Within global and local errors, there are languages components that English as a Foreign Language (EFL) learners produce. These are phonological, lexical, morphological, syntactic, and morph syntactic.

Phonological errors are those which are produced where learners spelt words incorrectly which resulted in the incorrect way of pronunciation hence results in errors. For example in the English language there are silent letters that are pronounced but these words cannot be seen in the written form (Muriungi, Mukuthuria & Gatavi, 2011).

Muriungi, Mukuthuria and Gatavi (2011) stated that lexical errors are the incorrect usage of words that are used within context. They have also stated that this type error could be due to L1 interference.

Morphological errors are structure of words that are formed and parts of speech that assemble together which are called morphemes. This type of error could include omission of bound morphemes, pronunciation and vocabulary (Saputri, 2016).

Syntactical errors are rules of a language for example, word, phrase, clause and sentence (Saputri, 2016). When these rules are used incorrectly or the learners fail to acknowledge a boundary of a rule then this leads to errors.

Morphosyntactical errors are produced when learners combine the morphological inflection and syntactic rules for example, the use of spell check i.e. She walk home none of the words are incorrect but the sentence is ungrammatical (Vosse, 1992).

### **Error Analysis**

Contrastive Analysis (CA) was the first approach influenced by behaviourism which was popularised by Skinner (1957), whose aim was to discover under what conditions learners transfer functions of L1 to the L2 to predict errors. CA's main exponent was Lado (1957, as cited in Kuo & Lai, 2006) who stated that L2 errors are the result of differences between learner L1 and L2 (Fries, 1957; Skinner, 1957). This could be transferred positively into L2 or negatively. Positive transfer means that L1 knowledge could be transferred and used in the L2 whereas negative transfer means that differences between L1 and L2 could cause errors

which would result in lack of learning and L1 interference (Lightbrown & Spada, 2010). Conversely, CA lacked the ability to show how children produce rules that they could not have heard in the input and acquired the rules that they could have not heard before. EA was able to show that learners' errors were caused by the interference of a new language.

Arising from this, Selinker (1972) developed interlanguage, while Nemser (1971) called it *Approximative System* and Corder (1967) labelled it *Idiosyntactic Dialect* or *Traditional Competence*. Their common view was that learners preserve some features of their L1 and overgeneralise some parts of speaking and writing in the target language. Khansir (2012) outlined that language learning is a creative process that is influenced by the L1 and input from L2 which suggests that learners have an independent language system. However, learners can overgeneralise some rules of speaking and writing in the TL. Tarone (2006) outlined that interlanguage can fossilise which means that the linguistic system can be detained. According to Selinker (1972) fossilization is "linguistic items, rules, and subsystems which speakers of a particular native language will tend to keep in their L1 ... no matter what age of the learner or the amount of explanation and instruction he receives" (p. 215). In this explanation, he suggested that after linguistic forms of L2 become permanent, it fails to accommodate new information (Hahn, 2004; Long, 2003). Long (2003) outlined that fossilization is divided into two segments which are: fossilization for process and fossilization for product. In his view

fossilization for process is due to the failure of the cognitive mechanism at a psychological level and fossilization for product is a permanent solid linguistic deviance from the beginning and sometimes can be de-fossilized.

EA focused more on learning processes than teaching. It used to identify errors with learner's productive skills (speaking and writing) and not receptive skills (listening and speaking). In addition, the practice of learning strategies used by learners could not be explained in EA although it is still used in second language acquisition (SLA) research but it is kept to a minimum. Learners should be exposed to a large quantity of correct models. They need to listen, practice (drills) and repeat. A new approach to errors was developed to focus on forms and over the recent years the focus shifted to focus on functions and its importance to foreign classroom teaching (VanPatten, 2004; VanPatten & Benati, 2010). Corder (1967) put an emphasis on the importance of teachers seeing errors as a positive form of linguistic skill which is a crucial part of the learning process.

Furthermore, he proposed a procedure to EA which are: gathering examples of learner's work then identifying the errors, describing the errors, explaining the errors (whether they are the course of interference or developmental) and evaluating the errors (fluency and adequacy) the errors. In contrast, Byram and Hu (2013) stated that there was a lack of positive data and it was unclear whether teachers were collecting the correct information which means that although learners' errors were

collected, it was not clear whether the teachers were collecting errors or mistakes.

As with every theory EA also has its limitations for example, Fang and Xue-Mei (2007) remark that teachers may involve themselves too much into learner's errors and they do not pay enough attention to their utterances. Another limitation could be that more attention is on accuracy rather than fluency nevertheless fluency is equally important as accuracy (Fang & Xue-Mei, 2007).

### **Taxonomies of Errors**

There are many studies on the taxonomy of errors; grammatical (rules of grammar), lexical (differences from the standard rule of a language lexicon), semantic (meaning of a language), syntactic (structure sentences) and morphological (structure of words) errors. One of them is Hung (2001) who conducted a study investigating different grammatical errors of Taiwanese university learners. The finding revealed that the most common errors were verb, noun, article, and preposition. Another study was conducted by Ting, Mahadhir and Chang (2010) on grammatical errors of university learners spoken English. The results showed that there were five main errors detected; prepositions, questions, articles, plural forms of nouns, subject-verb agreement and tenses. However, there was an increase in the accuracy level by the end of the study. Another study was Richards (1971) who observed various learners from different

backgrounds and identified the different types of errors relating to production and distribution of verbs, prepositions, articles, and questions. As a result he revealed that the errors were transferred from EFL learners L1 (Huang, 2006). A study that was conducted by Novi, Hikmat, Fauziati and Hum (2017) on English language learners' interlanguage errors revealed that three categories of errors; syntactical, morphological and discourse are mainly committed among L2 learners. The researchers have concluded that these types of errors are inevitable and the errors need used as a teaching tool within classes. Hamdi (2016) conducted a study of lexical errors of EFL Tunisian learners. The results showed that formal errors were made the most followed by semantic errors.

Dulay, Burt and Krashen (1982) looked at descriptive classification of errors which were linguistic taxonomy, surface strategy, comparative analysis and communicative effect. The two reasons for this classification were to identify error categories and to be able to observe these errors in its setting.

Linguistic taxonomy includes specific sections which have detailed grammar of the TL. The Surface Structure taxonomy is based upon the idea that learner's errors are based on logic and they are not as a result of personal or social reasons. The belief is that learners use their knowledge to produce a new language. Dulay, Burt and Krashen (1982) suggest four categories for this taxonomy; omission which is exclusion of a word, addition is adding an unnecessary word, misformation is the incorrect



structure of the words, misordering is incorrect ordering of structures and James (1998) adds a fifth which is blends: learners mixing one or more items from the categories above. Comparative taxonomy is comparing errors which occurred in L2 to other error structures. Moreover, developmental errors are similar to children and the way they learn the TL (Dulay, Burt, & Krashen, 1982; Kafipour & Khojasteh, 2012; Nezami, 2012). On the other hand after many adaptations of classification of errors which was first introduced by Kroll (1990), Weltig (2004) took a closer look at the lexical and linguistic errors at sentence-level elements of discourse and labeled each one from the most to the least occurrence of communication. Otoshi (2005) constructed a linguistic taxonomy of grammatical errors and included five categories of errors within his taxonomy which were verbs errors, noun errors, article errors, wrong word and sentence structures. Chen (2006) developed a taxonomy based on a structured –linguistic error taxonomy which included 15 categories. This is called sources of errors which are divided into two categories; intralingual and developmental errors and interlingual errors.

**Interlingual Errors.** Interlingual errors are the interference of L1 and lack of familiarity with the TL therefore learners rely on their interlanguage which is caused by language transfer. For example, as in the incorrect Turkish sentence *istiyorum yemek*, produced according to the word order of English (*I want food*). It can be divided into three

subcategories: phonological elements, morphological elements and grammatical elements (Keshavarz, 2014). Transfer of phonological elements is an area of difficulty for most learners. Learners tend to transfer phonological features of their L1 to L2. Turkish learners of English have vowels produced at the front of the mouth or vowels produced at the back of the mouth (Göksel & Kerslake, 2005). However, English language does not have this feature, and the randomness of vowel sounds in polysyllabic words can be a problem for Turkish speakers such as, the inclusion of an extra vowel or the omission in words. The Turkish language has grounded vowels whereas English language lacks front grounded vowels they have to learn how to pronounce them. Some morphological errors might be transferred from the mother tongue such as, the Turkish speakers of English could make errors as plural nouns are not used for very much if meaning can be understood from numbers or quantifier. For example, \* *I like animal*. In terms of transfer of grammatical elements, the Turkish learners of English make errors when using auxiliary verbs *can* and *might* have the same meaning in Turkish which creates confusion for example, \*(*ye*) *memek* and (*ye*) *meyebilmek*

**Intralingual and Developmental Errors.** Intralingual errors are caused by the partial or faulty learning of the TL and not language transfer, a target language item on another. For example, *She is goes*, blended version of the English language *She is going*.

Keshavarz (2014) mentions intralingual errors and developmental errors have six sub categories. These are overgeneralisation, ignorance of rule restriction, false analogy, hypercorrection, hyperextension and false categorisation. These are the interference of one language on another. Overgeneralisation is a type of error that can occur in learners' mother tongue as well as another language(s). They are produced as a result of learner's inadequate knowledge of the target language for example, \* *I am not sure when did he come to work*. Second, ignorance of rule restriction occurs when learners are unsuccessful to see the limitations of target language formations such as, in the Turkish language there are no prepositions; *to, from, at, in* and so on instead case suffixes. Instead postpositions are used at the end of the nouns (locative suffixes '-de', '-da', '-te' and '-ta'). The noun determines the exact postposition which needs to be used. This leads to incorrect selection or additions of prepositions for example, \* *I am waiting on the house (evde bekliyorum)* (Singular- possessive- locative case). Third, false analogy is when learners use rules they have learnt for certain elements and apply them where they are inappropriate such as, Turkish speakers of English apply the rules for the adverb form of *slow* which is *slowly* and convert *fast* to *fastly* for example, \* *I adapted **fastly** to school*. Fourth, hypercorrection occurs when speakers of a non-standard variety tries to use the stand variety. Fifth, hyperextension is applying rules where they are not relevant for example, Turkish speakers of English mostly use verbs when expressing

emotions. Finally, faulty categorisation which is the incorrect classification of the target language. Keshavarz (2014) outlines that some English language verbs are followed by bare infinitives and some are followed by gerunds. Learners might categorise these into wrong classes. For example, *\*She listened her parents.*

### **Errors Committed by Turkish Speakers of English**

This study focuses on Turkish learners' oral errors when producing the English language. A study on intralingual and developmental errors are that of Göksel & Kerslake (2005) who mentioned that the Turkish language has no postpositions: there is only bare postpositions which excludes suffixes and possessive-marked postpositions are marked and has a suffix that agrees with the complement. On the other hand, interlingual errors are interference and limited capacity and awareness of L1. The Turkish learners of English have vowels produced at the front of the mouth or vowels produced at the back of the mouth (Göksel & Kerslake, 2005). However, The English language does not have this feature and the randomness of vowel sounds in polysyllabic words can be a problem for Turkish speakers such as, the inclusion of an extra vowel in words like *sport and skip (siport, sikip)* or the omission in words like *sipport (sport)*. The Turkish language has grounded vowels whereas the English language lacks front grounded vowels they have to learn how to pronounce them.

There are various studies that examined errors that Turkish learners of English commit however the errors only examine specific competences. Firstly, Hismanoglu (2009) conducted a study on the articulation problem for Turkish learners of English and the study set out to find solutions to these problems. The results revealed that the audio-articulation methods helped the Turkish speakers of English to overcome the inter-dental consonant morpheme problems (/θ/ and /ð/ sounds) whilst learning the English language. Another study conducted by Bayraktaroğlu (2008) examined the effect of British pronunciation and the interference it has on the Turkish learners such as the sound and letter difference. The results revealed that after analyzing learners' errors the researcher concluded that CA and EA are effective approaches and corrective exercises are advised to be used in classrooms. Another study, Aşık and Cephe (2013) investigated discourse markers and spoken English by non-native speakers of English and compared them to native speaker's spoken discourse in an English language Teaching department. The results revealed that non-native speakers of English had limited discourse markers (linking words and phrases) in their spoken English. The study concluded by suggesting that the awareness of discourse markers should be highlighted in classrooms. Yıldız (2016) examined L1 Turkish speaker's interference errors on spoken English discourse in two state universities in Turkey. The results revealed that errors occurred only in the use of prepositional, lexical and grammatical structures. Furthermore the results also revealed that the English proficiency level had no impact on the number of errors made. In addition, learners tend to

concentrate on passing exams rather than learning the correct structures (Bensen, 2014). Another study, Austin (2018) analyzed the third person singular –s on the Turkish speakers of English errors and the reasons for their occurrence. The results revealed that errors need to be objectively examined.

Another difference between Turkish and English is that there are no articles in the Turkish language therefore learners find it difficult to use them. A study was conducted by Dağdeviren (2010) and Dikilitaş and Altay (2011) who examined the use of articles by Turkish speakers of English. The results revealed that Turkish speakers of English produce more errors in the use of articles and find it difficult to place them in its correct place. In addition, these learners found it difficult to identify the difference between definite and indefinite articles as the Turkish language does not have them. Turkish speakers of English also commit errors in the use of prepositions. Studies suggest that these learners commit errors in the use of prepositions due to the different structure of L1 (Swan & Smith, 2001; Yıldız, 2016). Furthermore, Swan and Smith also stated that Turkish speakers of English commit errors in the use of conjunctions because the English language has multiple synonyms whereas it is limited in the Turkish language. Barman (2014) stated that Turkish speakers of English commit grammatical errors due to being incompetent in certain areas in grammar for example, learners making errors in forming compound structures i.e. relative clause structures since it is exactly the opposite in Turkish. In English the relative clause precedes the noun it is describing.

The use of nouns is another area which Turkish speakers of English commit errors. As research suggests these errors are due to the fact that in the Turkish language even if you are using numbers with the nouns the nouns remain singular whereas in English the noun takes on the plural form when the number is over one (Kapeliuk, 1994; Pilbeam, Kerr, & Naude, 2008; Yule, 2006).

In terms of syntax, Arslan, Bamyacı and Bastiaanes (2016) conducted a study that looked at how Turkish speakers of English use verb stems. The results showed that the learners were committing errors in this area because there is an equivalent verb stems in English however, the Turkish language does not have a separate verb to be. Turkish speakers of English also have perceptions that the syntactic structures are very narrow as a result, they commit errors in the English language (Auer, 2009; Steedman, 1989).

### **Communicative Language Competences**

Communicative language competences are the ability to use language or to communicate within a culture and thus be able to communicate efficiently and fluently (CEFR, 2001).

The term competence was viewed as knowledge of language and performance was the actual use of language in real situations (Chomsky, 1965). Communicative language competencies were introduced by Hymes (1966) as a result of Chomsky's (1965) Transformational-Generative Grammar which failed to differentiate linguistic competence and performance. Hymes (1966)

disagreed with Chomsky's description of linguistic competence (innateness) as a result, Hymes (1971) argued that communicative competence is learned, as a result he started ethnographic research into sociolinguistic aspects of learning. He divided the communicative competence into two sub-categories: linguistic competence and linguistic performance. Hymes (1971) defined linguistic competence as intuition and knowledge of linguistic features and structure, internal knowledge of the language form and grammar and linguistic performance was defined as real speech, practical knowledge of the linguistic structure, function and use of language and the ability to accept and correct themselves (as learners). According to Hymes (1972) communicative competence is not just grammatical competence, but it is the use of grammatical competence in real life situations. Furthermore, Widdowson (1983) mentioned that communicative competence is a broad area which he sub-divided into linguistic and sociolinguistic conventions which as he highlighted performance (real language usage) as the most important aspect of the competences. Communicative competences are a conscious and subconscious process of learner's knowledge: grammatical principles, knowledge of the social context to complete the communicative functions and knowledge of combinations of utterances with discourse (Canale, 1983; Canale & Swain, 1980). Canale and Swain (1980) further divided the components of communicative competences as linguistic competences as the language code, sociolinguistic competence as the knowledge of the cultural code, discourse competence as the use of cohesive and coherent text and strategic competence



as the appropriate use of verbal and non-verbal communication strategies. Bachman's (1990) components of communicative competence differed. He stated that language competence has two sub-components which are organizational competence (includes grammar and text) and pragmatic competence (includes functional competence and sociolinguistic competence). Strategic competence is related to the goals of the conversations (whether or not the conversation is achieved) and psycho-physiological mechanisms are the understanding and production of language. In addition, Bachman and Palmer (1996) proposed a model which included grammatical knowledge including vocabulary, morphology, syntax, phonology, and graphology. Including, pragmatic and strategic knowledge.

The Common European Framework of Reference for Languages (CEFR, 2001) is an assessment for learning and teaching of languages. According to CEFR (2001) the main components of the communicative competence are the linguistic competences, sociolinguistic competences and pragmatic competences. Linguistic competences are the incomplete knowledge and production of language. There are six sub categories to linguistic competences which are lexical competence, grammatical competence, semantic competence, orthographic competence, phonological competence and orthoepic competence.

Lexical competence is the learners' knowledge, ability and the usage of vocabulary involving lexical elements that include fixed expressions, single word forms and phrasal idioms and, grammatical elements such as articles,

quantifiers, demonstratives, personal pronouns, possessives, prepositions, auxiliary verbs, conjunctions and particles. Grammatical competence is the ability to use the grammatical areas of language. The description includes elements, categories, classes, structures, descriptive processes and relations. It also has two sub categories: morphology and syntax. Morphology is the organization of words such as, roots or stems, affixes and, words formation such as, simple words, complex words, compound words, vowel alteration, consonant modification, irregular forms, suppletion and zero forms. Syntax is the organizing and placing of words into sentences that have a set of rules which includes elements, categories, classes, structures and processes.

Semantic competence is the learner's awareness and control of the organization of meaning, such as lexical semantics which are relating word to context.

Phonological competence is the perception and production of phonemes, phonemes, composition of words, sentence phonetics and phonetic reduction.

Orthographic competence is the skill and knowledge of the perception and production of a written text such as the layout, paragraphing, spelling and punctuation and orthoepic competence involves the knowledge of spelling of words and the use of dictionaries to check the pronunciation of words and the ability to resolve ambiguity in context.

Sociolinguistic competence deals with the social aspect of language.

There are five subcategories of sociolinguistic competence. First, linguistic markers of social relations such as the use and choice of greetings, addressing people, conventions of turn taking and use of expletives. Second, politeness

conventions such as positive politeness, negative politeness and impoliteness. Third, are the expressions of folk wisdom such as, proverbs and idioms. Fourth, is the register difference such as formal, informal, intimate, and familiar or neutral language. The final subcategory is dialect and accent such as social class, regional provenance, ethnicity and occupational group.

Finally, pragmatic competences involve the learners' knowledge of the principles of the language which includes discourse competence and functional competence. Discourse competence is the arrangement of sentences in sequence to make the sentence coherent and cohesive. On the other hand, functional competence is the spoken and written communication for the communicative purpose and functions that have an internal structure according to formal and informal patterns of social interaction which is called schemata. Firstly, micro-functions include, seeking factual information, expressing and finding out attitudes, suggestions, requests, warnings, advice, asking, help, invitations, and offers. Others include social inventions; greeting (*hello, how do you do?, Good bye... See you later*), socialising, repair (asking for clarification, giving clarification and communication repair) secondly, macro-functions which are functional use of spoken and written discourse used in the sequence of sentences finally, interaction schemata which is exchange of communication (description, narration and so on) (CEFRL, 2001).

**Studies on the Communicative Competences.** Vu Van Tuan (2017)

investigated linguistic/ grammatical and discourse communicative competences

at five universities in Vietnam. The aim of the study was to find out whether there is a correlation between linguistic/ grammatical and discourse competences. The results showed that students' parents whose academic level is high had better performance as they would have more advanced and in-depth exposure to the English language. In other words, a good education plays a vital role in child education. Wahyuni and Hayati (2014) examined linguistic competence and speaking performance of an English education study program of students at Sriwijaya University. The aim of the study was to find out whether there was a correlation between linguistic competence and speaking performance and if this could contribute linguistic competence to speaking performance. The results revealed that there was a significant correlation between the students' linguistic competence and their speaking performance. Furthermore, Lasala (2014) studied the communicative competence of secondary senior students. The findings revealed that the level of communicative competence of students speaking and writing skills were related however they differed in terms of numbers (difference between oral and written skills). Another conclusion drawn from the study was the fact that sociolinguistic competence of the learners could still be improved.

## CHAPTER III

### METHODOLOGY

This study aimed to highlight the errors produced by Turkish speakers of English as a foreign language (L2/ FL) when speaking and categorizes these errors according to the communicative language competencies illustrated in the CEFR (see Figure 1).

This chapter will contribute to the existing body of literature on the topic of spoken errors of L2/ FL learners, it also describes the research methods and approaches used in this study as well as the data collection procedures, a detailed explanation of the way the data was collected and data analysis procedures which was a detailed explanation of the way in which the data was analysed.

#### **Research Design and Procedure**

This qualitative research is designed to determine and examine the Turkish speakers' errors in English. Qualitative research involves discovering the characteristics of the language as well as emerging patterns, observing the meaning in language and a critical reflection can be drawn from the observations (Maxwell, 2013). According to Maxwell (2013) a qualitative approach is designed to focus on a group of people and it highlights descriptions. Descriptions in this study included learners' errors which were

observed and; recorded. Notes were taken in the form of a diary which were then transcribed and placed according to their competencies (see Figure 1).

This study was carried out at the Department of English Language Teaching (ELT) at a private university in North Cyprus. Four speaking classes were observed and recorded. The content of the classes included classroom discussions, tasks, group and pair work, and exams (mid-term and final exams). In addition, students were observed during break times, during office hours and their discourse in corridors. Recording information is a crucial element of a qualitative approach as it is required in observations and describing the notes which were observed (Creswell, 1998). The classes were recorded for two semesters which meant recording a total of twelve hours: six hours each semester (50 minutes each hour) of teaching each week for thirty two weeks in total including the mid-term and final examination weeks.

### **Participants and Sampling**

Two hundred bachelor degree students studying at the Department of English Language Teaching at a private university in North Cyprus constituted the participants of this study. Convenience sampling was employed in this research which includes people who are willing and available to participate (Johnson & Christensen, 2012). All of the participants were above 18 and were Turkish and Turkish Cypriot in origin which meant that all the participants spoke Turkish as their native language. That is to say, they were all English as foreign language (EFL) learners. All of the participants signed consent form to

state that they were volunteering to participate. In addition, their real names were anonymised in the Findings and Discussion Chapter of this thesis (also see Appendix D). Pseudonyms were used to protect the participants' identities.

### **Data Collection Tools**

The spoken data were collected continuously from EFL classes. As part of their bachelor's programme learners were required to attend the classes. Observations, recordings and diary entries were used to collect the necessary data. Observations are used to record natural occurring data as it occurs as well as having first-hand experience in being exposed to the language and taking notes of any unusual occurrence which the recorder cannot achieve (Creswell, 1998; Merriam & Tisdell, 2016). In order to be able to record the spoken errors of the learners a voice recorder (Philips DVT2000 handheld voice recorder) was employed. In addition, notes were taken in the form of a diary (see Appendix B) and were later used as data to be analysed.

**Recordings.** As mentioned earlier, recordings were taken in a private university in North Cyprus. In order to answer the research question mentioned earlier (see Chapter I), observations took place in classes that required speaking (discussions, debates, collaborative work, per work, group work) in which data was recorded in the form of a voice recorder and analysed later (See Appendix C for an example of spoken

data recordings), as well as out of class. An advantage of observational research is that the researcher is exposed to the raw data as the data is recorded and as it occurs (Maxwell, 2013).

**Diary Entries.** Taking notes while recording was beneficial as no errors would be missed and thus, unusual occurrence could be noted as they occurred as well as observing non-verbal behaviour (Merriam & Tisdell, 2016). Thus comments could also be added as the errors were committed (see Appendix B).

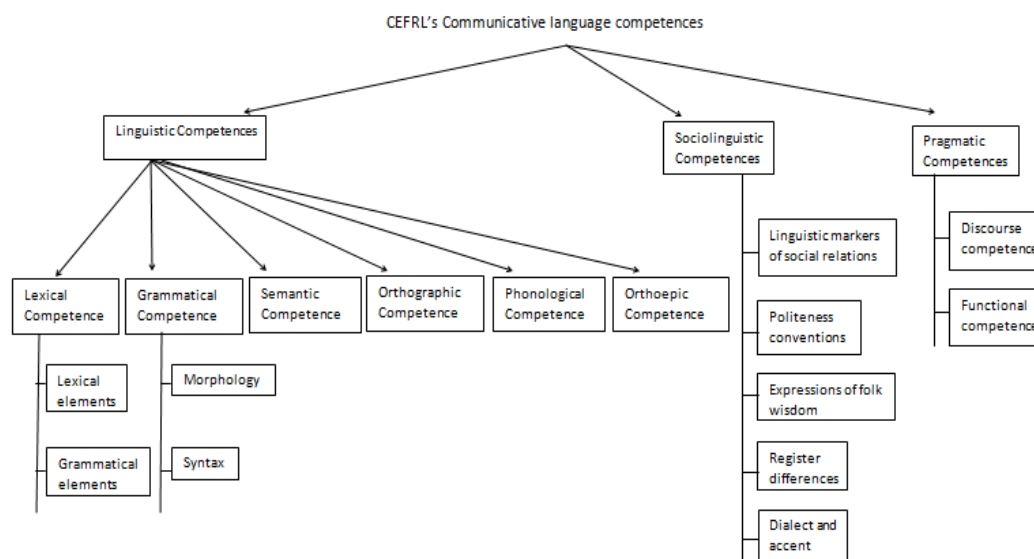
### **Data Analysis**

Qualitative data analysis is a non-linear process (Bazeley, 2013; Glesne; 2006; Silverman, 2016). Recordings were taken for the six hours (per week) of lectures and out of class for two semesters. Recording spoken language can be played back and analysed thoroughly. It provides natural occurring data of many people speaking at the same time (Merriam & Tisdell, 2016). Recording is a necessary tool in evaluating large amounts of speech data (Gibbon, Moore & Winski, 1997).

Qualitative data analysis should be carried out simultaneously (Maxwell, 2013). The steps which need to be taken when carrying out qualitative data analysis are examining the whole text, organising the data, analysing textual data, which involves several, finding and organising themes/ concepts, coding the data and finding possible reasons for the



findings (Silverman, 2015). In this study firstly, the data was observed and recorded then it was transcribed followed by the classification of a taxonomy of errors then these errors were classified according to the CEFLR. Figure 1 illustrates the themes which were coded. In addition to this, notes were taken in class in a form of a diary. In this case, no detail was ignored (notes were sorted into themes then emerging categories were examined and placed into codes). In this study, the classification of CEFLR's language competences were used to categorise then analyse the data (see Figure 1).



*Figure 1. Communicative Language Competences*

### **Ethical Consideration**

This research took place in the Spring and Fall semesters of the academic year 2015-2016. A consent form was designed (see Appendix D) for the participants so that they were informed and consented to the observations and recordings. Students that consented were also observed break time, during office hours and their discourse in corridors.

Both oral consent and written consent (see Appendix E) was also received from the Head of the English Language Teaching Department.

### **Reliability and Validity**

**Reliability.** To check the reliability of the spoken errors, inter-rater reliability (IRR) was employed. Inter-rater reliability is a measurement tool used to assess whether multiple people agree on the interpretation of the data. This type of data is useful because every individual interprets the data differently as well as the judgments, being considered relatively subjective (Gwet, 2014; McHugh, 2012). To check the reliability of the data, Cohen's Kappa inter-rater reliability was employed. Cohen's Kappa statistics was used to measure inter-rater reliability of two raters. The Kappa statistic varies from 0 to 1 where 0 is minor disagreement and 1 is perfect agreement (McHugh, 2012). This reliability test is used to identify whether or not different judges or raters agree in their assessment decisions. The IRR is argued to be useful as

different researchers will interpret data differently and they could disagree (Phelan & Wren, 2006).

An inter-rater reliability was employed for the three main categories listed in this study which are linguistic (N=862), sociolinguistic (N=10) and pragmatic (N=134) competences. The raters were two teachers: rater 1 was a lecturer which was the researcher and rater 2 was an assistant professor whose specialty is in writing. All the raters teach in the English Language Teaching (ELT) department.

Table 1.

*Inter-rater Reliability of the Linguistic Competences*

| Competences  | Rater 1 | Rater 2 | IRR   |
|--------------|---------|---------|-------|
| Lexical      | 570     | 570     | 1     |
| Grammatical  | 257     | 257     | 1     |
| Semantic     | 7       | 6       | 0.857 |
| Orthographic | None    | None    | NA    |
| Phonological | 28      | 28      | 1     |
| Orthoepic    | None    | None    | NA    |
| Total        | 862     | 862     | 0.875 |

Table 1 shows the linguistic competences which include six subcategories: *lexical, grammatical, semantic, orthographic, phonological and orthoepic*. The inter-rater reliability test showed that both raters agreed with the

number of errors for both categories (lexical and grammatical). On the other hand, the raters did not agree with the number of errors for the sub category of semantic competence. In the sub category of phonological competence, the raters also agreed with the total number of errors. It has to be noted that as this study only involved the speaking errors there were no errors committed in the sub categories of orthographic and orthoepic. Overall, the inter-rater reliability (IRR) score was 0.875 which means that there was a strong agreement correlation between the two raters.

Table 2.

*Inter-rater Reliability of the Sociolinguistic Competences*

| Competences                             | Rater 1 | Rater 2 | IRR |
|---|---------|---------|-----|
| Politeness conventions                  | 8       | 8       | 1   |
| Linguistic markers for social relations | 2       | 2       | 1   |
| Register difference                     | None    | None    | NA  |
| Dialect and Accent                      | None    | None    | NA  |
| Total                                   | 10      | 10      | 1   |

Table 2 illustrates the second main category of sociolinguistic competences which include four subcategories; *politeness convention*, *linguistic markers for social relations*, *register difference* and *dialect and accent*. The inter-rater reliability for all of the categories had the IRR

score of 1 which means that there was a perfect agreement between the two raters.

Table 3.

*Inter-rater Reliability of the Pragmatic Competences*

| Competences | Rater 1 | Rater 2 | IRR |
|-------------|---------|---------|-----|
| Discourse   | 52      | 52      | 1   |
| Functional  | 82      | 82      | 1   |
| Total       | 134     | 134     | 1   |

Table 3 illustrates the final main category of pragmatic competences which include two categories; *discourse competence* and *functional competence*. The inter-rater reliability for all of the categories had the IRR score of 1 which means there was a perfect agreement between the two raters.

**Validity.** Although reliability is necessary, it is not enough. In order for the test to be reliable it needs to be valid and measure what it needs to measure (Phelan & Wren, 2006). Therefore, in order to categorize the data, the CEFRL was used as a valid framework to categorize the learners' errors.

## CHAPTER IV

### FINDINGS AND DISCUSSION

In the past, all errors were seen as a failure of learning and taught through imitation (Burt, 1982; Corder, 1981). However, in recent years, emphasis is given to instruction in the foreign language (FL) context and errors are looked at as the process of learning. This study was based on the CEFRL classification which was used to examine language competence errors that Turkish speakers commit when learning English. As a focus point, the study looked at the oral errors and these errors were collected throughout two semesters (32 weeks) from English as a foreign language (EFL) classes. As data collection tools, observations, recordings and diary entries were employed to be analysed. These tools were used in classes that involved speaking such as, debates and collaborative work.

To be able to answer the research question of this study, the results of the analysis of the spoken data will be presented indicating the competencies with the errors the (EFL) Turkish speakers committed. Furthermore, the learners' oral errors will be examined within the communicative language competencies (CEFRL, 2001).

### Classification of the Main Competences of the CEFRL

All of the errors that the participants produced were analyzed according to their communicative competence (see Figure 1 & CEFRL, 2001). It was revealed that in total there were 1006 oral errors produced by the participants of this study during two semesters- 32 weeks. The analysis of the spoken data showed that the most prevalent error types produced in the participants' spoken language were the errors of *linguistic competences* (N=862, %=86), followed by *pragmatic competences* (N=134, %=13) and *sociolinguistic competences* (N=10, %=1). In other words, students mostly lacked knowledge related to linguistic competences (illustrated in Table 4 & Appendix A).

Table 4.

#### *Main Categories of the Competences*

| Competences     | N     | %   |
|-----------------|-------|-----|
| Linguistic      | 862   | 86  |
| Pragmatic       | 134   | 13  |
| Sociolinguistic | 10    | 1   |
| Total           | 1,006 | 100 |

*Key: N: Number of errors      %: Percentage*

## Linguistic Competences

The analysis of the spoken data showed that the most prevalent error types produced in the participants' spoken language with regard to their linguistic competences were the errors of *lexical*, *grammatical*, *phonological* and *semantic competences* however, as before mentioned (Methodology Chapter), this study focused on spoken language regarding competences therefore it did not include any orthographic errors which is related to writing (punctuation, layout, paragraphing and spelling) or orthoepic errors which are reading a written text aloud and to have the knowledge to produce the correct pronunciation from the written form such as, knowledge of spelling, knowledge of pronunciation and knowledge of paragraphing as these types of errors occur in a learners written language (see Table 5). The errors of *lexical competence* (N=570, %=66) outnumbered the errors of *grammatical competence* (N=257, %=30), the errors of *phonological competence* (N=28, %=3) and the errors of *semantic competence* (N=7, %=1) (See Table 5 & Appendix A).



Table 5.  
*Linguistic Competences*

| Categories   | N    | %  |
|--------------|------|----|
| Lexical      | 570  | 57 |
| Grammatical  | 257  | 25 |
| Semantic     | 7    | 1  |
| Orthographic | None |    |
| Phonological | 28   | 3  |
| Orthoepic    | None |    |
| Total        | 862  | 86 |

*Key: N: Number of errors      %: Percentage*

**Lexical Competence.** As previously mentioned the most prevalent errors produced in the spoken language of the learners regarding the competencies were committed in the sub category of *lexical competence* (N=570, %=57) which belongs to the main category of linguistic competences. The most prevalent errors produced in the main category of lexical competence were seen in both sub categories of *grammatical elements* (N=564, %=56) and *lexical elements* (N= 6, %=1). The results indicated that students mainly lacked knowledge regarding the grammatical elements among the subcategory of lexical competence related to the main category of linguistic competences (see Figure 1).

**Grammatical elements.** According to the CEFRL's (2001) lexical competences (see Figure 1), the grammatical elements are: *articles, prepositions, conjunctions, personal pronouns* however no errors were detected in the use of *quantifiers, demonstratives, question words and relatives, possessives, auxiliary verbs and particles*. With regard to the subsub category of *grammatical elements* (N=564, %=56), the most prevalent errors produced in this category were seen in *the use of articles* (N=231, %= 23) followed by *the use of prepositions* (N=217, %= 22), *the use of conjunctions* (N=56, %= 6) and *the use of the personal pronouns* (N=43, %= 4) (See Appendix A).

**Articles.** The most prevalent errors were committed in this category (N=231, %= 73). Learners committed an equal number of errors in *the absence of the indefinite article 'a'* (N=71, %=7), *overuse of the definite article* (N=71, %=7), and *absence of the definite article* (N=71, %=7) followed by *the absence of the indefinite article 'an'* (N=10, %= 1) and *overuse of the indefinite article 'a'* (N=8, %=1).

*The absence of articles.* The absence of articles were evident in the words of John 'I graduated from Oxford, I have **M** lot of students', 'I gave my mum **M** coat as a gift for her birthday' (Jason), Mollie who stated 'I gave a present to my boyfriend which was **M** watch. He loves watches', Karen mentioned 'Jane keeps **M** private journal', Gordon who mentioned 'The present that I received was from my grandmother. It was **M** watch', Pat stated 'My mother is **M** doctor. She works at **M** hospital in Turkey' and 'The best present I received is from my friend was **M** scarf' (Lara).

*Overuse of the definite article.* The overuse of the definite article were evident in the words of Sue ‘**The** lessons are so difficult’, Jeff claimed that ‘**The** water is an essential part of our lives’, Bob mentioned that ‘When all of us go **the** home we always use mobile phones’. Garry stated that ‘I live on **the** Thorn Park Street but I need to get to Hornway Street’, ‘I love going to **the** shopping’ and ‘My favourite food is **the** molihya’ (Molhiya is Turkish Cypriot dish). Marry mentioned that ‘**The** technology is important for our generation because it is used all the time’, Darren stated that ‘One of the missions of my old university was to promote **the** English language’ and ‘All of the books are amazing I love **the** reading’, Louise mentioned that ‘I read **the** books at **the** home or sometimes in the library.’

*Absence of the definite article.* The absence of the definite article could be seen in the words of Leyla ‘I think that if **M** learners want, they can go to the office of a counselor and talk to her about any subject’ and ‘most of **M** teachers at my high school were helpful especially Mr. Parker’, Ian mentioned that ‘One of **M** missions of my old university was to promote English language’. Daisy stated that ‘I don’t drink alcohol in **M** evenings’, Barry claimed that ‘My sister is a great cook. She cooks for me most of **M** time’. Suzan mentioned that ‘I borrowed **M** book from the library to help me understand my assignment’, Hyley mentioned that ‘I need information on **M** location of the post office’, Sandra stated that ‘Can I borrow **M** book’.

*Absence of the indefinite article ‘an’.* The examples of the absence of the indefinite article ‘an’ could be seen in the words of Norman ‘Can you get me

**M** bottle of water?', (Ronie), Sandy stated that 'I would like to make **M** appointment to see Dr. Benet, please?' and 'Janet has to write **M** email to her teacher asking for her grade' (Dawn), Jake claimed that 'My dad is **M** engineer in Turkey' and 'We have **M** assignment due in tomorrow' (Funda).

*Overuse of the indefinite article 'a'.* Overuse of the indefinite article 'a' could be seen in the words of Ali 'Looking at the map, I think Jane is at **a** Oxford Station', Frank mentioned that 'If people make **a** friends in a restaurant and they want to keep notes on who they met then there are journals which can be used to write all things'. Pamela stated that 'I have made **a** new friends at the university', Willy mentioned that 'The councillor showed me **a** attention because she listened to me and guided me' and 'I am presenting little research on **a** technology'.

The findings are in line with the findings of Dağdeviren (2010) and Dikiltaş and Altay (2011) who stated that the Turkish language does not have articles therefore learners of English produce more errors in this category and find it difficult to place the articles in its correct place. Furthermore, they suggest that these errors are very difficult for L2 learners as the L1 lacks the definiteness or the indefiniteness. The majority of the errors were produced in the use of the articles because the Turkish language does not have articles and therefore learners commit more errors in this category.

**Prepositions.** The second most frequent errors were produced in *the use of prepositions* (N=217, %=22), *Incorrect use of the prepositions* (N=108,

%=11), *absence of prepositions* (N=86, %=9) followed by *the overuse of the preposition 'to'* (N=23, %= 2) (see Appendix A).

*Absence of prepositions.* The absence of prepositions could be seen in the words of Harry 'Everyone looks **M** you' and 'In my opinion some people like **M** be famous', Cem stated that 'When you walk **M** the street everyone looks at you', Önder mentioned that 'When you walk in the street everyone looks **M** you'. Brenda stated that 'Parents can punish you **M** school by not giving you money'. Hazel mentioned that 'I have graduated **M** Oxford, I have lots of students' Sami claimed that 'For example, if someone came here and talked **M** me about their problems I become affected'. Patrick mentioned that 'I said **M** him that I liked every lesson and I was successful in all of them' and McKenzie stated that 'I worked **M** many countries but I haven't seen any place like London'.

*Overuse of the preposition 'to'.* The overuse of the preposition 'to' was evident in the words of Janet 'Organization of materials is another job for the councilor and he or she properly formulates the nature of the clients' problems and interprets **to** them', Ayşe mentioned that 'The counsellors consult **to** the students, parents, and teachers to assist in meetings for the needs of students. 'This experience helped me **to** choose the best department for me' (Lille), Liam stated 'A school counsellor of SHT Russo secondary school answered **to** all my questions related to her job' and Timothy stated that 'Their advice must not be something against **to** society'.

*Incorrect use of the prepositions.* The incorrect use of prepositions were; *In* instead of *for* (N=12, %=1) which was present in the words of Hayley ‘My message **in** this topic is that we should give real love to people and not just send online messages to people’, May stated that ‘Some people want to take your photo **in** fun’ and Cemal mentioned that ‘My roommate stayed up all night revising **in** her exam’. *In* instead of *of* (N=6, %=1) is evident in the words of Yaren ‘Everybody has a different view **in** this point about schools’, Elsie mentioned that ‘I found the secret **in** living a long life’ and Gülsün mentioned that ‘Leyla is one **in** my friends’. *In* instead of *on* (N=34, %=3) is evident in the words of Elya ‘Can you give me information **in** this topic?’, Patrick stated that ‘I need information **in** the location of the post office’, Paul claimed that ‘I share my apartment with my sister’ Duygu mentioned that ‘We attend this university but we’re **on** different departments’, and ‘I live **in** Thorn Park Street. I would like to get to Forting Road’ (Kerry). *In* instead of *to* (N=10, %=1) this was evident in the words of John ‘In the older days girls were not allowed **in** be educated’, Gill mentioned that ‘My friend came back **in** Cyprus yesterday’ and ‘Could you give this message **in** Mark?’. Fatima stated ‘I went home and straight **in** bed’, Ken mentioned that ‘I don’t eat a lot because I don’t want **in** be fat’ and ‘He went back **in** Turkey last week’. *To* instead of *with* (N=3, %=0.3) was evident in the words of Michael ‘I’ve been working **to** my sister for a long time at the hair dressers’, ‘I am writing Ellen a letter **to** my sincere apology’ (Zara) and ‘Maggie agrees **to** John, they make a good team’ (Jemal). *To* instead of *in* (N=6, %=1) could be seen in the words of Melisa

‘You can’t be selfish. You have to think about the people **to** the world’, Cameron mentioned that ‘I live **to** a flat’ Rhonda stated that ‘The favorite person **to** the world is my mum’. Jane exclaimed that ‘I will be going on holiday next week and I will be staying **to** a hotel’. *On* instead of *in* (N=21, %=2) could be seen in the words of Frank ‘The councilors can work **on** three different levels of education which is elementary, middle and high school’ Mehmet stated that ‘My mother is a doctor. She works **on** a hospital in Turkey’, Sarah mentioned that ‘student s and teachers need this service **to** order to solve the problems that may occur in education’, and ‘She was **on** school and did her exams on time’ (Eddie). *At* instead of *in* (N=8, %=1) could be seen in the words of Melina ‘We have an assignment due **at** tomorrow’ Nur mentioned that ‘We’ve got a couple of books **at** my dad’s house’, ‘He says that he thought like a gay person but he didn’t mention if he was interested **at** males’ (Eliza). John claimed that ‘I am really interested **at** becoming an English language teacher’ Sena claimed that ‘I would only eat once **at** the hotel’. Lastly, *for* instead of *to* (N=8, %=1) was evident in the words of Jason ‘You can come **for** my house to study’, Tommy stated that ‘I drive **for** school by car’, ‘Lucie is saving money **for** buy a bag’. ‘I’ve sent an email **for** Jonathan to see you’ (Amy), Luis claimed that ‘All of us went **for** the cinema’ Selda mentioned that ‘Our currency has risen up **for** 54TL’.

The findings are somewhat in line with the findings of Elkılıç (2012), Han (2009), Swan and Smith (2001) and Yildiz (2016) who claimed that Turkish learners of English commit most of their errors in the usage of preposition due

to the different structure of their L1. For example, in the Turkish language, the preposition ‘to’ is absent such as, ‘I listen music’ (müzik dinliyorum) instead of ‘I am listening to music’ or learners cannot distinguish the difference between ‘on’ and ‘in’ such as, ‘Miss I saw your message in night’.

**Conjunctions.** The third most frequent errors were produced in the use of conjunctions (N=56, %= 6). The only prevalent errors that occurred was in the absence of conjunctions (N=56, %=6).

*Absence of conjunctions.* The absence of conjunctions (N=56, %=6) were evident in the words of Hayley ‘Looking at it on paper helps students. Some people can’t understand **M** (until) they see it’, Can stated that ‘I get on well with my father **M** (because) he is like my friend’. Frank stated that ‘Websites should be chosen based on the sources **M** (because) every source is not reliable’, Darren claimed that ‘Moving to another country is hard **M** (because) you leave all of your friends’, Önder mentioned that ‘I spend my time studying **M** (and) sleeping’. Elle mentioned that ‘I don’t like going out late at nights **M** (and) if I do I’m usually home by 10 pm’, ‘Websites provide information **M** (but) some are not reliable’ (Aslı) and ‘She likes to wear sport clothes **M** (but) I don’t’ (İlayda). The findings are in line with Swan and Smith (2001) who stated that Turkish learners of English find conjunctions difficult due to the fact that English has got multiple synonyms for a conjunction such as ‘although’, ‘whereas Turkish has got only one receptacle which is ‘e rağmen’.



**Personal pronouns.** The fourth most frequent errors were produced in *the use of the pronouns* (N=43, %=4); *incorrect use of the personal pronoun* (N=25, %=2) and *absence of the object pronoun 'it'* (N=18, %=2).

*Incorrect use of the personal pronoun.* The incorrect use of the personal pronoun could be seen in the words of Jason 'Both he and **me** (I) are going on leave for a week', Taner mentioned that '**Me**(I) like to go shopping every weekend', Lale stated that 'I borrowed the book from the library to help **I** (me) understand my assignment', Mustafa stated that 'Rose junior spent the day with **I**(me)', '**Me**(I)went for a walk yesterday because it was a sunny day' (Ozzy), '**I** (me) and my family like to eat together at the weekends' (Tanem), '**I** (me) and my mum like to cook whenever we have time' (Thomas), and Langley stated 'My dad always wanted **I** (me) to become a doctor'.

*Absence of the personal pronoun 'it'.* The errors in the absence of the personal pronoun 'it' were evident in the words of Lisa 'You can show **M** at the therapy', 'I remember **M** in general but can't say for sure' (Baran), Sandra stated 'Parents must limit children watching violence because **M** affects them' Nina declared 'I don't like it when **M** rains', Liam mentioned that 'Student A: What day is **M** today? Student B: **M** is Wednesday' (Ilkem), 'I bought a toy bear for my cousin. He loved **M**' and Darren mentioned that 'Looking at **M** on paper helps students. Some people can't understand until they see it'. The findings are in line with the findings of Swan and Smith (2001) who mentioned that Turkish speakers tend not to follow verbs with object 'it' since in Turkish the subject is followed by an object and lastly by the verb for example, 'bring it

here' in English is transferred to Turkish as '(onu) buraya getir' onu in parenthesis refers to 'it' which is in initial position in Turkish.

*Overuse of the uncountable noun.* The fifth most frequent errors were produced in the overuse of uncountable noun (N=11, %=1). This could be seen in the words of Tom 'Parents must limit children watching **violences** because it affects them', 'I was cooking yesterday and while putting **salts** in the food I accidentally pored too much' (Nur), Irmak claimed that 'I'm allergic to **dusts**', Linda mentioned that 'Thank you for the **waters**, it was so refreshing', 'My brother threw all of the **sugars** on the floor'(Sena), Faith stated that 'Shoes are made from **plastics**' and 'You are not telling the **truths** because the work is due in tomorrow and not today'(Barkın). The findings are in line with the findings of Yazıcı and Irtes (2014) who stated that there is a difference between Turkish and English use of the countable and the uncountable. In English it is differentiated between singular and plural usage whereas it is different for Turkish speakers. For example, in the English language the word 'information' is an uncountable noun so its unit is countable pieces such as, 'pieces of information are coming from the war zone' whereas in Turkish it is 'savaş yerinden bilgiler aktarılıyor' which is plural so students are inclined to say \*informations.

*Infinitive instead of gerund.* Finally, the sixth errors were produced in the use of infinitive instead of gerund (N=6, %=0.2). The examples could be seen in the words of Samantha 'I think **to be** famous is not good because people always stare at you', 'I think **to walk** is important for a good health'

(Annabelle) and ‘My dad is saving money **to buy** a new car’ (Teri), Garry stated ‘I really enjoy **to learn** new languages’, ‘Do you find it difficult **to fall** asleep?’ (Güner) and Kerry mentioned that ‘My family likes **to eat** dinner together at the weekends’. The findings are similar to the findings of Arslan, Bamyacı and Bastiaanse (2016) who stated that L2 speakers of English have a difficult time forming gerund structures because in Turkish the gerund does not have a regular pattern and changes according to the root for example the verb ‘gel’ becomes a gerund by adding ‘iş’ whereas the verb ‘düş’ becomes a gerund by adding ‘üş’ or ‘ol’ becomes ‘oluş’. Forming gerunds in Turkish is based on a number of syntactic and phonetic rules for example; phonetically the suffixes have to be in accordance to the palatal harmony and labial harmony.

Overall the findings of the grammatical elements are in line with the findings of Barman (2014) who stated that there is lack of learner knowledge of grammatical elements and that learner errors vary and some learners are incompetent in certain grammatical areas than others. This is due to learners making errors in forming compound structures such as, relative clause structures since it is exactly the opposite in Turkish. In English the relative clause precedes the noun it is describing i.e. the man who stole her purse was caught two days later whereas in Turkish the noun precedes the relative clause i.e. Kadının çantasını çalan adam iki gün sonra tutuklandı.

**Lexical elements.** The second subsub category of the linguistic competence model is lexical elements which includes *fixed expressions* (exponents of language functions), *phrasal idioms*, *phrasal verbs or compound prepositions* and *fixed collocations* (words which are used together) however the only errors were detected in the *use of the noun*.

**Nouns.** The only prevalent errors produced in the main sub-category of lexical elements (N=6, %=1) were only seen in the incorrect use of the noun (N=6, %=1). This could be seen in the words of Sue ‘Student A: (Looking at pictures of each other’s houses) Wow! nice home Student B: This is the **home** (house) that my uncle built’, ‘I am learning a new **poetry** (poem), I love reading poetry or Can I learn my grade (find out) of the class’ (Janet). Frank stated ‘I gave (bought) a present to my mum which was a dress. I gave it to her because it was her birthday’.

The findings are somewhat similar to the findings of Pilbeam, Kerr and Naude (2008), Yule (2006) and Kapeliuk et al. (1994) who found that in Semitic languages singular instead of plural is more preferred as numbers. These errors are due to the fact that in the Turkish language even if you are using numbers with the nouns the nouns remain singular whereas in English the noun takes on the plural form when the number is over one. For example, bir kitap: one (a) book but on kitap (ten book in Turkish). Basically, in English we add ‘s’ to make a noun plural however, in Turkish the noun stays the same regardless of the number in front of it.

**Grammatical Competence.** The sub grammatical competence includes two subsub categories which are *syntax* and *morphology*. In the sub category of *grammatical competence* (N=257, %=25) which belongs to the main category of linguistic competences, the most prevalent error produced were in the sub category of syntax (N=200, %=20) which according to the CEFRL (2001) deals with *elements, classes, structures, processes* and *relations* however, the only errors were detected in *the use of structures*. The other sub-category: morphology (N=57, %=5) deals with *roots or stems, affixes including word-forming affixes* and *inflectional affixes* however, the only errors were detected in *the word forming affixes* and *inflectional affixes* (The examples for both subcategories will be examined in detail below).

**Syntax.** In the subsub category of syntax (N=200, %=20), interestingly the only prevalent errors produced was seen in *the use of tenses* (see Appendix A).

**Absence of the verb to be** (N=48, %=5). Even though the EFL participants of this study were at least B1 (pre-intermediate) proficiency level (CEFRL, 2001) they committed many verb to be errors which is a subject taught at the beginner level (A1); A1 according to the CEFRL (2001) in which learners are taught simple interactions, simple question forms about themselves, where they live, people they know, and things they have, initiate and respond to simple statements on familiar topics. Examples of this error

were evident in the words of Mary ‘The dog **M** very cute’, ‘The chairs **M** too close to each other could you please move them and ‘I live with my sister, she **M** a nurse but we don’t see each other very much’. Ian stated that ‘There **M** a counselling office in our school’, ‘The organization of the materials **M** another job of the councilor he or she formulates the nature of the clients’ problems and interprets them’ (Ann) and ‘We ask these questions: why am I here? and what **M** my purpose in life?’ (Tamas). The findings are in line with the findings of Arslan, Bamyacı and Bastiaanes (2016) who stated that although Turkish speakers of English have equalivalent verb stems in English; the Turkish language does not have a separate verb to be. The reason seems that in the Turkish language there is no separate verb to be instead the verb be is an integral part of nouns, adjectives and adverbs of place. For example, I am happy: *mutluyum*, o burada: she is here and *öğretmenim*: I am a teacher.

***Wrong use of the present simple tense.*** The second most committed errors were produced in *wrong use of the present simple tense* (N=40=%=4). This could be seen in the words of Kim ‘My grandmother **is** died last week’, Gordon mentioned that ‘The service **allow** them to make decisions about their life and career opportunities’ and ‘This service **deal** with the problems and it helps the students to get used to the school environment’, ‘Counsellors need to follow everything that **happen** in the school environment’ (Harry), ‘I**m** live in Nicosia’ and ‘I**m** play football every Friday’ (Collin) and Lilly stated that ‘My flight **is** leave at 7pm tomorrow’. The findings are similar to the findings of Demirel (2017) who mentioned that Turkish speakers of English have

difficulty with subject verb agreement rules in the present simple tense. For example, verbs in Turkish do not conjugate therefore, when a subject of a sentence in Turkish is 'o' which refers to third person singular she/he. The verb does not conjugate rather it adopts suffixes referring to singular or plural subjects.

**Verb to be.** The third most committed errors were produced in this category of 'verb to be' (N=33, %=3). This was evident in the words of Liam 'There **is** (are) lots of policies to talk about especially in education' and 'She were in school and did her exam (was)', Mustafa mentioned that 'We **is** (are) responsible for the choices we make in life'. Sharon pointed out that 'If they make friends in a restaurant there **is** (are) journals which they can write all the things they see and hear' and 'Shoes **is** (are) a part of women'. 'People that go to private schools **is** (are) hard workers' and 'School councillors **is** (are) certified/ licensed educators' (William). The findings are in line with the findings of Demirel (2012) who outlined that some verb to be forms in the Turkish language do not have literal meanings in the English language. In Turkish the verb '-dır' is used in noun and adverb clause which is a replacement for the verb to be in English therefore there is no literal meaning of '-dır' in the English language. For example, 'o kitap benimdir' '-dır' represents the verb to be, in this case, it is my book.

**Present instead of the past verb.** The fourth most committed errors were produced in *the present instead of past verb* (N=13, %=1). This was apparent in the words of Valery 'I think that being famous **M** bad' and 'My

presentation **M** about Person Centered Therapy’, ‘Janet is my best friend because she **M** kind and always there for me’ (Talya), Robert stated that ‘Suzan **M** moving to another school in summer’ and ‘If you **prove** to people that you have a problem they start to think that they have a problem’. The finding is similar to that of Bastiaanse (2012) who stated that past verbs are difficult to produce for Turkish speakers of English because there are many irregular verbs in English however, in Turkish all verbs share the common suffix for the past tense such as, *ben geldim, o geldi onlar geldiler* and *ben oynadım, o oynadı, onlar oynadılar*. In English these sentences are as follows: *I came, he came, they came* and *I played, he played, she played*. The ‘-ed’ signals the regular forms.

***Absence of the future tense ‘going to’.*** This category is the fifth most committed errors (N=13, %=1). This was apparent in the words of Eddie ‘Today we are **M** talk about iphones’. ‘We are **M** the mall tomorrow’ and ‘I am **M** speak about the disadvantages of coffee’, Billy stated that ‘I am **M** go to a summer school around west London area’ and ‘I am **M** study very hard to pass my lesson’. The findings are in line with the findings of Bulut (2012) who discovered that learners in his study did not rely on their L1 to communicate in L2; they depended on the semantic and pragmatic features and not the inflections of the verbs because the learners did not take into consideration the complex structure which English has in inflections in terms of tenses, mood, person, number, case and gender because Turkish grammar is not intricately structured. For example, there are differences in person, tense and gender.



Turkish does not have gender for third person singular whereas English differentiates between animate, inanimate, female and male i.e. ‘o’ refers to ‘he, she, it’. Moreover, Turkish lacks complex tenses such as the present perfect tense which is a tense that bridges the past to the present in English i.e. ‘she has lost weight’ is generally transferred as ‘kilo kaybetti’ which is simple past tense in Turkish.

*Absence of the present perfect tense ‘have’.* The sixth most committed errors were produced in this category (N=10, %=1). This was evident in the words of Paddy ‘**M** you eaten Chinese food before?’, ‘I **M** had Kim’s computer for a week now and she hasn’t come to get it’ and ‘I **M** just started studying at this school’. Garry stated that ‘**M** seen a lot of documentaries of people that have travelled to the moon’ and ‘**M** you read the book yet? The one that the teacher asked us to read’. The findings are similar to the findings of Bowler and Ozkan (2012) who stated that Turkish expressions are different morpho-syntactically from English such as ‘*miş*’ and Erkaya (2012) stated that the only tense that the Turkish language does not possess is the present perfect tense. Thus, it seems to be the most difficult for the EFL learners to encounter.

*Absence of the possessive ‘have’.* The seventh most committed errors were produced in this category (N=9, %=1). This was apparent in the words of Tara ‘I **M** a big film collection’ and ‘In the past, some people didn’t **M** shoes so they had to make shoes’, Sandy mentioned that ‘I **M** many hobbies but my favorite is basketball’ and ‘I want to learn the German language because I **M** got a lot of cousins in Germany’, ‘I would love to **M** a big house with a lot of

animals' and 'Chinese people **M** small feet' (Joe). The findings are similar to the findings of Becker (2009) who stated that possessive pronouns in English are 'my', 'your', 'his/her' and must be followed by nouns. English has also got possessive adjectives which are 'mine', 'yours', 'his/hers. These are used as the objects of a sentence and nothing supersedes them. For example 'that is our car' in the possessive pronoun becomes 'that is ours' however in Turkish '*o benim kitabım*' remains as '*o benim*' or '*o benimdir*' without the mention of the noun. .

***Overuse of the verb to be.*** The eighth most committed errors were produced in this category (N=9, %=1). This was seen in the words of Johannes 'I was **be** going to work but the bus was late' and 'I have **is** a big film collection, Kim stated ' People **are** have changed the system' and Teresa mentioned ' I get on well with my sister because she **was** listens to what I have to say'. The findings are in line with the findings of Pierce (2009) who stated that the Turkish interrogatives use verb forms; participles such as, English translation: 'the book that I gave you' Turkish: '*size verdiğim kitap*' literal translation: '*you-words given by me book*'.

***Present continuous instead of the present simple tense.*** The ninth most committed errors were produced in this category (N=8, %=1), This was seen in the words of Olga 'When people see you in the street they **are looking** at you', Janet stated 'People **are looking** at the wrong side of things, they should be positive' and 'I'**m eating** breakfast every morning', 'I **am waiting** for the bus every day to come to school' and 'I **am playing** football every Friday' (Andy)

and Wendy stated that ‘It always **raining** here but it isn’t raining in Lefke’. The findings are similar to the findings of Çakır (2011) who stated that Turkish/Turkish Cypriot learners confuse the present continuous tense with the present simple tense because the adverbs of frequency in Turkish can be used in both the simple and continuous form especially in spoken language for example, ‘*her gün gidiyorum*’ and ‘*her gün giderim*’ (*I go everyday*).

***Past simple instead of past continuous.*** The tenth most committed errors were seen in this category (N=7, %=1). This was seen in the words of Bob ‘Susan was **work** yesterday so she couldn’t attend the lesson’ and ‘I was **live** in Turkey but I’m here in Cyprus to study’, Lola stated that ‘Tom was **play** football yesterday’ and Claire mentioned that ‘I think that she was **work** on her homework last night’. The findings are in line with the findings of Çakır (2011) who revealed that the ‘*to be*’ verb is not specifically grammatical not categorised in Turkish therefore they have trouble with the concept of using forms of to be with verbs. For example, in Turkish ‘*gidiyordum*’ encases the verb be in the suffix ‘um’, the progressive is the ‘*yor*’ and the root is ‘*git*’. Therefore when the learners are transferring it they do not recognise that ‘*be*’ should be accompanied by a progressive verb in the present continuous tense and this results in the learner uttering ‘*I was go*’.

***Passive instead of active voice.*** The eleventh most committed errors were produced in this category (N=5, %=1). This was evident in the words of Robert ‘In today’s world, people **given** more importance to the education of the children’ and ‘I understand that something was going wrong and I asked her

what **was** happened’, Roy stated that ‘Reporter’s job is to **written** news reports’ and Sandy mentioned that ‘Lisa **has been** recorded a song on her phone’. The findings are similar to the findings of Kurtoğlu (2010) who stated that in the English language some verbs such as the intransitives cannot be used in passives structures however, in the Turkish language intransitives and transitive’s can be made into passives. For example, an intransitive verb such as ‘*smile*’ cannot be formed into a passive if it is not followed by an object such as ‘*the children smiled*’ cannot be ‘*the children were smiled*’ but in Turkish the passive and active of the same verb can produce an active and a passive sentence i.e. ‘*çocuklar gülümsedi*’ and ‘*çocuklara gülümsendi*’.

***Present instead of past verb to be.*** The twelfth most committed errors were produced in this category (N=3, %= 1) to illustrate Darren ‘I understood that something **is** going wrong and I asked her what happened’, Joe stated that ‘She asked me what my problem was my problem **is** my problem and I said all the questions that bothered me’ and Mark stated that ‘I thought that something **is** wrong with you yesterday’. The findings are in line with the findings of Çakır (2011) who stated that the verb to be is not grammatically categorised in Turkish such as, ‘*öğretmenim*’ (*I am a teacher*) and ‘*öğretmendim*’ (*I was a teacher*).

***Present simple instead of past simple tense.*** The thirteenth most committed errors were produced in this category (N=2, %=0.1). This was apparent in the words of Adam ‘love going to the cinema because it **have** a big screen’, Norman stated ‘The teachers at my school tried to help us to find out

what we **want** to do as a job in the future’ and ‘The counselling experience **help** me choose the best department for me’ (Jo). Once again the findings are in line with the findings of Çakır (2011) who stated that use of the present tense instead of other tenses is due to mother tongue (L1) interference because in Turkish there is a concept of time shifting in tenses. That is to say, a past definite sentence can be replaced by the simple present for example, ‘*yetişmek için hızla koşar ve sonunda yetişir*’ meaning ‘*he runs in order to get there on time and does. Rather than he ran to get there on time and did*’.

Overall, in the sub category of syntax the findings are in line with the findings of Steedman (1989) and Auer (2009) who stated that participant’s perceptions of syntactic structures are very narrow as a result errors are likely to occur.

**Morphology.** In the subsub category of *morphology* (N=57, %=5), the most common errors produced in this category were seen in the inflectional affixes more specifically, *absence of the ‘-ing’ form* (N=30, %=3) followed by *the singular instead of plural noun* (N=13, %=1), *absence of the word forming affix* (N=7, %= 0.5), *the inflectional comparative affix* (N=5, %=0.5) and *singular possessive* (N=2, %= 0.1) (see Appendix A).

**Absence of the ‘-ing’ form.** This was apparent in the words of Colin ‘**Watch** T.V programs make children violent’, ‘The man is **sleep** on the sofa’ (Metem), İlayda stated that ‘He is **work** at a clothes store as a sales assistant’, Rahime mentioned that ‘I will be **speak** about social media’, ‘We will be **talk**

about social media' (Beyza), Jill mentioned that 'She is **play** with her ball' and 'I like **watch** T.V in the evenings'. The findings are in line with the findings of Erarslan and Hol (2014) who stated that Turkish speakers of English do not use -ing- forms as there is an interference of L1 on L2. For example, there is a shift in tenses in Turkish for example 'yoldayım gelirim' instead of 'yoldayım geliyorum' ('I am on my way'). However this cannot be uttered in English.

*Singular instead of plural noun.* This is the second category which had the most committed errors (N=13, %=1). This was apparent in the words of Thomas 'We've got a couple of book(s) in my family house', 'All of the book(s) are amazing. I love reading' (Lara), Linda stated that 'IPhones take clear pictures', 'Counsellor(s) should not show her their feeling' (Gözde), Petrina claimed that 'I will show you some work. Let's look at these example(s)' and 'One of the mission(s) of the Ministry of Education is to provide all of the materials', Batuhan stated that 'The students go to the counsellor's room for meeting(s)'. The findings are in line with the findings of Şen and Kuleli (2017) who mentioned that numeration in both languages is the same however Turkish lacks the categorization of countable and uncountable nouns. For example, 'furniture' and 'furnitures' however in Turkish 'mobilyalar' can be uttered'.

*Absence of the word-forming affix.* This is the third most committed errors (N=7, %=0.5). This was apparent in the words of Valery 'She **hope** doesn't make the same mistake as me (hopefully)', Martin stated that 'Come in the class **quiet** as I will be doing my presentation. (quietly)' (Andrew) 'She

isn't **speak clear** (speaking clearly)' (Deniz), Ann mentioned that 'I want you to talk about it honest (honestly)', 'Smith shouted loud (loudly)'; and 'He reacted harsh (harshly) to all of the situations' (Tim). The findings are in line with the findings of Twain (2013) who stated that there are too many affixes (inflectional and derivational affixes) in the Turkish language thus this causes confusion and interference when learning the L2. For example, '*deniz*' meaning 'an ocean', '*denize*' meaning '*to an ocean*', '*denizin*' meaning '*of an ocean*' and so on. These nouns have the same word but the meaning changes when the affix is added.

***The inflectional comparative affix.*** This was the fourth most committed errors (N=5, %=0.5), which can be seen in the words of Leyla 'John is **more tall** (taller) than Mark', Camilla stated that 'Hayley is **more thin** (thinner) than Kelly', Marvin mentioned 'Lewis is **more strong** (stronger) than Mark' and 'Brian is **more tall** (taller) than Sue'. The findings are in line with the findings of Twain (2013) who stated that learners overgeneralise the rules of L2 although a different morpheme is used, it is still pronounced the same. This means that the participants use the bare form of an adjective continuously instead of adding a comparative suffix to the ending. For example, they use '*Jack is more tall*' rather than '*Jack is taller*' because in Turkish there is no comparative affix.

***Singular possessive.*** The fifth most committed errors in this category is the *singular possessive* (N=2, %=0.1). This is apparent in the words of Brendan 'I love Claire ('s) hair. It's so long' and Donna stated that 'People are

very upset with Laura ('s) comment'. The findings are in line with the findings of Twain (2013) who stated that English case morphology is limited whereas in Turkish the possessives are added as a suffix. For example, '*kadınların*', '*kızların*' and '*adamların*'.

Overall, in the sub-category of morphology the findings contradict the findings of Tabatabaei (2011) and Griva and Anastasiou (2009) who stated that learners perform well and they are able to connect morphological awareness in English. This means that participants are able to perform better in the subcategory of morphology. However, in this specific context the participants produced errors in this category and are seen to have a lack of morphological aspects of the English language.

**Phonological Competence.** With regard to the errors committed in the sub category of *phonological competence* (N=13, %=15) which belongs to the main category of linguistic competences, includes *sound-units* which are (phonemes), *phonetic features* which are separate phonemes such as, voicing and rounding, *phonetic composition of words* which are the sequence of phonemes, word stress and word tones, *sentence phonetics and phonetic reduction* which are vowel reduction, strong and weak forms, assimilation and elision (CEFRL, 2001). However, the only errors discovered in this category was the *phonetic features* (the incorrect pronunciation) (N=28, %=3).



**Phonetic features.** The only errors committed were phonetic features had the only prevalent errors (N=28, %=3). This was apparent in the words of Nina ‘/tʃaɪ'ni:az/ instead of /tʃaɪ'ni:z/ **Chinese** people have small feet’, ‘Rachel stated ‘/'ek.sə.sɪz/ instead of /'ek.sə.saɪz/ Doing **exercise** is good for the body and healthy’, ‘/'jlaɪ.ənt/ instead of /'klaɪ.ənt/ Councillors should understand the **client**’ and ‘/daɪ/ instead of /'ðeɪ/ I like drinking coffee every **day**’ (Derek), Mel stated ‘/'θɪŋ/ instead of /'θɪŋk/ I **think** that being famous is bad’. The finding is in line with the findings of Fabre-Merchan, Torres-Jara, Andrade-Domingues, Ortiz-Zurita and Alvarez-Munos (2017) who stated that learners produce their own phonemes leading to misunderstanding.

**Semantic Competence.** In the sub category of semantic competence (N=7, %=1) which belongs to the main category of linguistic competences, is referred to in the CEFRL (2001) as the lexical semantics which examines questions of word meaning for example, *the relation of words to the general context*, *interlexical relations* such as, *synonymy/antononymy, collocation, part-whole relations, componential analysis or translation equivalence*; grammatical semantics which looks at the meaning of general structures and pragmatic semantics which examines the logical relations. However, the only errors that were produced in this study were lexical semantics: *the relation of word to general context* (N=7, %=1).

**The relation of word to general context.** This can be seen in the words of Kim ‘You’re very **helpable**, thank you. (helpful)’ and ‘We should see the

teacher, she told us to see her when we are **empty**. (free)', 'John is a **long** man so he can jump higher than the other players. (tall)' (Hollie), Valery stated that 'I accepted my mistake and apologized to my **colleague** (friend)' and 'One of my friends threw my pencil **box** (case) at me' and Barry mentioned that 'I **asked** (suggested) her to talk with our councilor'. Awwad (2017) claimed that EFL participants do not understand and comprehend semantic features. However, the EFL learners of this study committed few errors in this subcategory compared to the other categories which contradicts the recent claim of Awwad (2017). The only errors committed by the participants were related to the relation of word to general context. This could be due to learners producing their own phonemes.

Overall, the findings are similar to the findings of Teng and Sinwongsuwat (2015) that put forth that learners are more likely to concentrate on the end result which is passing exams therefore they do not consider learning the correct structures, only the end result. This is may be due to the fact that the Turkish and Turkish Cypriot education system is highly exam oriented so the learners believe that learning is represented by memorizing and passing examinations and not on critical thinking, understanding and analysing that lies behind the reason of the rules during the learning process (Bostancı & Çavuşoğlu, 2018).

## Sociolinguistic Competences

Within the main category of *sociolinguistic competence* (N=10, %=1), the CEFRL (2001) pointed out that it includes *linguistic markers for social relations* which is the use and choice of greetings, address forms and conventions of turn taking, *politeness conventions* which includes positive politeness, negative politeness, appropriate use of ‘please’ and ‘thank you’ and impoliteness, *expressions of folk wisdom* which are proverbs, idioms and expressions, *register difference* which looks at the difference in the level of formality such as, formal, neutral and informal and *dialect and accent* which is social class, ethnicity and occupational group (CEFRL, 2001) (see Figure 1). However, the EFL participants of this study did not produce any errors in *register difference, expressions of folk wisdom or dialect and accent*. The reason that the learners did not produce any errors in the above areas is that the study was conducted in a controlled environment (classroom). The most prevalent errors were seen in *politeness conventions* (N=8, %=0.80), followed by *linguistic markers for social relations* (N=2, %=.20) (see Appendix A).

Table 6.

*Sociolinguistic Competences*

| Categories                              | N    | %    |
|---|------|------|
| Politeness conventions                  | 8    | 0.80 |
| Linguistic markers for social relations | 2    | 0.20 |
| Expressions of folk wisdom              | None | None |
| Register difference                     | None | None |
| Dialect and accent                      | None | None |
| Total                                   | 10   | 1    |

*Key: N: Number of errors      %: Percentage*

**Politeness Conventions.** Politeness conventions are the use of polite expressions and the way that they are interpreted (CEFRL, 2001). Politeness conventions have three sub categories which are *positive politeness* which is showing an interest in a person and their feelings, *negative politeness* which is apologizing, avoiding face-threatening behavior and *impoliteness* which is bluntness or showing dislike (CEFRL, 2001). The most prevalent errors were seen in *the politeness conventions* (N=8, %=0.80). Within the category of politeness conventions, most of the errors were committed in the *use of negative politeness* (N=6, %=0.60). This was apparent in the words of Mandy ‘Student: Miss **how much money do you get?** (wages) Teacher: You shouldn’t ask such questions’, Khloe mentioned ‘Student A: **Wow nice bag!**

**How much?** Student B: 150TL Student A: You find the money on the street!’ and Melvin stated ‘Student A: You look smart today. Student B: **So!**’.

**Linguistic markers for social relations.** The second most committed errors were seen in the linguistic markers for social relations in which the only errors were committed in *the use and choice of greetings* (N=2, %= 0.20). This was apparent in the words of Sam ‘Student A: **Dr. Jane** (Addressing the teacher) Teacher: **You mean Dr. Brown?** Student: Yes’ and Mark stated ‘Student: **Hello Teacher!** Teacher: **Hello Miss.** Student: Sorry. Ok’.

The findings contradict the findings of Rabab’ah (2015) who stated that communicative strategies affect the oral proficiency level of EFL learners and that those students who are more aware of their speaking and are in control of their fluency can overcome communication barriers. This means that if learners are aware of the items that they are learning and become fluent alike then they can overcome the socio-cultural barrier of communication.

### **Pragmatic Competences**

Pragmatic competence refers to the learner’s knowledge of the principles of the language and the way that they use them (CEFRL, 2001). In the main category of *pragmatic competences* (N=24, %=20), the participants of this study committed errors with regard to *discourse competence* (N=8, %=33) and *functional competence* (N=16, %=67) (see Table 7 & Appendix A).

Table 7.

*Pragmatic Competences*

| Categories | N   | %  |
|------------|-----|----|
| Discourse  | 52  | 5  |
| Functional | 82  | 8  |
| Total      | 134 | 13 |

*Key: N: Number of errors                      %: Percentage*

**Discourse Competence.** Discourse competences deals with the organization, structure and the arrangements of a learner's speech. Within the sub category of discourse competence (N=52, %=5) the most prevalent errors were produced in *the use of cohesion* (N=40, %=4) followed by *ellipsis* (N=7, %=0.6) and *coherence* (N=5, %=0.4) (See Appendix A).

**Cohesion.** Examples of *cohesion* could be seen in the words of Collin 'I graduated from Oxford **M** I have a lot of students **M** I am successful. When I am walking anywhere I have a lot of students', Anna stated that 'I get on well with my father **M** He is like my friend **M** we talk all the time.' James mentioned that 'Moving to another country is hard **M** you leave your entire friends behind **M** I miss them' and 'I like to wear sporty clothes **M** not smart clothes **M** I feel very uncomfortable', Paddy stated that 'For example, if someone came **M** talked to me about their problems I become affected **M** I am very emotional'; 'I've lived in many countries **M** I haven't seen any place like London **M** it has a very good education system' (Gordon), Harriet mentioned

that ‘Organization of materials is another job for the counsellor **M** he or she needs to determine client’s problems to help them **M** This is very important’ and ‘Students and teachers need to have meetings with parents **M** it will provide parents with information on the progress of their child **M** this will be beneficial for the child and the parent’. The findings are in line with the findings of Kafes (2012) who stated that there are more cohesive devices in English therefore Turkish learners try to find the same synonyms and thus, errors occur. For example, Turkish is not lexically rich as English. For example, a cohesive device such as, ‘moreover’ has got roughly fourteen synonyms but Turkish has got only two i.e. ‘*dahası*’ and ‘*ayrica*’.

**Ellipsis.** Examples of *ellipsis* can be seen in the words of Tom ‘Student A: We don’t have enough... for everyone. Student B: I’ll make more’ and ‘I thought we were meeting... Tuesday’, ‘I want something to eat, but I’m not sure what...’ (Tara), Beverly stated that ‘You went to shopping and...’ and ‘I ordered one of the books and he... the other’ and Danny mentioned that ‘Did you do the homework that the teacher asked? Yes...’ The findings are somewhat similar with the findings of Şener and Takahashi (2010) who stated that there is subject agreement in Turkish whereas in English it is an incomplete sentence and it is acceptable. For example, *Mete beş hırsız yakala*(dı- past form) however, in the English language it is incorrect to state ‘\**Mete five burglars catch*’ instead its ‘*Mete caught five burglars*’.

**Coherence.** Examples of *coherence* are apparent in the words of Andy ‘Student A: It’s hot in here. Student B: I’ll close the door’, ‘Student A: My pen

doesn't write. Student B: I have paper' (Norman) and 'I can drink and coffee and juice'. The findings are partially in line with the findings of Karahan (2015) who stated that learners lack the usage of variety of connectives due to L1 interference. In both languages repetition of the sentences will convey the message across furthermore L1 interference could have a minor role as Turkish speakers repeat slightly more than English speakers. That is to say, Turkish does not have rich cohesive devices that enable sentences to be combined therefore sentences stand alone individually in Turkish whereas in English clauses are combined to form coherent and fluent structures.

**Functional Competence.** Functional competence is the way that spoken language is used to communicate such as, the functions of a language. The subcategory of functional competence (N=82, %=8) includes *seeking factual information* which is identifying, reporting, correcting, asking and answering information, *expressing and finding out attitudes* which includes agreeing/ disagreeing, emotions and knowledge of the subject, *suasion* which is suggesting, requests, warnings and advice, *socializing* which is attention seeking, greeting and addressing, *structuring discourse* which is turn taking, knowledge of starting conversation, introducing, *communication repair* which is turn taking, (CEFRL, 2001). However, only errors were committed in *socializing* and *communication repair*. In this subcategory the most prevalent errors were committed in the *imparting and seeking factual information* (N=44, %=4) followed by *pause filters* (N=36, %=3) and *communication repair* (N=2, %=1).



***Seeking factual information.*** Seeking factual information is identifying, reporting, correcting, asking and answering information. Examples of *seeking factual information* and *pause filters* can be seen in the words of Barry ‘I went to erm... the shopping centre and erm... you know... I realized that I forgot my purse at home’ and ‘It was erm... kind of a hot day erm...you know... last week’, Linda stated that ‘Women wear high heels erm...you know... erm... it looks nice’, ‘School counsellors are erm... I mean... erm...certified erm... licensed’ (Matilda), Patrick mentioned that ‘I work at... erm... you know... erm... Dereboyu near erm... Koton’ and Paul stated that ‘Another job erm... you know erm... of a councillor is erm...err...to create a working relationship erm...with the client’. The findings are in line with the findings of Bada (2006) who stated that Turkish speakers produce more pauses than English speakers due to language barrier or lack of knowledge of the L2, the learner pauses more than necessary to allow them more time to try to structure the sentence correctly.

***Pause filters.*** Pause filters are short stops which learners take in an interaction. Examples of *pause filters* were apparent in the words of John ‘I live erm... in a dormitory erm... outside of school’ and ‘I think that erm... Janet is a successful student’, ‘I’m going erm... to Turkey erm... next week’ (Twain), Samuel stated ‘I become really sad erm... when people harm erm... animals’ and ‘I have studied erm... in Turkey but erm... then moved to erm... Cyprus’ and Jane mentioned that ‘A person shouldn’t state erm... all their problems erm... to their friends’. Similarly, the findings are in line with the

findings of Bada (2006) who similarly to above, stated that Turkish speakers produce more pauses than English speakers. This replicates that Turkish speakers of English commit these types of errors due to mother tongue interference. They produce the same fillers as they would whilst speaking in Turkish.

*Communication repair.* Communication repair is a way that learners use to clear any misunderstandings within utterances. Examples of *communication repair* can be seen in the words of Valentine ‘The extra room in that house is for guests for sleeping. (bedroom)’, and ‘She is carrying a baby so she should stay at home with her family. (pregnant)’ (Wendy). The findings are in line with the findings of Erkaya (2012), who mentioned that when learners cannot find the target vocabulary, then they provide the explanation to communicate.

Overall, in the main category of pragmatic competence, the findings are somewhat similar to the findings of Zakaria and Mugaddam (2015) who pointed out that some learners are able to use simple language in context whereas other learners can produce and interpret meaningful utterances. Learners sometimes find it difficult to find the meaning of words therefore they try to explain the word instead so that the teacher can provide the correct word to the student. Although this occurs in L1 and L2, L2 speakers use this more frequently than L1 speaker.

## CHAPTER V

### CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

Overall, the previous chapters have illustrated the literature review related to the research area followed by the methodology and the findings and discussions with supportive literature regarding the current study. CEFRL (2001) classification was used to identify the Turkish speakers' errors when learning English.

#### **Conclusion**

The results for the spoken data have shown that in the main categories of the competences the most prevalent errors were produced in the linguistic competences followed by pragmatic competences and finally sociolinguistic competences.

In the main category of linguistic competences the most prevalent errors were seen in the subcategory of lexical competences followed by grammatical competences, semantic competences and phonological competences. The sub category of lexical competence consists of two subsub categories which are grammatical elements and lexical elements. The most prevalent errors were committed in the subsub category of grammatical elements. Within the grammatical elements the most errors were committed in *the use of articles*. This is due to the fact that the Turkish language does not

have articles and therefore learners commit more errors in this category (Dağdeviren, 2010; Dikilitaş & Altay). Within the lexical elements the only errors were committed in '*the incorrect use of the nouns*'. The reason for these errors is due to the semiotic languages where singular instead of plural is more preferred (Kapeliuk et al., 1994; Pilbeam, Kerr & Naude, 2008; Yule, 2006). In the sub category grammatical competences, there are two subsub categories which are syntax and morphology. The most prevalent errors were committed in the subsub category of syntax. Within the subsub category, the most errors were committed in the *use of verb to be*. The reason is that in the Turkish language there is no separate verb to be instead there are root words (Arslan, Bamyacı & Bastiaanes, 2016). In the subsub category of morphology, the most errors were committed in the absence of the '-ing' form. This is due to Turkish speakers of English do not use -ing- forms as there is interference of L1 on L2. For example, there is a shift in tenses in Turkish for example '*yoldayım gelirim*' instead of '*yoldayım geliyorum*'. However this cannot be uttered in English (Erarslan & Hol, 2014). In the sub category of semantic competence, the only errors committed by the learners were related to the *relation of word to general context*. This could be due to misunderstandings of the meanings of words. In the subcategory of phonological competence the only errors committed were phonetic features of words. The reason is that learners produce their own phonemes which lead to misunderstandings (Fabre-Merchan, Torres-Jara, Andrade- Domingues, Ortiz-Zurita and Alvarez-Munos, 2017).

In the main category of sociolinguistic competences, the most prevalent errors were committed in the *politeness conventions* followed by *linguistic markers for social relations*. The reason for this is that communicative strategies affect oral proficiency level and that those students who have increased awareness, are in control of their fluency and they can overcome communication barriers (Rabab'ah, 2015). No errors were committed in the other sub categories which are expressions of folk wisdom, register difference and dialect and accent.

In the main category of pragmatic competences, the most prevalent errors were committed in functional competence followed by discourse competence. Within the subcategory of functional competence the most errors were committed in the *seeking factual information* and *pause filters*. The reason for this is that learners cannot find the target vocabulary, then they attempt to provide an explanation to communicate (Erkaya, 2012). Within the subcategory of discourse competence the most errors were committed in the *use of cohesion*. The reason for this is that learners lack the use of variety of connectives due to L1 interference. In both languages repetition of the sentences will convey the message across furthermore L1 interference could have a minor role as Turkish speakers repeat slightly more than English speakers. That is to say, Turkish does not have rich cohesive devices that enable sentences to be combined therefore sentences stand alone individually in Turkish whereas in English clauses are combined to form coherent and fluent structures (Karahana, 2015).

## **Educational Implications**

It is hoped that this thesis will contribute to the field of English language teaching and allow the instructors of English to understand, find solutions and make use of the errors produced by the EFL learners when teaching.

Oral interaction could be difficult for language learners due to lack of knowledge of the L2. Language teachers should train their learners on the competences and evaluate the learners' progress according to the competences. To be able to do this it is of vital importance to adapt language methodologies to incorporate the language competencies.

While giving corrective feedback to Turkish learners, pinpointing the errors discussed in this thesis could prevent learners from committing such errors in terms of communicative competences.

Taking into account the results of this thesis, teaching EFL learners' vocabulary within a context and enabling platforms for them to interact with native speakers of the target language will somewhat avoid errors produced among the language competences.

### **Recommendations for Further Research**

This research had limited population therefore further studies could be conducted with more EFL learners in different settings. This will provide data on a range of errors.

This research can also be replicated in another country to gather data on the error types committed by learners of other first (L1) languages. This would provide instructors with awareness of the errors committed by EFL learners and find ways to overcoming the errors.

This study could also be replicated with regard to the written errors committed by EFL learners and other study variables such as, gender differences into consideration when errors are committed.

A comparative study among oral and written EFL errors with respect to the language competencies could also be investigated.

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## Appendix A

### Main Spoken Errors

| Table 1                                |  |  |            |            |
|--|--|--|------------|------------|
| <i>Classification of spoken errors</i> |  |  |            |            |
| <u>CEFR</u><br><u>Competences</u>      | <u>Error type</u><br><u>and</u><br><u>category</u> | <u>Example Sentences</u>   | <u>(N)</u> | <u>(%)</u> |
| <b>Linguistic Competences</b>          |  |  | <b>862</b> | <b>86</b>  |
| <b>Lexical competences</b>             |  |  | <b>570</b> | <b>57</b>  |
| Lexical elements                       | Incorrect use of the noun                          | <p>Student A: (Looking at pictures of each other's houses) Wow! nice home.</p> <p>Student B: This is the <b>home</b>(house) that my uncle built.</p> <p>I am learning a new <b>poetry</b> (poem), I love reading poetry.</p> <p>Why are you standing in the <b>centre</b> (middle) of the class.</p> <p>Student A: What's the time?<br/>Student B: The <b>clock</b>(time) is one.</p> <p>I have a big family and all of my <b>relations</b> (relatives) live in Germany.</p> <p>I gave (bought) a present to my mum which was a dress. I gave it to her because it was her birthday.</p> | 6          | 1          |
| Grammatical elements                   | Overuse of the uncountable noun                    | <p>Parents must limit children watching <b>violences</b> because it affects them.</p> <p>I was cooking yesterday and while putting <b>salts</b> in the food I</p>  | 564        | 56         |
|  |  |  | 11         | 1          |

accidentally pored too much.

I'm allergic to **dusts**.

Thank you for the **waters**, it was so refreshing.

My brother threw all of the **sugars** on the floor.

Shoes are made from **plastics**.

You are not telling the **truths** because the work is due in tomorrow and not today.

Please give me some **waters**.

I love going to the beach and feeling the **sands**.

The word counselling means giving **informations**

We brought new **furnitures** for our new house last week.

**Use of articles**

Absence of the indefinite article 'a'

231 23

I graduated from Oxford, I have **M** lot of students.

71 7

I gave my mum **M** coat as a gift for her birthday.

I gave a present to my boyfriend which was **M** watch. He loves watches.

Jane keeps **M** private journal.

The present that I received was from my grandmother. It was **M** watch.

My mother is **M** doctor. She

works at **M** hospital in Turkey.

The best present I received is from my friend. It was **M** scarf.

I'd like to go to Paris for **M** holiday.

My dad always wanted me to become **M** doctor.

There is **M** counselling office in our school.

What are some of the characteristics that **M** councilor needs to have?

I have **M** cat and **M** dog.

The student's go to **M** councilor's office for meetings.

Shoes are **M** part of women.

Relationship is the most important because if you have **M** good relationship with your client then they can trust you and share their problems with you.

He says that he thought like **M** gay person but he didn't mention if he is interested in males

Sometimes **M** good thing for someone may not be **M** good thing for her and sometimes **M** bad thing for someone is not **M** bad thing for her.

Overall, **M** counsellor guided my friend in order to get her

own views.

I think that if the learners want, they can go to the office of **M** counsellor and talk to her about any subject.

We should apply **M** different method/ technique for the clients.

We said that when you have **M** problem you mustn't ... you mustn't state that problem.

Another job of **M** councilor is to create a working relationship with the client.

Relationship is the most important because if you have **M** good relationship with your client then they can trust you and share their big problems with you.

Another job of the councilor is to create **M** working relationship with the client.

My mum is **M** teacher.

One day I was walking and I saw **M** snake passing by me very closely.

I saw **M** bird on my balcony.

I bought **M** toy bear for my cousin. He loved it.

We are going on holiday for **M** week.

She gave me **M** questionnaire



which had so many questions about hobbies, interests and everything.

I asked the counsellor if they had **M** private folder for each student.

You can have **M** comfortable life however some people can be friends with you for money.

When you walk into **M** party everyone looks at you.

I came to Cyprus to become **M** teacher.

My friend has got **M** fury animal. It's so sweet.

The first page of this page describes **M** author.

I found the secret of living **M** long life.

I live in **M** flat.

When I was on holiday I stayed at **M** hotel.

He is working at a clothes store as **M** sales assistant.

I bought **M** toy duck for my niece and she loved it.

Leyla's mother has a big house and **M** lot of dogs.

I want to be **M** banker when I graduate from university.

Mark and Susan have **M**

presentation to do tomorrow.

I'm renting **M** house that has a large balcony which I love to sit in.

My little sister is so sweet she made **M** cake for me.

I bought **M** present to my mum which was a dress. I gave it to her because it was her birthday.

I brought Tara **M** jacket for her birthday.

I bought **M** house gift for my friend as **M** wedding gift.

You have **M** lot of books but you don't read them.

I have **M** big film collection.

I have **M** lot of animals; cats dogs, sheep etc.

I think that Janet is **M** successful student.

I bought my father **M** watch for his birthday.

Where can I get **M** new bag?

I got **M** present from my sister which was **M** bracelet.

You need to have **M** good relationship with your teachers.

It was **M** stupid mistake that I made in the exam.

I really like taking my dog for

**M** walk.

Technology has **M** major impact in our lives.

I don't know how to drive **M** car.

I never thought that he would make such **M** mistake.

I would like to become **M** successful teacher.

My dream is to become **M** part time photographer.

I usually use **M** folder to keep my papers together.

I had to get **M** new battery for my laptop.

Can you give me **M** higher grade?

I had **M** great time at the party yesterday!

I need to get **M** person to look over my work.

I like Karen because she has **M** great sense of humor.

Can you get me **M** bottle of water?

Absence of the indefinite article 'an'

I would like to make **M** appointment to see Dr. Benet, please?

71 7

Janet has to write **M** email to her teacher asking for her grade.

My dad is **M** engineer in Turkey.

We have **M** assignment due in tomorrow.

She is dating **M** engineer.

I am really interested in becoming **M** English language teacher.

Water is **M** essential part of our lives.

Technology has **M** influence on people because we use it all the time.

I think that tattoos are **M** art piece because they look great.

Overuse  
of the  
indefinite  
article ' a '

Looking at the map, I think Jane is at **a** Oxford Station.

71 7

If people make **a** friends in a restaurant and they want to keep notes on who they met then there are journals which can be used to write all things.

I have made **a** new friends at the university.

The councillor showed me **a** attention because she listened to me and guided me.

I am presenting little research on **a** technology.

I would only eat **a** lunch in a day.

|   |   |    |   |
|---|---|----|---|
|   | I was in <b>a</b> high school and I was waiting to graduate but a problem occurred.                                   |    |   |
|   | I have a dear friend who is <b>a</b> great at speaking different languages.   |    |   |
|   | It was kind of <b>a</b> hot last week.  |    |   |
| Overuse use of the definite article 'the' | I have a lot of assignments to do. <b>The</b> life is so hard.<br><b>The</b> water is an essential part of our lives. | 71 | 7 |
|   | When all of us go <b>the</b> home we always use mobile phones.  |    |   |
|   | I live on <b>the</b> Thorn Park Street but I need to get to Hornway Street.   |    |   |
|   | I love going to <b>the</b> cinema because it has a big screen.  |    |   |
|   | My favorite food is <b>the</b> molihya.   |    |   |
|   | <b>The</b> technology is important for our generation because it is used all the time.                                |    |   |
|   | One of the missions of my old university was to promote <b>the</b> English language.                                  |    |   |
|   | All of the books are amazing. I love <b>the</b> reading.  |    |   |
|   | I read <b>the</b> books at <b>the</b> home or sometimes in the library.   |    |   |
|   | I read books every night before I go to <b>the</b> bed.   |    |   |

I spend most of my free time reading **the** books and sleeping.

I'd like to go to **the** Paris for a holiday.

John and I **the** spent the day revising for our exam.

The nurse needs to **the** look after the patients.

When we all go **the** home we always use mobile phones.

**The** women wear high heels because it looks nice.

These people create their own principles in **the** life.

Counsellors in **the** schools need to be cooperative with the class teachers; they need to do plans and programs.

Organization of **the** materials is another job of the councilor and he or she properly formulates the nature of the clients' problems and interprets them.

The choices we make in **the** life, we are responsible for those choices.

We ask these questions: Why am I here? And what is my purpose in **the** life?

The aim of the counselling services in **the** schools is to

guide **the** students according to their problems.

Their most important job is to help **the** students that have psychological problems

The word **the** counselling means giving information.

The counselling service allows students to make **the** decisions about their life and career opportunities.

There is a counselling office in the school which **the** teachers are responsible for.

I took some **the** notes while she was speaking.

What are **the** some of the characteristics that a counsellor needs to have?

Students and teachers need the counselling service in order to solve the problems that may occur in **the** education.

I think the aim of **the** counselling is to help and try to provide **the** students with solutions to problems.

She said you will be **the** studying.

I think the tallest is **the** Ellen.

My favorite day of the week is **the** Tuesday because I can sleep longer in the morning.

My favorite **the** art piece is

'the weeping woman' because I love the colours.

I really like listening to **the** music however I also really like watching films.

I always wear shoes with **the** heels because it looks smart. I live in **the** dormitory outside of school.

After I graduated from **the** high school I applied to this school.

I'd like to go to **the** Italy to study.

I really become sad when people harm **the** animals.

Can I work with **the** Jason on my project?

I need to do this assignment by **the** next week.

Jamie gave me his **the** assignment to submit for him.

I need to see **the** Ella to talk about our project.

Having a good relationship with your **the** advisor is important.

I need to go **the** shopping to buy some groceries.

Sue dyed her hair **the** red.

Can you tell me where **the** Baker Street is?



I like going to **the** London during summer holidays.

He reacted harshly to **the** all of the situations.

I want to move to **the** Istanbul when I graduate.

I think the most **the** beautiful person is my mum.

I always check **the** news online because I like to be informed about current affairs.

I usually watch movies on my laptop and I sometimes go to the cinema with my **the** friends.

My favorite subject at college was **the** Math because it was an enjoyable lesson.

I usually attend **the** university events to meet new people.

I feel relaxed when I listen to **the** music.

**The** Sarah and **the** Mark are great runners.

We need to get **the** good grades and be successful in the course.

I think that **the** politics is rubbish because they don't do anything.

I need to give food to my **the** dog.

My dream is to become a part time **the** photographer.

It took me **the** two hours to drive here.

I don't like it when it rains and it was raining **the** yesterday.

My mother is a doctor and she works at a hospital in **the** Turkey.

There are three people in my **the** family; my mother, father and me.

I like playing **the** tennis and jogging.

I don't like going out late at **the** nights because I'm scared of the dark.

I love listening to rap on **the** YouTube.

I don't drink **the** alcohol because I don't like it.

Absence of the definite article

I think that if **M** learners want, they can go to the office of a counselor and talk to her about any subject.

10 1

Most of **M** teachers at my high school were helpful especially Mr. Parker.

One of **M** missions of my old university was to promote English language.

I don't drink alcohol in **M** evenings.

My sister is a great cook. She cooks for me most of **M** time.

I borrowed **M** book from the library to help me understand my assignment.

I need information on **M** location of the post office.

Can I borrow **M** book.

Relationships are **M** most important because if you have a good relationship with your client then they can trust you and share their big problems with you.

Councilors in schools need to be cooperative with **M** class teacher; they need to do plans and programs.

In addition to this, I will discuss **M** different methods and techniques.

I love going to **M** mall in Adana for shopping.

Organization of materials is another job for **M** councilor and he or she properly formulates the nature of **M** clients' problems and interprets them.

This experience helped me choose **M** best department for me.

This bus service also plans **M** task which are supposed to be

done daily according to **M** annual plans.

John is a tall man so he can jump higher than **M** others.

They visit **M** classrooms and give detailed information about the counselling service.

I asked **M** councilor if they had a private folder for each student.

My brother threw all of the sugar on **M** floor.

I love going to **M** beach and feeling the sand.

The nurse needs to look after **M** patients.

Students and teachers need the counselling service in order to solve **M** problems that might occur in education.

Rose junior spent **M** day with me.

Me and my family like to eat together at **M** weekends.

I'm interested in **M** English Language Teaching position. I'm good at communication.

When I spoke to one of my friends in **M** class she said that she was like me.

**M** counselling service allows the students to make decisions about career opportunities.

The manager appointed me and asked me to organize **M** schedule for **M** appointments.

I was talking to **M** counsellor and she asked some questions but I said I didn't want to answer those questions.

I love France because I love **M** country.

In **M** older days girls were not allowed to be educated.

I used to play **M** piano at **M** music school with my friend.

I've worked at **M** mall near my house in Adana in a coffee shop last summer.

She always drinks coffee in **M** morning to wake her up.

The man is sleeping on **M** sofa.

I like watching T.V in **M** evenings.

I'm really looking forward to **M** holidays.

The counselling experience helped me to choose **M** best department to work in.

After graduating from **M** university of Cardiff I started working in a bank.

In all honesty I can say that I don't believe that **M** teacher was fair.

We took **M** dog and **M** cat to the vet.

They had to take **M** photo last Thursday but they forgot.

We had to return **M** item to **M** shop where we purchased it from.

Doing exercise is beneficial for **M** body.

John is **M** best person for me because he is really caring and helpful.

I didn't do **M** homework therefore I didn't get a mark.

Everyone in **M** house uses their phones all the time instead of socializing.

I like **M** weather when it's hot.

Looking at **M** map, I don't think I can find Leyla's place.

I forgot that **M** deadline was today.

My sister is **M** best because she's always there when I need her.

I really like to ride my bike at **M** weekends.

I haven't made any plans for **M** weekend.

My favorite soap opera is **M** rising.

Sarah and Mark performed **M** best so far.

I hope **M** exam is not difficult.

I really like **M** summer time because I go to the beach every day.

I prefer going to **M** Scottish schools because I love the cold weather.

I prefer going to **M** London school because it's in the center of London.

Can you close **M** door please?

I made her finish reading all of **M** papers.

I suggested that she should answer **M** question.

I enjoyed **M** lesson a lot.

All of **M** students like that teacher.

I go to **M** gym every week.

I enjoy going to **M** cinema with my cousin.

I couldn't charge my phone because I didn't have **M** charger with me.

Websites should be chosen based on **M** sources because every source is not reliable.

I love my mum **M** most

|                                    |  |    |   |
|------------------------------------|--|----|---|
|                                    | because she is always there to take care of me.  |    |   |
|                                    | I went to summer school around <b>M</b> west London area.                                    |    |   |
|                                    | I want to learn <b>M</b> German language as I have cousins in Germany.                       | 43 | 4 |
| <b>Use of personal pronoun</b>     |  |    |   |
| Absence of the object pronoun 'it' | You can show <b>M</b> at the therapy.  | 18 | 2 |
|                                    | I remember <b>M</b> in general but can't say for sure.                                       |    |   |
|                                    | Parents must limit children watching violence because <b>M</b> affects them.                 |    |   |
|                                    | I don't like it when <b>M</b> rains.   |    |   |
|                                    | Student A: What day is <b>M</b> today?<br>Student B: <b>M</b> is Wednesday.                  |    |   |
|                                    | I bought a toy bear for my cousin. He loved <b>M</b> .                                       |    |   |
|                                    | Looking at <b>M</b> on paper helps students. Some people can't understand until they see it. |    |   |
|                                    | Women wear high heels because <b>M</b> looks nice.   |    |   |
|                                    | Would you like <b>M</b> if someone shouted at you?   |    |   |
|                                    | My dad wanted to go to the pharmacy but <b>M</b> was closed.                                 |    |   |
|                                    | People can't understand just being told they need to see <b>M</b>                            |    |   |



in writing.

We took the dog to the vet because **M** couldn't walk properly.

I didn't get a good grade for my assignment because I done **M** the last minute.

I really like the weather when **M** is hot.

The dog lost the bone so I let **M** find **M** in the garden.

I do drink alcohol too much but **M** doesn't affect me.

I didn't drink the milk because **M** smelt like it was off.

The book was interesting and **M** wasn't expensive.

Incorrect  
use of the  
personal  
pronoun

Both he and **me** (I) are going on leave for a week.

25

2

**Me(I)** like to go shopping every weekend.

I borrowed the book from the library to help **I** (me) understand my assignment.

Rose junior spent the day with **I(me)**

**Me(I)** went for a walk yesterday because it was a sunny day.

**I** (me) and my family like to eat together at the weekends

**I** (me) and my mum like to cook whenever we have time

My dad always wanted **I** (me) to become a doctor.

Every morning **I** (me) and my aunt drink Turkish coffee together.

This experience helped **I** (me) choose the best department for **I** (me).

**Me**(I) wanted to go to the park but it was raining.

**Me**(I) will meet Frank tomorrow to talk about the assignments.

Can you show **I** (me) how to get to Oxford Station?

I get on well with my nan because she cooks for **I** (me) and listens to what I have to say.

**I** (me) and my sister always look out for each other.

My mum always wants **I** (me) to make my own decisions about my life.

Jamie gave **I** (me) his assignment to submit for him.

This tattoo has a lot of meaning for **I** (me) because I had it done in the memory of my mother.

Can you tell **I** (me) how to get to Baker Street, please?

My friends cooked dinner and invited **I** (me) to eat with them.

My mother always wanted **I** (me) to become a teacher.

**Me(I)** will go back to Turkey next month.

My sister is two years younger than **I** (me).

My mum always texts **I** (me) and we usually talk every night.

Mandy and Greg are great basketball players. I wish **me(I)** could play like them.

**Use of  
conjunctions**  
Absence of  
conjunctions

Looking at it on paper helps students. Some people can't understand **M** (until) they see it. 56 6

I get on well with my father **M** (because) he is like my friend. 56 6

Websites should be chosen based on the sources **M** (because) every source is not reliable.

Moving to another country is hard **M** (because) you leave all of your friends.

I spend my time studying **M** (and) sleeping.

I don't like going out late at nights **M** (and) if I do I'm usually home by 10 pm.

Websites provide information **M** (but) some are not reliable.

She likes to wear sport clothes  
**M** (but) I don't.

I like cooking **M** (but) I don't  
like washing dishes afterwards.

Do you want coffee **M** (or)  
tea?

I have a cat **M** (and) a dog.

I work really quickly at writing  
assignments **M** (however) this  
is wrong.

I am going to put my cardigan  
on **M** (but) not my jacket.

You can have a comfortable  
life **M** (however) some people  
can be friends with you for  
money.

In the past, some people didn't  
have shoes **M** (so) they had to  
make shoes.

Men use dark coloured shoes  
**M** (but) women use colour in  
their shoes.

I graduated from Oxford **M**  
(and) I have a lot of students. I  
am successful because when I  
walk on the streets I have a lot  
of students.

John is a tall man **M**  
(therefore) he can jump higher  
than the other people.

I remember in general **M** (but)  
can't say for sure.

I bought a toy bear for my  
cousin **M** (and) he loved it.

For example, if someone came  
**M** (and) talked to me about  
their problems I become  
affected.

I worked in many countries **M**  
(but) I haven't seen any place  
like London.

In addition to this, I will  
discuss the different methods  
**M** (and) techniques.

When is the lesson going to  
finish **M** (because) I'm  
hungry?

Organization of materials is  
another job for the counsellor  
**M**(and)he or she needs to  
determine client's problems to  
help them.

Students **M** (and) teachers need  
to have meetings with parents  
together.

I went to the London eye **M**  
(and) the view was amazing.

I'm Ronaldo **M** (and) I believe  
I'm a successful person  
because everyone loves me.

You can't be selfish **M**  
(because) you have to think  
about the people in the world.

Suzan has earned the top mark  
**M** (because) it was a really  
good presentation.

Mark should get the key **M**

(and) be there before the client.

I really like listening to music  
**M** (however) I also really like  
watching films.

I bought my sister a bracelet **M**  
(because) she likes jewelry.

I have many hobbies **M** (but)  
my favourite ones are playing  
football and cooking.

You have a lot of books **M**  
(but) you don't read them.

I didn't do the homework **M**  
(therefore/so) I didn't get a  
grade.

My hobby is reading **M**(and)  
swimming.

I couldn't complete my work  
without John's help **M** (and)  
support.

My favorite teacher was my  
Math teacher **M** (because) she  
helped me a lot with my  
studies.

I bought some apples **M** (but) I  
forgot to buy some bananas.

I looked for my phone **M** (but)  
I couldn't find it.

Hayley will stay in my house  
**M** (until) she rents a flat.

My favorite day is Friday  
because I stay up all night **M**  
(and) listen to music.

I love going shopping **M** (and)

spending time with my friends.

I don't like reading books **M**  
(but) I like to display them.

I studied in Turkey **M** (but)  
then I moved to Cyprus.

My favourite animals are cats  
**M**(and) birds.

We need to get good grades to  
be successful **M** (and) find  
good jobs.

I get my looks from my  
father's side **M** (but) people  
say my eyes look like my  
mother.

I think that politics is rubbish  
**M** (because) all of them want  
money.

I really like the summer time  
**M** (because) I go to the beach  
every day.

It's going to be sunny next  
week **M** (so) we can go out for  
a coffee.

I like watching comedy films  
because It makes me feel  
happy **M** (and) not sad.  
I really would like to meet  
Ronaldo **M** (because) I'm a big  
fan.

I live on Thorn way Street **M**  
(and) I need to get to Susie  
Road.

I love playing football **M** (but)  
my cousin doesn't. He likes  
playing basketball.

|                            |  |     |    |
|----------------------------|--|-----|----|
|                            | Everyone looks <b>M</b> you.   |     |    |
| <b>Use of prepositions</b> | In my opinion some people like <b>M</b> be famous.   | 217 | 22 |
| Absence of prepositions    | When you walk <b>M</b> the street everyone looks at you.   | 86  | 9  |
|                            | When you walk in the street everyone looks <b>M</b> you.   |     |    |
|                            | Parents can punish you <b>M</b> school by not giving you money                                   |     |    |
|                            | I have graduated <b>M</b> Oxford, I have lots of students.                                       |     |    |
|                            | For example, if someone came here and talked <b>M</b> me about their problems I become affected. |     |    |
|                            | I said <b>M</b> him that I liked every lesson and I was successful in all of them.               |     |    |
|                            | I worked <b>M</b> many countries but I haven't seen any place like London.                       |     |    |
|                            | In addition <b>M</b> this I will discuss the different methods and techniques.                   |     |    |
|                            | I am interested in the English language teaching position. I am good <b>M</b> communication.     |     |    |
|                            | When she went <b>M</b> the office, she talked about her problem.                                 |     |    |
|                            | When I spoke <b>M</b> one of my  |     |    |



friends in the class she said that she was like me.

I said **M** him that I liked every lesson and I was successful in all of them.

Ms., I told her what you have said but she doesn't listen **M** me.

When is the lesson going **M** finish, I'm hungry.

My hobby is listening **M** music.

I'm going **M** London for a holiday next month.

I came **M** Cyprus to become a teacher.

Can you explain **M** me how to improve my English?

My dad always wanted me **M** become a doctor.

The counselling service allows students **M** make decisions about their life and career opportunities.

The councilor showed me attention because she listened **M** me and guided me.

The students go **M** the councilor's room for meetings.

What are some of the characteristics that a councilor needs **M** have?

Learners can go to the councilor and talk **M** her about any subject.

The councilor showed me attention because she listened **M** me and guided me.

I think the aim of counselling is to help and try **M** provide students with solutions to problems.

Counsellors in schools need **M** be cooperative with the class teacher; they need **M** do plans and programs.

I am going **M** put my cardigan on but not my jacket.

Can you explain to me how **M** improve my English?

A school counsellor of a secondary school answered all my questions related **M** her job.

Parents should speak **M** teachers about their child's progress.

We should use technology but also show real love **M** people.

I went **M** play the piano at the piano school with my friend.

There are lots of policies **M** talk about especially in education.

People that go **M** private schools may get low grades.

The materials help visual learners **M** understand if they cannot understand it in writing.

Counsellors need **M** follow everything that happens in the school environment.

I told him **M** stop.

I went **M** summer school around the west London area.

Suzan is moving **M** another school in summer.

You had **M** submit your assignment last week.

I gave a present **M** my brother as it was his birthday.

I'd really like **M** go on holiday to Africa because its hot.

I couldn't submit my assignment because I had **M** work.

Tony needs **M** be responsible for his own work.

I'm going **M** present research on the place to go on for a holiday.

I like **M** go shopping with my sister because she has a really good taste on clothes.

My grandmother is the person I get on well with because she listen **M** me.

I want **M** learn the German language as I have cousins in Germany.

Can you show me how to get **M** Oxford station?

I need **M** go home and get my assignment.

My favorite day is Friday because I stay up all night and listen **M** music.

After I graduated from school, I applied **M** this faculty.

I'd like **M** go **M** Italy to study.

I'd really like **M** ride my bike **M** the weekends.

Can you give me some ideas on what **M** wear for my presentation tomorrow?

A person shouldn't state their problems **M** their friends.

I'm going **M** Turkey next month.

My cousin really likes **M** play with his new toy car.

I received good advice from my friend Susie which was **M** stop smoking.

I really want **M** pass this semester.

I would like **M** make an appointment with Dr. Benet please?

I would like to bring my son **M**  
see the doctor.

I have **M** work tomorrow but I  
will bring the book to you on  
Thursday.

I'm going **M** Turkey next  
week. Can I give you the  
homework this week?

I need **M** do this assignment by  
next week.

I would like to go **M** Turkey  
next year.

I always come **M** school by  
bus.

I don't know how **M** drive a  
car.

I would like **M** become a  
successful teacher.

My dream is **M** become a part  
time photographer.

I love listening **M** music.

Garry doesn't listen **M** what I  
say! I don't want to work with  
him.

My brother doesn't listen **M**  
me when he really should.

I always listen **M** my parents.

I had **M** get a new battery for  
my laptop.

I always check news online

because I like **M** be informed about current affairs.

I love listening **M** music on YouTube.

I read books every night before I go **M** bed.

I love going **M** parties and meeting new people.

I really like talking **M** my best friend every week.

I like listening **M** loud music.

I recently learned **M** cook.

I really would like **M** meet Ronaldo because I'm his big fan.

Overuse  
of the  
prepositio  
n 'to'

Organization of materials is another job for the councilor and he or she properly formulates the nature of the clients' problems and interprets **to** them.

23 2

The counsellors consult **to** the students, parents, and teachers to assist in meetings for the needs of students.

This experience helped me **to** choose the best department for me.

A school counsellor of SHT Russo secondary school answered **to** all my questions related to her job.

Their advice must not be

something against **to** society.

They visit **to** the classrooms and give detailed information about the counselling service.

I asked **to** the counsellor if they had a private folder for each student.

Students and teachers need **to** this service in order to solve the problems that may occur in education.

Parents should speak to teachers about their child's progress as well as attending the school **to** meetings.

Counsellors in schools also counsel **to** the students that need help.

The manager appointed me **to** and asked me to organize the schedule for the appointments.

My friend asked for **to** my opinion on what she should wear to the party.

The councilors need to apply and administer **to** these plans and programs in their work.

A counsellor guided **to** my friend in order to get her own view on her life and how she was doing in her life.

I was talking to the councilor and I answered **to** her by saying something like I am sorry but I cannot answer.

She asked **to** her to think about her marriage.

She said **to** you will be studying.

I usually take the bus **to** home from school.

Smoking is bad for your health. You should not **to** smoke.

I must **to** call Kim immediately.

I can **to** speak English.

I must **to** go now and start working on my homework.

**Incorrect  
use of  
preposition**

108 11

**s**

**In** instead  
of **for**

My message **in** this topic is that we should give real love to people and not just send online messages to people.

12 1

Some people want to take your photo **in** fun.

My roommate stayed up all night revising **in** her exam.

I have got a surprise for you **in** your birthday.

I haven't seen my nan **in** many years.

I slept **in** two hours last night.

I am always late **in** school.



|                                |   |    |   |
|--------------------------------|---|----|---|
|                                | T.V. is important <b>in</b> me.   |    |   |
|                                | My friend has been studying really hard <b>in</b> the exams.                                  |    |   |
|                                | The letter was very important <b>in</b> my friend.  |    |   |
|                                | I have been working really hard <b>in</b> my lessons.   |    |   |
|                                | I asked the counsellor if they had a private folder <b>in</b> each student.                   |    |   |
| <b>In</b> instead of <b>of</b> | Everybody has a different view <b>in</b> this point about schools.                            | 6  | 1 |
|                                | I found the secret <b>in</b> living a long life.  |    |   |
|                                | Leyla is one <b>in</b> my friends.  |    |   |
|                                | The first page <b>in</b> this book describes the author.                                      |    |   |
|                                | There are a lot of students <b>in</b> the corridor.   |    |   |
|                                | Looking at it <b>in</b> paper helps students. Some people can't understand until they see it. |    |   |
| <b>In</b> instead of <b>on</b> | Can you give me information <b>in</b> this topic?   | 34 | 3 |
|                                | I need information <b>in</b> the location of the post office.                                 |    |   |
|                                | Ronaldo is the best football player <b>in</b> the team.                                       |    |   |
|                                | I share my apartment with my sister. We attend this university but we're <b>on</b> different  |    |   |

departments.

I live **in** Thorn Park Street. I would like to get to Forting Road.

Looking at my assignment **in** paper, I can see my mistakes.

I went **in** the London eye. The view was amazing.

Teachers need to assist students **in** outings.

I usually watch movies **in** my laptop.

I am Ronaldo. I am a successful person because everybody watches me **in** T.V.

I like watching 'Keeping up with the Kardashians' **in** the T.V.

I want to go **in** holiday.

Looking at it **in** paper helps students. Some people can't understand until they see it.

Smoking is bad for you it has an effect **in** health.

My friend asked for my opinion **in** what she should wear to the party.

The counsellor needed to get the clients view **in** the topic.

I'd really like to go **in** holiday to Africa because it has a lot of wildlife.

I'm going to present research **in** technology.

Technology has an influence **in** people because we use it all the time.

When we go **in** holiday we like to sunbathe.

I'd like to go shopping with my sister because she has really good taste **in** clothes.

I like playing **in** my phone.

I always chat **in** my phone and my mother doesn't like it.

My presentation is **in** wild animals.

Can I work with Jason **in** my project?

Technology has a major impact **in** our lives.

Finding information **in** the internet is easy these days.

Could you please give me more time to work **in** the assignment?

I'll see you **in** Friday.

I must go now and start working **in** my homework.

**In** Friday I'll be 20 years old.

I enjoy watching movies in the evenings especially **in** the cold

|                                  |  |    |     |
|----------------------------------|--|----|-----|
|                                  | days.  |    |     |
|                                  | I like going <b>in</b> the internet on social media sites.                     |    |     |
|                                  | It is sad seeing animals <b>in</b> the streets.                                |    |     |
| <b>In</b> instead of <b>to</b>   | In the older days girls were not allowed <b>in</b> be educated.                | 10 | 1   |
|                                  | My friend came back <b>in</b> Cyprus yesterday.                                |    |     |
|                                  | Could you give this message <b>in</b> Mark?                                    |    |     |
|                                  | I went home and straight <b>in</b> bed.  |    |     |
|                                  | I don't eat a lot because I don't want <b>in</b> be fat.                       |    |     |
|                                  | He went back <b>in</b> Turkey last week.                                       |    |     |
|                                  | I'm going home <b>in</b> bed.  |    |     |
| <b>To</b> instead of <b>with</b> | Students would be faced <b>to</b> some difficulties if computers didn't exist. | 3  | 0.3 |
|                                  | I went to play the piano at the music school <b>to</b> my friend.              |    |     |
|                                  | Councillors in schools need to be cooperative <b>to</b> the class teachers.    |    |     |
|                                  | I've been working <b>to</b> my sister for a long time at the hair dressers.    |    |     |
|                                  | I am writing Ellen a letter <b>to</b> my sincere apology.                      |    |     |

|                                |  |    |   |
|--------------------------------|--|----|---|
|                                | Maggie agrees <b>to</b> John, they make a good team.   |    |   |
|                                | You can have a comfortable life however some people can be friends <b>to</b> you for money.                        |    |   |
| <b>To</b> instead of <b>in</b> | You can't be selfish. You have to think about the people <b>to</b> the world.                                      | 6  | 1 |
|                                | I live <b>to</b> a flat.   |    |   |
|                                | The favorite person <b>to</b> the world is my mum.   |    |   |
|                                | I will be going on holiday next week and I will be staying <b>to</b> a hotel.                                      |    |   |
|                                | She always drinks coffee <b>to</b> the morning to wake her up.   |    |   |
|                                | My hometown is Ankara, which is <b>to</b> Turkey.  |    |   |
| <b>On</b> instead of <b>In</b> | The councilors can work <b>on</b> three different levels of education which is elementary, middle and high school. | 21 | 2 |
|                                | My mother is a doctor. She works <b>on</b> a hospital in Turkey.   |    |   |
|                                | Students and teachers need this service <b>to</b> order to solve the problems that may occur in education.         |    |   |
|                                | She was <b>on</b> school and did her exams on time.  |    |   |
|                                | The counselors need to apply and administer these plans and  |    |   |

programs **on** their work.

Adults pay taxes **on** other countries.

I have four people **on** my family. My mum, dad, sister and brother.

I'd like to live **on** New York.

I was surprised that people are friendly **on** this country.

I graduated from a school **on** London and then I moved to this country.

It's stuffy **on** this room.

Cars are important **on** this country because they are used more than busses.

I want to learn the German language because I have cousins who live **on** Germany.

When you walk **on** the street everyone looks at you.

I'm really interested **on** cooking and I would like to become a chef one day.

I live **on** a dormitory outside of school.

I live with my parents **on** a rented house.

She was bored **on** the class.

I love listening to music **on** the mornings.

|                                    |  |   |   |
|------------------------------------|--|---|---|
|                                    | I was born <b>on</b> 1995.   |   |   |
|                                    | Most flowers bloom <b>on</b> spring.   |   |   |
| <b>At</b> instead<br>of <b>In</b>  | We have an assignment due <b>at</b><br>tomorrow.   | 8 | 1 |
|                                    | We've got a couple of books <b>at</b><br>my dad's house.   |   |   |
|                                    | He says that he thought like a<br>gay person but he didn't<br>mention if he was interested <b>at</b><br>males. |   |   |
|                                    | I am really interested <b>at</b><br>becoming an English language<br>teacher.                                   |   |   |
|                                    | I would only eat once <b>at</b> the<br>hotel.  |   |   |
|                                    | You're not telling the truth<br>because the work is due <b>at</b><br>tomorrow and not today.                   |   |   |
|                                    | I read books at home or<br>sometimes <b>at</b> the library.  |   |   |
|                                    | Paul works at a factory <b>at</b> New<br>York but Susan works <b>at</b> Los<br>Angeles.                        |   |   |
|                                    | You can come <b>for</b> my house to<br>study.  |   |   |
| <b>For</b> instead<br>of <b>to</b> | I drive <b>for</b> school by car.  | 8 | 1 |
|                                    | Lucie is saving money <b>for</b> buy<br>a bag.   |   |   |
|                                    | I've sent an email <b>for</b> Jonathan<br>to see you.  |   |   |
|                                    | All of us went <b>for</b> the cinema.  |   |   |

|                                |                                     |  |            |           |
|--------------------------------|-------------------------------------|--|------------|-----------|
|                                |                                     | Our currency has risen up <b>for</b> 54TL.                                     |            |           |
|                                |                                     | I have sent you my answer <b>for</b> your email address.                       |            |           |
|                                |                                     | Do not respond <b>for</b> every email from strangers because it could be scam. |            |           |
|                                | Use of infinitive instead of gerund | I think <b>to be</b> famous is not good because people always stare at you.    | 6          | 0.2       |
|                                |                                     | I think <b>to walk</b> is important for a good health.                         |            |           |
|                                |                                     | My dad is saving money <b>to buy</b> a new car.                                |            |           |
|                                |                                     | I really love <b>to learn</b> new languages.                                   |            |           |
|                                |                                     | Do you find it difficult <b>to fall</b> asleep?                                |            |           |
|                                |                                     | My family likes <b>to eat</b> dinner together at the weekends.                 |            |           |
| <b>Grammatical competences</b> |                                     |  | <b>257</b> | <b>25</b> |
|                                | <u>Morphology</u>                   |  | 57         | 5         |
|                                | Absence of the word-forming affix   | She <b>hope</b> doesn't make the same mistake as me. (hopefully)               | 7          | 0.5       |
|                                |                                     | Come in the class <b>quiet</b> as I will be doing my presentation. (quietly)   |            |           |
|                                |                                     | She isn't <b>speak clear</b> . (speaking clearly)                              |            |           |
|                                |                                     | I want you to talk about it honest. (honestly)                                 |            |           |



|                                  |   |    |     |
|----------------------------------|---|----|-----|
|                                  | I hard (hardly) come to school on time.   |    |     |
|                                  | Smith shouted loud (loudly).  |    |     |
|                                  | He reacted harsh (harshly) to all of the situations.                              |    |     |
| Inflectional affixes-comparative | John is <b>tall</b> (taller) than Mark.   | 2  | 0.1 |
|                                  | Hayley is <b>thin</b> (thinner) than Kelly  |    |     |
|                                  | Lewis is <b>strong</b> (stronger) than Mark.                                      |    |     |
|                                  | Can you come to school <b>soon</b> (sooner) because the teacher needs to see you. |    |     |
| Singular possessive              | Brian is <b>tall</b> (taller) than Sue.   |    |     |
|                                  | I love Claire('s) hair. It's so long.   |    |     |
|                                  | People are very upset with Laura('s) comment.                                     |    |     |
| Singular instead of plural noun  | We've got a couple of book(s) in my family house.                                 | 13 | 1   |
|                                  | All of the book(s) are amazing. I love reading.                                   |    |     |
|                                  | Iphones take clear pictures.  |    |     |
|                                  | Councilor(s) should not show her their feelings.                                  |    |     |
|                                  | I will show you some work. Let's look at these example(s).                        |    |     |
|                                  | He mentions that he has some problem(s).  |    |     |
|                                  | School counsellor(s) are  |    |     |

certificated/ licensed educators.

One of the mission(s) of the Ministry of Education is to provide all of the materials.

The students go to the councilor's room for meeting(s).

The councilors can work in three different level(s) of education which are elementary, middle and high school.

She gave me a questionnaire which had so many questions about our hobbies, interest(s) and everything.

I love reading comic book(s) because they are fun.

Paul work(s) at a factory in New York but Susan work(s) in Los Angeles.

Absence of the '-ing' form

**Watch** T.V programs make children violent.

30

3

The man is **sleep** on the sofa.

He is **work** at a clothes store as a sales assistant.

I will be **speak** about social media.

We will be **talk** about social media.

She is **play** with her ball.

I like **watch** T.V in the

evenings.

In my spare time I like **draw** pictures with my niece.

My roommate stayed up all night **revise** for her exam.

Do you like **go shop** at the weekends?

I'm really **look** forward to the holidays.

I like **drink** coffee with my sister every morning.

I don't like it when it is **rain**.

My hobby is **play** the guitar.

I really like **play** basketball.

I love going home and **play** with my sister.

I need to go **shop** to buy some groceries.

I like **spend** time with my sister.

I look forward to **meet** you.

My hobby is **walk** and **play** basketball.

I love **eat** sweets a lot.

I love **spend** time with my family at the weekends.

I like sports especially **swim**.

I like pop music but I also like **listen** to rap music.

I love **cook** every day for my family.

I like **jog** every morning.

I like **drink** coffee every morning with my sister.

I feel sad when I see people **throw** food away because there are a lot of hungry animals. They could feed them.

I'm **work** part-time in a restaurant.

I will be **write** my assignment tonight.

Syntax

The use of tenses

200 20

- Verb to be

There **is** (are) lots of policies to talk about especially in education.

33 3

She were in school and did her exam (was).

We **is** (are) responsible for the choices we make in life.

If they make friends in a restaurant there **is**(are) journals which they can write all the things they see and hear.

Shoes **is** (are) a part of women.

There is (are) a lot of students in the corridor.

Students **is** (are) faced with some difficulties if computers

are gone.

Students **is**(are) faced with some difficulties if computers disappeared.

People that go to private schools **is** (are)hard workers.

School councillors **is** (are) certified/ licenced educators.

We**is**(are) form Hatay, Turkey.

The T.V. show also helps Dave and Susan to understand what they **is** (are) seeing because it has subtitles.

There is a counselling office in the school which teachers **is**(are) responsible for.

What **is**(are) some of the characteristics that a councillor needs to have?

I love looking after animals because they **is** (are) so sweet.

I think that tattoos **is** (are) an art piece because they look great.

Cars **is** (are) important in this country because they are used more than busses.

Turtles **is** (are) my favourite animals and I always like to protect them.

My friends **is** (are) really friendly and help me whenever I need it.

There **is** (are) three people in my family; my mother, my father and me.

The people **is** (are) very upset with Laura's comment.

I really like street art because they **is** (are) unique pieces which are created by individuals.

All of the people in this faculty **is** (are) friendly.

I think pets **is** (are) very loyal.

Gordon and John **is** (are) great basketball players. I wish I could play like them.

These **is** (are) the assignments that you've asked us to bring.

I love my nephews, they **is** (are) so fun.

John and Kerry **is** (are) having a party tomorrow and I'm definitely going.

Judy and Karen **is** (are) racing tomorrow and I will be there to watch them.

Lexi and I **is** (are) playing for our local football team.

The books **is** (are) on the table. I left them for you.

Me and my boyfriend **is** (are) going on holiday next month.

There **is** (are) seven pens and two pencils in my pencil case.

Present  
instead of  
past verb

If you **prove** to people that you have a problem they start to think that they have a problem. 13 1

I **break** my leg when I was young and I couldn't go to school for a while.

I **write** you an email about the presentation we have to do.  
Did you receive it?

I **think** that you don't want to talk to me because of something I might have said.

I **teach** my cousin to read when she was young.

My sister **see** the doctor yesterday and got medication for her sore throat.

My girlfriend **ring** me last night to tell me that she had lost her assignment.

I **see** my advisor yesterday and told her the problem on my system.

I **wake** up late yesterday for my lesson and by the time I got ready, the lesson **is** over.

I think that being famous **M** bad.

My presentation **M** about Person Centered Therapy.

Janet is my best friend because she **M** kind and always there for me.

|                                    |   |    |   |
|------------------------------------|---|----|---|
|                                    | Suzan <b>M</b> moving to another school in summer.  |    |   |
| Present instead of past verb to be | I understood that something <b>is</b> going wrong and I asked her what happened.<br><br>She asked me what my problem was my problem <b>is</b> my problem and I said all the questions that bothered me.<br><br>I thought that something <b>is</b> wrong with you yesterday.   | 3  | 1 |
| Absence of the verb to be          | The dog <b>M</b> very cute.<br><br>The chairs <b>M</b> too close to each other could you please move them.<br><br>I live with my sister, she <b>M</b> a nurse but we don't see each other very much.<br><br>There <b>M</b> a counselling office in our school.<br><br>The organization of the materials <b>M</b> another job of the councilor he or she formulates the nature of the clients' problems and interprets them.<br><br>We ask these questions: why am I here? And what <b>M</b> my purpose in life?<br><br>I work really quickly at writing assignments however this <b>M</b> wrong.<br><br>My hobby <b>M</b> listening to music. | 48 | 5 |



My hometown **M** Ankara  
which is in Turkey.

T.V. violence **M** bad because it  
influences us negatively.

My brother **M** a football player  
at the local club.

I think that Natalie **Ma** good  
partner because we work well  
together.

I don't think Mark **M** trustable  
because he **M** not honest.

My favorite food **M** chicken.

She **M** old because she has  
wrinkles.

I think the tallest **M** Ellen.

I like to cook healthy food  
because it **M** good for the  
health.

It **M** hot in this room.

A good environment **M**  
important for flowers because  
they are delicate.

My sister **M** the best because  
she's always there when I need  
her.

My favorite animals **M** cats  
and birds.

My presentation **M** about  
surviving at sea.

My favorite food **M** chicken  
and chips.

I think that Janet **M** a successful student.

I hope the exam **M** not difficult.

Thomas **M** going to travel to Turkey by car.

My favorite soap **M** charmed.

I think that politics **M** rubbish because they are all in it for money.

It **M** sad seeing animals on the streets.

An easy way to find books **M** to search for it on the internet.

My mum **M** a good cook.

The new girl **M** also from Samsun.

Brad Pitt **M** my favorite actor.

My brother **M** 10 years old this week. We are going to have a big birthday party for him.

I've got received a scarf from my friend Sue which **M** handmade scarf.

My sister **M** a great cook she cooks for me all the time.

Technology **M** important for our generation because we use it all the time.

Janet is my best friend because she **M** kind and warm hearted.

I have a dog and it **M** really friendly.

Ronaldo **M** the best football player in the team.

We **M** an assignment due in tomorrow.

You need to **M** a good relationship with your advisor because they help you with your lessons.

Relationship is the most important because if you **M** a good relationship with your client then they can trust you and share their problems with you.

Me and my mother like to cook whenever we **M** free time.

I get on well with my sister because she listens to what I **M** to say.

You can **M** a comfortable life but some people make it difficult.

I graduated from Oxford and I **M** a lot of students.

Students and teachers need to **M** regular meetings with parents.

Absence of future tense 'going to'

Today we are **M** talk about iphones.

13 1

We are **M** the mall tomorrow.

I am **M** speak about the disadvantages of coffee.

I am **M** go to a summer school  
around west London area.

I am **M** study very hard to pass  
my lesson.

I am **M** do my presentation  
tomorrow

Thomas is **M** travel by car to  
Turkey.

It is **M** help visual learners  
learn.

T.V violence is bad because it  
is **M** cause children to sleep in  
fear.

Bob is **M** get in trouble for not  
doing his homework.

When is the lesson **M** finish?

I love **M** concerts.

I love **M** basketball games.

Using  
Present  
Continuous  
instead of  
Present  
Simple  
Tense

When people see you in the  
street they **are looking** at you.

8

1

People **are looking** at the  
wrong side of things, they  
should be positive.

I **m eating** breakfast every  
morning.

You **are creating** pollution by  
throwing rubbish outside.

Jane wakes up at 6am to catch  
the bus because she **is living** in  
Famagusta.

I **am waiting** for the bus every day to come to school.

I **am playing** football every Friday.

It always **raining** here but it isn't raining in Lefke.

|  |  |    |   |
|--|--|----|---|
| Wrong use<br>of the<br>present<br>simple tense | My grandmother <b>is</b> died last week. | 40 | 4 |
|--|--|----|---|

The service **allow** them to make decisions about their life and career opportunities.

This service **deal** with the problems and it helps the students to get used to the school environment.

Counsellors need to follow everything that **happen** in the school environment.

I'**m** live in Nicosia.

I'**m** play football every Friday.

My flight **is** leave at 7pm tomorrow.

It take**(s)** me two hours to drive here.

I like playing football and my brother like**(s)** playing basketball.

We **is** share the same apartment.

The **lesson** start at 9 am.

For example, When she speak**(s)**she should not show a

sad face.

When I cook Gary **wash** the dishes.

Eddie always **do** his homework.

Their most important job is to help students that **has** psychological problems.

**I has** a dear friend who is great at speaking different languages.

If the counsellor and the patient agrees that the patient **have** a problem then they try to solve it.

**I has** just completed my presentation.

I have graduated from Oxford; **I has** a lot of students.

He **have** but the councilor should not show that he has a problem.

Suzan **have** earned the top mark, it was a really good presentation.

Do we **has** a lesson tomorrow.

Leyla's mother **have** a big house and a lot of dogs.

Me and Liam **has** recently bought a cat.

**I has** four people in my family. My mum, dad, sister and brother.

If you state to people that they **has** a problem then they start to think that they have a problem.

After graduating from the University I **has** worked in many places.

I **has** a big film collection.

Can I **has** a copy of these pages please?

I **has** bought a computer for my cousin.

Nurses **has** a difficult job, looking after people is not easy.

Chinese people **has** small feet.

Busses **has** improved in Turkey as they are more important than cars.

We **has** a great teacher.

This tattoo **have** a lot of importance for me because I had it done in the memory of my mother.

Everybody **have** problems you don't need to tell them in class.

We **has** a meeting with the teacher.

I couldn't change my phone because I didn't **has** the charger with me.

I love my grandad because he **give** me advice and listens to

|   |   |   |     |
|---|---|---|-----|
|   | me.   |   |     |
|   | I love going to the cinema because it <b>have</b> a big screen.   |   |     |
| Present simple instead of the past simple tense | The teachers at my school tried to help us to find out what we <b>want</b> to do as a job in the future.<br><br>The counselling experience <b>help</b> me choose the best department for me.<br><br>The school counselor at a government college <b>answers</b> all my questions related to her job.<br><br>She was <b>wrote</b> an assignment but I accidentally disturbed her.<br><br>Susan was <b>work</b> yesterday so she couldn't attend the lesson.<br><br>I was <b>live</b> in Turkey but I'm here in Cyprus to study.<br><br>Tom was <b>play</b> football yesterday. | 7 | 1   |
| Past simple instead of past continuous          | I think that she was <b>work</b> on her homework last night.<br><br>I was <b>watch</b> T.V. when Mary rang me to chat.  | 2 | 0.1 |
| Overuse of the verb to be                       | This bus service <b>is</b> also plans the tasks which are supposed to be done daily according to the annual plans.<br><br>This presentation will be about my personal counselling experience in a high school and   | 9 | 1   |



how it **is** affected my life and my choice and also how it **is** changed my perspective.

I **is** have a cat and a dog.

I was **be** going to work but the bus was late.

I have **is** a big film collection.

People **are** have changed the system.

I get on well with my sister because she **was** listens to what I have to say.

People didn't have good clothes in the past so they **is** created clothes.

Busses have improved in my country but **is** not in this country.

Passive  
instead of  
active voice

In today's world, people **given** 5 1  
more importance to the  
education of the children.

I understand that something was going wrong and I asked her what **was** happened.

Reporter's job is to **written**  
news reports.

Lisa **has been** recorded a song on her phone.

Hayley **had been** left an envelope on the table for the teacher.

The teachers will **sent** an email to their students.

|   |   |    |   |
|---|---|----|---|
| Absence of the possessive 'have'            | <p>We <b>M</b> got a couple of books in my dad's house.</p> <p>I <b>M</b> a cat and a dog.</p> <p>I <b>M</b> a big film collection.</p> <p>In the past, some people didn't <b>M</b> shoes so they had to make shoes.</p> <p>I <b>M</b> many hobbies but my favorite is basketball.</p> <p>I want to learn the German language because I <b>M</b> got a lot of cousins in Germany.</p> <p>I would love to <b>M</b> a big house with a lot of animals.</p> <p>Chinese people <b>M</b> small feet.</p> <p>I <b>M</b> seen charmed ten times. I don't want to see it again.</p> | 9  | 1 |
| Absence of the present perfect tense 'have' | <p>I <b>M</b> seen a lot of documentaries of people that have travelled to the moon.</p> <p><b>M</b> you read the book yet? The one that the teacher asked us to read.</p> <p>She loves to speak! She <b>M</b> been on the phone for the last hour!</p> <p>Where <b>M</b> you been for the last hour? You've missed the class!</p> <p>I <b>M</b> been abroad many times with my family.</p> <p>I'm really surprised that you <b>M</b></p>   | 10 | 1 |

|                                |  |   |    |    |
|--------------------------------|--|---|----|----|
|                                |  | never broken your leg considering all of the sports that you do.                        |    |    |
|                                |  | <b>M</b> you eaten Chinese food before?   |    |    |
|                                |  | I <b>M</b> had Kim's computer for a week now and she hasn't come to get it.             |    |    |
|                                |  | I <b>M</b> just started studying at this school.  |    |    |
| <b>Semantic competence</b>     | Relation of word to general context                  | You're very <b>helpable</b> , thank you. (helpful)                                      | 7  | 1  |
|                                |  | In all <b>honestness</b> I can say that I don't believe that he is trustable. (honesty) | 7  | 1  |
|                                |  | We should see the teacher, she told us to see her when we are <b>empty</b> . (free)     |    |    |
|                                |  | John is a <b>long</b> man so he can jump higher than the other players. (tall)          |    |    |
|                                |  | I accepted my mistake and apologized to my <b>colleague</b> (friend).                   |    |    |
|                                |  | One of my friends threw my pencil <b>box</b> (case) at me.                              |    |    |
|                                |  | I <b>asked</b> (suggested) her to talk with our councilor.                              |    |    |
| <b>Phonological competence</b> | Incorrect pronunciation. Substitution of ʒ, ə, ɪ, z, | /tʃeɪndʒed/ instead of /tʃeɪndʒd/<br>People have <b>changed</b> the system.             | 13 | 15 |
|                                |  | /stɒped/ instead of /stɒp/  | 28 | 3  |

|                          |   |
|--------------------------|---|
| k, is substituted for e. | <p>I told him to stop.</p> <p>/ˈkæp.tʃəd/ instead of<br/>/ˈkæp.tʃə/</p> <p>They had to <b>capture</b> the photo that day.</p> |
| Addition of -ed, a, e.   | <p>/ˈwɜ:kəd/ instead of /ˈwɜ:kt/</p> <p>Some people <b>worked</b> at shopping centres.</p>                                    |
|                          | <p>/tʃaɪˈni:əz/ instead of /tʃaɪˈni:z/</p> <p><b>Chinese</b> people have small feet.</p>                                      |
|                          | <p>/ˈvɪələnz/ instead of /ˈvaɪələnz/</p> <p>Sometimes there is <b>violence</b> at people's homes.</p>                         |
|                          | <p>/ˈweb.saɪt/ instead of<br/>/ˈweb.sɑɪt/</p> <p>A <b>website</b> can help you find new information.</p>                      |
|                          | <p>/ˈek.sə.sɪz/ instead of<br/>/ˈek.sə.sɑɪz/</p> <p>Doing <b>exercise</b> is good for the body and healthy.</p>               |
|                          | <p>/ˈɪtɪm/ instead of /ˈaɪ.təm/</p> <p>We had to return the <b>item</b>.</p>  |
|                          | <p>/gəɪ/ instead of /ˈgeɪ/</p> <p>He says that he thought like a <b>gay</b> person.</p>                                       |
|                          | <p>/ˈæt.ɪ.dʒu:d/ instead of<br/>/ˈæt.ɪ.tʃu:d/</p> <p>Her <b>attitude</b> was not good when he talked to him.</p>              |
|                          | <p>/ˈjlaɪ.ənt/ instead of /ˈklaɪ.ənt/</p> <p>Councillors should understand the <b>client</b>.</p>                             |
|                          | <p>/ke:/ instead of /ki:/</p>   |

He should get the **key** to be there before the client.

/munθ/ instead of /mʌnθ/  
Which **month** is it in?  
(Chinese New Year)

/bəʊt/ instead of /bɔ:t/  
My sister **bought** new clothes for my son.

/wet/ instead of /vet/  
We took the dog to the **vet** because it couldn't walk properly.

/daɪ/ instead of /ðeɪ/  
I like drinking coffee every **day**.

/'θɪŋ/ instead of /'θɪŋk/  
I think that being famous is bad

/'wɒtʃɪŋ/ instead of /'wɒtʃɪŋ/  
Parents must limit children **watching** violence because it affects them.

/kləʊθ/ instead of /kləʊð/  
It's very difficult to look after and **clothe** three children while working.

/raɪz/ instead of /raɪs/  
My favorite food is **rice** and chicken.

/'vest/ instead of /'west/  
I went to summer school around **west** London area.

/'beɪ/ instead of /'beə/  
I bought a toy **bear** for my cousin. He loved it.

/'sæd/instead of/'sed/

|  |                               |   |           |          |
|--|-------------------------------|---|-----------|----------|
|  |                               | My mum sister <b>said</b> that she can help with my homework.   |           |          |
|  |                               | /ˈbɜːd/ instead of /ˈbʌd/<br>The flower had an extra <b>bud</b> .   |           |          |
|  |                               | /ˈfʊlː/ instead of /ˈfɒl/<br>Our friends wanted us to eat more but we were so <b>full</b> .                     |           |          |
|  |                               | /ˈbɒt/ instead of /ˈbɔːt/<br>My mum <b>bought</b> me a jacket for my birthday.                                  |           |          |
|  |                               | /ˈbɔːn/ instead of /ˈbɒn/<br>The dog hid the <b>bone</b> somewhere in the garden.                               |           |          |
| <b>Orthographic competence</b>         | None                          | None  |           |          |
| <b>Orthoepic competence</b>            | None                          | None  |           |          |
| <b>Sociolinguistic Competences</b>     |                               |   | <b>10</b> | <b>1</b> |
| Linguistic markers of social relations | Use and choice of greetings   | Student A: Dr. Jane (Addressing the teacher)<br>Teacher: You mean Dr. Brown?<br>Student: Yes.                   | 2         | 0.20     |
|  |                               | Student: Hello Teacher!<br>Teacher: Hello Miss.<br>Student: Sorry. Ok.  |           |          |
| Politeness conventions                 | Appropriate use of politeness | Student A: I brought this for you as you never bring one (a pen).<br>Student B: No... no thanks...              | 8         | 0.80     |
|  |                               | Student A: please take it<br>Student b: Really I don't want it. You use it.<br>Student A: Please! It's for you! |           |          |

|  |                              |   |           |           |
|--|------------------------------|---|-----------|-----------|
|  |                              | Student B: Thanks.  |           |           |
|  | 'Negative' politeness        | Student A: You look smart today.<br>Student B: So!  | 6         | 0.60      |
|  |                              | Student A: Wow nice bag!<br>How much?<br>Student B: 150TL<br>Student A: You find the money on the street!   |           |           |
|  |                              | Student A: You're looking great today.<br>Student B: Please! Go back to being normal!   |           |           |
|  |                              | Student: Miss how much money do you get? (wages)<br>Teacher: You shouldn't ask such questions.  |           |           |
|  |                              | Student A: Hi my friends (leant forward to kiss on the cheek)<br>Student B: Erm no! (took a step back (both students were Turkish girls student A from Turkey and student B brought up in London) |           |           |
|  |                              | Please teacher! Check the paper again! Please I answered all the questions, I think I deserve better mark.  |           |           |
|  | <b>Pragmatic Competences</b> |   | <b>24</b> | <b>20</b> |
|  | Discourse competence         |   | 52        | 5         |
|  |                              | Coherence   |           |           |
|  |                              | Student A: It's hot in here.<br>Student B: I'll close the door.   | 5         | 0.4       |
|  |                              | Student A: My pen doesn't write.<br>Student B: I have paper.  |           |           |
|  |                              | My favorite place that I very much like to eat is AlShaeen  |           |           |

|          |   |    |     |
|----------|---|----|-----|
|          | restaurant.   |    |     |
|          | I can drink and coffee and juice.   |    |     |
|          | My cousins and I laughed and played all day and night with the dog.   |    |     |
| Ellipsis | Student A: We don't have enough... for everyone.<br>Student B: I'll make more.  | 7  | 0.6 |
|          | Busses have improved in Turkey they are... important than cars.   |    |     |
|          | I thought we were meeting... Tuesday.   |    |     |
|          | I want something to eat, but I'm not sure what...   |    |     |
|          | You went to shopping and...   |    |     |
|          | I ordered one of the books and he... the other.   |    |     |
|          | Did you do the homework that the teacher asked? Yes...  |    |     |
| Cohesion | I graduated from Oxford. I have a lot of students. I am successful. When I am walking anywhere I have a lot of students.  | 40 | 4   |
|          | With the help of the internet we are able to talk to our friends and family with the help of the internet we do online courses with the help of the new technology we are able to reach the places that wasn't possible before. |    |     |



She likes doing homework. I don't like it. It's very boring. You shouldn't do homework.

I like shopping. I don't like clothes shopping. I like food shopping.

The environment is important for the clients. Paul's room is not bright. He has a lot of books on the shelf. The therapy was successful.

In counseling confrontation is useful. It helps the client to be faced with the reality.

Looking at it on paper helps students. Some people can't understand until they see it. They need help visually.

I get on well with my father. He is like my friend. We talk all the time.

Websites should be chosen based on the sources. Every source is not reliable. It could be a scam site.

Moving to another country is hard. You leave your entire friends behind. I miss them.

I spend my time studying. I want to get a good mark. It will make my family really happy.

I don't like going out late at nights. If I do I'm usually home by 10 pm. I'm scared at nights.

Websites provide information.

Some are not reliable. They should be removed.

I like to wear sport y clothes. Not smart clothes. I feel very uncomfortable.

I like cooking. I don't like washing dishes afterwards. I like relaxing on the sofa.

I have a cat. The cat is ill. It broke its leg.

I work really quickly at writing assignments. This is wrong. I should think before I write.

You can have a comfortable life. Some people can be friends with you for money. Not for friendship.

In the past, some people didn't have shoes. They had to make shoes. They were poor.

Men use dark colored shoes. Women use color in their shoes. Women like color.

For example, if someone came. Talked to me about their problems I become affected. I am very emotional.

I've lived in many countries. I haven't seen any place like London. It has a very good education system

Organization of materials is another job for the counsellor. He or she needs to determine client's problems to help them. This is very important.

Students and teachers need to have meetings with parents. It will provide parents with information on the progress of their child. This will be beneficial for the child and the parent.

I went to the London eye. The view was amazing. I love sightseeing.

I'm Ronaldo. I believe I'm a successful person. Everyone loves me.

You can't be selfish. You have to think about the people in the world. There are a lot of countries which need help.

I really like listening to music. I really like watching films. I love sleeping.

I have many hobbies. My favorite ones are playing football and cooking.

I didn't do the homework. I didn't get a grade.

My favorite teacher was my Math teacher. She was a tough teacher. She helped me a lot with my studies.

I went to the shopping center to buy some groceries. I realized that I forgot my house keys at home. I went back. I couldn't find my keys at home either.

My favorite day is Friday. I stay up all night. I listen to

music. I chat with my friends.

We need to get good grades to be successful. Finding good jobs is important. It is difficult to find jobs now days.

I get my looks from my father's side. People say my eyes look like my mother. I don't think so.

I think that politics is rubbish. All of them want money. They work for themselves. Not people.

I like watching comedy films. It makes me feel happy. I always watch with my friend Jonathan.

I really would like to meet Ronaldo. I'm a big fan. He is a great football player.

I live on Thorn way Street. It's not a great place. It has a lot of violence. I want to move to another house.

I love playing football. My cousin doesn't. He likes playing basketball. We sometimes play together.

Functional  
competence

Seeking  
factual  
information

The environment erm... is important for the clients. Paul's room erm...is not bright. He has erm... a lot of erm...books erm... on the shelf.

Parents must limit erm... children watching erm... violence erm...because

**82**    **8**  
36    3

erm...it affects them.

Student A: Who is the um...  
pharmacist?

Student B: Err... Um... I  
think... I don't know.

I like erm...playing football  
erm... at the weekends.

My uncle erm...is aerm...  
really nice man.

My mum erm... is  
aerm...teacher.

My presentation is  
about...erm...Person Centered  
Therapy.

The organization of erm...  
materials is another job of the  
councilor and err...he or she  
properly formulates the nature  
of the clients' problem and  
err... interprets to them.

Another job of the councilor is  
to create a working  
erm...relationship with  
erm...the client.

I think that erm... the gift I got  
is from my friend erm... err...  
is a... erm... hmm... a book...  
erm... a novel.

I think the wages erm... in this  
country erm... are erm... very  
little.

One mission erm... of the  
Ministry of Education is  
erm...to provide erm... all of  
the materials.

I'm really interested erm...  
becoming erm... an English  
language teacher.

I saw erm... a beautiful bird  
erm... on my balcony.

Me and my sister are erm...  
going on erm... holiday  
together.

My mum is erm... erm... a  
teacher.

My mum erm always messages  
me and erm... we talk erm...  
every week.

I love erm... pop music but  
erm... I also like listening to  
erm... rap music.

I'd like to go erm... to Paris  
erm... I mean...erm... for a  
holiday.

I think pets are erm... very  
friendly they make great  
erm... friends.

It was erm... kind of a hot day  
erm... last week.

My dad id erm...an erm...  
engineer.

My brother erm... doesn't  
listen erm... to me.  
I must erm... see my teacher  
erm... immediately.

John erm... went back erm...  
to Turkey erm... last Friday.

I always chat erm... on my  
phone erm... and my mother

erm... doesn't like it.

I live erm... with my parents'  
erm... in a erm... rented house.

I live erm... in a dormitory  
erm... outside of school.

I think that erm... Janet is a  
successful student.

I'm going erm... to Turkey  
erm... next week.

I become really sad erm...  
when people harm erm...  
animals.

I have studied erm... in Turkey  
but erm... then moved to  
erm... Cyprus.

A person shouldn't state erm...  
all their problems erm... to  
their friends.

I love shopping and erm...  
spending time with erm... my  
sister.

I'd like erm... to study in  
erm... Italy.

I bought erm... a watch erm...  
for my father erm... for his  
erm... birthday.

I really like erm... to ride my  
bike erm... at the weekends.

I went to erm... the shopping  
center and erm... you know...  
I realized that I forgot my  
purse at home.

and pause  
filters

mean erm... to Gonyeli?

My favorite day is erm...  
Friday erm... because you  
know erm... I go out with  
erm... my friends.

I need erm... I mean... erm...  
the print out of erm... the  
book.

Baby sitters erm... need to be  
careful erm... you know...  
erm... they are in charge of  
babies.

Women wear high heels  
erm... you know... erm... it  
looks nice.

I like playing erm... tennis and  
erm... you know... rugby.

I have got a dog erm... I  
mean... it's a wonderful dog  
but erm... it barks a lot.

It was erm... kind of a hot day  
erm... you know... last week.

The nurses job is erm... you  
know... erm is to look after  
erm... the patients.

You are not erm... telling the  
erm... truth on the erm...  
topic.

Erm... I am going to erm... talk  
about erm... you  
know... erm... about coffee  
and erm... different aromas of  
coffee.

School counsellors  
are erm... I mean...



erm...certified  
erm... licensed.

I work at... erm...  
you know... erm...  
Dereboyu near  
erm... Koton.

I think that Natalieis good  
erm...because... I mean...  
erm...you can understand  
her background or  
something.

We said that erm...when you  
have a problem you mustn't ...  
you know.... erm... you  
mustn't state that problem.

I think...erm relationship is the  
most important erm...because  
if you have a good relationship  
with your client then erm... I  
think... erm... they can trust  
you and share their big  
problems with you.

You know erm... I  
mean...actually she is not a  
good example of a  
erm...successful person.

Student A: Every year we go  
on a... you know... erm.....  
gemi gezisi.

Teacher: A cruise

Student A: Yes, for two weeks.

I couldn't erm...you  
know...erm...finish...erm...th  
e...erm...assignment...on  
time.

I like to erm... play  
erm...football erm... I  
mean...erm...at the weekends.

My brother erm...threw all of  
the erm...sugar on the erm... I  
mean erm...the floor.

Another job erm... you know  
erm... of a councillor is  
erm...err...to create a working  
relationship erm...with the  
client.

My friend erm...cameerm...  
back to erm... Cyprus  
erm...yesterday.

My friend erm... you  
know...erm... is really nice.

I was erm...cooking yesterday  
and erm... you know...while  
putting salt in the food erm...I  
accidentally erm...pored too  
much.

My brother threw erm... you  
know... erm... sugar all over  
the floor.

We bought erm... furniture to  
our new house erm... you  
know... erm... yesterday.

She gave me erm... a  
questionnaire erm... you  
know... erm... it was really  
difficult.

Shoes are erm... you know...  
erm... part of erm... woman.

I like pop music erm... you  
know erm... but I also like  
listening to rap music.

I love cooking erm... every  
day for erm... you know

erm...my family.

I like jogging erm... every  
erm... you know....morning.

I like drinking erm... coffee  
every morning erm... you  
know...with my sister.

I feel sad when you  
know...erm...I see people  
throwing erm... food away  
because you know...there are a  
lot of erm...hungry animals.  
They could feed them.

I'm working erm... part-time I  
mean...in a restaurant.

I will be writing erm... my  
erm... I mean...assignment  
tonight.

I love going to erm... the  
cinema and erm... watching  
you know... erm... films.

I gave a present to erm... my  
boyfriend and erm... it was a  
watch erm... you  
know...erm... he loved it.

Student A: What is the  
meaning of erm... bald?  
(referring to the head)

Student B: Kellik (Meaning  
baldness)

Student A: Ha ok!

Student A: My favourite food  
is... what is  
called...erm...um... you  
know... Turkish Cypriot  
dish... Molihiya

Student B (native Turkish):  
Oh, something like yosun?

|                      |  |             |            |
|----------------------|--|-------------|------------|
|                      | <p>Student A: No, it's like erm... it's made from leaf.</p> <p>I like books better than online books and I keep my books on...erm...you know... shelf where they keep books.</p> <p>My daughter likes to go on erm... what's that.... It usually has two but you put two more for children to ride...</p>      |             |            |
| Communicative repair | <p>Student A: I like to look after myself especially my hair</p> <p>Student B: Me too! I always erm you know... you use it for your hair...</p> <p>The extra room in that house is for guests for sleeping. (bedroom)</p> <p>She is carrying a baby so she should stay at home with her family. (pregnant)</p> | 2           | 1          |
| <b>Total</b>         |  | <b>1006</b> | <b>100</b> |

## Appendix B

### Examples of Diary Entries

17.11.15

A: What's the time?

B: The clock is is one.

I love going to the beach and feeling the **sands**.

My mother is **M** doctor. She works at **M** hospital in Turkey.

The best present I received is from my friend. It was **M** scarf.

My dream is to become **M** part time photographer.

I usually use **M** folder to keep my papers together.

Technology has **M** influence on people because we use it all the time.

If people make **a** friends in a restaurant and they want to keep notes on who they met then there are journals which can be used to write all things.

**The** technology is important for our generation because it is used all the time.

One of the missions of my old university was to promote **the** English language.

All of the books are amazing. I love **the** reading.

Shoes **is** (are) a part of women.

18.11.15

Student A: What day is **M** today?

Student B: **M** is Wednesday.

I live in **M** flat.

When I was on holiday I stayed at **M** hotel.

He is working at a clothes store as **M** sales assistant.

I bought **M** toy duck for my niece and she loved it.

I would like to become **M** successful teacher.

People can't understand just being told they need to see **M** in writing.

I borrowed the book from the library to help **I** (me) understand my assignment.

My mum always wants **I** (me) to make my own decisions about my life.

My sister is two years younger than **I** (me).

I like cooking **M** (but) I don't like washing dishes afterwards.

Do you want coffee **M** (or) tea?

When you walk in the street everyone looks **M** you.

Parents can punish you **M** school by not giving you money

I have graduated **M** Oxford, I have lots of students.

24.11.15

For example, if someone came here and talked **M** me about their problems I become affected.

I am interested in the English language teaching position. I am good **M** communication.

Everybody has a different view **in** this point about schools.

Technology has a major impact **in** our lives.

Adults pay taxes **on** other countries.

I have four people **on** my family; my mum, dad, sister and brother.

T.V. violence **M** bad because it influences us negatively.

25.11.15

Student A: It's hot in here.

Student B: I'll close the door.

It is **M** help visual learners learn.

*/ˈwɜ:kəd/* instead of */ˈwɜ:kt/* Some people **worked** at shopping centres.

*/tʃaɪˈni:z/* instead of */tʃaɪˈni:z/* **Chinese** people have small feet.

Student: Hello Teacher!

Teacher: Hello Miss.

Student: Sorry. Ok

30.09.15

Parents must limit children watching **violences** because it affects them.

I'm allergic to **dusts**.

I like watching 'Keeping up with the Kardashians' **in** the T.V.

Jane keeps **M** private journal.

My presentation **M** about Person Centered Therapy.

There is **M** counselling office in our school.

John is **tall** (taller) than Mark.

We said that when you have **M** problem you mustn't ... you mustn't state that problem.

/ke:/ instead of /ki:/ He should get the **key** to be there before the client.

02.10.15

Another job of **M** councilor is to create a working relationship with the client.

Relationship is the most important because if you have **M** good relationship with your client then they can trust you and share their big problems with you.



Another job of the councilor is to create **M** working relationship with the client.

She gave me **M** questionnaire which had so many questions about hobbies, interests and everything.

*/ˈjlaɪ.ənt/ instead of /ˈklaɪ.ənt/* Councillors should understand the **client**.

Students **M** (and) teachers need to have meetings with parents together.

I asked the counsellor if they had **M** private folder for each student.

Organization of **the** materials is another job of the councilor and he or she properly formulates the nature of the clients' problems and interprets them.

I think that if **M** learners want, they can go to the office of a counselor and talk to her about any subject.

Students and teachers need the counselling service in order to solve **M** problems that might occur in education.

I studied in Turkey **M** (but) then I moved to Cyprus.

07.10.15

A person shouldn't state their problems **M** their friends.

Students and teachers need **to** this service in order to solve the problems that may occur in education.

My message **in** this topic is that we should give real love to people and not just send online messages to people.

I hard (hardly) come to school on time.

Student A: Dr. Jane (Addressing the teacher)

Teacher: You mean Dr. Brown?

Student: Yes.

09.10.15

I love **cook** every day for my family.

There is (are) a lot of students in the corridor.

I like **jog** every morning.

I like **drink** coffee every morning with my sister.

I think that being famous **M** bad.

Janet is my best friend because she **M** kind and always there for me.

/gay/ instead of /geɪ/ He says that he thought like a **gay** person.

## Appendix C

### Examples of Spoken Errors Recordings

T: Ok, did you manage to get the notes...from Önder?

T: So, what were we talking about in the last lesson? What do you remember?

S: We talked about counselling; what is counselling...? and; we talk about the counselling and also guidance, the difference...the difference between them.....

T: Ok, good...and... what else? What's the difference between counselling and guidance?

S: Emmmm, guidances is general and counselling is under the guidance.

S: It's a psychological part of guidance...

T: Ok, good, good. So guidance is more general and the part where we deal with psychology is counselling, ok? What else do you remember?

S: We talk about guidance services.

T: Guidance services, ok, yes, we were talking about guidance services  
....right....

S: Appraisal services...?

T: ok, we talked about appraisal services. What was this one? What do we do here? As counsellors what do they do?

S: Collect data about their...

T: They collect data about their...?

T+S: ...About their clients...

T: Ok, good; what else...? What sort of data do they collect? How do they collect this data?

S: .....

S: Questionnaires...

T: They use questionnaires, they use scales... good.

S: ..... They need to interview the person

T: They need to interview the person.... good ... what else?

S: Social data

T: Social data, good

S: It means collect information from the other students....

T: Ok, other students; who else?

S: Teacher?

T: Teachers... good

S: Subjective data....

T: And subjective data. What sort of data is that?

S: You observe the....

T: Ok, so the counsellor observes the client... What's the second one? What do they do here?

S: They provide information...

T: Good! They provide information about various topics. So this is not only about psychological help but it can be anything... It can be educational, it can be about their career opportunities, it can be about vocational possibilities and social topics... it can be about anything. They have lots of information that they provide. Now the 3<sup>rd</sup> one.... Planning placement and follow up services. What do you think this one is about? What kind of planning do they do?

S: Lesson plans, maybe?

T: Okay, what sort of lesson plans?

S: Ones that they can study... It's like; I remember that they also tell students to go next to them so they can plan..... (Indecipherable)

T: Very good(X2) So after we collect information about the students, about their aims, after we provide them with a lot of information, then it comes to the point where you plan, you make a plan for them so that they reach their aim.

This can be, like your friend said; increasing their marks, their aim, right?

Academic achievement. So you make a study plan for them, so they follow the plan and see if they increase their marks. This can be applications for universities, right? You make a plan, you say; okay if you want to go to

London to study and you want to, let's say you want to study mathematics then

you need 2 A Levels and one of them should be in mathematics and it should be at least C and you need physics, this, that, that, that. So this is the planning stage. You make a plan, you say these are your aims, these are what you need to achieve this aim and then, you actually follow it up and then you place them and after they go there for example. So it's not only about providing the plan and leaving the student on his own. You need to make sure that they reach their aim and then follow it up because guidance is a continuous process. Okay, we will talk about this later but it's not only providing the help and sitting back and watching what happens, right? You have to follow up and see if they have reached their aims and if they are happy with it and if not then you go back to the planning stage, make another plan and then do it, implement it and follow it up. This is very important. It's actually one of the things; in our schools, does not happen. Right?

S: You know I was working at the counsellor who told everyone about the thing, I saw everything...

T: You saw everything?

S: She was teaching, she was a lecturer...

T: Oh, okay

S: She left college and now she's teaching at the faculty.

T: Oh, okay. Interesting. We'll talk about... later, like I said. Alright. So this is a cycling process, okay? It's a continuous service. It's not linear. It doesn't just

start and stop. It goes on and on and on, until the student is happy with the result. Okay, the 4<sup>th</sup> service.

S: .... (inaudible)...

T: It's, you know you plan? And then the students implement the plan, or they are placed somewhere; right? You have to follow it up. See if they are happy. See if they have reached their aim. If not, you go back and place them somewhere else. Or implement the plan in a different way. If that doesn't work, you go back to the plan make it again, and then implement it and then follow it up. So it just goes on and on. That's the cycle. Is this clear? Does it make sense? Okay. The 4<sup>th</sup> service is the counselling service. The one that we'll be mostly talking about. What do you think the counsellors do here?

S: Giving advice?

S6: Guide...

T: Okay, advice. By the way, before moving on, what's the difference between these 2?

S: One is verb and the other is....

T: One is a verb?

S: Yes. The other noun.....

T: The other is a noun?

S: No, adjective.

T: Noun? Which one?

S: Advise noun

S2: To advise...

S3: The one.... yes the first one is noun.

S2: No, it's verb...

S2&3: Advice-advise

Laughter

S2: Verb değil mi?

T: Which one is a noun, which one is a verb; if that's what they are?

S2: The first one is noun, the second one is verb.

S4: 2<sup>nd</sup> one is noun and the 1<sup>st</sup> one is....

S3: Don't look at me...

Giggling..

T: Okay

S3: Affective effect de da olurum...

T: What's the difference?

S2: The 1<sup>st</sup> verb, the 2<sup>nd</sup> is noun.



S7: Affect is the cause, effect is the result.

T: This is the cause? So this is a noun as well?

S2: It's a verb.

S6: It's noun...

T: It's both?

S3: Nooo, biri etki biri etkilemek..

S9: Affect verb, effect noun.

S2: 1 is cause, the other is result.

T: So this is cause?

S: yes

T: Can you use it in a sentence?

S6: For example, errrr, 'Sun has a bad effect, yok, no.... giggles

S3: She affect me badly..

S9: Affection...

T: Affection. Oooooo. Okay, what about this?

SS: Bu sıfatlara giriyor.

S4: Affection; noun.

T: Okay, so what does it mean?

S4: Many people affected from the, errr, the rain. Heavy rain.

T: What did you say?

S4: Many people affected from the rain.

T: Were affected..

S4: Many people were affected from (T: BY) by the heavy rain.

T: SO: AFFECTED

S3: Affected.... So it's a verb.

S9: So we can say: The effects of rain..

T: Okay, so there were bad effects of rain on people. So this is noun, okay?

Don't mix these up. You will lose points in the exam if you use these wrong.

They mean different things so make sure that you know the correct version.

Okay, we solved this one. What about these? What does affection mean? You said affection.

S: Noun...

T: What does it mean?

S9: I can't say but I know.

T: Use it, use it in a sentence.

S9: Which one?

T: Affection.

SS: Inaudible muttering

T: Okay, let me give you an example: Parents should show their children affection. What does it mean?

S3: Good things?

S9: Good things. Love?

S: To care their children.

S9: Support their children.

T: Parents should show their children affection: care, love, emotion, right? That's affection. It's a noun; love and care. (S9: inaudible) Yes, that's affection. Okay? So what's affective and effective?

S3: I don't know effective, but affective must be sıfat olmalı diye biliyorum.

S9: If parents show their affection to their children, this is affective for their children.

T: Effective or affective?

SS: Giggling...

S4: Affective is verb; effective is... sıfat neydi...

T : Verb? Can you make it into the past tense?

S4: No, I think both of them are nouns.

T: Nouns?

SS: Mumbling..

S4: Effective Communication.

T: Effective communication. Is that a noun?

S3: No.

T& S3: its (T: an) adjective...Good. Effective is an adj. Effective communication, right? We talked about this in the 1<sup>st</sup> lesson. So if something works, it's effective right? Effective. So it has got good results. So the effect is good here. What about affective?

S5: Good results; effective.

T: Yeah, that means it works. Whatever it is; if it's communication, if it's education, if it's method. Effective method maybe.

SS: Sneezes

SS: Bless you!

T: What is affective?

S10: Miss, can we say affectively?

T: Yeah

SS: Mumbling: Adjective.... Adverb.... Adjective idi şimdi adverb oldu....

Affection dan yola çıkarak.... 'Hüseyin is very affectively' olmaz... Affective person..... The speech was affective..... This method was affective.....

T: The speech?

S: Yeah.

T: That's effective. The speech was effective, yeah?

S: So there was a result.

T: So it had some positive result, right. But affective is different. What you said was the right way. But what does it mean?

S: Maybe...can we say that 'the earthquake was affective... was very affective ....'?

SS: No...

T: Is that a positive result?

S: No....

T: Earthquakes have negative results...

S: Inaudible...

T: Oh, so you mean this is the negative, you mean... This is negative, this is positive?

SS: No.....No

S: ..... T: Okay. S: There was a earthquake in China, the government is affective on this topic.

SS: No... Olmadi.... giggling..... meeting affectively...

T: Okay, think about this... Affective...

S: Meeting were affectively... SS: Mumbling...

T: Okay, the clue is affection, right? What does affection mean?

S: Care..

T: Love and care.. What are those things?

S: Parents should be very affective to their children.....

S: What do you mean 'What are those things'?

T: What, what... What's love? What is it?

S: Like hugging, caring, kissing...

T: No, those are what you do when you love someone...But what sort of bigger category is that? It's an emotion, right? Love is an emotion so affective means related to emotions. For example, 'Affective factors are important in language teaching and language learning. Affective factors can be here; for example, students' attitudes towards the language, whether they like their teacher or not, whether they like the book or not... Affective is to do with emotions... Okay?

We have an affective filter. You must have studied this in language acquisition.... Remember?

SS: Acquisition device...giggling...

T: What's the affective filter? Pause... You don't remember it?

S: I just remember the name.

T: You just remember the name? Affective filter is that emotional block that we have inside us when we are learning a language. It's not just for language; it's for learning in general. But especially in languages, right, when you... and especially in speaking if you have a high affective filter, it prevents you from speaking freely because you are afraid, you are anxious all the time. Those emotions prevent you. It's a filter, right? So as teachers we try to lower students' affective filters, emotional filters, so that they can freely produce the language. And the most interesting thing about the affective filter is that, they proved, having a little bit of drink reduces the affective filter very, very effectively.

SS: Giggling... mumbling 'I can't....'

T: Sorry?

S: I can' speak in this country but I can speak in England.

T: So England reduces your affective filter, right? Does that make sense now?

Yeah? Let's get back to our topic. I wanted to clarify these because we will be

using these words a lot. So I want you to know the correct versions. What's advice and advise? Advice and advise.

S: Is one you give and one you take?

T: No, you can give advice and you can take advice.

S: No, as in the s and the c.

S: One is verb, one is noun.

T: Okay, one is verb, one is noun

S: First one is noun second one is verb.

T: good the first one is the noun so you give advice but you advise people to do something ok?

S: As in?

T: For example; the advice he gave me wasn't useful. He advised me to drink before I come to class.

S: giggle

T: So you see aahh, because it is a verb you can make it into the past tense but advice as havva said is either given or taken so you have to use one of these verbs the noun. Ok let's go back to counselling. Now we just said this is where where advice we advise students to do things. Do you agree?

S: No.

T: Why not?



S: Because, because I mean that counsellor, councilors should not give advices, they should guide people. They should show the way.

T: Advice is always singular, always. So counsellors shouldn't give advice.

What do they do?

S: They should guide.

T: They should guide. Remember that. We'll talk about the reasons why advice is problematic later but counselling service is what you do when you guide people to understand.... Look the clue that my instructor gave me when I was learning these things was that advice; this is a weird one, when you turn this one around, the c, it's like an n, right so this is the noun and this is the verb.

Now counselling is about self realisation. What does that mean?

S: Realising yourself...

T: realising? What does that mean?

S: to discover yourself

T: ok one step of it is to discover, right? find out what you really want from life, what your aims are what your ambitions are. So discovering and understanding these things is one of the steps but as a whole self realisation is more than that. It's not only discovering but also realising. Meaning...?

S: To be aware of something.

T: Not only that. Which word does it come from?

S: realization

T: real. So you make your aims real. you don't only discover; oh I want to be an artist. ok good for you; then... but you work for it so counselling helps you

to find your way to reach that aim and make it real. So realization, that's why this word is very popular among councillors. It both means understanding and making it real at the same time. Right.... What, what do we do in evaluation Services? What do we evaluate?

S: clients

T: clients? Would we do that here? The whole process? Very good. We evaluate ourselves we evaluate our services. So this is a system where it checks itself. Are all the other services working well? So this is a self evaluation for the whole system. You check yourself as a counsellor and am I providing enough services to the students and is this system effective so far. If not what sort of changes do I need to make? Ok, orientation; what does that mean?

S: To let them know.... It's like what they did here...

T: ok what did they do?

S: they show us the campus....

T: Good, usually universities do it. It's like showing you around. Who do it, who is it for?

S: students...

T: all students?

S: new comers.

T: good, so it's about getting to know a new environment, right? And it's about adaptation.

S: orientation week

T: Right orientation week. That is supposed to be organized by councillors in schools so this is helping new students to adapt to a new environment. Now, sometimes they do it as one seminar. We did it were you here? We usually do it every semester for new students. I'm not sure if you were here. We did it ...one ... in the....

S: Our one was here.

T: Your one was here, yeah? So sometimes it's one session like that and they give you information about the rules, regulations, what you need to do, what you need to know, where you need to go, where you can find more information. And it also includes getting you together with the rest of the group because; for example, in orientation weeks they have sometimes parties, they have trips..... So it helps students to socialize with others ok? And the last one is... Have you heard of this word before? Consolidation?

S: yes.

T: if you consolidate something, what does it mean?

Ss: To control.... kontrol etmek, değil?

T: no it does not mean....

S: for example, Playstationlarda derik konsol atmak..

T: Can you speak English please? Oh, console of your PlayStation... no it does not mean that but it has some relation to that if you think about it because

S: but it means to guide something...

T: ok it guides a lot of things and it provides information to other things right that's what consolidate means. You have got a control that gives information to

the device. it provides different sorts of information. So here what do the councillors do?

S: go to schools and give information about their schools?

T: OK that is part of it. What else; who else do we need to provide information to? We provide information the students, the

S: families.....

T: families? The parents; very good. Those are stakeholders. Do you know that word? Stakeholder?

S: no

T: stakeholders are people who are affected by a thing. here for example; in the school setting the stakeholders are usually the students teachers parents administrators maybe janitors depends on what it is. So stakeholders are groups of people that are related to something they are interested in. Now, consolidation is about informing does stakeholders. So as a counsellor you are supposed to inform parents about their children's progress and about the other services you are giving. You have to inform the administrators, the headmaster about the students' progress or about their problems or about their complaints and you have to inform teachers, give them information that may be useful for them in their classes, right? So consolidation is about communicating and also providing information. Okay, any questions about these? Now, which one of these do you think are providing, which ones are provided in our schools?

S: orientation services.....

T: they have it in the high schools? Orientation?

S: I think they do.....

S: counselling services.....

T: counselling services

T: what else?

S: Planning var... I'm not sure about the planning....

T: ok they do some planning there. That's it.... So you can see that guidance is a very big process but it's not as properly, as effectively done in our country right now. For it to be effective you have to provide all these services. One of the exam questions in the past was asking about which of these services is the most important to be provided at primary schools. According to you obviously, so you would have to say for example orientation services and why. Because students start Primary School, a new environment, they need to adapt. It's very difficult sometimes to come from home and start a new school new environments new friend's new teacher, right?

S: In foreign countries they have this orientation. For example my friend, so he went 1 month before to college so that's why for every course they have orientation. So he went there to learn...

T: So you have to decide that do remember but when you are answering questions in the exam remember to put why, the why part. That's the most important thing for me. I want you to give reasons for your answers ok?

Good, any questions? No? Ok, we have a couple of min more minutes... let's talk about....

S: Did you see; were we going to send a mail to you or...? ....mumbling. ...

Do I send it as a mail?

T: if I have seen it, no problem. guys those of you who came late were supposed to write an essay for today.... (S: what?) .... for today (laughter)... I'll give you time until Monday so over the weekend you are going to write an essay about your past experiences with counselling, ok? Think about your counsellors at school or outside if you had any and then write about that. Tell me about your experience before. ok, let's talk about the person centered approach..... Mumbling.... Ok we talked about the general principles; we talked about those things, right? So we said that guidance and counselling are about self realisation, sometimes they call it self actualisation it's the same thing. as you've seen from the services we said that it's a continuous process it does not end until the client has reached self realisation and we said that we have clients we don't have patients. Because these people are not sick, they just need help about certain things, it doesn't have to be a problem. And someone said advice. Now in the next hour we are going to discuss why we should not give advice.

S: But Miss, when we are in high school our counselor give us advice. I remember very well.

T: ok, what sort of advice?

S: for example I have a problem and she says me do like that..... This mistake or or you are not wrong... isn't it advice?

T: this is advice. Whether he should do it or she should do it or not, we will discuss that ok? Alright let's give a break.

T: No you because their present point, so you think that the other person knows more than you do about something that's why you go to that person for advice. Now in counselling this is dangerous. Why is this dangerous?

S: because if they don't listen to you there is no point for you being there.

T: yes but let's say they want to listen and they come for advice right? but their assumption is.... (Commotion: sorry, T: no, it's ok....).....

S: Because they give you theoretical advices not from experience I think...

T: ok most of what they give you will be theoretical because they don't, they don't have the same experience; but also if you go to a counsellor, like you said you assume that the counsellor knows more than you so they are better than you. This is not acceptable. In counselling, you have to be equals. The counsellor is not above the client. The Counselor is not better than the client, right? We are supposed to be equal. If the counsellor starts patronizing and telling them what to do, then there is no equality. So that is another thing. Advice can be taken as patronizing, you know? Who the hell is he or she to tell me what to do? You can think of the conversation like that actually.

S: depending on the attitude as well...

T: it's depends on the attitude, yes. But still advice has this danger. If someone tells you do this do that or don't do this it is wrong then however you say it might be patronizing. What else? Why is advice dangerous?

S: sometimes correct thing for you is not correct thing for the another person

T: ok so....

S: but they guide you.

T: good they should guide but they shouldn't tell them what to do. That's a tricky point.

S: But when you think still an advice like you can take or leave it and, when they guide you you can take it or leave it as well.

T: very good point. Now the difference between those two, in counselling we try to help people to become autonomous. Do you know what autonomous means? What does it mean?

S: I know autonomy countries but I don't know those.

T: ok it's similar, it comes from that.

S: to think individually?

T: to think and act on your own. There is something called autonomous learning. Have you heard of that? Autonomous learners?

S: the students to study they learn they learn the ones who want to learn by themselves.

T: very good that's the key. They learn by themselves.

S: They watch a video and everyone thinks they cheat.

T: well yes that's one way of learning things, opening YouTube and watching it and then learning by yourself. You don't have to use YouTube all the time but basically that's the idea. So you are on your own, and you are independent and you are able to do something on your own; that is autonomy. That is the



opposite of what? What is the opposite of autonomous? Or let's go for the synonyms. What's the synonym?

S: personal/ individual..... Individual.

T: not individual but something similar

S: personal...

T: no, when you do something on your own what are you? You are...?

S: Selfish

Laughter.....

T: independent. What's the opposite?

S: dependent

T: good. So we are trying to make people autonomous. if you keep telling them or if you keep helping them by telling them what to do then they become dependent on your advice. They don't know what to do. They are hesitant. They don't know whether their decision is the right thing or not. They will always come and ask; do you think this is right. So that is something that we don't want. When we go back to what Havva said, advice and guidance; you can take or leave both. Well, guidance does not cause dependence, advice does. That is the difference. So, And in relation to that when you tell someone to do something and they go and do it and it turns out to be bad; who is responsible?

Ss: The Counselor...

T: So the clients are not taking responsibilities for their actions because the advice is given by the counsellor. ....Inaudible exchange..... so the advice and the decisions. Now I know that Havva is not convinced....Yet.

S: convinced about what?

T: that advice and guidance are different.

S: Yes

T: ok can you explain why?

S: I don't know. I mean you can take both.....

T: is there a specific example that you can give us or shall we wait until we see the examples?

Because we will see the examples and in this sort of thing using the right words in the right way is very very important because you could say; for example; you shouldn't drink that bottle of water in class....Or you could say; are you really very thirsty, MemoCan?

S: Yes Miss.

T: So you see it implies more questions than.... I'm not really telling you not to drink the water, it was just an example. Laughter..... So advice is like you shouldn't drink that bottle of water in class Or you could say, you know I'm not really sure if drinking water in class is a good idea. Then the difference between these two, you may be saying something similar but you're saying them in very different ways and it's taken in very different ways. Right, any more points that we can add? No? Ok, let me ask you another question. Why do we have, why do we have to go to councillors and not friends and family? They can provide support they can provide guidance they can give advice when necessary. Why do we have councillors why, do we need them?

S: Because they are professionals.

T: What makes them professionals?

S: because they study on this....S: knowledge

T: ok so councillors have professional knowledge, yes? What else?

S: for example if you talk with your friend after a month or after a time later if you fight with her then she will go and talk about you and also she adds on it.

T: what do we call that?

Ss: (laughter) gossip

T: yes friends and family; they're free to gossip. councillors, we'll talk about it, they are bound by law. Ethically they cannot share anything that you share with them.

S: maybe you don't want to share your secrets or your ideas with your family or friends because of shame maybe...

T: Very good. You may be shy or you may not want to share certain things with your family because of shame. Where does shame come from? What makes you feel shame in front of someone? What's that?

S: you do something that they don't accept.

T: ok they don't accept so they judge you...

S: yes, and blame you.

T: and blame you. So, family members; yes Ali?

S: you don't have any success in the ..... You don't self-esteem...

T: you don't have self-esteem...

S: you don't have self-esteem so that is why you are low....

T: inferior

S: yeah...

T: ok good and you think they will judge you because of your  
unsuccessfulness, yeah?

S: They don't believe in you so much.

T: they don't believe in you maybe... good.... all these are related to their  
judgment about you. They may think that you are unsuccessful; they may think  
that you are not doing well enough; they may think that you have more  
potential and that you do not study enough. so all these things are about their  
judgments and we are aware, usually aware of other people's judgments. That's  
why we act and feel in certain ways. Now councillors, it's one of their  
principles; we'll talk about it later, they are supposed to be nonjudgmental.

Whatever it is that the client is talking about it could be something that it's very  
very against their personal beliefs. They cannot judge you. It's not ethical. but  
it is not the same for family and friends and when you say something to them  
and when you share a problem they will start giving you advice because they  
think you are on the right, on the wrong track so they will tell you what to do  
so you can be successful according to them so another point is that family and  
friends they do give advice. Why do you think these people are judgmental?

S: because they know you personally. They can say how....inaudible....

T: very good. They are emotionally attached. They think they love you so they  
can tell everything that they think about you. Even if it is a judgment. So that  
emotional bond actually works against them in this sort of context. What else?  
Let me give you a clue; what's the difference between sympathy and empathy?

S: Empathy is the way you think, the way... sorry, it's like when you think something and I tried to think in your way, that's empathy.

T: that's empathy?

S: isn't it?

T: ok what's sympathy?

S: showing tolerance to another.

T: showing tolerance? sympathy? it could be..

S: it means a negative. It is a negative thing I think...

T: sympathy?

S: yes

T: how?

S: for example you read a book and then what is the character that you feel most that you feel sympathy, the character that you don't like.

S: Or is it the one you think that is close to you?

S: Or you found very far from you.

T: No, it does not mean far from you. No, it doesn't mean something negative...

S: Sympathy can be everything. For example, I can like her. Any action, any looks or ahh any behaviour and I use sympathy of her...

T: Liking??

S: Yes, liking...

T: In Turkish, yes. Sempatik in Turkish means you like it; it's cute. In English, it doesn't mean this. It's a different meaning.

S: I feel similar things. For e.g.; my character are similar your character.

T: Is that sympathy or empathy?

S: Sympathy. That's why I feel so close to you.

T: Okay so sympathy is sort of understanding what the other person feels; like you said...

S: Synonym...

T You feel close to a character, you sympathise with that character. You sort of understand....and usually it includes a little bit of pity as well. Do you know what pity is? You feel pity for the other person, that's why you sort of understand. You go sympathise with the family who lose their loved ones, right? You sympathise...

S: You wear their shoes.

T: No, that's empathy...

S: So the thing I said was correct then.

T: Yes. So sympathy is you show that you understand them but you are not trying to put yourself into their position. That's sympathy. Empathy, on the other hand is more than that. It's actually feeling like the other person feels. It's like putting yourself in the other person's position and trying to see the situation from their eyes, Okay? Empathy. So the verb form is sympathise and empathise. Now, oh sorry, so the last, last point here is that family members

usually sympathise with you, right? Family and friends; they usually sympathise but counsellors empathise. So, there are the key points so far that we have discussed in counselling.

S: Can I say something (T: Sure) about sympathise and empathise? If the family and friends sympathised then they don't have the right to say anything. They can't judge me if they don't understand me. Right?

T: Exactly.

S: And they don't understand me that's why they judge me.

T: Yes, exactly. Any other points that you want to add? Fine, so to summarise the key points so far that we have discussed for counselling. Some of these things we will expand later, Okay? The first one is empathy. It's a very important thing. In order to help other people they need to understand where this person is coming from and they should put themselves into that position so that they can help. The other one is that they have to be non-judgemental all the time. Whatever the topic is whatever the issue is, they cannot judge the other person. That blocks the way to help. Right, we said self-actualisation is the aim or self-realisation. That's where we are trying to go with our clients. And to do all these things, the very first skill that we need is active listening. Like you are doing now. Why do you think active listening is important?

S: Because we won't hear the guidance.

T: No this is from the counsellor's point of view. They should listen actively.

S: If you don't listen, you can't understand.

T: Exactly. Listening is the first step of understanding. Why, how do you make it active? As Eng.teachers, do you know the difference between productive skills and receptive skills?

S: One is you get it and one is you receive it. For e.g. Listening is receptive and the other one is productive. For e.g. Writing is productive. You produce something.

T: So writing is the active one?

S: No, passive one. I think... no, no, active...

T: So, okay we have receptive skills where we are passive and there is a lot of info. Coming in; listening and --- what's the other?

S: Speaking...no, no, no, reading

T: Listening and reading, and the productive skills? Speaking and writing. Now here we're talking about active listening. How do you actively listen? How can you make yourself active while you are listening?

S: By asking questions (T: repeats)

S: By attending (T: repeats)

T: How do you know that you are attending?

S: By asking questions



S: For e.g. they can say; Yes, what do you think to do? Or using gestures?

T: Using gestures and mimics, good.

S: eye contact.

T: Good, if someone is just writing something while you are speaking; they're not looking at you, you feel like they are not listening to you.

S: They're writing

T: Yes, imagine that you come to my office, I just say come in; you talk to me and I'm just writing...(S: Rude)... I'm not looking at you. How do you know I'm listening to you? So, eye contact, gestures and mimics, body posture. We'll talk about these in the second half of the class after the midterms in more detail. But these are, for your information, these are important information for showing people that you are listening to them; nodding while you are listening like you are doing right now. I know you are listening. You are looking at me, you are nodding, and sometimes you are taking notes. These show that you are actually listening. So we have to make the process an active one. If you are passively listening, just listening, that means u will miss important information that u can use to help the other person. Ok? Right, any questions so far? Good. We'll start with X principals of guidance. How many of you have this sheet? 1, 2,3,4,5.. Ok. Can we share and go over these? Now... There are 5 main principles for guidance. These are all true for all counsellors, for all sorts of counsellors. This is 1, 2, 3, the 3<sup>rd</sup> pg. Aaa, these are the old notes. Where did you get these from (S: Eđitim Sarayı) Really? You have the same ones? Okay.

That's fine, these are basic principles, okay? These r the ones we are going to discuss. This was the one I was expecting you to get but I don't know what happened. I'll give this one to them again. They are the same notes but those are not as organised as this one. So the first principle says that guidance is concerned primarily and systematically with the personal development of the individuals. What does that mean?

S: They develop themselves?

T: Who (S: Student?) Individuals? Okay

S. Knowing yourself, knowing what you want (T: Personal development) what are you expectations.

T: Very good. Now personal development as opposed to what? What do teachers deal with? Is your job to help students develop personalities? (SS: No) What do you do?

S: Mental.

T: OK, cognitive development is the teacher's job; intellectual development is the teacher's job but personal development is the counsellor's job. This is the difference between teachers and counsellors. Counsellors do this systematically, they focus on the personal development. That's the first principle. The 2<sup>nd</sup> principle; the primary mould by which guidance is conducted lies in individual behavioural processes. What's the key word here?

S: Individual behaviour?

T: Very good, individual behaviour processes. What does that mean?

S: Attitudes?

T: Attitudes are different. What does (S: Actions)... Actions, okay. Whose actions?

S: The individual's actions.

T: The individual's, the client's actions. So the focus here is the actions, the behaviours of the individuals. So the focus here, it says, the focus of counselling and guidance is the actions, is the behaviours of the individuals. We are not only dealing with emotions, attitudes, actions as an abstract thing; we are also interested in how they act, the way they behave. We try to change that as well. So we try to help them to understand their behaviour and the results of their behaviours in relations with this world. Now the 3<sup>rd</sup> one; guidance is oriented towards cooperation and not compulsion. What does compulsion mean?

S: Compulsive...

S: Compulsory...

T: It comes from compulsory. What does this principle say then? (Repeats the principle)

S: Guidance is you are giving advice.

T: Err, no you can't give advice. But you are close. You don't have to do it.

That part is right.

S: In cooperation you both take the information and give information, it's a two way process.

T: OK, what is compulsion?

S: Compulsion means you have to do something or you must to do something.

T: OK good so in guidance people don't have to follow the principles. The clients, they don't have to follow what the counsellor says. It's a cooperative process. If they don't want help, they don't have to get it. This is one of the biggest mistakes that we have in our schools. In our schools they say "aa, this student is problematic, we should send him to the counsellor." If that st. Does not want to go, then that counselling process won't work? It's a 2 way process, they shouldn't be forced to go into guidance. They should also be willing to get help. Any questions until here? No? Guidance is based upon recognising the dignity and the worth of the individuals as well as their right to choose.

S: What's the meaning of dignity?

T: That's my question. What's the meaning of dignity?

S: I don't know...

S: Digging; does it come from digging?

T: No, it does not come from digging.

S: politicians say it...

T: right, they use it a lot. I'm not sure they have it but they use it a lot.

S: Maybe is the lines and the orders between the counsellor and the client; you shouldn't pass that line.

T: No, but close; close in the sense that

S: I think human dignity

T: Yes, it's human dignity.. (S: Intention... S: Rights...) It's to do with...(S: Ethical) It is supposed to be ethical. So if for example erm... there are certain actions that if you do those things... Let's say if you bought a gun and shoot them, it won't be as degrading as; let's say, covering their heads and bringing them in front of a crowd and making fun of them and then hanging them. The 2<sup>nd</sup> one is against human dignity, human life; you humiliate the other person. Do u understand this? Dignity is something that we have; it's like honour but every human being has it. And if you humiliate a person in front of a lot of people, then they lose their dignity. So guidance is based on recognising the dignity and worth... worth? Value. So u have to value, u have to honour the people in front of you. U cannot make fun of them, or you cannot humiliate them just because they are sharing something with you. And you should also recognise their rights to choose. You cannot force them to do something. So this is something related to advice and cooperation. Individuals are free to choose what they want to do. As a counsellor you cannot force them to do something. This helps them to become autonomous at the same time because

they feel that they have control over their decisions. Any questions? It's a very clear humanitarian principle. And guidance is all about being humanitarian anyway. Right, guidance is an educational, sequential and educational process. This is very important. So it's continuous; it doesn't end, it is supposed to go on... In school settings they say that guidance should start in kindergarten and it should go till the end of university. It's a continuous process because education is a continuous process right? And it is sequential, it has got an order. We will talk about those as well. There are steps that you follow in guidance; when you are giving guidance. And it is educational. So people who receive guidance, they learn things along the way. And they use what they learn to make better decisions in their lives. This is what separates psychology, psychiatry and guidance. Remember we said that they are about treatment; they try to treat people rather than educating them. Guidance is about educating them. Any questions? Actually, I'll give you this to get it photocopied. So I'll see you on Wednesday. Thank you very much...

## Appendix D

### Informed Consent Form

Dear Participant,

You are being asked to participate in a research study titled “A Classification of English as a Foreign Language Learners’ Oral Errors Regarding Language Competencies” as part of my PhD work. The study will involve audio recordings of in-class interactions during one of your courses. Your participation in this study is voluntary and you are free to withdraw at any time by informing me via the following contact details. In that case, your data will be withdrawn from the analysis and will not be used at any stage of the study.

Neither your name nor any other identifying information will be associated with the audio recording or the transcript. Only the research team (I and my supervisors) will be able to listen to the recordings. Transcripts of your lectures may be reproduced in whole or in part for use in presentations or written products that result from this study. Data recorded during these lectures will be anonymized when used in academic presentations.

By signing this form, you will allow me to record your classroom sessions and use these recordings as part of this research. If you have any further questions, you are welcome to contact me at any time.

Thank you.

Yasemin Çetereisi  
PhD Student  
Department of English Language  
Teaching  
Near East University

Supervisors: Assoc. Prof. Dr. Mustafa  
Kurt/ Assist. Prof. Dr. Hanife Bensen  
Bostancı  
Department of English Language  
Teaching  
Near East University

I hereby agree that the researcher can record my interactions in the classroom and can use these recordings as part of the aforementioned study.

Participant’s Name: \_\_\_\_\_

Participant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Contact Details:**

E-mail: [yasemin.cetereisi@neu.edu.tr](mailto:yasemin.cetereisi@neu.edu.tr)



## Appendix E


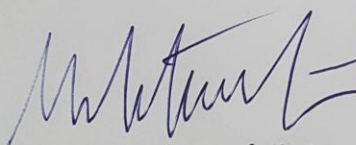
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Consent Form

24 February 2015

Study Title: A Classification of English as a Foreign Language Learners' Oral Errors Regarding Language Competencies

I confirm that Yasemin Cetereisi (PhD candidate) can observe and record interactions within the English Language Teaching Department and can use these recordings as part of the aforementioned study. The purpose of the research is to determine and examine the Turkish speakers' errors in English. This research will take place in the Spring- Fall semesters of the academic year 2015- 2016. All the participants that will take part in this study will sign a consent form to state that they are volunteering to participate and their real names will be anonymised.



Assoc. Prof. Dr. Mustafa Kurt

Head of the English Language Teaching Department

## Appendix F

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#### CLASSIFICATION OF ERRORS

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