

ESL students' spoken language: techniques and strategies in constructing spoken discourse

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ABSTRACT

. Abstract:

Iraq, a land steeped in ancient history and natural splendor, beckons travelers with its captivating allure. From the snow-capped peaks of the Kurdistan Region to the serene marshlands of Amarah, Iraq offers a diverse array of tourist destinations that cater to every interest. This research delves into the heart of Iraq, uncovering its hidden gems and illuminating the rich cultural heritage that defines this remarkable country.

Keywords: Iraq, tourism, natural attractions, religious sites, historical landmarks, cultural heritage, Mesopotamia tuneshare

I. INTRODUCTION

Spoken discourse is a complex skill that requires the coordinated use of grammar and vocabulary. ESL students often face challenges in constructing spoken discourse due to their limited knowledge of English grammar and vocabulary. This study investigates the role of grammar and vocabulary in spoken discourse, and the implications for teaching ESL students.

To speak a second language, students face three obstacles. First, constructing meaningful utterances. Second, choosing vocabulary, and synonyms. Third, using grammar correctly.

This study investigates the role of grammar and vocabulary in spoken discourse, and the implications for teaching ESL students. The research questions are as follows:

Is the amount of the acquired vocabulary a must for meaningful speaking production?

What is the role of grammar in speaking? And, is there any special form of speaking grammar that should be taught to the students separately to acquire better speaking skills?

Can meaningfulness and comprehension in speaking be produced with a minimal form of grammar and vocabulary?

The findings of this study will have implications for the teaching of ESL speaking, and for the development of resources and materials to support ESL students.

In integrating opportunities for students to learn English within the classroom and within the curriculum, it is critical to provide opportunities for students for both listening and speaking (Gibbons: 2009). This is what teachers do in their lectures. Before students can speak they must learn strategies which will help them to practice speaking.

The classroom gives opportunity for the student to learn and practice ESL. This means having the opportunity to listen to and understand the English language as input, and the opportunity to speak English as output. The traditional approach to teaching ESL speaking has focused on providing students with opportunities to practice speaking. However, some researchers have argued that this approach is not effective, as it does not adequately address the

underlying challenges that ESL students face. For example, Ellis (2008) argues that ESL students need explicit instruction in grammar and vocabulary in order to develop their spoken discourse skills (Gibbons: 2009).

II. PURPOSE

The main purpose is to ascertain the main reason behind the students' weakness and identify the best strategies for the teacher and student to make classrooms more productive. This research might help to increase the awareness of the actual needs of learning how to speak.

RQ's:

- Is the amount of the acquired vocabulary a must for meaningful speaking production?

- What is the role of grammar in speaking? And, is there any special form of speaking grammar that should be taught to the students separately to acquire better speaking skills?

- Can meaningfulness and comprehension in speaking be produced with a minimal form of grammar and vocabulary?

III. LITERATURE REVIEW

Spoken language teaching is more recent than written language. The serious consideration of spoken language as a subject for teaching has a long history, but only made a decisive impact on foreign language teaching in general after the end of the second world war (Brown & Yule: 1999). There is an increasing need to study and develop this field.

Learning to speak a language is more difficult than learning the written language. Difficulties are faced both by the student and the teacher. Spoken language production, learning to talk in the foreign language, is often considered to be one of the most difficult aspects of language learning for the teacher to help the student with (Brown & Yule: 1999). In fact spoken language aspects are much easier to be

learned but a lot harder to put into practice. Spoken language differs from written language primarily in the way information is less densely packed in spoken language, which has implications both for syntactic structure and for vocabulary selection (Brown & Yule: 1999).

IV. SPEAKING ENGLISH AS A SECOND LANGUAGE ISSUES:

1. GRAMMAR

Learners feel burdened by the grammar they learn, and are unable to use it. It is also puzzling how native speakers manage to speak grammatically, without learning any grammar whatsoever, whereas, second language learners are unable to communicate in English even after twelve years of drilling in grammar (Saraswati: 2005). This is why a wide reconsideration should be taken in dealing with Curricula of ESL. Although there is no need to throw out all familiar basic syntactic categories and start devising a complete new set for spoken language from scratch (Mayo, Mangado, & Adrián Eds. : 2014). There is a need to treat grammar in different way. Saraswati (2005) identified four types of grammar in a language. First, child intuitive awareness of his mother tongue language mechanism. Second, formal scientific analysis of Bloomfield, Chomsky, or Halliday which is called linguist's grammar or descriptive grammar. Third, Wern, Martain, or Nesfield identified perspective grammar which deals with subject verb agreement. Fourth, Chomsky's Language Acquisition Device (LAD), which is human being possess innate capacity to acquire and generate language. As we return to what is being taught, Saraswati (2005) is also argued that students are being taught perspective grammar and are required to engage in communication that involves intuitive language mechanism. I believe that this is exactly the missing point. To acquire better speaking skills grammar teaching should be shifted from perspective to a more practical study of language mechanism.

2. VOCABULARY:

Vocabulary learning is the main concern of every second language learner. Without vocabulary one cannot communicate in any minimum form of communication. Vocabulary learning can be divided into 'efficient' and 'effective' in short-term and long term. There are two defined ways to learn vocabulary (Carter & Nunan: 2001). These ways are explicit and implicit vocabulary learning. Explicit vocabulary learning is more efficient than implicit vocabulary learning. (Ellis: 1995) identifies four main hypothesis on an explicit-implicit vocabulary-learning continuum:

1. A strong implicit-learning hypothesis holds that words are acquired largely by unconscious means.
2. A weak implicit-learning hypothesis holds that words cannot be learned without at least some noticing or consciousness that it is a new word which is being learned.
3. A weak explicit-learning hypothesis holds that learners are active processors of information and that a range of strategies are used to infer the meaning of a word, usually with reference to its context.

4. A strong explicit-learning hypothesis holds that a range of metacognitive strategies such as planning and monitoring are necessary for vocabulary learning; in particular, the greater the depth of processing involved in the learning, the more secure and long term the learning is likely to be.

Many problems concerning vocabulary and its acquisition are mentioned in detail by (McCarthy, O'Keeffe, & Walsh: 2010). I believe that weak explicit-learning hypothesis is the best way to deal with vocabulary according to the data analyzed. Difficulties remembering the exact forms of words that have been learned, problems in knowing when a group of words is a compound, and derived forms may also be a problem, as well as overlay of different vocabularies in English and how these can affect formality and register (appropriateness). How a learner knows whether a word is old-fashioned, formal, impolite, or technical is an important issue.

The main concern in vocabulary is not the number of memorized words, but the efficiency in using the words. In 2003, Adolphs and Schmitt found that that 3000 word families might be the best amount for ESL students. As this figure covered nearly 96% of the Cambridge and Nottingham Corpus of Discourse English (CANCODE), a modern 5 million word corpus of unscripted spoken discourse. It is still not clear exactly what percentage of lexical coverage is necessary, the best conclusion possible at the moment is that the vocabulary requirement is between 2000–3000 (Schmitt: 2010). This number is not big in comparison with the 12 years period of acquiring this number, which is 200-250 words a year. In this case, as I believe, what is most important is greater knowledge of the technique of using words and greater efficiency in using language.

3. ANALYZING SPOKEN DATA

Analyzing Spoken data is a very important way to have a better perspective for the requirements of language in order to be obtained. Analysis enables researchers to re-examine, re-assign, and reliable traditional structures and devices and, crucially, assigning new structures and coining new labels for specifically spoken construction (Mayo, Mangado, & Adrián Eds.: 2014). The analysis of spoken data is influenced recently by the large-scale spoken corpora collections. Spoken corpora have confirmed many of the findings of conversation analysis (CA) (Cummins & Davison: 2007). Analysis of such large-scale data can give a boarder sense for the whole discourse. Yet, in spoken data the large-scale of data is a concern of vocabulary, grammar, genre, and common-sense. "such data is unlikely to be representative of typical conversation interaction if speakers always know that they are being recorded or have too many opportunities to plan or to rehearse in advance what they are going to say and how are they going to say it" (Carter & McCarthy: 2007). Analyzing spoken data in a qualitative scale is as much required as quantitative, especially, when the spoken data differs from one country to another.

4. FRAMEWORK

Spoken data are notoriously difficult to deal with. The

results can lead to a better understanding of the students' requirements to upgrade their communication abilities. Meanwhile students need to identify their needs to improve their speaking skills.

Technical deficiencies are crucial in collecting spoken data. I tried to reduce these deficiencies through multi recording devices and sound enhancement to get the best data quality and accuracy possible.

The participants are three undergraduate students, two females and one male. The students are English department students at SDU, Turkey.

5. THE PROCEDURE:

I examined their abilities and collected their opinions through these steps:

1- I gave the interviewee a sentence or idea and ask them to speak about it. This represented the regular respond form.

2- To calculate the vocabulary factor, the action was reversed. I gave the interviewee another question. But this time they were able to take notes. This reduced the vocabulary factor. The meaningfulness factor was partially eliminated because the notes helped them. Still, the interviewee needed to maintain this factor.

3- To calculate what I called idea comprehension time, I gave the interviewee scattered sentence and told them to reform them as fast as possible. No grammar or vocabulary factor was present.

4- I asked the interviewee about their mistakes and let them figure out these mistakes. I took their opinion of the reasons behind that.

5- I asked the interviewee to speak about their opinion about the speed differences.

This simulation enabled me to better understand and analyze these factors separately.

6. COLLECTING DATA

Most of the students refused to do the interview. This was mainly due to lack of confidence, and not for participation issues. Also, being a foreigner and not sharing their native language capabilities reduced communication between me and them. The procedure was smooth to some extent. Participants treated me as equal and the power relation aspect was in minimal. The interview was conducted in lecture rooms, with, one to one, face to face settings.

In the case of student S03 the interview was interrupted by the student's colleagues and could not get a full correct answer for one of the questions. Because the students lecture schedule I did not have the time to ask student S03 about the speed differences.

7. DATA ANALYSIS

Grammar factor:

The grammatical mistakes were very high in the first task. They reduced it in the second task which is supposed to calculate the vocabulary factor. What happened was that taking notes reduced both factors. In the first task, students'

tenses mistakes were high in comparison to their level. Students did not reserve tense form and rules in their production:

S01-T1: after graduated from this department I plan to go to America

S02-T1: after I finish I went home I coke er I ate then I watch a football match

S03-T1: yesterday mm I work in school in part time er I'll translate...

Student S03 was able to produce notably fewer tense errors after taking notes (T02):

Passing the exam, university exam because em when I prepared er exam er my mother er was ill er about cancer er she was in er hospital er for a long time although er she er I passed the exam and I am here.

Still, grammatical mistakes were present. For example: when I prepared er exam. Mistakes were in both tense and structure.

8. VOCABULARY FACTOR:

The vocabulary factor in speaking is less important than meaningfulness. The speaker can produce meaningful clauses without using complex vocabulary, and can deliver the message in a simple way. However, some expressions and substitutions might not be correct.

The second task was to calculate the vocabulary factor. The vocabulary factor weakness was highly present in S03-T1:

I love teaching mm but er sometimes er maybe one student er cannot easily er understand me er its er it will be difficult for me.

When I was a child er I planned to be an English teacher...

Children don't have plans for their future, they have dreams. The filling here was to find a better word than (plan) which was present in the student's mind from within the question. But, the student couldn't present a better word. Although dream is a common word and not difficult to bring to mind. This indicates that vocabulary is important in the means of usage not in the means of verity.

The factor was little improved between the students after they took notes:

S03-T1:

We have well educated teacher er like "Rezive Hoja" and "Shule Huja" "Betula" etcetera, and er Suleiman Demeril University er has er very social activities all the time conference er and congress...

We can notice the difference between task one and task two in the following example:

S02-T1 yesterday I have lessons I was in the school, I have lessons with Professor Philip....

S02-T2 Sulaiman Demerel is old, they didn't do any renovation to the buildings

The use of (lessons, school) is not very good while the use of (renovation) is convenient.

S01 didn't use the correct word despite of the previous knowledge of its derivative.

Chay Boyuk it's err name of the neighbor and er south of

Isparta it's a very long street

Meaningfulness, comprehension, and coherence:

When it come to this factor, we know that it is the main factor of speaking. Delivering the message in a coherent meaningful way is the main purpose for any language user. Therefore, I used two methods to calculate this factor.

First method: scattered sentences

The time here indicates the time needed to produce comprehensive utterance from within a ready vocabulary and grammar form. I will call it idea comprehension time.

S01-T3

| Sentence number | Seconds until the correct utterance | Number of tries |
|-----------------|-------------------------------------|-----------------|
| 1 | 12 | 2 |
| 2 | 4 | 1 |
| 3 | 6 | 2 |

S02-T3

| Sentence number | Seconds until the correct utterance | Number of tries |
|-----------------|-------------------------------------|-----------------|
| 1 | 13 | 1* |
| 2 | 5 | 1** |
| 3 | 4 | 1*** |

* A gap in between the answer (3 Seconds)

** Foreign word was confusing

*** The second expected solution

S03-T3

| Sentence number | Seconds until the correct utterance | Number of tries |
|-----------------|-------------------------------------|-----------------|
| 1 | 5 | 1 |
| 2 | 6* | 1 |
| 3 | 2 | 1 |

* exclaiming for the foreign word (2 seconds)

In solving sentence number one, which is complex in form, S03 showed good response time and a number of tries. It was less than half of the time for the other students and in one try. In solving sentence number two, S01 solved it faster than the others. In solving sentence number three, S03 produced better speed than others. This indicates that vocabulary and grammar affect S03 very much and reduces her abilities to speak considerably while her comprehension is high.

Second method: coherence throughout the tasks

The students' coherence of speaking throughout the tasks indicates a whole meaningfulness spoken language usage. As we can see for all the students, student No. S02 has the best speaking abilities between the two other students, yet the produced data indicates differently. Most of the answers were brief, and the information presented are reduced to the minimum. It required extra questions to get the complete idea about the student's plans for the future and about the student's usual daily activities.

S02-T1

(R) What are your plans for the future?

(S02) er like job, when I finish university I want to do my master and I want to do my doctorate and become a teacher in university, like our teachers and later get married and

have kids.

(R) Any other plans? Do you want to travel or...

(S02) yes of course I want to travel the world, but first I want to do masters out of Turkey like maybe in England or United states.

We can conclude that the students plan was to finish post-graduation degrees abroad, yet this vital information was obtained through extra question or reminder.

Some of S01 answers were not related to the questions and I had to redirect him to the right answer many times.

S01-T1

(R) What are the good things you have experiences in your life so far? Anything special?

(S01) aa alright hhhh actually I am paragliding pilot I am doing paragliding I lo extreme sports paragliding and sky diving er yea in a winter time we don't have chance to find good weather to fly but er and a good weather we can go in the mountains around here going up climbing and er taking em for the mountains and flying over Isparta its weather is interesting and very ... excited sports so these are the good things I experienced in my life, and also I am doing skiing in the winter time Davraz is very good activity.

(R) Anything special, an event or something, that you maybe participated in a contest and you won a trophy or something? Or maybe

(S01) in in here or general?

(R) No in your life

(S01) in my life

(R) So far?

(S01) in in er August, in August er I was in the {unclear} here er and I attend a contest contest is a co competitions paragliding acrobatic competition so er actually I am not professional pilot but er I didn't have any degree but was really good experienced for me.

The student answer was irrelevant to the question. Only after few tries to direct the student to the right answer, the student was able to present a good relevant answer.

Meanwhile, S03 production was highly efficient. The student produced a direct and high relatively answer despite the weak vocabulary.

S03-T1

(R) What are the good things that you have experiences in your life so far?

(S03) good things, passing the exam university exam because em when I prepared er exam er my mother er was ill er about cancer er she was in er hospital er for a long time although er she er I passed the exam and I am here.

The sequence and the presentation is interesting despite the vocabulary and the grammar mistakes.

All the students produced better answers in the second task because they were able to gather the ideas in advance. Only in the case of S02, the student had the time to take notes. But, the student changed the answer into a comparison between two universities which is incoherent with the question.

S02-T2

(R) What's your opinion about Suleiman Demeril University?

(S02) ok, actual there is not much bad things are we compare Sulaiman Demerel with Akdeniz University...

I have to mention that self-confidence for the students

were of the three levels. S02 was very confident, S01 was less confident, and S03 was the least confident. As we saw S03 was capable of high response to the variables of the tasks. S03 performance changed a lot throughout the different tasks.

V. DISCUSSION

Empirical data is reliable. As it can produce a full idea about the researched field. Empirical studies have shown that a good deal of positive and negative evidence can be accessed during the course of informal conversation, open-ended communication, and the exchange of message meaning (Mayo, Mangado, & Adrián: 2014). Gathering the data from the students and figuring the weaknesses is the best way to improve their skills. Still, the framework of the collected data may affect the entire research and produce useless or misleading data.

In the case of this research, and as we came across earlier. I think a good perspective can be built from the collected data. All the factors mentioned above are important. Some of the factors are less important that they affect the students' production very much. Grammar and vocabulary are not very frequent but their impact on the students' speaking is great. Both vocabulary and grammar can be used in minimal form and substitutions can give the same meaning as I mentioned earlier. Two tenses can cover most of the common speaking. 2000 words or less of vocabulary can handle most common everyday conversations. The problem as I believe and as the data tells us, is that trying to speak fast is unhelpful at all levels. The fillers used in their speaking are not used wisely. The thinking time was focusing on selecting words and grammar not on forming ideas and producing them. Clauses in speaking are small and S02 were able to maintain this feature. This is why the spoken data produced by S02 has fewer mistakes. Nevertheless, speed affected S02 coherence and meaningfulness.

Meaningfulness and comprehensibility of the discourse create better language production. The students took notes to reform their ideas therefore they used fillers this time to maintain grammar and vocabulary, and their production became better.

Students' opinions are important. As I asked them about their opinion, S02 said that speed is not a problem. The student didn't notice that her speed affects her speaking meaningfulness and coherence. Student S01 mentioned that trying to speak fast is a main reason behind mistakes.

VI. CONCLUSION

Grammar and vocabulary issues in ESL students have a great effect on learners. Students feel that their abilities are not enough to speak. Grammar forms should be reduced in the early stages of learning to the main basic forms of spoken grammar and can be developed in later stages. Meanwhile, vocabulary and their usage within the speaking learning should be taken from common speaking corpora to make it more relevant and practical.

VII. RECOMMENDATIONS

- I believe that the best way to acquire language is to

follow the steps of the children in their acquisition. We could learn a lot about language learning by observing children acquiring their mother tongue (Saraswati: 2005). I recommend further and wider studies in this concept in order to be able to evolve the language learning to the desired level.

- Speaking grammar should be taught alongside with traditional grammar. The students should learn how to be economic in using grammar. They should be aware of using verbal clauses which are the dominant structure in speaking.
- Vocabulary should be taught in how to use them, not only their meaning. There are many resources about the correct usage of words in speaking.
- Meaningfulness comes with correct practice. Practice is highly recommended in addition to the correct strategy and tasks to be adapted by the student and the teacher. Thinking in the targeted language aloud would be very useful.
- I recommend "Natural readers" to have better practicing. Students can write what they want to express in natural reader software, listen, and repeat. This way the student will be able to express what they want to say, review it, and learn to say it.
- I would also recommend "CORPUS OF CONTEMPORARY AMERICAN ENGLISH" which is very useful, if it combined with the "natural readers". Students can refer to words or phrases from this resource, write them in the natural reader software, listen to the way the software read them, and repeat after it.

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Data transcription

S01-T1

(R) What are your plans for the future?

(S01) Actually after after graduated from this department I plan to go to America I don't think er I don't think work such works being a teacher being a lecturer or er giving the ad education not suitable for me er only I want er to go to America and take private education in private school and I want to be aircraft pilot.

This is my future plan

(R) To be a?

(S01) a pilot

(R) How is your usual day? What did you do yesterday for example?

(S01) a as you know in here in Isparta is very small city and is actually is boring so er for us for students there is nothing too much extraordinary but er we can do we can do the such extreme things extreme sports anyway er I am also er in usual life I staying at home I don't do so much think I am hanging on computer and also on a week days I have lessons from Monday to Friday so not so interesting

(R) You don't go to restaurants go to café?

(S01) no it's rarely I go er some restaurants or pubs

(R) What are the good things you have experiences in your life so far? Anything special?

(S01) aa alright hhhh actually I am paragliding pilot I am doing paragliding I lo extreme sports paragliding and sky diving er yea in a winter time we don't have chance to find good weather to fly but er and a good weather we can go in the mountains around here going up climbing and er taking em for the mountains and flying over Isparta its weather is interesting and very ... excited sports so these are the good things I experienced in my life, and also I am doing skiing in the winter time Davraz is very good activity.

(R) Anything special, an event or something, that you maybe participated in a contest and you won a trophy or something? Or maybe

(S01) in in here or general?

(R) No in your life

(S01) in my life

(R) So far?

(S01) in in er August, in August er I was in the {unclear} here er and I attend a contest contest is a co competitions paragliding acrobatic competition so er actually I am not professional pilot but er I didn't have any degree but was really good experienced for me.

S01-T2

(R) What are the most beautiful places in Isparta? Maybe one two three.

(S01) alright, the firstly I think most beautiful place in Isparta is Davraz is mountain, it's very beautiful and very famous ski center in Turkey, er very smooth and always er getting snow and you can have chance to ski or snowboarding there and even if er you don't skiing er you can go there for a picnic, it's very beautiful place er and you are you are in the nature it's really er relaxing, yea and people em feel it themselves there relaxed and comfortable,

I like being there. Secondly you know I don't know if you know or not Chay Boyuk it's err name of the neighbor and er south of Isparta it's a very long street there is a park and I'm I like that because I am going there for walking I am spending my time there er I'm sometimes I'm running in the good weather er always families going there and some couples

(R) Near Tabi park? Tabi Park? Tamam.

(S01) it's a

(R) South

(S01) south, south part, er very good and around this way er there are a lot of building and mostly rich people staying there, so it's out looking is also good and yea it's one of two most famous place in Isparta for me

(R) What's your opinion about Suleiman Demeril University? Just think about it.

(S01) do do do I need to write

(R) Yes, because I wanted to figure the good things before you answer me.

(S01) ok, ok these are the good things for me, its er the first of all is Suleiman Demeril University one of the well-known university in Turkey and er everyone knows its quality so I am happy to be here because er we have here very quality and well-educated teachers er there is the most important point for me er because we are coming here from another cities so I believe I believe we are getting a good education here and er our possibilities and opportunities is very much er we are a good university for example er we are go in library we have very big library is a very efficient and er we can find whatever we want we can read, er and also sport area is very good for the student we can count these are the good things for this university

S02-T1

(R) What are your plans for the future?

(S02) er like job, when I finish university I want to do my master and I want to do my doctorate and become a teacher in university, like our teachers and later get married and have kids.

(R) Any other plans? Do you want to travel or...

(S02) yes of course I want to travel the world, but first I want to do masters out of Turkey like maybe in England or United states.

(R) What did you do yesterday?

(S02) yesterday I have lessons I was in the school, I have lessons with Professor Philip and (unclear),

(R) After you finished?

(S02) after I finish I went home I coke er I ate then I watch a football match "beşiktaş" er "tottenham's" match then I slep, I didn't study.

(R) Is your normal day, every day you do like this or?

(S02) yes every day, but if I have homework of course I have to do it before I watch anything else.

(R) What are the good things that you have experiences in your life so far? Something special?

(S02) well I cannot really remember something special but I guess I went to England two summers ago thits for a month that was special for me but no other special day. I cannot remember.

S02-T2

(R) What are the most beautiful places in Isparta?

(S02) in Isparta?

(R) In Isparta, yes? You can, you can just write down remember something.

(S02) actually I don't really like Isparta so I can say the city center is the only place says that are nice, because the city center has some shops or cafes that we can go and sit and drink something and Egirder is a touristic place there is a lake there so those are the only beautiful places.

(R) What's your opinion about Suleiman Demeril University?

(S02) I like Suleiman...

(R) You can write down some notes, good things bad things.

(S02) do I have to?

(R) Yes.

(S02) hh, ok so

(R) No just two or three words, two good things two bad things.

(S02) ok, actual there is not much bad things are we compare Sulaiman Demerel with Akdeniz University the only bad thing is that like Akdeniz university, it so big it so nice and new but Sulaiman Demerel is old, they didn't do any renovation to the buildings so the university looks bad and there is nothing inside that like any restaurants or any other places we can go like in Akdeniz University there are the shops that you can go like in Isparta city center they have inside

(R) Inside

(S02) Akdeniz University that city center, exactly. The good things is that er town is so small Isparta city so small so communication to university is so good and the I don't know the other departments but for our department the education is really good our teacher teachers are so good they'r all well-educated they all studied in foreign countries and in good universities that's what I like.

S03-T1

(R) What are your plans for the future?

(S03) when I was a child er I planned to be an English teacher er I was only ten years old right now er anything er anything changes er I still er will be teacher in the future er high school teacher

(R) You love teaching?

(S03) I love teaching mm but er sometimes er maybe one student er cannot easily er understand me er it's er it will be difficult for me.

(R) What about other plans?

(S03) other plans, marriage {merig} hhh.

(R) You want to travel, planning to settle down here?

(S03) I don't wanna live in Isparta, er I wanna live in "Kojela" "Izmit" er near to Istanbul er because of my family and my relatives, that's all.

(R) What did you do yesterday?

(S03) yesterday mm I work in school in part time er I'll translate in (unclear) in to English from Turkish to English, all the time er I am here and then er I stay in dormitory mm.....

(R) You eat at home or go resturants?

(S03) in dormitory

(R) You don't go usually for shopping, "Iyash park"

"charsha"?

(S03) I love shopping but er Isparta is limited for eats em (unclear) so boring

(R) What are the good things that you have experiences in your life so far?

(S03) good things, passing the exam university exam because em when I prepared er exam er my mother er was ill er about cancer er she was in er hospital er for a long time although er she er I passed the exam and I am here.

(R) And she is good now? She is well?

(S03) yes well

S03-T2

(R) What are the most beautiful places you see in Isparta? Before you answer you can write some notes.

(S03) "lokanyo"

(R) In Isparta?

(S03) in Isparta yes, and "Anazmana"

(R) What do you think of Suleiman Demeril University?

(S03) I start the good things, er we have well educated teacher er like "Rezive Hoja" and "Shule Huja" "Betula" etcetera, and er Suleiman Demeril University er has er very social activities all the time conference er and congress er do you know "Noam Chomsky", em on the other hands er bad things er the campus has no plan for example er when the people er come er to the hospital em all of them er are er in in the campus er near the near the student all of the people and it is wrong city er I think er Suleiman Demeril University may be in big city like Istanbul Izmer because er it is so good university but wrong city..