TAHMİN VE METAKOGNİTİF BİLGİ

GUESSING AND
METACOGNITIVE KNOWLEDGE

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TAHMİN ETME VE METAKOGNİTİF BİLGİ

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Bu çalışmanın amacı, on lise öğrencisinin okuma metinlerinde kelime anlamlarını tahmin ederken kullandıkları stratejileri, bunları nasıl kullandıklarını ve daha da önemlisi strateji kullanımında ve de tahmin konusunda bir dil öğrenicisi olarak ne kadar bilinçli hareket edip etmediklerini araştırmaktır.

Çalışmaya Bahçeşehir Atatürk Lisesi'nden, başlangıç seviyesindeki beş öğrenci ile orta seviyedeki beş öğrenci katılmıştır.

Çalışmadan elde edilen bilgiler, üç değişik araştırma metodunun birlikte kullanılmasıyla oluşturulmuştur.

1. Sesli düşünme metodu (TAP)

2. Retrospektif metodu (RS)

3. Görüşme metodu

Asıl strateji kullanımı ile ilgili bilgiler sesli düşünme ve retrospektif metodlarının uygulanmasıyla elde edildi. On katılımcıdan araştırmacı tarafından seçilen iki okuma parçasındaki bilinmeyen kelimeler için tahminleri istendi. Daha sonra ilk metodu destekleyici olması amacıyla her bir kelime için yapılan tahminler dikkate alınarak retrospektif yöntemi uygulandı. En son olarak da katılımcıların tahmin konusunda bilgi ve birikimlerini ortaya koyan görüşme metodu uygulandı. Bu metod uygulanırken sorulan bir takım sorularla,

öğrencilerin bu konudaki bilgi, birikim ve düşünceleri, bu bilgi, birikim ve düşüncelerinde bilinçli olup olmadıkları, yaptıkları ile düşündükleri arasında örtüşme olup olmadığı sorgulanmıştır.

Çalışmanın sonunda sesli düşünme ve retrospektif uygulamalarının analizinden farklı seviyelerdeki katılımcıları içine alan iki grup arasında kullandıkları strateji tipleri, bunları kullanım sıklıkları açısından çok büyük olmasa da bazı farklılıklar gözlemlenmiştir. Ama asıl fark, tahmin etme konusunda bildiklerinden çok bu stratejinin uygulayımı noktasındadır. Çoğu zaman katılımcıların tahmin etme konusundaki isteklilikleri, kendilerine güven ve onların, kendi öğrenme eylemleri üzerinde kontrol oluşturabilecekleri bir bilinçlilikle desteklenememiştir. Bu bilincin ve kendine güvenin eksikliği onların tahmin etme konusundaki bilgi ve uygulamalarındaki kontrollerini olumsuz etkilemektedir.

ABSTRACT

The purpose of this study is to investigate guessing abilities of ten high-school learners in the reading texts, the strategies they used to guess the word meaning, knowing how they guess (what guessing strategies do they use and how?) and the more important point is the students' awareness to use these strategies effectively and their own knowledge about their own guessing (whether they are aware of the guessing strategies they used and their own guessing processes).

The participants were five beginning and five upper intermediate level students from Bahçeşehir High School.

Three sets of verbal data were collected from the participants. The data were collected through the use of mentalistic research methods :

1. Individual Think-Aloud Protocols (TAP)
2. Retropective Sessions (RS)
3. Self -Report Interviews.

TAPs and RSs were used to have data on actual strategy use. Ten participants at different levels were wanted to guess the unknown words in two reading texts which the researcher had chosen, by the use of think-aloud method. Then the other method (RS) was used by taking into consideration of each guess for each unknown words as a supporting way for the first method, think-aloud. As a last step, self-report interviews provided information about the participants' knowledge of their own guessing process. By asking the questions in the view of general topic, the data was collected about the methods they used for unknown words in reading texts, their awareness for what they did and thought about guessing and how much there is an agreement or disagreement between what they did in the study and what they thought.

The results from the analyses of TAP and RS transcriptions showed that the participants at different levels used some guessing strategies in reading although there were small differences in terms of the strategy types and the frequency of the strategies used but the main difference was how the guessing strategy was used effectively in practice rather than what they knew about guessing. Moreover, most time the willingness in their use couldn't be supported with self-confidence and necessity or awareness of strategy use. The lack of self-confidence and awareness caused the loss of control in their language knowledge and use.

JÜRİ VE ENSTİTÜ ONAYI

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

1.1.1 Why is Reading so Important:

In order to better understand the aim of the study and the importance of the main topic in this study, such a question may be asked at the beginning:

Is reading essential in language learning or what is the importance of reading in second language (L2) learning and teaching?

Reading is of foremost importance in context where English is taught as a foreign language including high schools where extensive use of materials written in English is required. Reading as a skill is considered as essential for better comprehension in regard with readers' approach a text effectively and making sense of what they read.

Why are some learners or specifically, some readers more successful than others?

As in Nuttall's work (1989) students are usually trapped in the vicious circle shown in the figure 1.

| Doesn't read much | | Doesn't understand |
| Doesn't enjoy reading | | Reads slowly |
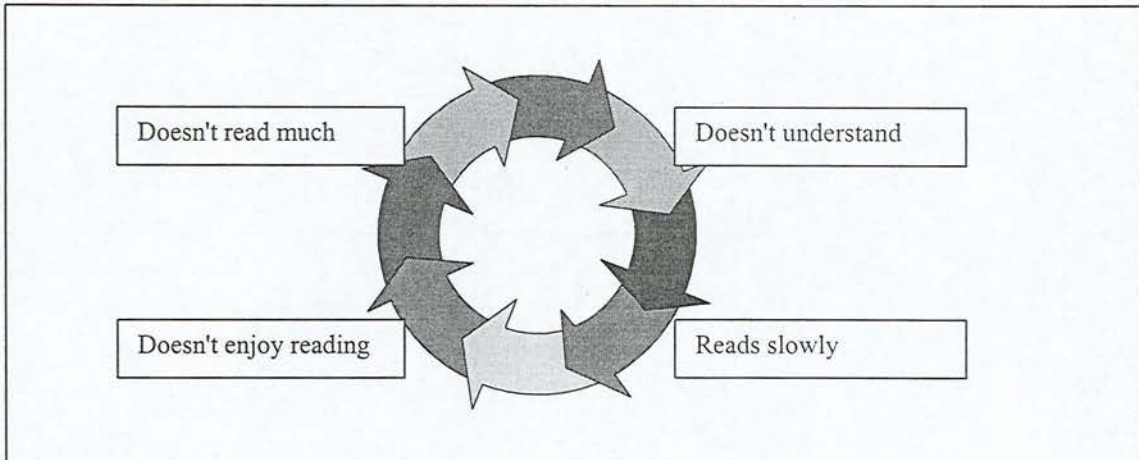
Figure: 1

It doesn't matter where reader enters the circle. A slow reader is seldom able to develop much interest in what he reads, let alone enjoyment. Since he gets no pleasure from it, he reads as little as possible. He continues to find it difficult to understand what he reads, so his reading rate does not increase. He remains a slow reader and so on. The fact is that students tend to give up reading unless they are good at this skill. How do they succeed in being good readers then?

The reason for being more successful readers is that some of them HAVE LEARNED HOW TO LEARN or READ. They have acquired the learning strategies, the knowledge about learning and the attitudes that enable them to use these skills and knowledge confidently, flexibly, appropriately and independently of a teacher. Thus, effective use of strategies to improve their reading skill dealing with monitoring their comprehension, distinguishing between important information and details as they read, being able to use clues in the text to anticipate information and to relate new information with information already stated.

The use of strategies in reading, in other words, strategic reading is the use of knowledge consciously to meet the demands of different reading tasks by developing flexibility in choosing appropriate strategy. Strategic reading is regarded as fundamental to monitor and improve comprehension and as a prime characteristic of good readers.

In the reading process when it is successful, there is active participation of the reader to get the most out of the reading text by using the appropriate strategies (Smith, 1976; Goodman in Carrell, Devine and Eskey, 1988).

We know that efficient readers are the ones who are aware of the nature of reading and of their own reading strategies. Less successful learners may choose an inefficient strategy or may be unaware of the need to use a strategy. Students need this awareness to be able to better control their reading processes.

All the important study skills require quick, efficient and imaginative reading. Efficient reading requires the use of various problem-solving skills. For example it is impossible for someone to know the exact meaning of every word he or she reads, but by developing his or her guessing ability, he or she will be able to understand enough to arrive at the total meaning of a sentence, paragraph, or essay. Krashen, Pitts and White (1989) found out that second language learners of English were able to understand the meanings of unknown words through reading. Guessing words from the context is described as one of the strategies (or skill) learners use in order to comprehend the message in the text (Bruton, Samuda, 1981) and build vocabulary (Laufer, 1990, Nation, 1990). Of course the competent reader uses not only one skill but many. He or she uses the precise meaning of familiar words used from the context and infer the meaning of unfamiliar words from contextual or internal clues without reference to a dictionary in addition to the lexical meaning of the words he reads and the relationships between them, which are signalled by grammatical means. He looks straight through the words to the meaning.

1.1.2 The Vocabulary Problem:

In the literature on reading in a second language, several studies show that vocabulary knowledge is essential for reading comprehension. Nation and Coady (1988) pointed out that " vocabulary was the most important and had the strongest effect on reading " (p. 98). There are more than 500,000 English

words but experts estimate that average well educated speakers use of fewer than 30,000 of them. Somebody may expect that any one of more than 470,000 words that are unfamiliar to him or her may suddenly appear in books, texts and other materials he or she reads. Reader must be able to identify quickly and accurately the meanings of most of these words so that he or she can understand fully what he or she reads.

Poor L2 readers usually have difficulty in comprehending the text due to the unknown words that appear in the text . Many studies have been designed to address the question of how language learners build their vocabulary. The number of words that most people know is probably enormous. Native speakers know a great deal about words, in terms of both their contexts of use and their exact range of meaning. But, for a language learner who pulls out his dictionary each time he encounters a new word while reading is so difficult.. What is the way to figure out the meaning of new words ? How can learners of a second language build up such a large and complicated structure in few years, even semesters?

1.1.3 The Strategies for Vocabulary Problem - Guessing and Use of a Dictionary

Researchers and teachers of English have been interested in vocabulary acquisition and reading comprehension of students for many years. The results in those studies strongly suggest that vocabulary is learned better through reading rather than through isolated vocabulary learning (Judd, 1978; Knight, 1994; Krashen , Pitts&White, 1989; Stieglitz, 1983). When students of English as a foreign language are often confronted with several new words that they need to know, it seems reasonable to encourage them to make use of all possible strategies .Guessing the meaning from the context is one of the strategies students can use in order to comprehend what they read.

Many theoreticians and educators discourage dictionary use, supporting the idea that it is better for students to guess the meaning of unknown words in order to convey the overall meaning of the text. Students are generally

encouraged to guess the meaning of unknown words within the context in order to comprehend better and even learn vocabulary incidentally instead of looking words up in a dictionary.

1.1.4 The Reality and Reasons (Dealing with Which Way Learners Have Chosen)

However, it has been observed that both beginning and upper intermediate level students tend to use dictionaries when they meet any words that they have not yet learned. When they are told to guess the meaning from the context they mostly say that they have difficulties in guessing and that they do not know what they should do to guess an unfamiliar word in the context. But why do college or high school students lack such skills even after years of schooling? Many people fail to make much progress in such a valuable skill, reading including guessing. WHY?

They are not aware of the effectiveness of these suggested strategies because they aren't very knowledgeable about guessing words in context strategies. The teachers always suggest that they should guess some of the unknown words in reading passages, but they have never explained how they could do guessing. They seem to teach their students grammar, reading and writing skills, they will build their vocabularies on their own as they engage in other activities.

Schallert and Kleiman (1979) offer the explanation that the comprehension-monitoring function is one that teachers typically perform for their students. Teachers are very often much more active in the learning process than are students. These teaching behaviours do not necessarily help the students gain independence by developing effective comprehension-monitoring strategies of their own. Successful students learn to adopt active strategies for themselves, incorporating monitoring behaviours into their repertoire of learning skills. When monitoring their attempts to learn, learners turn into or become aware of 'on-line' difficulties in processing. Having become aware of a problem, learners assess their knowledge and skills to seek the

cause . Less successful students rely on teachers for this function . This is why students encounter difficulty in college , where most instructors do not have the time or desire to serve this purpose for students who, by this time are presumed to be independent learners.

1.2 Purpose of the Study:

Learner strategies and the specific ways readers use for different tasks play a major role in the process of learning and so are becoming central issues to language teaching. The general aim of the study is related to learner training, the specific aim of the study is related to guessing, one of the strategies in reading. The purpose of this study was to explore the variety of the ways or specific strategies to guess word meanings from context in reading process and the students' knowledge and attitudes about their own language learning process. In other words their awareness/knowledge and control of the cognitive processes involved in guessing.

Every teacher has encountered students who seem to learn very little although they are intelligent and adequately exposed to apparently useful and meaningful material. Such instances of non-learning are attributed to a number of possible causes: The student may be disoriented by the formal learning situation or by Anglo-Saxon cultural assumptions in general ; there may be a clash of the student's personality with the teaching approach; the material may be perceived to be irrelevant; the student may be under excessive emotional stress; he may have poor language aptitude; and so on.

Another common way of stating the cause in many of these cases is to say that the student uses inadequate or inappropriate learning strategies. It is now clear that learners could benefit greatly in the long run if a substantial proportion of the formal learning time available were given over to training students in ways of learning for themselves. Given the opportunities for

exposure to English which lie all around them it would be wise to help learners develop their ability to take advantage of those resources for their own learning purposes.

One of the main issues we are concerned with is the researches after 70's, and by the way an autonomous learner who has become an important figure in teaching process last ten years. Although only one topic (vocabulary problem in reading and guessing as a strategy) is our main interest in this study, it has been known that there is a necessity for studies dealing with this kind of student due to a lot of problems of language learning in class situation and outside as well.

What kind of a student is he or she in Turkey? Is there any difference between the kind of student we have now in fact and the kind of student we want to have. If any, what is the main problem?

Although there are few studies done to investigate the strategies in learning for Turkish EFL students at university, no research has been conducted for Turkish high school students.

The problems which are stated, experienced and observed have motivated me to examine the studies done to investigate guessing strategies (in reading) used by different level of English Foreign Language (EFL) students.

1.3 Research Questions

These objectives led me to investigate the following questions:

1. What strategies do readers use for guessing the meaning of unknown words in a context?

2. Are there any differences in the guessing strategy use between the students at different levels?

3. What thing(s) affect their use of guessing strategies?

4. Are they aware of their learning and guessing strategy use?

1.4. Limitations of the Study

There is no doubt that each study offer some insights into reading strategies but this study is limited by the similar factors as in many studies mentioned.

This study suffers from the limitations such as sample size, the type of the school, the limitations and difficulties of think-aloud (E.g. the participants are not exposed to such a procedure in their normal classroom activities) , the number of the participants, finding participants with the same level of proficiency. The number of the subjects is low; limited to 10 .It has been known well that a large-scale and detailed study involving enough participants to have statistical significance needs financial resources and time (considering each session lasted from 45 to 60 minutes; they were transcribed in approximately 30 hours). Such use of a small sample of subjects like this limits the generality of the results of the study . Also, participant profiles (age, school, etc.) are specific. Because of all these limitations, the findings of the study should be viewed in light of the characteristics of the study sample.

In the first chapter, the purpose of the study as well as the statement of the problem, the research questions to be addressed in the study and limitations of the study have been stated . Having identified the focus of the study, in the next chapter, the relevant literature will be reviewed in relation to the focus and the purpose of the study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Interest in learners' strategies reflects the radical change in scientific thinking on the nature of the human mind. Wenden and Rubin (1987) outline some of the historical developments which made this change so significant and some of the theoretical concerns in several disciplines which led to it. One of these important changes was that the learner environment equation tilted in favour of the learner. Learners were no longer viewed as passive organisms responding to environmental influences but they were considered as acting upon the environment and through this action defining it. Secondly, this changed view opened up new avenues of research and the 1970's saw an increasing number of studies on learners' strategic action.

Since the early 1970's, the research on learner strategies in second language learning has been inspired by trends in the field of cognitive psychology and language teaching practices have become increasingly LEARNER CENTERED, influenced by insights from humanist and cognitive psychology. At this point it should be mentioned two theories; the cognitive and the interactive theory including the active participation of learners and their use of strategies.

The early efforts to identify learning strategies focused on "the good language learner" (Rubin, 1975) and suggested that by knowing about the strategies successful learners use to learn a language, procedures could be established to train less successful learners to use these.

An impressive body of knowledge about the development of acquisition strategies of knowledge was collected together with information on how learners controlled their use of strategies. Earlier studies focused on memory strategies used by small children and later studies investigated how older learners approached the studying of text, writing and scientific reasoning. Mc Laughlin (1987) presents the main concepts of cognitive theory. O' Malley and Chamot (1990) outline some applications of cognitive theory to second language acquisition. Chamot's complete taxonomy includes a listing of both cognitive and meatcognitive strategies. Training studies conducted during this time also showed convincingly that less productive learners could be trained to use strategies with a consequent improvement their task performance.

2.1.1. Cognitive Theory and Interactive Theory:

In the view of cognitive theory of foreign language learning the second language system is "created". It is built upon subsystems and units through an active cognitive process. It would depend on active participation of the learner (Bialystok, 1978). In other words cognitive theory explains second language learning as a continuous process which requires the active participation of the learner as in the interactive theory of reading. In the interactive theory, the view of reading as an interactive process between the reader and the text (Goodman, 1968) and the reader as an active participant in this process who seeks meaning purposefully to reconstruct a massage from the text has also become a part of second language reading theory (Bernhardt, 1991). Comprehending a text is an interactive process between the reader's background knowledge and the text (Carrell&Eisterhold, 1988). In this view, reading involves interaction between old and new information with the former referring to the reader's knowledge already stored in memory, the latter to the information presented in the text. In these two theories there has been an agreement for which the learners use various strategies in this active participation.

Learners who have been able to develop effective strategies will be able to continue their learning on their own once they leave the classroom and once the teacher is not around directing and helping them with input. The strategy described deals with one aspect of creative language learning which the learners use when faced with an unfamiliar item or structure.

2.1.2. What Is Strategy?

In order to talk about learning and using strategies the word "strategy" should be defined. Researchers have not been able to come to a consensus regarding what a strategy is. This is reflected in the literature where strategies are referred to as "techniques, tactics, potentially conscious plans , consciously employed operations, learning skills, basic skills, functional skills, cognitive abilities, problem solving procedures and language learning behaviours" (Wenden, 1987). The use of the term "strategy" often implies good or successful techniques readers employ to manage their interactions with a text in some pedagogical circles (Barnett, 1989). Weinstein and Mayer (1986) define strategies as activities or behaviours used to influence the cognitive processes such as selection, acquisition, construction and integration. O'Malley and Chamot (1990) defined strategies as "the special thoughts or behaviours that individuals use to help them comprehend, learn or retain new information".

In this paper we have considered with the other definition of strategies: "the mental operations involved when readers purposefully approach a text to make sense of what they read" and it has been referred to either successful or unsuccessful techniques as the aim of this paper.

2.1.3 Learner Autonomy:

The cognitive approach recommend learner autonomy. Learner autonomy can be defined as willingness to take responsibility for one's learning and confidence in one's ability as a learner. In other words, these are two attitudes that are crucial to learner autonomy. Autonomous learners are willing to take on the responsibility for their learning because they see themselves as

having a crucial role in their language learning. Autonomous learners are self-confident learners because they believe in their ability to learn and to self-direct or manage their learning. Earlier literature on autonomy in language learning notes the importance of these two basic attitudes and stresses the need for psychological preparation for autonomy. According to this literature, psychological preparation means helping learners become willing to take responsibility for their learning. For learner autonomy it is essential for the learners to become aware of the learning processes they are involved in and capable of judging the effectiveness of the creative strategies they have developed.

2.1.4. Metacognitive Knowledge & Some Findings About Metacognitive Knowledge:

The knowledge who autonomous learners have is called metacognitive knowledge. The effectiveness of using learning strategies for learner autonomy has been supported by studies of L2 learners. John Flavell's work on metacognitive knowledge, a cognitive psychologist , has had a strong influence on the field. The nation of metacognition and its role in the monitoring of cognitive activity is outlined in his first article (1979). He describes metacognitive knowledge as the segment of your (a child's, an adult's) stored world knowledge that has to do with people as cognitive creatures and with their diverse cognitive tasks, goals, actions and experiences. In other words, in a broad sense , metacognitive knowledge includes all facts learners acquire about their own cognitive processes as they are applied and used to gain knowledge and acquire skills in varied situations. In the case of language learners, it includes beliefs , insights and concepts that they have acquired about language and language learning process. In his writings Flavell describes three kinds of metacognitive knowledge (in his second article; Flavell, 1981): person knowledge, strategic knowledge and task knowledge. First, person knowledge is general knowledge that learners may have about the laws of human learning . That is, how does learning take place? What inhibits human learning? Person knowledge also includes what learners know about themselves as learners.

Strategic knowledge is the stored knowledge that learners have about strategies. Task knowledge refers to what learners need to know about the procedures that constitute these tasks to accomplish them successfully.

Bialystok and Ryan (1985) use the nations of metacognitive knowledge and metacognitive strategies to offer an explanation of the nature and development of language proficiency, specifically in the area of conversation , literacy and metalinguistic tasks. Wenden's review article (1987) illustrates and describes metacognitive knowledge and skills with references to some of the related second-language learning research. Breen's article (1987) on learner contributions to the task design analyzes various facets of task knowledge from the perspective of language learners. What has been suggested by Baker and Brown (1984) is that the difference between good readers and poor readers is not only the use of the specific strategies they employ but also the overall approach to the text. Metacognition consists of knowledge, the awareness of the strategies needed for successful performance and self-regulation, the effective use of these strategies.

2.1.5. Some Findings about Learning Strategies:

Some researchers started to study these special strategies used by good language learners so that other learners who were not aware of these strategies could use these strategies and consequently become good language learners (O' Malley & Chamot , 1990). O' Malley and Chamot were the pioneers in this field and after their research different definitions for learning strategies and different strategies were offered. Learning strategies were grouped under three categories on the level or the type of processing involved: metacognitive strategies, cognitive strategies, and social / affective strategies. Metacognitive strategies or regulatory skills or self-management strategies are utilised by learners to oversee and manage their learning . Metacognitive strategies involve planning for, monitoring, and evaluating the success of a learning activity (O'Malley and Chamot, 1990). In the methodological literature they are referred to as the skills of self-directed learning. (Holec, 1981). Social / affective

strategies involve " either interaction with another person or ideational control over affect " (O'Malley and Chamot, 1990, p. 44). Cognitive strategies of learning are mental steps or operations that learners use to process both linguistic and sociolinguistic content. They operate on the incoming information by manipulating it to increase learning. Guessing words-in-context strategies are considered as a kind of cognitive strategies, called inference (cited in Brown , 1994). Weinstein and Mayer (1986) grouped these strategies under three broad headings; rehearsal, organisation and elaboration processes. Elaboration processes include strategies such as summarising, deduction, transfer, elaboration and inference (using information in texts to guess meanings of linguistic items). When it has been concerned with inference; Three categories of inferences based on three types of information used in the field of foreign language teaching .

1. Intra-lingual inferences: It contains inferences based on the learner's knowledge of the target language.

2. Inter-lingual inferences: It includes inferences based on the relationship of the unknown item to other languages.

3. Extra-lingual inferences: They are formed on the basis of the content of the message.

2.1.6. The Use of Strategy in Reading:

The findings show that appropriate use of learning strategies leads to improvement in proficiency or achievement overall or in specific skill improvement (Oxford, 1993, p. 178). One of them is reading.

Basic to reading is the derivation of meaning from the author's symbols, as such meaning relates to the background of experience of the reader, the reaction of the reader to this meaning and the integration of the meaning with what the reader already knows about the subject.

Research on reading in a second language and efforts to improve second language reading instruction have grown remarkably in the past quarter

century, particularly in the last 10 years . These transitions and changes have been both in theory and in practice. In the mid-to late 1960's , reading was seen as little more than a reinforcement for oral language instruction. Under the influence of audiolingualism, most efforts to "teach" reading were centred on the use of reading to examine grammar and vocabulary or to practice pronunciation. Through the early to mid-1970's, a number of researchers and teacher trainers argued for the greater importance of reading. By the mid-to late 1970's, many researchers began to argue for a theory of reading based on some works.

The research and persuasive arguments evolved into a psycholinguistic model of reading. It was proposed that reading is not primarily a process of picking up information from the page in a letter-by-letter, word-by-word manner. Reading is a selective process since it did not seem likely that fluent readers had the time to look at all the words on the page and still read at a rapid rate. It made sense that good readers used knowledge they brought to the reading then read by predicting information, sampling the text and confirming the prediction.

Clarke and Silberstein (1977) outlined implications for instruction which could be drawn from a psycholinguistic model of reading. Reading was characterised as an active process of comprehending and students needed to be taught strategies to read more efficiently (e.g. guess from context, define expectations, make inferences about the text, skim ahead to fill in the context etc.) For teachers, the goal of reading instruction was to provide students with a range of effective approaches to texts-including helping students define goals and strategies for reading, to use pre-reading activities to enhance conceptual readiness and to provide students strategies to deal with difficult syntax, vocabulary and organisational structure.

Coady (1979) reinterpreted the psycholinguistic model into a model more specifically suited to second language learners. Coady argued that a conceptualisation of the reading process requires three components : process strategies , background knowledge and conceptual abilities . Beginning readers

focus on process strategies (e.g. word identification), whereas more proficient readers shift attention to more abstract conceptual abilities and make better use of background knowledge, using only as much textual information as needed for conforming and predicting the information in the text. His implications for teaching are similar to those of Clarke and Silberstein (1977).

While the 1970s was a time of transition from one dominant view of reading to another, the 1980s was a decade in which much ESL reading theory and practice extended the earlier perspectives on reading.

Block's reading strategies fall into two categories: General or local strategies (Block 1986:471-2). General strategies "include comprehension-gathering and comprehension monitoring strategies" and local strategies "deal with attempts to understand specific linguistic units". Effective reading strategies are generally categorised into two levels to liken this difference between them by using different titles such as word-related and meaning-line strategies or sentence-level and word level strategies or top-down and bottom-up strategies or text-level and word-level strategies. According to Barnett (1988), reading strategies are defined in the literature as "mental operations involved when readers approach a text effectively and make sense of what they read" (Barnett, 1988, p.150) and the text-level or top-down strategies refer to those strategies that are related to the reading passage as a whole or to large parts of the passage. These include strategies such as considering background knowledge, predicting, using titles and illustrations to understand, reading with a purpose, skimming and scanning. Some of the word-level strategies include using context to guess word meanings, identifying the grammatical category of words, following reference words and recognising meanings through word families and formation.

Hosenfeld (1992) used think-aloud and introspective / retrospective research methods in her three studies to identify the strategies used by successful and unsuccessful readers . She found that good readers read in broad phrases, identify the grammatical category of words, examine any illustrations, read the title and make inferences from it, use orthographic

information (e.g. capitalisation), refer to side gloss, use a dictionary as a last resort, look up words correctly, continue if unsuccessful at decoding a word or phrase, recognise cognates, use their knowledge of the world and evaluate their guesses. One of the strategies used by high scorers was to guess from context the meaning of unknown words.

2.1.7. Reading Strategies:

For many years it has been a question whether reading is a bottom-up, language based process (refers to the information obtained by means of bottom-up decoding of letters ,words , phrases , sentences and cohesive ties.) or a top-down, knowledge-based process. It is now accepted by L2 reading researches that top-down and bottom-up processes should work interactively for successful reading (Carrell, 1988; Grabe 91). Successful reading involves an interaction between top-down and bottom-up processing rather than reliance on either one alone. In interactive approach, reading can be defined as an interactive process between the reader and the text and the reader as an active participant in this process who seeks meaning purposefully. There is an active participation of the reader to get the most out of the reading text by using the appropriate strategies when it is successful. Reading strategies refer to the mental operations involved when readers approach a text effectively and make sense of what they read (Barnett, 1988, p. 150). It is claimed that readers use the strategies on two levels:

1. Text-level Strategies: They are related to the reading passage as a whole or to the large parts of the passage. (Activating general knowledge, scanning, skimming, etc).

2. Word-level Strategies: Using context or cognates to guess word meanings, identifying grammatical categories of words, using reference words to guess meaning.

We now also appreciate the influence of background knowledge on L2 readers. And furthermore, we believe that readers actively control this hidden

process, and that this control (commonly called metacognition) directly affects their ability to understand and to learn from text.

2.1.8. Guessing as a strategy:

Guessing strategies are used to comprehend the overall meaning in a reading text . It is not possible to know every single word in a reading passage and when EFL or ESL students do not need to understand every single word but need to figure out the overall meaning of the text or even a specific idea in the text. It is expected that their teachers have to teach the unknown words or the students themselves get to the meanings of these words by looking up a dictionary or guessing . Guessing is related to fast reading and increase reading speed, strengthen comprehension although it is not necessarily lead to recall.

2.1.9. What Should a Learner Do and What Should Be Done For a Learner?

Students should know about the reading context and effective strategies. It has been suggested by researchers that teaching readers how to use the strategies should be the prime consideration in a reading classroom and the learners also need to be taught how to determine their success in their use of strategies. Strategic reading (SR) is not only a matter of knowing what strategy to use but also that the reader must know how to use a strategy successfully and orchestrate its use with other strategies. SR as the flexible, adaptable and conscious use of knowledge about reading to remove blockages to meaning, operates within the realm of metacognitive awareness (the knowledge and the active monitoring of one's own cognitive processes). Readers active control of the reading process directly affects their comprehension. This control, often referred to as metacognition, includes the knowledge or awareness that certain cognitive strategies will be useful. Thus the failure of a reader who has an appropriate repertoire of cognitive strategies to complete a reading task effectively is very likely to result from metacognitive awareness and control.

As this is pointed out by Victori and Lockhart (1995) "one of the premises of any self-directed program, ... should be that of enhancing students' metacognition to prepare them for approaching their own learning autonomy" (p. 223). If learner autonomous, as defined in the literature, is the ability to take responsibility for one's learning , then learner training should help the learner develop " a self-directed approach whereby he can eventually set his own needs and objectives ; choose materials and resources in accordance with his goals ; and monitor and evaluate his own progress over time ..." (p. 223).

2.2 The Ways To Collect Information About Students' Learning and The Methods Used in This study:

There are different ways to get information on students' learning processes. To collect information on how students approach a learning task, a teacher may observe them as they perform a task or have them describe what they do. This second way is called self-report. In think-aloud procedures by O'Malley and Chamot (1990) it has been reported that the successful learners can easily explain the strategies and the reasons why they employ them. Self-reports may be tied to a task, i.e. students report on what they do WHILE they perform a particular task or just after. Introspective self-reports is to assign a task and have them tell the teacher what they are thinking as they are completing the task. It means that students can be asked to THINK ALOUD or INTROSPECT , orally reporting to a listener or into a tape recorder or writing down what they are thinking while doing a task. Thinking aloud as a means to observe learning strategies require the learner verbalise his or her thoughts while doing a task without trying to control .

Some researchers had students think aloud as they processed pieces of text while Scardamilia and Bereiter (1984) had students think aloud while they planned a composition . As students complete the task , they verbalise their thought processes , so there is no separation in time between the report and the task. Introspective self-reports are often collected with one student at a time.

As the other way to get information on students' learning processes , they can also be asked to think back or retrospect on their language learning and to write about it. Retrospective self-reports vary in the extent to which they limit what a student may say. The types of retrospective self-reports :

1 . Open-ended reports

2 . Semi-structured interviews

3 . Structured questionnaires

Retrospective reports can also be a source of insight on a learner's attitudes towards autonomous learning . Often it is necessary to infer this information as learners will not explicitly refer to their feelings about learning independently.

Many researchers have described and used these methods to collect information on students' learning processes. For example ; Wenden (1985) shows how the semi-structured interview can be used to collect information on students' learning processes during a teacher conference. Chamot (1987); Horowitz (1987), Block (1986, 1992), and Cohen & Hosenfeld (1981) are some of these researchers who used and studied about these methods. Cohen (1987) classifies these research techniques into three groups.

In our study three methods are used:

A. Think-aloud: Participants verbalise their thought processes for each nonsense word in Turkish so that they can describe more strategies. The question is asked to keep talking: What are you thinking now?

B. Retrospective session: It is a mentalistic research method in which learners report or provide information on specific language behaviours after the event (they have performed the reading task) - while the information is still in short term memory. The following questions can be asked:

   - What came into your mind first when you saw this word?

   - You made along pause at this point. Do you remember what you were thinking of ?

   - What led you to suggest this meaning of the word?

C. Self report: Self-report consists of open-ended questions designed to elicit data on the reader's metacognitive knowledge (including beliefs, perceptions and concepts that they have acquired about reading in a foreign language and the reading process - learners describe what they generally do).

CHAPTER 3

INTRODUCTION

3.1 Introduction

This study is undertaken to investigate reader's comprehension processing behaviours in the meaning construction process, metacognitive abilities of high school English learners, particularly their level of awareness about how they read and the strategies they use to comprehend a text (to guess a word).

This study is a study to describe the guessing word-in-a context strategies used by the beginning and upper-int. Levels EFL students at Bahçeşehir High School, İstanbul, Turkey.

This research on guessing strategies will be reviewed and the relationship between guessing strategies and the learner autonomy will be established.

3.2 Research Design

The data will be collected through Individual Think-Aloud Protocols (TAPs) and Retrospective Sessions (RSs). These techniques have been used by many researchers who try to investigate learning strategies of learners. In the TAPs, the participants are told to think aloud while they are guessing the words. In the RSs, the participants later report what helped them in their guessing.

What we will do is to take a text and substitute a nonsense word for every word outside the vocabulary. The nonsense words are made up with suffixes and prefixes in English so that these words look like parts of speech. For the warm-up sessions one, for TAP (It is a mentalistic research method in which learners verbalise their thoughts while working on a task) one reading texts are prepared in the same way. The texts are selected on the basis of STATISTICAL SUMMARY RESULTS which display the readibility and information on the structure of the paragraphs, sentences and words in the reading text. This statistical summary information is obtained through a word processing program called MS WORD.

3.2.1 The Steps of The Study:

1) Firstly , each participant is given a short questionnaire on their educational background.

2) Warm-up sessions for TAP are conducted with the students (Participants listen to a TAP segment of a sample in Turkish from tape),

3) TAPs are conducted,

4) Retrospective self-observations (RS) are conducted with every student individually,

5) The recorded TAPs and RSs are transcribed for each participant. (The analysis rules of TAP & RS transcriptions have been listed in Appendix 6).

6) A detailed list or classification of the guessing strategies is established.

7) Each strategy used for each test word in the list is circled. The strategies used by two groups are presented and compared in terms of strategy type and the frequency of the strategy use.

8) Self-report interviews are conducted to investigate the reader's knowledge or thoughts about what they do or their own reading processes and strategies when they read . These interviews are held with each participant individually 24 or 48 hours after each TAP.

9) The self-report data is transcribed and translated on a word-by-word basis. The data is segmented into units and coded depending on the category.

3.3. Participants

The participants were beginner and upper-intermediate students at Bahçeşehir High School .

Ericsson and Simon (1984) state that individual differences might affect the completeness of the verbal data because some people are better than others to verbalise their thoughts. On the basis of this assumption, the participants were chosen among the students whom their teachers described as relatively self-confident , outgoing and talkative and they would be able to think aloud in their classes.

All the participants were volunteers who were willing to act as informants in this study, which was also important for the completeness of the data.

The number of the subjects for the study is ten as five beginners and five upper-intermediate students.

Beginner students were selected among preparatory classes while the upper-intermediate were picked amongst 10th grade pupils, with due respect to the inherent features of their school and the level of their grade. As it is the case in all peer schools, middle school graduates who enrol at the school first undergo a year of preparatory classes, with 24 hour per week intensive English lessons, throughout which, students are respectively promoted from their initial starter level, to the beginner, pre-intermediate and the intermediate phase. Later, in the 9th and 10th grades of high school, English lessons are at an intermediate and upper-intermediate level with 8 hours per week of courses in the former and 4 hours of tutorial in the latter.

The selection of the respondents among the students were driven by the personal views of the teachers and the researcher, for ensuring compatibility to

the project and the methodologies employed. Each one of the respondents underwent warm-up sessions at the outset. Two of the respondents were disqualified from the project due to the lack of verbalising in warm-up sessions. No matter how willing and enthusiastic they may be, persons who have a difficulty in verbalising their thoughts must be excluded from the tests (Seliger&Shomamy-1989).

Before the texts, respondents were asked to fill-in a questionnaire, probing their educational backgrounds (see Appendix 2). The answers to the questionnaire and their appraisals are found towards the end of the chapter (Tables 1-2).

3.4. Text Materials

The reading passages or texts used in warm-up session were " WELCOME TO HEATHROW" AND "CYCLING IN LONDON" selected from First Certificate: Practice Tests 2 by Mark Harrison and Rosalie Kerr, published Oxford University Press, 1997 (see Appendix 3). The texts used in TAP were "WEDDING" and "WHO DOES THE HOUSEWORK". The later one was selected from First Certificate Practice Tests 2 by Mark Harrison and Rosalie Kerr, "WEDDING", from Reward by Simon Greenall, published Heinemann, 1995 (see Appendix 4).

The texts were expected to spark interactive activity between readers' knowledge-based expectations and the information presented in the text , i. e., a text which could generate cognitive interest (Kintsch , 1980) or knowledge-triggered interest (Hidi & Baird, 1988). This kind of interest is created through certain conceptual relations between new information and prior knowledge such as novelty and unexpectation .

These texts were chosen because it was assumed that subjects would not have familiarity with the content of the texts but yet , the general topic would be interesting for them. In order to realise whether or not the texts are in their interest, the participants' classmates were asked their opinions about the texts

which had been chosen by the researcher in regard with a word processing program called MS WORD without giving them any information about this study in order to have their honest opinions. The teachers who teach classes were shown these reading texts prior the study and their opinions were asked on the level of difficulty and how the students react to the content of the passage . Their replies were that it was of appropriate level of difficulty , that is not easy to be demotivating. Also, they stated that the students would find the topic interesting.

It was crucial to select the right and most suitable texts, for students of discrepant levels would be subject to them. The validity of each one of the texts for both the warm-up sessions and TAPs were ascertained by a program of international recognition (a word processing program called MS WORD) hence assuring reliability and effect (see Appendix 3 &4 for the texts and their relevant assessments for efficacy). The texts were sifted through many, also based upon their relevance to issues that would suit the students' interest.

Nonsense words were among the most significant aspects of the analyses, following the selection of the right texts to be employed in the warm-up sessions and TAPs. The researcher was the one to personally coin these 12 words; 3 for the first warm-up, 3 for the second warm-up and 3 made-up words for every one of the principal texts. The use of nonsense words in the research stemmed from the mandatory unfamiliarity of all of the participants with the words so as to identify and ensure words that were not acknowledged by the majority of the students (Walker-1985 cited in Haynes, 1984). None of the participants were to know that these words had been made up by the researcher. In coining the nonsense words, researcher was driven by the need to remain loyal to the inherent features and structures of the lexicon, which they were substituted for so as to trigger the use of guessing elements by the participants. It was compulsory for the researcher to bear in mind and resemble the original words in their coinage to enable simultaneous thinking of a variety of different elements, while guessing the meaning of the words. Otherwise if respondents were to be in cognisance of the true nature of the words, they would remain indifferent to the affixes. Hence, participants were purposefully

maintained unaware of the fact that these words had been made-up by the researcher. None of the respondents displayed any signs of doubt or ambiguity whilst examining the texts (apart from a remark made by one of the participants, on how interesting she found the words).

The original words and the substituted make-up words in the texts were as follows;

INPERTIVE instead of INEXPENSIVE, PRISTS for CYCLISTS, CLAIREMENT instead of REQUIREMENT, in the first warm-up; TRASH instead of CRASH, DENTLY for SAFELY and TRANTED instead of PERMITTED in the second warm-up text; DELMATION for CELEBRATION, JARNY for PARTY and GARTED instead of DRESSED in the first real text, while ENJOY was replaced by BENJO, UNWILLING by UNPATE and BERT was used for TRUTH in the second real text.

Questionnaires those were administered to all the students involved their earlier educational life in learning English.

In self-reporting, they were administered a semi-structured interview consisting of open-ended questions to obtain further information about their awareness in language learning and use of strategies.

3.5. Procedure of Data Collection

The following steps were pursued in succession for the collection of data:
1. A questionnaire was handed out to gather information on the students (see Appendix 2).
2. The students underwent two warm-up texts to discover whether or not they would employ the think-aloud method (see Appendix 3).
3. Two of the real texts were given out to those who demonstrated their proficiency in the warm-up sessions, to conduct the TAPs (see Appendix 4).
4. The study of supportive RS followed the completion of these texts.

5. A while later, self-report interviews were made that included an overview of topical questions (see Appendix 8).

3.6. Data Analysis

3.6.1 Questionnaire

Students selected in co-ordination with the teachers received a short questionnaire prior to the texts; probing their educational background.

Table1: Educational Background Analysis for the Beginner Level Candidates

Participants	Sex	Age	School Type (Graduated)	Prep Class in Secondary School	Years for English
B1	M	16	State	Yes	4
B2	F	13	State	No	3
B3	F	14	State	No	3
B4	F	14	State	No	3
B5	M	15	State	No	3

As seen on Table 1, all respondents at the beginner's level were graduates of the same type of schools. All of the participants were graduated from state secondary schools and were for the first time enrolled at a prep class, with the exception of one, who had temporarily attended a prep grade. The times that they had so far spent in studying a foreign language is a common denominator, except for that student who had previously partaken in a prep course, albeit a transient period of time. 3 of the participants in the group were girls while the remainder 2 were boys.

Table 2: Educational Background Analysis for the Upper Intermediate Level Candidates

Participants	Sex	Age	School Type (Graduated)	Prep Class in Secondary School	Years for English
U1	F	17	State	Yes	6
U2	F	16	State	No	5
U3	F	16	State	No	5
U4	F	16	State	No	5
U5	F	17	State	No	5

Gender and the secondary school from which they graduated is a common element shared by the students in this group. Except for one of the pupils, none had been taught at a prep class at secondary school. Hence the time lapse, since that student had begun to learn to speak English is a year more than her peers.

3.6.2. Warm-up

Respondents were subject to the warm-up texts. The students were shortly briefed on the methodology through an introduction on the objectives and the content of the study. The respondents listened to a sample TAP tape after they were knowledgeable about what to do and how to do it. The warm-up session was conducted with everyone of the respondents one by one. The sessions were held during the one-hour lunch breaks in the video room that is insulated against external noise and interference. There were no problems regarding time or the physical conditions. Two of the respondents were disqualified from the warm-up due to inadequacy and constant reluctance in verbalising their thoughts.

3.6.3. Think – Aloud Protocol (TAP)

The TAP sessions were conducted for every one of the individuals, believed to be able to use the methodology and having passed the successive

selections following the warm-up texts. The first real text was presented to the participant, and was duly encouraged to employ the thinking aloud procedure. In the meanwhile, the respondent voiced his assumptions for those words picked by the researcher. The very same process was then conducted for the second real text, whereby the dialogues were recorded for purposes of later transcription on paper. The sessions including the RSs usually lasted 1-1.5 hours. It clearly took the beginners longer to complete the sessions, compared to their intermediary counterparts. The majority tended to review some of the sentences in repetition due to limited vocabulary. Three of the participants of a beginner's level constantly exhibited a clear lack of proficiency and self-confidence with their expressions.

Throughout the study, the respondents managed to continue without any pauses in the absence of numerous warnings. The researcher only felt the need to probe the respondents 3-4 times as to what they were thinking during a time lapse, or pause of more than 15 seconds.

The respondents were allowed to use their native languages in verbalising their thoughts, to overcome the inevitable impediments of a foreign language, to provoke multifarious thinking and to enable a more frequent and convenient convey of thoughts. Prior research conducted in this field is evidential of the benefits of the use of native language (O'Malley&Chamot-1990).

3.6.4. Retrospective Sessions (RS)

The collection of RS data followed the TAP sessions with a view to supporting the TAP data. Respondents were expected to state the methods used in the previous TAP and to back-up their prior actions. While they were largely expected to employ the strategies in TAP at the RS stage, some either failed to do so, or rendered equal strategies only at the later stages. Even, under these circumstances, inspired by previous projects and findings, the assessments were largely based on TAP as a priority rather than RS. (HAASTRUPT, cited in Faerch&Kasper 1987, pp 287). Just as it was with TAP,

in the RS too, texts for guessing were handed out to the respondents and were probed on the factors that assisted their recall regardless of any restrictions. Although some of the students reverted to the explanation of the texts, the researcher would hastily warn them to focus on the words and to cite the clues they had used. Naturally enough, respondents took less time in the RS than TAP. As they had become more accustomed to the texts and felt more comfortable with the methodology, students felt more at ease with the RS, taking less time to complete the sessions. The time taken varied between 20 to 35 minutes.

3.6.5. Self Report Interviews

The last phase of the project was comprised of one-on-one self-report interviews with the respondents. The researcher sought to probe information on their guessing skills and personal methods. Hence revealing an insight on the metacognitive knowledge of the respondents, whose bottom line is demonstrated on the clues derived from the knowledge, thoughts and methods practised in learning a foreign language.

The related studies were recorded a week following the completion of TAP and RS sessions, during the course of which, open-ended questions were used to gain an insight on their means of guessing and the strategies applied. The questions posed to the respondents are shown on Appendix H. As the questions were geared to the attainment of the highest quantity of information from the students, respondents were permitted to slightly deflect from the questions and to address topics that may not be of direct relevance. These interviews were by large in the form of questions and answers, hardly strictly formal or confining for the interviewee. The responses were then appraised in the various categories designated by Flavell (1979) and later used by Carrell (1989). The analyses were driven by the said categorisation process.

CHAPTER 4

DATA ANALYSIS & DISCUSSION

4.1 Overview of the study

This study aims to discover whether five beginner and another five upper intermediate students make use of the guessing method for unknown words in a reading text, the method of guessing employed, the frequency at which different guessing methods are resorted to and the insights, feelings and judgements of the EFL students. The foremost method to be used was TAP while RS served complimentary purposes. Self-report interviews were conducted to unravel the insights, practices and judgements of the students.

Here firstly, the procedure of analysis is described and then the results will be presented.

A strategy list was identified, based on Haastrupt's study (cited in Faerch&Kasper, 1987) and the transcriptions of the students to display all the strategies employed in guessing.

Table 3 demonstrates the strategies involved and their brief explanations.

Once the strategies were enlisted, they were encoded. Following the completion of TAP and RS exercises by the respondents, they were transcribed in full. The transcriptions were read through one by one and all the strategies for each one of the unknown words in the two texts were pinpointed and encoded. Once all the words were scanned in both of the texts, the strategies cited in the RS were also similarly reviewed and encoded.

The next step involved a comparison of the two analyses, the analysis of TAP's and the analysis of RS's. If a strategy was only cited in the RS, its

numerical value featured an annexed (R). The encoding and transcription systems were referenced in the appendices 5 & 6.

Table 3: Strategy List Used for the Analysis on the Basis of Haastrupt's Study

	Strategy	Explanation
A	Word Analysis	Recognition or analysing affixes in the test word
B	Knowledge of the World	Use of World background knowledge to guess the test word
C	Self questioning	Questions asked by the subjects themselves to guess the test word
D	Uncertainty of familiarity	Familiarity with the test word somehow, but difficulty in remembering where and when the word had been seen or learned
E	Inter-lingual collocation	Use of collocation word knowledge based on Turkish to guess the test word
F	Part of speech	Recognition of the parts of the speech of the test word
G	Translation	Translating some words in the sentence with the test word or the sentence itself with the test word into Turkish
H	Inter-lingual phonological association	Phonological association of the test word or a word in the context which helps in determining the meaning of the test word with a word in Turkish
I	Intra-lingual phonological association	Phonological association of the test word or a word in the context which helps in determining the meaning of the test word with a word in English
J	Contextual clues	A meaningful combining a word, a phrase, a group of words in the sentence with the test word as a whole in the reader's point of view.

The reliability of the analyses was ensured by the researcher, who reviewed the results twice once a week. The results were reviewed twice by the researcher, with a one week time lapse, for purposes of reliability of data and the analyses. During the second examination, a fellow teacher was also consulted to verify the results. The encoding done by the researcher and the assistant teacher was compatible to one another with the exception of one or two minor points. The little disagreement over some points was rectified by means of listening to the relevant parts one more time, and in particular by reviewing the difference between the strategy G and the strategy J, which at times were seen to overlap. A more detailed analysis led to the corrections, albeit minor, on some of the respondents' results.

4.2. Results of the Study

4.2.1.The Analysis of TAP and RS - The Beginners

After the encoding process was over, the strategies used by the respondents and the frequency at which they appear gave us some clues. The strategies used in the TAP and RS for each word in the texts can be seen below.

Table: 4 TAP & RS Analysis – Participant B1

TAP Analysis

TEXT1	A	B	C	D	E	F	G	H	I	J
Delmation										J1
Jarny		B1				F1	G1			
Garted						F2				J2J3

TEXT2	A	B	C	D	E	F	G	H	I	J
Benjo										J2
Unpate	A1									J1
Bert										J3J4

RS Analysis

TEXT1	A	B	C	D	E	F	G	H	I	J
Delmation										J1
Jarny										J2J3
Garted							G1		I1	J4

TEXT2	A	B	C	D	E	F	G	H	I	J
Benjo										J1
Unpate										J2
Bert										J3

Looking at the TAPs and RSs of the beginner respondents, with B1 more predisposed to employ text level strategies than other participants, he disseminated his thoughts throughout the text and the links between the sentences when reading; although not very many types of strategies were attested. What was particularly interesting about this respondent was that whatever he conveyed during the TAP, did not occur at the RS. The participant demonstrated self confidence and completed the exercise swiftly.

B2 had a challenging time discovering the context clues due to restrained knowledge, although he made use of a wide variety of strategies, was among those who most frequently resorted to the G strategy (i.e translation) and was extremely tenacious and probing.

Table: 5 TAP & RS Analysis – Participant B2

TAP Analysis

TEXT1	A	B	C	D	E	F	G	H	I	J
Delmation	A1					F1	G1,2		I1,2	J1
Jarny							G3			J2
Garted		B1		D1		F2	G4,5,6		I3	

TEXT2	A	B	C	D	E	F	G	H	I	J
Benjo							G1			
Unpate										J1
Bert							G2		I1	

RS Analysis

TEXT1	A	B	C	D	E	F	G	H	I	J
Delmation							G1		I1	
Jarny							G2			
Garted							G3			

TEXT2	A	B	C	D	E	F	G	H	I	J
Benjo										J1
Unpate	A1									J2
Bert		B1					G1,2			

As it was with the other beginners, B3 also largely exercised the translation method especially due to inadequacy in his grammar and vocabulary, which he attempted to disguise through his experiences and real life knowledge. His persistence and self confident approach enabled him to make correct or nearly correct guesses at most times.

B4 was the least successful among the beginners, who neither employed very many nor a variety of strategies in her attempts. She did not only suffer from an insufficient vocabulary and confined knowledge but was extraordinarily inattentive and self conscious which naturally resulted in less strategies in number and type and miscalculated guesses.

B5 was one of the most stimulating participants, who was overly self confident and had a better word knowledge when compared to other respondents. He skimmed through both texts in think aloud, partitioning the

Table: 6 TAP & RS Analysis – Participant B3

TAP Analysis

TEXT1	A	B	C	D	E	F	G	H	I	J
Delmation		B1,4					G1,2,8			J1,2
Jarny		B3					G5,6			
Garted		B2	C1,2			F1	G3,4,7			

TEXT2	A	B	C	D	E	F	G	H	I	J
Benjo		B1								J1
Unpate	A1	B2								J2
Bert							G1			J3,4

RS Analysis

TEXT1	A	B	C	D	E	F	G	H	I	J
Delmation										J1
Jarny							G1			
Garted							G2			

TEXT2	A	B	C	D	E	F	G	H	I	J
Benjo										J1
Unpate	A1	B1								J2,3
Bert		B2,3					G1,2			J4

Table: 7 TAP & RS Analysis – Participant B4

TAP Analysis

TEXT2	A	B	C	D	E	F	G	H	I	J
Delmation										J1
Jarny							G1			
Garted							G2			

TEXT2	A	B	C	D	E	F	G	H	I	J
Benjo							G1			
Unpate			C1				G2			
Bert							G3			

RS Analysis

TEXT1	A	B	C	D	E	F	G	H	I	J
Delmation							G1			
Jarny							G2			
Garted							G3			

TEXT2	A	B	C	D	E	F	G	H	I	J
Benjo							G1			
Unpate										
Bert							G2			

sentences into small parts, and translated them as he saw directly into Turkish. He was so very proficient in doing so that he at times tended to get carried away and completed the TAP process without linking the sentences or interpreting the text as a whole. He ended up interpreting the text and explained the context clues at the RS stage.

Table: 8 TAP & RS Analysis – Participant B5

TAP Analysis

TEXT1	A	B	C	D	E	F	G	H	I	J
Delmation							G1	H1		
Jarny							G2			
Garted							G3			

TEXT2	A	B	C	D	E	F	G	H	I	J
Benjo										J1
Unpate							G1			
Bert							G2			

RS Analysis

TEXT1	A	B	C	D	E	F	G	H	I	J
Delmation										J1
Jarny		B1				F1				J2
Garted										J3

TEXT2	A	B	C	D	E	F	G	H	I	J
Benjo										J1
Unpate		B1								J2
Bert										J3

4.2.2. The Analysis of TAP and RS - The Upper-intermediate Participants

Among the results attained by participants at the upper intermediate level, U1 did not only employ a multitude of strategies but widely resorts to word knowledge for the texts and the inclusive words. Both U2 and U3 have also repeatedly used a certain strategy, the strategy F (the part of speech).

Table: 9 TAP & RS Analysis – Participant U1

TAP Analysis

TEXT1	A	B	C	D	E	F	G	H	I	J
Delmation		B1								J1
Jarny			C1							J2
Garted		B2								J3

TEXT2	A	B	C	D	E	F	G	H	I	J
Benjo	A1									J1
Unpate						F1				
Bert							G1			

RS Analysis

TEXT1	A	B	C	D	E	F	G	H	I	J
Delmation		B1					G1			
Jarny		B2								
Garted		B3					G2			

TEXT2	A	B	C	D	E	F	G	H	I	J
Benjo						F1				
Unpate										J1
Bert										J2

Table: 10 TAP & RS Analysis – Participant U2

TAP Analysis

TEXT1	A	B	C	D	E	F	G	H	I	J
Delmation						F1				J1
Jarny						F2	G1			
Garted						F3	G2			

TEXT2	A	B	C	D	E	F	G	H	I	J
Benjo						F1				J1
Unpate	A1					F2				J2
Bert						F3				J3

RS Analysis

TEXT1	A	B	C	D	E	F	G	H	I	J
Delmation										J1
Jarny						F1	G1			J2 J3
Garted						F2				J4

TEXT2	A	B	C	D	E	F	G	H	I	J
Benjo		B1								J1
Unpate						F1				J2
Bert										J3

Table: 11 TAP & RS Analysis – Participant U3

TAP Analysis

TEXT1	A	B	C	D	E	F	G	H	I	J
Delmation						F1	G1,G2			
Jarny						F2	G3			
Garted		B1				F3	G4			

TEXT2	A	B	C	D	E	F	G	H	I	J
Benjo						F1				J1
Unpate			C1			F2				J2
Bert			C2C3			F3	G1			J3

RS Analysis

TEXT1	A	B	C	D	E	F	G	H	I	J
Delmation						F1				J1
Jarny										J2
Garted						F2	G1			

TEXT2	A	B	C	D	E	F	G	H	I	J
Benjo		B1	C1							J1
Unpate										J2
Bert										J3

Table: 12 TAP & RS Analysis – Participant U4

TAP Analysis

TEXT1	A	B	C	D	E	F	G	H	I	J
Delmation		B1					G1			J1
Jarny		B2								
Garted		B3					G2			

TEXT2	A	B	C	D	E	F	G	H	I	J
Benjo		B1					G1			J1,2,3
Unpate	A1									
Bert										J4

RS Analysis

TEXT1	A	B	C	D	E	F	G	H	I	J
Delmation		B1								J1
Jarny		B2				F1				J2
Garted										J3

TEXT2	A	B	C	D	E	F	G	H	I	J
Benjo										J1
Unpate	A1									J2
Bert							G1			J3J4

Table: 13 TAP & RS Analysis – Participant U5

TAP Analysis

TEXT1	A	B	C	D	E	F	G	H	I	J
Delmation							G1			
Jarny							G2			
Garted										J1

TEXT2	A	B	C	D	E	F	G	H	I	J
Benjo										J2
Unpate	A1									J1J3
Bert										J4

RS Analysis

TEXT1	A	B	C	D	E	F	G	H	I	J
Delmation		B1					G1			J1
Jarny		B2					G2			
Garted										J2

TEXT2	A	B	C	D	E	F	G	H	I	J
Benjo		B1,B3								J2
Unpate		B2								J1
Bert										J3

The Table 13 displays the contrary case such as with U5, where respondents have totally refrained from using any one of the strategies. Similarly, U4 preferred to refer to her world knowledge for the texts and the words involved. In general, upper intermediate respondents exercised diverse strategies in the texts and their guesses were by large driven by context clues. Translation served as a complimentary aid, helping to highlight the contextual links.

Table 14 displays the strategies employed by the respondents for each one of the six words, the frequency at which they were exercised and their interpretations. Table 14 was based upon the criteria described below;

1. If the respondents conveyed any one of the strategies both in the TAP and RS, they were directly paid attention to. Hence the method employed in the TAP was also used during the RS or solely for TAP and since RS serves a complimentary purpose for TAP, the results were directly quantitative.

2. If the respondent used the method for the TAP but not for RS, it was also taken into consideration. As mentioned earlier on, while the TAP

values have a preliminary impact on the results, the RS only supports the TAP.

3. If the respondent made use of any method at the RS, that was absent during the TAP, the values have been indicated with an assigned (R) on Table 14.

Table 14 has been illustrated with due consideration to the aforementioned criteria.

Table 15 describes the rate at which various strategies were employed by the respondents at different levels.

The results of the analyses evidence that while respondents at the beginners level used translation, contextual clues and the word knowledge, upper intermediaries resorted to contextual clues, translation, parts of speech and word knowledge respectively. It is clear that there is not a single common

Table: 14 Strategies Employed by the Respondents – in Abridged Form

	A		B		C		D		E		F		G		H		I		J	
	U	B	U	B	U	B	U	B	U	B	U	B	U	B	U	B	U	B	U	B
Delmation		1	2R 1	2							2	1	4 R1	6 R1		1		2	3 R2	5 R1
Jarny			1R 2	2 R1	1						2 R1	1 R1	3	6					1 R4	1 R3
Garted			3	2		2	1				2	3	3 R1	8 R1				1 R1	2 R2	2 R1
Benjo	1		1R 4	1	R1						2 R1		1	2					7	3 R1
Unpate	3	2 R1	R1	1 R1	1	1					3			2					4 R2	3 R2
Bert				R3	2						2		2 R1	4 R2				1	4 R2	4 R1

strategy of choice for both of the groups. Beginners opted for the translation method while upper intermediaries mostly resorted to seek contextual clues. The diverging preliminary and secondary methods of preference between the two groups stem from the insufficiencies in grammar and word knowledge of the beginners and their inability to link the results of the contextual clues in spite of the multitude of the strategies employed in haste and their failure to appraise the text in its totality. Looking at the TAP results, it is clear that the beginners

Table 15: The Rates of Strategies Employed by the Respondents at Different Levels

Strategy	TAP		RS		Total	
Type	Beginner	Upper	Beginner	Upper	Beginner	Upper
A	4	3	0	1	4	4
B	7	8	8	5	15	13
C	4	3	1	0	5	3
D	0	1	0	0	0	1
E	0	0	0	0	0	0
F	13	5	2	1	15	6
G	13	28	3	4	16	32
H	0	1	0	0	0	1
I	0	4	0	1	0	5
J	25	18	12	9	37	27
Total	66	71	26	21	92	92

made use of the all the different three strategies compared to the other group. The beginners employed nine whereas the upper intermediaries benefited from six strategies. Although there was not a major discrepancy in the frequencies, the beginners employed strategies more often than the intermediate respondents (71 strategies used by the beginners and 66 by the upper intermediaries). There is not a marked difference between the rates at which both groups made use of the A,B and C strategies (word analysis, word knowledge and self questioning) during the TAP session, while the use of strategies F, G and H (parts of speech, translation and context clues) displays a plausible divergence. The greatest contradiction lies with strategy F, related to parts of speech when looked at in terms of the most widely used methods. While the beginners resorted to strategy F some five times, the respondents at the upper intermediate level employed it a far greater 13 times.

A comparison based on the numerical values derived from the TAP and RS analyses, reveals that strategy B in particular (word knowledge) was employed during the RS and failed to appear during the TAP, contrary to the use of other methods. The reasons may be interpreted in a number of ways.

According to the observations of the researcher, the respondents felt more at ease during the RS due to the experiences acquired at the TAP process, and were only able to conduct a thorough interpretation of the excerpt come the RS stage as they were geared to concentrate and focus upon words rather than the text as a whole at the TAP. It could also be that, although the respondents were asked to immediately cite what goes across their minds in full at the think aloud process, they might lack in skills or could have remained indifferent to a certain extent.

The implementation of strategies exhibit stimulating aspects when appraised in detail. For instance strategy A (word analysis) was mostly used for the word unpate in either one of the groups. Although the method did not appear to be utilised for any other word, it became the strategy of choice with unpate in both of the groups. In fact it must be highlighted that, even the respondent who resorted to word analysis for benjo, employed the strategy because the word in question was thought to be a prefix for the succeeding word. Hence the strategy that must be considered falls somewhere in between strategies A and F. The researcher this time has opted for strategy A. It is clear that word structure plays an important role in the designation of strategies and that for certain words the respondents have demonstrated a common trend.

Strategy B or word knowledge was made use of by all the respondents, but when looked at in terms of the texts or the words it was used for; we can see that its most common use rests in the *Wedding* in relation to all the words cited in the text (*delmation, jarny and garted*). Similarly when used for the other text, the majority of the participants used the strategy only in relation to the word *benjo*. Thus, the topic of the text and the testing words play a determining role in the selection of the strategies to be employed. Clearly, the type of strategies may be influenced by the reading material.

As for Strategy C, one of the participants made frequent use of it in the same text (U3 - 3R1). The researcher sees the reason for his habitual resort to the strategy as being the difficulty experienced in reading the text and the lack of confidence in the guesses and the views expressed.

Two of the five participants at the upper intermediate level ended up employing strategy F for all the words tested. It was unusual that both of the respondents used the strategy as a stepping stone for all the analyses that they endeavoured, raising the question as to whether persons may acquire a habit of using a single strategy by time. Including the warm up sessions, the participants insisted on using and formulating their guesses based on one strategy. Their habits may become influential in guiding the respondents towards the persistent use of or denial of certain methods in the reading material.

Strategy G appears to be largely favoured for words tested in the first text rather than the latter, evidencing that words and the text itself influences the choice of strategies by the students.

Contextual clues or strategy J was the most favoured method of the respondents at the upper intermediate level and the second best strategy for the beginners. All upper intermediaries resorted to J for all of the tested words, despite the divergence in the values, while the beginners chose J for certain words such as *delmation*. Surprisingly however, two of the beginners, U4 and U5 rarely employed J in their TAPs. Nevertheless U4 and U5 highly differ from one another. While U4 had a difficult time understanding the words and the text due to the scarcity of his knowledge, proving to be incompetent in the use of strategies (the least proficient among his peers in terms of the use of strategies and the frequency at which he employed them) as he could hardly transcend the words to comprehend the text; B5 either totally refrained from or rarely made use of J during the TAP. Nevertheless strategy J was widely used during the RS. Moreover, his guesses were outstandingly accurate and agile. Although participant B5 seemed to conduct translations during the TAP, which were utterly irrelevant to one another, the respondent was actually interpreting the text as a whole simultaneously in spite of the fact that he did not voice them out loud.

At times it was challenging to differentiate between strategies G (translation) and J (contextual clues) as they overlapped and were used at the same time. Those who employed either one of the strategies must have made

use of the former at the same time. It all depended on to what extent the participant linked a word, a cluster of words or a sentence to the rest of the text when translating them. Strategy J was present and employed if there was a coherence in the text where all the phrases or words translated were linked to one another. Looking at the values, strategy J appears to be seen in the areas of high value and strategy G falls in the domain of lower values or vice versa. The correlation is only natural in terms of the relationship between the two strategies.

Conclusively, the respondents' choice of strategies is more a function of the morphological and phonological structure of words and the text itself rather than their level of competency. There were also exceptional cases to the overriding principle like when respondents failed to grasp the subject matter, persisted on one of the strategies or totally refrained from others.

4.2.3. The Analysis of Self Report Interviews:

The analyses of the results attained in the self report interviews conducted as a supplement to the TAP and RS processes, has been categorised and is presented below along with an overview of the extracts derived from the reports. The process of categorisation is based upon a study conducted by Carrell (1989) on metacognitive awareness. Hence, the results of the self report interviews are as follows:

Self Concept as a Guesser:

The responses given by the students on their guessing practices since their enrolment at the super high schools can be classified under the following headings.

All of the respondents claimed that they had never practised a method such as guessing during their middle school years, that they were never asked to or guided in the direction of guessing by their tutors, and that with the insufficiency of their vocabulary at the time they had especially begun to guess

word meanings as of the second half of their preparatory classes, in particular during their spare time readings. The students cited that they all marked unfamiliar words in their reading material and looked them up in the dictionary, which was hardly efficient as the words were easily forgotten. They all testified that guessing word meanings before looking them up in the dictionary had become habitual in their present classes and that they had begun to implement the method when reading outside school. All of the participants ascertained the progress they had made since they joined the school they are presently taught at, now that they know the dictionary is not the only way to deal with unknown words. All, claimed to be more confident with guessing now than they had been before. A remark made by one of the participants is especially noteworthy in terms of the progress he feels he has gained now that he has begun to guess meanings in relation to the entire context and the connection between the sentences, a breakthrough from the times when he merely focused on the word in an attempt to derive its meaning.

Table 16 Progress on Participants' Guessing Practices for the Self Concept Category

SELF CONCEPT	
A. Vocabulary Development	U2, B1, B2
B. Enhanced language proficiency (Overall)	B1, B2
C. The ability to add own thoughts and comments	U2
D. Ease in skipping certain words	U1
E. Ability to read story books	U2
F. Acquisition of self confidence	B3, B2
G. Judgement skills	B4

U2:

.....I do not think that English lessons at middle school were of any benefit to me. Guessing, or interpreting words was definitely out of question. I would have to mark the words and then look them up in the dictionary.......

The remarks made by the respondents on their ability in guessing word meanings has been derived from their testimony in the self report interviews. The over arching result has been the expansion in the vocabulary of the participants. The beginners in particular have also mentioned a boost in their self confidence.

Task Purpose:

Some clues could be obtained from the statements made by the respondents as to the accuracy of the objectives assigned, with due respect to the significance of guessing in linguistic aptitude.

Enhanced and accurate guessing will not only enable the students to read faster and better understand texts in exams or text book exercises but will provide an incentive for the acquisition of new words and reading books and magazines during their spare times; the process for which will be accelerated and becomes more meaningful.

Table 17 displays the results related to the task purpose, extrapolated from the responses.

Table 17 Participants' Purposes in Using Guessing as a Strategy.

TASK PURPOSE	
A. Mind challenging	B2, B3, B4, U1, U3, U4, U5
B. Word recall	B3, B4, B5, U1, U4, U5
C. Saves time	U2, B1
D. Prevents distraction and maintains coherence in the text	U1, B1
E. Instils self confidence	B1, B2, B3, B5, U1, U2
F. Sense of pleasure	B2, B4, U1, U5

Almost all of the respondents expressed their tendency to guess the meaning of the word rather than resorting to the dictionary at first glance with the exception of one upper intermediate student who claimed to prefer to look up in the dictionary when he does not have the time to spend on going through the text (U3). Interestingly, although respondents cited that guessing was far

more difficult (U4,U5) and time consuming (U2,U3) than looking a word up, they did not hesitate to guess words during both at and outside school hours; bearing in mind the benefits of guessing through own experiences and interpretations. It seemed that the dictionary was used as a last resort when guessing proved futile or as a means of verifying their assumptions. (U1,U3).

All of the beginners too admitted that they tried guessing prior to the dictionary. Only one of the respondents (B2) said that he first finds all of the unfamiliar words in a text and then looks them up especially when doing his homework or in reading texts that he does not quite enjoy. The same student acquiesced that he attempts to guess words when reading attentively. He justified his choice in saying that the dictionary was less timely and more effective although guessing was by far a more amusing process. As it were among the upper intermediates, there were members of this group who always (B3, B4, B5) or often (B2) opted for the guessing method despite the fact that it was (B2) or most often (B5,B3) a more challenging or a more time consuming (B4, B2, B3) task to endeavour. The majority justified their resort to the dictionary as an all times (B4, B5) or a frequent (B1) means of verifying their forecasts, with others preferring the dictionary as a last resort.

The respondents held more or less unanimous views on the benefits of the guessing method. They contended that there were two advantages to be gained. Three of the respondents claimed that guessing triggered or compelled their minds, while two students opted for the guessing method because it was an easier method for learning and helped to recall words in the longer time frame. Although the participants' responses reflect a level of awareness of both the purpose, for some it was not a high awareness. As evidenced by the Table 17, the majority of the respondents in question failed to mention its advantages in terms of faster reading and better understanding. In spite of the fact that guessing is used to that end during exams or when reading stories, the students did not highlight the inherent functionality of the strategy. It was astounding to discover that guessing bolstered the participants' self esteem. Over half of the students agreed on the confidence boosting role of guessing. Below are some examples which can illustrate the readers' knowledge about task purpose.

U2:

.....looking a word up in the dictionary takes more time. Guessing is more time efficient. I must have gathered something if I can interpret the words. The only advantage is that it saves time because for all you know you might end up guessing wrong.....

The respondent quoted above fails to mention that guessing enables a quicker acquisition. Nor does he quote the other advantages involved. Some of the respondents have clearly stressed that guessing may misguide them and lead to misconceptions. Kelly (1990) encourages learners to verify guesses by looking the words up in a dictionary. He says that "if the learner on encountering a new item has to stop and........needs to verify the guess.....to avoid the possibility of storing an erroneous meaning in memory..., the only way he can do this is to look (it) up in a dictionary" (p.204).

Another student validates the point. Although his first choice of action is to guess, he stresses that it may have ambiguous results.

U3:

....I can't say whether it is an effective method or not...Actually I never thought of it...It maybe better to look it up in the dictionary to get the exact meaning, to come across other new words and to gain an insight on the different forms. Like I were in the prep class even if I have the time to do the guessing and look at the rest of the text, I make sure to verify and cross check from the dictionary... .

Without realising the respondent has managed to balance his choices Nation and Coady (1988), while presenting learners with a procedure consisting of five steps to make use of available context clues to guess the meaning of words, also encourage students to check that their guesses are correct by looking them up in a dictionary.

While one of the students (U3) claimed that guessing took far too much time another, in line with the majority (U2) boasted that it was highly time efficient and prevented deviation from the text. U3 complained that guessing took more time than looking a word up in the dictionary and inhibited any possibility of learning related words.

Task Difficulty:

All of the respondents with the exception of one (U3) have remarked that unfamiliar words in their reading material do not cause any problems. The one who maintained that unknown words would be problematic had serious reservations on the advantages of guessing over the dictionary search. Others stressed the need to gain a thorough understanding of the text, sentence or paragraph prior to guessing when encountering unfamiliar words. The following answers given in the self report interviews include insights on the solutions devised to handle situations they deem to be challenging.

U1: There aren't any problems if it is not too specific a text. Usually it creates problems if the material is beyond my level of English like my dad's magazines. Similarly when reading other types of magazines I can still get an understanding although it is not as thorough as reading a magazine in Turkish. If I can grasp the meaning of the paragraph I do not really bother with the words.

U2: I don't live any problems. It is totally to do with my imagination. If I manage to understand the text I can easily guess the meaning of the word. Otherwise I can't. I can guess the meaning of a word if I don't know it but if I don't understand anything from the text I've got to look it up. If it's a critical word I look at other forms.

U3: Not in stories, but it becomes more difficult to understand a text in the course books. Like in the fill in the gaps exercises the options may be too difficult to choose from. The only thing that bothers me is that it takes too much time. Only then do I look it up.

U4: Words that I've seen or heard before aren't an issue but words that I2ve never heard of or seen before may be troublesome. For such words I use the methods that I usually do. I look at the text or the preceding paragraph to discover its meaning. If I still can not find it I look it up in the glossary, if there is one, or look for it in a dictionary.

U5: I don't really have any problems but there may be sentences with a grammar I've never seen before. What I then do is split up the sentence and try to understand its meaning through translation.

B1: The problem could that either I don't know anything about the word or that I haven't managed to understand anything about the text. I try to figure out its meaning by reading it over and over again. I also look it up.

B2: When you read a text and you don't even understand the title. Or the sentence may not make sense. Or you look at the word and you can't tell from its structure. I continue to read and try to get and overall understanding when I've read the whole text. If I can find a clue I go back to the sentences over and over again.

B3: At first I usually think that I won't be able to get over it but once you start it just happens. There are hardly ever any words that are totally unfamiliar. If the sentence I resort to as a reference is just as difficult I have to look it up in a dictionary.

B4: If it is a difficult text and if I don't understand anything about it I try and find clues. And then you end up having doubts as to whether if it is not right. You may doubt what you guess. Then I look at other words.

B5: If I don't know a word at the beginning it's really a trouble. First I check the word. If it seems totally alien, complicated and made up of strange letters then I get really curious. I think about it if only it's a critical word though. I look at the sentence structure, the types of words or its Turkish counterpart. If I still can't figure it out I make sure to look it up.

The Table 18 exhibits the responses made on task difficulty by the students.

As seen on the Table 18, the respondents may at times feel a lack of confidence in their guesses, whereas the dictionary is more reliable. The reluctance to guess unknown words is ever more aggravated under those conditions, when the respondent is surrounded by his peers, with due respect to his age, and the fear of making a mistake in the class, which might lower their grades. The participants testified in that direction, claiming that it often had a

serious impact on their performance. Many opt for using the dictionary rather than making guesses, to quell that dilemma.

Table 18 The Difficulties encountered by the Participants in Guessing Practices

TASK DIFFICULTY	
A. Not going into the details	U1, U3
B. A specific topic and related jargon	U1
C. Inability to understand the majority of the words in a sentence	U4, B3, B2, B1, U1
D. Inability to underst& the text as a whole, fragmented understanding	U5, U2, B4, B2
E. Ambiguity, fear of contempt	B1, B2, B3, B4, B5, U1, U2, U3, U5
F. Disliked topics	B2
G. Confronting the unknown at the beginning of the text, hesitation	B2, B5
H. Difficulty with the morphology	U4, B2
I. A painstaking process, time restrictions	U3, U5, B2, B3, B4
J. Not reading in detail	U1
K. Never encountering the word	U4, B1, B3, B5
L. Complicated sentences (word, grammar)	U5
M. Anxiety lived before starting to read a text, fear of failure	B3, U3, B2
N. Reluctance created by obligation i.e. homework	B2
O. Difference between a story and a text	U3
P. Unknown word being the key word	B2, B5, U1, U2

The responses to the question on task difficulty embody signs on the difficulty of guessing, whereas the participants seemed to be indecisive or overly hesitant in overcoming the problems related to guessing or exerting effort to that end. The inadequacy or reluctance in guessing, deprives the participants of the agility to devise solutions and renders them weak. As UB asserted, "...What sort of a problem could I come across? It is all to do with my imagination. If it is a critical word I look to see if it is a verb or an adjective. I try to grasp the meaning from the text...".

Looking at the real life experiences (TAP) of the respondent, the strategy proposed (part of speech) to unravel a critical word in a sentence (that which is key to the overall meaning of the text) does not seem to hold any truth. The

student often employs the same strategy for those words which are not so critical in the text, which he could immediately guess without much of a hassle. Her assertion that guessing is totally relevant to one's imagination and interpretation is symptomatic of his inability to observe self performance.

Looking at the real life experiences (TAP) of the respondent, the strategy proposed (part of speech) to unravel a critical word in a sentence (that which is key to the overall meaning of the text) does not seem to hold any truth. The student often employs the same strategy for those words which are not so critical in the text, which he could immediately guess without much of a hassle. Her assertion that guessing is totally relevant to one's imagination and interpretation is symptomatic of his inability to observe self performance.

Although U3 highlights some problems related to the learning of words, she too admitted that it was more difficult to guess words during the exams or text books when compared to similar experiences in story books. U3 stressed that the story line and the series of events that take place in a certain order facilitate the guessing process. She failed to propose any solutions related to overcoming the difficulty of other texts.

"..Usually when reading a book, guessing is much easier, I can tell from the context and the story line, but the passages in our text books are far more difficult..." Another problem was to do with the multiple choice fill in the gaps, guessing exercises found in their work books. The respondents often made an issue of how too similar the choices given were and that it was challenging and at times almost impossible to choose between the options. Nevertheless none of the strategies were not offered as a solution to the problem.

U4, B3 and B5 commented that apart from the familiar and yet unknown words that the respondent had previously heard of or had come across in one way or the other, unfamiliar words whose grammatical structure may be equally alien for the respondent hinder the guessing process. They seek their way out in the aforementioned ways or resort to the preceding paragraph for a reference.

U4 indicated that she usually does not put in more effort if he manages to grasp more or less an understanding of the word. "...There are words that I have seen or heard of before. But I don't know the meaning of the word although I have seen it somewhere before. I find such words easier to guess. If they are totally unfamiliar, words that I come across for the first time and if their structure is just as complicated then I refer to the methods we talked of before. If I can't figure it out I look it up in the dictionary..."

U5 elaborated, that the difficulty in guessing is in correlation to the number of unfamiliar words in the text. Another obstacle that impedes the guessing process is the long syntactic structure and complicated grammar. Under these circumstances, she respondents seemed to have opted for translation and tend to be predisposed to split the sentences into shorter phrases.

U5: "...If I manage to gain an understanding of the text, I can guess the word. The difficulty does not really lie in how complicated a word is but is to do with the number of unfamiliar words. If there are numerous words, I can hardly understand the material, hence it becomes impossible to guess their individual meanings. Sometimes the sentences may involve totally unfamiliar rules of grammar. These are the more complex sentences. What I then do is split the sentence, like I translate the bit before the comma and attempt to figure it out that way..."

How To Guess Strategies:

The methods used by the students in guessing give us an overview of the strategies employed in each case.

U1:

- There isn't any particular method.
- I look at the sentence itself. (strategy B/J)
- I look at the key words. (strategy G/J)
- I look at the following word, whether it is a noun, verb or if it is used in the form of an adverb (strategy A/F)

- I translate the phrase (strategy G)

U2:

- I can tell from where the word is placed in the sentence (strategy F)
- According to the
- sentence meaning and the articles (strategy G/J)
- I interpret it (strategy B)
- I try to guess from the overall meaning of the text (strategy G/J)

U3:

- The story line (strategy G/J)
- The grammatical structure (strategy F)
- The affixes (strategy A)

U4:

- The pages, the excerpt in general and the preceding paragraph (strategy G/J)

U5:

- I don't employ any particular method.
- The theme, the story line, the antecedent and proceeding words (strategy G/J)

B1:

- The antecedent and preceding sentences. I read again and if necessary I read the whole paragraph again. I try to find clues and rationalise. If it says for instance that someone is making clothes then I guess that it must be the tailor. (strategy G/J/B)
- I look at where and how it is used in the sentence. (strategy F)

B2:

- I look at the affixes (strategy A)

- I can tell from the sentence (strategy G/J)

B3:

- I look at the preceding and proceeding sentences, and its place in the sentence, there might be familiar words next to it which might help me. (strategy G/J)
- I would refer to the affixes (strategy A)

B4:

- There is no specific method that I use.
- I refer to the following and previous sentences (strategy G/J)
- I refer to the affixes (strategy A)
- I look to see if it is a noun or an adjective (strategy F)

B5:

- There are no underlying methods...I read the sentence again, think to myself and see whether I know the word or not.
- I refer to the suffixes (strategy A)
- Is the word an adjective or a verb? (strategy F)
- I look at the semantic links between the sentences (strategy G/J)

It is noteworthy that the majority of the participants either failed to mention the particular strategies employed during the TAP or did not refer to the strategies cited above, although clearly insisted upon by the moderator. The inconsistency perceived in the claims of the participants and their actual practices stem from a lack of thorough knowledge and practice in the domain of methods and strategies that influences their learning skills. The lack of awareness or cognisance on the part of the respondents leads to a vicious circle and dilemmas. The problem that the participants suffer from is the lack of a metacognitive knowledge and awareness, that inhibits the finding of solutions once the problems are diagnosed.

The following strategies in Table 19 have been extrapolated from the analyses of the responses made.

Table 19 The Methods Used by the Participants in Guessing

HOW - TO - GUESS STRATEGIES	
A. Context	B1, B2, B3, B4, B5, U1, U2, U3, U4, U5
B. Part of speech	B1, B3, B4, B5, U1, U2, U3
C. World knowledge	B3, U2
D. Word analysis	B2, B3, B4, B5, U3
E. Translation	B4, B5, U1, U2

When probed, the most widely voiced means of guessing by the students was that of context clues, followed by parts of speech and word analysis respectively. Despite the fact that the participants said to have mostly referred to these strategies, their actual TAP and RS results were totally contradictory, if not deviant at times. Only two of the respondents admitted to have used their world knowledge, although it was widely employed by both groups in the course of the TAP and RS processes. Similarly the parts of speech that was rarely used by the beginners in particular was named by four of the five participants in the self-report interviews.

In order to be able to discover the insights, feelings and practices of the students, we must not only deliberate upon the categorisation of the analysed responses but must also unravel the extent of their self-confidence.

The most overriding attitudes one must take into consideration in relation to the guessing process is the presence of a desire and self-confidence. What the participants had told during the self-report interview was the basis for the main conclusion about their attitudes in guessing (see Appendix 9). In this regard, the clearly expressed desires and self-assurance of the respondents to embark upon the guessing process is often hindered by their risk-taking abilities.

Consequently, the results in the self-report interview in regard with the process of categorisation based upon Carrell's study (1989) are as follows:

1. Although the participants from each group expressed their preference and general progress in guessing, those including the upper-intermediate students as well were poor or had difficulty to define particular points in their guessing progress.

2. All of the respondents except one upper-intermediate student expressed their tendency to guess rather than resorting to the dictionary. Their answers about what they aimed to use guessing were an evidence for the lack of their awareness so that their purposes in use of guessing were different in spite of being in the same educational environment and the majority of the respondents failed to mention its advantages in terms of faster reading and better understanding. Task purpose responses reflect a level of awareness but it was not a high awareness.

3. The joint point the participants at different levels agreed on was the lack of having self-confidence about the guesses they made.

4. Considering the responses in the categorisation of how-to-guess strategy, all the participants at different levels indicated some knowledge of strategies but they failed to mention some particular strategies or procedures they used during the TAP.

5. The participants mentioned some difficulties of guessing. In their responses, usually, they reported similar difficulties in the process of guessing. However, they seemed to be indecisive or overly hesitant in overcoming the problems they encountered in guessing. They generally recognised problems, but they did not seem to act on them effectively.

6. Dealing with their attitudes in guessing, they didn't have complete self-confidence to take a risk in their practices resulting in loss of metacognitive control .

4.3 Discussion

As a conclusion, in this chapter, the data obtained both from the self-report interviews and think-aloud protocols by describing strategies of each student in detail to overcome the shortcomings of Haynes' study gave a chance to analyse

the participants' guessing performances at different levels individually and as a group. As mentioned before; despite the fact that the results were not much discrepant, differences between two groups were apparent regarding their strategy use (strategy type and frequency). Strategy frequency and the use of more diverse methods was in favour of the beginners. This fact can be the result of beginners' limited language knowledge including vocabulary and grammar (Haynes, 1984). Beginners also had a tendency to use local clues rather than global clues referring to contextual uses as in the study one by Bensoussan and Laufer (1984). The frequent use of translation by beginners can be explained in terms of the lack of their limited grammar and vocabulary knowledge which results in having tendency to focus on their prior knowledge or own thoughts rather than the information in the text and having difficulty to connect ideas or meanings within the text into a coherent sequence and also, their use of the native language in verbalising during TAP (O'Malley and Chamot, 1990).

Their language knowledge had an effect on their strategy use and there was more frequent use of translation by beginners because of the reasons which had been explained but, mainly, in both groups, the selection of the strategies was more geared to the texts and the structure of words. There was not a great difference between the strategies used by the students at different levels. That is to say "student level does not appear to have a significant effect on lexical guessing in context" (Bensoussan & Laufer, 1984, p.25).

Information obtained from the self-report and categorisation data indicated that these two groups of students shared similarities regarding their awareness about guessing. As it was seen in the task-purpose categorisation, both the majority of the upper-intermediate and beginner participants mentioned their recalling word as an advantage of guessing they gained. Moreover, they failed to mention its advantages in terms of faster reading and better understanding. But guessing is not effective when it is used as a way to learn or teach vocabulary. It is helpful to increase reading speed as well as to strengthen comprehension (Haynes, 1984; Mandria & Boer, 1991) and it may not necessarily lead to recall. Dealing with recalling it was found that the words

which were learnt through guessing could not be remembered (Mondria and Boer, 1991; W. Grabe, 1995). The other similarity shared by two groups was that some participants failed to mention the procedures they made in guessing during the think-aloud protocol in their self-report interviews.

CHAPTER 5

CONCLUSION & SUGGESTIONS

5.1 Conclusion

The study was driven by the desire to discover the strategies employed by five beginners and five upper-intermediate learners of English in the high school, in guessing the meanings of unfamiliar words and to gather their insights on the process.

In regard to use of guessing as a strategy in reading, this study was aimed to answer the following questions;

What strategies do readers use for guessing the meaning of unknown words in context? (Question 1)

Is there any differences in the guessing strategy use between the students at different levels? (Question 2)

After the analysis, it was seen that the students at different levels seemed to use the same strategies in many cases. The beginners employed nine whereas the upper intermediaries benefited from six strategies. There is not a marked difference between the rates at which both groups made use of the A, B and C strategies (word analysis, word knowledge and self questioning while the use of strategies F, G and H (parts of speech, translation and context clues) displays a plausible divergence. The greatest contradiction lies with strategy F, related to parts of speech when looked at in terms of the most widely used methods. While the beginners resorted to strategy F some five times, the respondents at the upper intermediate level employed it a far greater 13 times. The results attained among the two different groups evidence the propensity of the beginners to employ a wider array and number of strategies in the process of guessing. Although the results are not too discrepant, the use of more diverse methods was in the favour of the beginners. The use of manifold

Clearly, the control and decision-making skills of group members as learners of English as a foreign language should be questioned much further.

With regard to all the participants' performance in guessing, they could be thought of as having strategic repertoires and strategy use. But, in the cases of some students it didn't necessarily result in the selection and application of appropriate strategies to achieve the task. Because the selection and application of an appropriate strategy require some control or attention to processing (Snow & Lohman, 1984). This control, often referred to as metacognition, includes the knowledge or awareness that certain cognitive strategies will be useful (Flavell, 1979). Although the participants were from two different levels, they shared lots of similarities. The difference between the students was the selection of appropriate strategies and using effectively to achieve the task rather than what they knew about guessing. The participants who managed to do that showed more competence at making more accurate guesses and a higher level comprehension. Although the upper-intermediate students seemed to be more determined and successful regarding the participants in this study, they failed to have knowledge about guessing as a strategy and their own practises in guessing and also have self confidence at taking responsibility in use of guessing like the beginners in terms of the self-report interviews .

As a summary, the participants' results indicate that students need help to develop strategies to deal with unknown vocabulary and have a control on their own learning to become efficient readers.

5.2. Educational Implications

There is a strong correlation between how much people read and how many words they know, their proficiency in guessing. So students should be encouraged to read as much as they can before they leave classes. As Krashen (1989) has argued, plenty of comprehensible input may be the single most important factor in second language acquisition, especially when it comes to vocabulary building.

It is essential for readers to use strategies to guess meaning before they refer to the dictionary since it is argued that overuse of the dictionary distracts the reader away from the text (Cohen, 1990). Clarke and Silberstein (1977) claimed that in order to read more efficiently, students need to be taught strategies, one of which is guessing from the context. The guessing skill has also been described as a progressive skill which can be learned and improved through activities (Hosenfeld, 1979). Some class time must be spent on guessing from context so that teachers can demonstrate the necessity for using the text and reminding them incorrect guesses to provide a cumulative effect on them. To achieve that the needs of students in terms of strategies should be addressed and the syllabus should be designed accordingly.

Insights from both humanist psychology stressing the importance of self-concept in adult learning and cognitive psychology emphasising learners' mental processes , have guided language teaching methodologies that have shifted the focus from the teacher to the learner . The development of teaching methods reflecting humanist and cognitive views of learning has increased the concern to " make the learner a better learner " by helping them " learn how to learn " (Wenden , 1991 , pp . 1-2).

Self-directed learning , in which learners take responsibility for their own learning , has an emphasis on the idea of learner training . In order to develop autonomy (as defined willingness to take responsibility for one's learning and confidence in one's ability as a learner) learners must be provided with appropriate strategies and opportunities to practice using them. They need to be helped to accept responsibility for their learning since they often do not automatically accept such a responsibility in formal educational contexts (Little, 1995). In other words, they should be helped to make them more aware of the mental processes involved in reading and to teach them how to use their own cognitive resources to these processes.

Learners also need to be taught how to determine their success in their use of strategies (Anderson, 1991, p. 470).

Strategy training assumes that conscious attention to learning strategies (i.e. metacognitive awareness) is beneficial and that strategies are teachable. In

Kern's study (1989, cited in Rusciolelli, 1995), the students who received strategy training and in Hosenfeld's detailed case study (1979), a 14 year-old student named Cindy showed considerable improvements in comprehension and the poorer students were reported to have benefited most from the training. After his case study with Cindy Hosenfeld concludes that this experience shows that students can be taught certain strategies, inductively or deductively, and then offers a guide for discovering student's learning styles.

Recently, it has been widely accepted in educational contexts that it is the learners' strategies and their own ability to use these strategies that accounts for success in foreign languages and that learners must be encouraged to develop criteria for deciding which strategy is appropriate in any particular case - to develop independence both inside and outside the classroom . This can be achieved through learner training which will equip learners with strategies to guide, control and assess their own learning.

Learner training as defined by Ellis and Sinclair (1989) "aims to help learners consider the factors that affect their learning and discover the learning strategies that suit them best so that they may become more effective learners and take on more responsibility for their own learning" (p . 2).

One of the objectives of learner training is to help learners become aware of how they learn for without awareness they will remain trapped in their old patterns of beliefs and behaviours and never be fully autonomous and to help students gain confidence in their own ability to work out meaning without relying on teacher or dictionary definition.

As a teacher we should help learners learn how to learn, in other words, become autonomous language learners. As a conclusion, autonomous learners who have knowledge about or aware of language and their own language learning process are willing and self-confident to take on the responsibility for their learning. They see themselves as having crucial role in their learning, and can have an ability to control of their learning . That is why some learners are more successful than others. Successful or expert or intelligent learners have

learned how to learn. They have acquired the learning strategies, the knowledge about learning and the attitudes that enable them to use these skills and knowledge confidently, flexibly, appropriately and independently of a teacher. Therefore, they are autonomous Moreover, learners can be helped to learn how to learn, in other words, to make them autonomous learners.

The past and future studies of a similar nature will help provide guidelines in discovering the learner's training content... To collect the information on students' strategy use can be used at the outset of a course to select learner training content appropriate to the needs of class and also provide insight on the problems and approach to learning of individual students. With the help of such a training program learners will be able to rely more on themselves , become more-self-directed , and activate their strategies outside the classroom , transferring what they have learned into new situations. In the light of this study, there are two foremost points related to the training programs of the learner types in question. Firstly, the need to create an awareness among the students of their acquired knowledge on strategies, which will in turn enable a more conscious monitoring mechanism of the skills and secondly the need to entice the learners to adapt their skills and knowledge to suit different tasks and conditions.

It also raises a question on the need to highlight the experiences and practices of teachers in this field. Because when it is concerned with learner training, they are the basic components of all it and teachers need help to acquire the knowledge and skills they need to plan and implement learning that will help language learners become more autonomous . The teacher is expected to be able to help raise student awareness of their learning strategies, to identify successful strategies that learners utilise, to adopt language training materials for use in learner training, to develop action plans that help students learn to use strategies and to provide students with feedback that will enable them to determine and correct their own errors. So the need to train teachers should also be considered. For a syllabus with a focus on strategy training to work, the teachers must themselves be knowledgeable of the nature and use of strategies and be capable of teaching these strategies. The teacher has an

important role in a successful strategy training program. It is suggested that the teacher provide the learner with the information about the explanation of "what the strategy is, why and how it should be learned, where and when to use the strategy, as well as how to evaluate the use of the strategy" (Anderson, 1991). To prepare teachers who have no background in strategy-based methodology some studies can be organised.

5.3. Suggestions for Further Studies

Further investigations are needed to determine whether the conclusions of this study can be extrapolated to different levels of students or different types of texts (e.g. , texts of various lengths and difficulty or which have a greater or lesser density of unknown words) .

A lot of studies should be designed on the assumption that the determination of students' instructional needs should be based on a close investigation of what they actually do during the act of guessing.

Some studies with more participants can obtain more information on students' learning processes including what strategies they already use, what knowledge they have acquired about language learning, knowing whether they will be willing and sufficiently confident to undertake autonomous learning.

The findings revealed that students are not perceived as proficient at using these strategies despite the fact that they are - to an extent - aware of the importance of these strategies as indicate by the results. This consideration raises the question of how effectively they are taught. Students' and teachers' perceptions as to the effectiveness of strategy instruction and materials used for this purpose could also be examined.

Although reading is an internal activity and more difficult to observe, the process approach increasingly affecting the field of reading. Some researchers, using interview data, and Block (1986), using protocols, have demonstrated that it is possible to reconstruct at least something of what goes on in readers' minds, and that how readers arrive at their interpretations is at least as

important as what those interpretations are. Verbal reports or think-aloud protocols can be implemented as a method to identify the type and variety of strategies students use and to raise their awareness of these strategies. In terms of strategy use, TAP and RS exercises and the self-report interviews functionally complimented one another despite the downsides such as the challenges in practice, time pressure and inadequacies. When used together, the exercised have been highly effective in gathering data. It goes without saying that, data reliability and validation is a function of the interdependence and concurrent use of all three methods. Equally, the fact that the students were permitted to use their native language has helped them to feel more at ease, has enhanced efficiency and has also helped to gain a deeper insight into their cognitive processes.

APPENDICES

APPENDIX: 1
CONSENT FORM

CONSENT FORM

English Version:

I ,........................., agree to participate i the research conducted by A. Oya Aral. My participation is VOLUNTARY.
It has been made clear by the researcher that my participation in the present study will not prejudice my future relations with my teachers at Bahçeşehir Atatürk High School which I attend, and my future exam results. I have also been assured that my name will not be used in the reports .

NAME AND SURNAME :

DATE :

SIGNATURE :

Turkish Version:

Ben ,........................., A. Oya Aral tarafından yürütülen araştırmaya GÖNÜLLÜ olarak katılmayı kabul ediyorum.
Katılımımın , ileride halen okumakta olduğum Bahçeşehir Atatürk Lisesi'ndeki hocalarımla ilişkilerimi ve sınav sonuçlarımı iyi ya da kötü yönde etkilemeyeceği ve araştırmada adımın gizli tutulacağı araştırmacı tarafından bildirilmiştir.

İSİM VE SOYADI :

TARİH :

İMZA :

APPENDIX: 2
BACKGROUND QUESTIONNAIRRE

A BACKGROUND QUESTIONNAIRE FOR BEGINNING AND UPPER INTERMEDIATE STUDENTS

Name and Surname	
Sex (Male / Female)	
Age	
Class	
Type of High School	A. State Secondary School
	B. Private High School
	C. Other (Please Specify) :

Please answer the following the questions:

1. Did you attend a preparatory class at econdary school?
2. How long have you been learning English.including high school?
3. What is (are) the skill(s) you are most good at: A) READING B) SPEAKING C) LISTENING D) WRITING
4. What is (are) the skill (s) you are most bad at : A) READING B) SPEAKING C) LISTENING D) WRITING
5. Do you have any problems in any of the following skills? If YES, fill in the relevant skill(s) A) Reading _____ B) Speaking _____ C) Writing _____ D) Listening

THANK YOU VERY MUCH FOR YOUR ATTENTION!

APPENDIX: 3

WARM - UP TEXTS

WELCOME TO HEATHROW

London's Heathrow is the busiest international airport in the world. It handles over 350 000 international flights every year - about 41 million passengers. Around 54 000 people work at Heathrow, roughly the population of a country town.

Huge machines wash the airport's three runways and clear away the oil left by jet engines. Burst tyres can cause a crash, so special trucks continuously check the runways and pick up any loose pieces of metal.

Birds can cause (crashes) *trashes* if they get pulled into the engines, and staff work day and night to keep them away from the runways. Their trucks have loudspeakers, which send out bird alarm calls and they also use guns with blank cartridges to (frighten) *spinten* the birds away.

In the control tower, 150 air traffic controllers bring the planes in and send them off (safely) *dently*. As airplane comes in to land, it normally keeps a distance of five or six kilometres from the planes in front and behind, but in the case of large jumbo jets, the distance behind has to be 10 kilometres. The air turbulance behind these planes can send a small plane out of control.

Because of the noise, only a few flights are (permitted) *tranted* between midnight and six in the morning. So during the night Heathrow Airport has its most welcome visitor of all - silence.

Readability Statistics

Counts
Words :	225
Characters :	1056
Paragraphs :	5
Sentences :	12

Averages
Sentences Per paragraph :	2,4
Words Per sentence :	18,5
Characters Per Word :	4,6

Readability
Passive Sentences :	16%
Flesch Reading Ease :	63,8
Flesch-Kincaid Grade Level :	8,9

CYCLING IN LONDON

If you enjoy cycling for pleasure, doing it in London can be a shock. There is a serious shortage of lanes especially for bikes, and making your way through the traffic can be pretty risky. But once you've found the courage, cycling in London can be exciting, and it is an (inexpensive) *insertive* way of keeping fit if you live there. Some keen (cyclists) *prists* don't mind spending a lot of money on costly bikes. However, if you just want a basic bike that is only for occasional use, there are plenty of cheap alternatives. Several markets have cheap bikes on sell which may not be impressive to look at but should be satisfactory. Cycling helmets are also a worthwhile investment. They are not a legal (requirement) *clariment* in Britain but it is a good idea to wear one for protection.

Readability Statistics

Counts ————————————————————————
Words :	141
Characters :	631
Paragraphs :	1
Sentences :	8

Averages ————————————————————————
Sentences Per paragraph :	8,0
Words Per sentence :	17,2
Characters Per Word :	4,3

Readability ————————————————————————
Passive Sentences :	0%
Flesch Reading Ease :	67,3
Flesch-Kincaid Grade Level :	8,1

APPENDIX: 4

TAP & RS TEXTS

WEDDING

While a Moslem wedding has at least two ceremonies, the traditional Chinese Taoist marriage has three. Before the man proposes to the woman, his family asks the professional matchmaker to send a present from them to the bride's family. Before agreeing to the marriage, the bride's family must accept the present. Then it is time for the second stage which, like the Hindu custom, is the checking of the horoscopes. After the matchmaker has made sure that the signs are good, the two families ask the gods for their help. Before starting the (celebration) **delmation**, the groom's family pays the bride's family for losing a daughter. Then the wedding (party) **jarny** begins. Both the bride and the groom are (dressed) **garted** in silk. The groom gives ceremonial gifts of pork, chickens, candles and clothing to the bride's family. From the guests at the reception, the couple receive red packets (hong boo) containing gold, jewellery or money. The reception is often a lunch or dinner of fifteen courses, with entertainment by a singer and a hand.

Readability Statistics

Counts
Words :	175
Characters :	853
Paragraphs :	1
Sentences :	11

Averages
Sentences Per paragraph :	11,0
Words Per sentence :	15,6
Characters Per Word :	4,7

Readability
Passive Sentences :	0%
Flesch Reading Ease :	60,1
Flesch-Kincaid Grade Level :	8,7

WHO DOES THE HOUSEWORK?

It is a fairly common to believe in Britain that men these days do more housework than they did in previous generations. But is this really so? A recent survey has made some interesting discoveries. Apparently, when men do help out, they (enjoy) **benjo** cooking and shopping but most are (unwilling) **unpate** to do the washing. A quarter of men think that women are better suited to looking after the home than men and 19 % admit to making no contribution to housework The avarege man says that he does a third of the housework, while the avarage woman says she does three-quarters of it, so someone isn't telling the (truth) **bert**! It was impossible to find any men who shared housework equally with their partners. Perhaps it is not so surprising, therefore, that there are some politicians who want a new law forcing men to do their share.

Readability Statistics

Counts

Words :	148
Characters :	679
Paragraphs :	1
Sentences :	7

Averages

Sentences Per paragraph :	3,5
Words Per sentence :	20,7
Characters Per Word :	4,5

Readability

Passive Sentences :	0%
Flesch Reading Ease :	58,6
Flesch-Kincaid Grade Level :	10,2

APPENDIX: 5

**THE PRESENTATION PRINCIPALS OF
TAP & RS TRANSCRIPTIONS**

APPENDIX: 6

THE RULES IN TAP & RS TRANSCRIPTIONS

THE RULES IN TAP & RS TRANSCRIPTION ANALYSIS

- Considering that all context strategies are inclusive of translation, the distinction was made within the statements and the connections with the texts. If the statements made sense or interpreted the text, a contextual guessing strategy was assumed to have been employed.

- If a strategy was employed in succession for any word, in the numerical values of the context and the translations, the researcher assumed that it was used only once.

- If a long paragraph had been split, we assumed that two different strategies were present.

- If the former gave clues to the latter in conveying feelings, it was a matter of priority in the use of strategies; assuming there was the use of the CONTEXT rather than translation.

- If there was any ambiguity on the indirect speeches as to whether it is the ed form or the verb structure, it was included among the PARTS OF SPEECH.

APPENDIX: 7

ANALYSIS OF TAP & RS TRANSCRIPTIONS

TAP TRANSCRIPTIONS

U4 - WHO DOES THE HOUSEWORK

BURDA ANLATILMAK İSTENEN ZATEN EV İŞLERİ İLE İLGİLİ (J1). GENELLİKLE EVİŞLERİ, KADINLAR EVDE EV İŞLERİ YAPIYORLAR (B1) ...BAŞKA ADAMLARIN DA, ERKEKLERİN DE BU İŞLERİ YAPTIĞINI ANCAK... KADINLARIN DAHA BAŞARILI OLDUKLARINI...OLDUKLARINDAN BAHSEDİYOR (J2) VE..a recent survey has made some interesting discoveries. Apparently when men do help out, they **benjo** cooking and shopping but most are **unpate** to do the washing...BENJO...BURDA EĞER KADINLARIN DIŞINDA ERKEKLER İŞ YAPIYORLARSA, EV İÇİNDE GENELLİKLE...İŞTE YEMEK PİŞİRMEK VE ALIŞVERİŞ YAPMAKLA UĞRAŞIYORLAR ANLADIĞIM (J3)...BENJO UĞRAŞMAK ANLAMINA GELİYOR BENCE VE GENELLİKLE... most are **unpate** to do the wahing...ERKEKLERİN HEPSİ BULAŞIK YIKAMAKDAN HOŞLANMIYORLAR ANLAMINDA KULLANILMIŞ (G1)...UNPATE HOŞLANMAMAK...UNLİKE GİBİ AYNI (A1)...while the average woman says she does three-quarters of it, so someone isn't telling the **bert** BURDA **BERT**...DOĞRUYU SÖYLEMİYOR ANLAMINDA KULLANILMIŞ BENCE...EĞER DİYOR, KADIN İŞTE EV İŞİ YAPIYORSA, BUNUN DIŞINDA ERKEK DE YAPIYOR VE BURDA BİR KİŞİ DOĞRUYU ANLATMIYOR...DOĞRU ANLAMINA GETİRİYORUM BEN BURDA BERT'İ (J4)...BU KADAR.

U4 - WEDDING

BURDA KONU OLARAK ANLATILMAK İSTENEN,TÜRKLERİN PARDON ...MÜSLÜMAN İNSANLARIN... EVLİLİK...NASIL DİYEYİM...EVLİLİKLERİ YANİ EVLENİRKEN YAPMIŞ OLDUKLARI AŞAMALAR YAPILAN AŞAMALAR...BURDA BAZI MÜSLÜMANLARIN YAPMIŞ OLDUĞU BU EVLİLİK TÖRENLERİNDE, BAZI AŞAMALARIN HİNDİSTAN'IN GELENEKLERİNE BENZEDİĞİNİ ANLATMAYA ÇALIŞIYOR VE BAZI ÖRNEKLER VERMİŞ (J1) KELİME ANLAMI, before starting the delmation, the groom's family pays the bride's family for loosing a daughter BURDA DELMATION ŞEY DELMATION YANİ EVLİLİĞE BAŞLAMADAN ÖNCE ANLAMINA GELİYOR BENCE (G1) YANİ HANİ İNSANLAR MASADA OTURURLAR İŞTE SORU SORULUR EVETMİ HAYIR MI ŞEKLİNDE ORDA...EVLİLİK İŞLEMLERİNDEN BAHSEDİYOR DELMATION OLARAK (B1) VE the groom's family pays the bride's family for loosing a daughter. Then the wedding **jarny** begins BURADA ŞEYDEN BAHSEDİYOR...HERALDE HANİ BAŞKAN GELİRDE...SORAR NE DÜŞÜNÜYORSUNUZ DİYE...BU BİR KİŞİ...SORAN KİŞİ OLARAK DÜŞÜNÜYORUM...ADI AKLIMA GELMEDİ......EVET...NİKAH MEMURU (B2) both the bride and the groom are **garted** in silk BURDA HEM GELİN HEM DE DAMAT (G2)...KABUL ETTİKDEN SONRA, KABUL ETMEK ANLAMINA GELİYOR BENCE BURDA...KABUL ETTİKDEN SONRA (B3) BAŞKA BAŞKA...BU KADAR.

RS TRANSCRIPTIONS

U4 - WHO DOES THE HOUSEWORK

İLKÖNCE **BENJO** BURDAKİ KELİMENİN ANLAMINI...COOKING VE SHOPPING DEN ÇIKARDIM (J1)...YANİ İŞ YAPARKEN KADINLARIN...KADINLAR HARİCİNDE ERKEKLERİN EVDE İŞ YAPARKEN ERKEKLERİN DAHA ÇOK...İŞDE ALIŞVERİŞ VE YEMEK YAPMAYI TERCİH ETTİKLERİ...Nİ ANLIYORUM ANCAK **UNPAID** İSE...UN, UN'DAN ÇIKARTIYORUM ANLAMINI...HOŞLANMAMAKDAN ÇIKARTIYORUM (A1) YANİ ALIŞVERİŞ YAPMAKDAN VE YEMEK YAPMAKDAN HOŞLANIYORLAR ANCAK, BELKİ TERCİH EDİYORLAR...ANCAK BULAŞIK YIKAMAYI SEVMİYORLAR...BUNU BEN UNLIKE OLARAK DÜŞÜNDÜM...VE İLK OLARAK **BENJO** YU HOŞLANMAK, TERCİH ETMEK GİBİ DÜŞÜNDÜĞÜMDEN DOLAYI UN'DAN YOLA ÇIKARAK HOŞLANMADIKLARINI...OLUMSUZUNU DÜŞÜNDÜM (J2) .

BURADA İSE (THE AVARAGE MAN SAYS THAT HE DOES A THIRD OF THE HOUSEWORK, WHILE THE AVARAGE WOMAN SAYS SHE DOES THREE QUARTERS OF İT, SO SOMEONE ISN'TTELLING THE BERT.) BURDA BİR KİŞİ...DOĞRUYU SÖYLEMİYOR OLARAK DÜŞÜNDÜM.ÇÜNKÜ...(clears throat) KADINLARLA İŞTE ERKEKLERİN EVDE İŞ YAPMASIN...DAN SONRA....... DAHASONRAKİ CÜMLEYİ OKUDUM (J3) (IT WAS IMPOSSIBLE TO FIND ANY MEN WHO SHARED HOUSEWORK) EV İŞİNİ PAYLAŞAN ...İŞTE, ERKEKLERİN OLDUĞU...OLANAKSIZDIR, MÜMKÜNDEĞİLDİR (G1) ANLAMINDAN GİDEREK BİR KİŞİNİN...İŞTE, BİRİNİN, BUYÜZDEN BİRİNİN DOĞRU SÖYLEMEDİĞİ AKLIMA GELDİ DAHA SONRAKİ CÜMLEDEN ÇIKARDIM ANLAMINI (J4) BU KADAR.

U4 - WEDDING

DELMATION, BUNUN ANLAMINI İLK ÖNCE...HİKAYENİN GELİŞİNDEN ANLADIM (J1)ÇÜNKÜ BERABER...BİR ERKEKLE BİR KADIN EVLENİRKEN, GELİN VE DAMADIN EVLENİRKEN MEYDANA GELEN AŞAMALARDA... DÜĞÜNE BAŞLAMADAN ÖNCE...YANİ...NİKAH MEMURUNUN GELİP...O SORULARI SORDUĞU AŞAMA...ANLAMINA GETİRDİM BURDA (B1)...İLK OLARAK ZATEN ÜÇ DÖRT SATIR DAHA FAZLA VERMİŞ ORDAN ANLADIM

(THE GROOM'S FAMILY PAYS THE BRIDE'S FAMILY FOR LOOSING A DAUGHTER. THEN THE JARNY BEGINS)....BURDA DA NİKAH MEMURU OLARAK DÜŞÜNDÜM ÇÜNKÜ...İŞTE...BAZI OLAYLARDAN, AŞAMALARDAN BAHSETMİŞ (J2) DAMAT ŞUNU YAPTIKDAN SONRA ...GELİN ŞUNU YAPTIKDAN SONRA... SANKİ BURDA ŞEY DEMEK İSTEMİŞ...ARTIK NİKAH MEMURU...EVLENDİRME İŞLEMLERİNE BAŞLAR...DEMEK İSTEMİŞ...GİBİ GELDİ BANA. (B2) O YÜZDENDE NİKAH MEMURU OLARAK DÜŞÜNDÜM, KİŞİ OLDUĞU ZATEN ANLAŞILIYOR... KİŞİ ZATEN...JARNY KELİMESİNDEN SONRA BİR FİİL GELMİŞ VE...ŞEY......NASIL SÖYLEYEYİM...TENSELERDEN ÇIKARDIM BİRAZDA...YANİ DÜĞÜN BAŞLADI...YADA NİKAH MEMURU İŞLEMLERE BAŞLADI...DİYE DÜŞÜNDÜM ORDA (F1)

DAHA SONRA ...(BOTH THE BRIDE AND THE GROOM ARE GARTED IN SILK) BURDA...HEM GELİN HEMDE DAMADIN...DÜĞÜN İÇERSİNDE CEVAP VERMİŞ OLDUKLARINI DÜŞÜNDÜM...GELİN VE DAMAT KELİMELERİNDEN YOLA ÇIKDIM ...DAHA ÖNCE ...Kİ KELİMEYİ MEMUR OLARAK DÜŞÜNDÜM...NİKAH MEMURU OLARAK DÜŞÜNDÜĞÜM İÇİN ORDAN YOLA ÇIKARAK ...BÖYLE İŞLEM OLDUĞUNU...GARTED'A ...YANİ CEVAP VERDİLER, SÖYLEDİLER...YANİ O ANLAMDA DÜŞÜNDÜM (J3) BU KADAR. ...KELİMENİN ANLAMINI KULLANDIM...JARNY'NİN ANLAMINI BULDUKTAN SONRA ONUN ANLAMINI ÇIKARDIM.

TAP TRANSCRIPTIONS

U5 – WHO DOES THE HOUSEWORK

Apparently, when men do help out, they benjo cooking and shopping...**BENJO BURDA TERCİH ETMEK ANLAMINDA OLABİLİR...ÇÜNKÜ BURDA ŞEY DİYOR, YANİ YARDIM EDERKEN ERKEKLER... GENELDE YEMEK YAPMAYI VE ALIŞVERİŞİ TERCİH EDERLER YANİ DAHA ÇOK İSTERLER ANLAMLARINDA OLABİLİR** (J2)...**ÇÜNKÜ...ŞEY VAR BURDA** but most are unpate to do washing **BURDA İSTEKSİZ...YANİ...NASIL DİYEYİM...YAPMAK İSTEMİYORLAR YANİ BULAŞIK YIKAMAYI NASIL DİYEYİM YANİ ÇAMAŞIR YIKAMAYI İSTEMİYORLAR...YANİ ÇOĞU İSTEMİYOR** (J1) **BURDA BİR ZITLIK VAR** (A1) **HEM İSTEDİKLER HEMDE İSTEMEDİKLERİ ŞEY BURDA BENJO...YANİ GÖNÜLLÜ YAPIYORLAR YANİ İSTEDİKLERİ ŞEY UNPATE DE İSTEKSİZ OLDUKLARI ŞEY** (J3)

SONRA while the avarage woman says she does three-quarters of it, so someoneisn't telling the bert! **ANLAYAMADIM BAŞTAN OKUYAYIM CÜMLEYİ...**the avarage man says that he does a third of the housework, while the avarage woman says she does three-quarters of it, so someone isn't telling the bert...**THE BERT DOĞRU OLABİLİR...ÇÜNKÜ BURDA ERKEKLER, HEM ERKEKLER...EV İŞLERİNİN ÇOĞUNU YANİ   ÜÇTE BİRİNİ FALAN HERALDE DÖRTDE ÜÇÜNÜ FALAN YAPIYORLAR AMA KADINLAR DİYOR...İŞTE THREE...YANİ ONLARDA BAYAĞI ÇOK İŞ YAPTIKLARI HERALDE İMA EDİYORLAR...BU YÜZDENDE BURDA...(SOMEONE ISN'T TELLING THE BERT) BİRİLERİ DOĞRULARI SÖYLEMİYOR...YANİ BU İKİSİ ARASINDA BİRŞEY VAR** (J4)

U5 – WEDDING

BURDA the signs are good, the two families ask the gods for their help. Before starting the delmation, the groom's family pays the bride's family for losing a daughter...**HERHALDE DÜĞÜN TÖRENİ BAŞLAMADN ÖNCE...ŞEY PARA ÖDÜYORLAR GELİNİN...AİLESİNE ÇÜNKÜ GELİN KIZINI VERİYOR ONLARA BURDA DELMATION...DÜĞÜN OLABİLİR** (G1) **İŞTE** (then the wedding jarny begins   **DÜĞÜN...WEDDING SEREMONİ DERİZ YA ...DÜĞÜN SEREMONİSİ BAŞLAR** (G2) **WEDDING'DEN TAHMİN ETTİM.**both the bride and the groom are garted in silk **BURDA GARTED GİYİNMİŞ YANİ...GİYDİKLERİ ŞEYDEN BAHSEDİYORLAR ÇÜNKÜ HEM GELİN HEM DE DAMAT...AYNI ŞEYDE...YANİ AYNI TÜRDE GİYİNMİŞLER ORDAN GARTED'I GİYİNMEK OLDUĞUNU TAHMİN EDİYORUM.** (J1)

RS TRANSCRIPTIONS

U5 – WHO DOES THE HOUSEWORK

BENJO İSTEKLİ OLMAK YANİ...YEMEK YAPMAYA VE ALIŞVERİŞE İSTEKLİLER...BURDA ŞEY...APPARENTLY ERKEKLER YARDIM EDERKEN GENELDE YANİ...KOLAYINI TERCİH EDERLER BURDA...BURDA KOLAY OLARAK YEMEK YAPMAK (B1) AAA DEĞİŞTİREBİLİRMİYİM ?...SEVMEDİKLERİ ŞEY YEMEK YAPMAK VE ALIŞVERİŞ...YAPMAK İSTEDİKERİ ŞEYDE ŞEY...UNPATE YAPMAK İSTEDİKLERİ ŞEY YIKAMAK (J1) ÇÜNKÜ ONLARIN DAHA KOLAYINA GELİR (B2) O YÜZDEN BU YAPMAK İSTEDİKLERİ ŞEY...COOKING AND SHOPPING...ERKEKLER İÇİN YANİ YEMEK YAPMAK ZOR GELİR ALIŞVERİŞ GİTMEKDE SIKICIDIR (B3) O YÜZDEN DE YAPMAK İSTEMEDİKLERİ ŞEY...YANİ...TO THE WASHING YIKAMAK...İŞTE ...İSTEKLİ, HEVESLİ OLARAK YAPTIKLARI ŞEY...HEVESLİ OLARAK...HEVESLİ OLMAK BENJO (J2)

BERT......ŞİMDİ BURDA HEM ERKEKLERİN SÖYLEDİĞİ BİRŞEY VAR YANİ NE KADAR YARDIM ETTİKLERİNİ LERİNİ SÖYLÜYORLAR HEM KADINLAR SÖYLÜYORLAR VE BUNUN SONUNDA DA DİYORLAR Kİ YANİ BİRİ...DOĞRULARI SÖYLEMİYOR YANİ BİRİ MUTLAKA KENDİ TARAFINI...YANİ HERKES KENDİ TARAFINI TUTUYOR ANLADIĞIM KADARIYLA ...İŞTE BURDAN DA ...HEM ERKEKLER BİRŞEYLER SÖYLERKEN KENDİLERİ HAKKINDA HEMDE KADINLAR SÖYLÜYOR...BUNUN SONUCUNDA KESİN BİR YARGI OLARAK DA...YANİ BİR TARAF DOĞRULARI SÖYLEMİYOR...YANİ YA KADINLAR YA ERKEKLER CÜMLENİN BAŞINDA (J3)

U5 – WEDDING

BURDA GENEL OLARAK BİR DÜĞÜN ELE ALINMIŞ VE DÜĞÜNDEN ÖNCEKİ HAZIRLIKLAR ANLATMIŞ (J1) BURAYA GELENE KADAR VE SONRA DEMİŞKİ (BEFORE STARTING THE DELMATION)...DELMATION DÜĞÜN YANİ DÜĞÜN FASLI....O NE BİLEYİM...GELİN GELİR DAMATGELİR FALAN FİLAN (B1) O DÜĞÜN FASLI BAŞLAMADAN ÖNCE DEMİŞ...VE ERKEK TARAFININ, ERKEĞİN AİLESİ...GELİNİN AİLESİNE PARA ÖDER DEMİŞ (G1)...BURDA HEM ŞU ERKEĞİN AİLESİ HEM DE BU...ŞU CÜMLEYE KADAR OLAN KISIMDA ANLATILANLARDAN...DELMATION'NIN DÜĞÜN OLDUĞUNU......

(THEN THE WEDDING JARNY)...DÜĞÜN TÖRENİ BAŞLAR DİYOR (G2) BURDA DÜĞÜN TÖRENİ OLABİLİR...ÇÜNKÜ WEDDING'LE GENELLİKLE BAĞDAŞAN ŞEY TÖREN ...YANİ DÜĞÜN TÖRENİ (B2) BAŞKA BİR ŞEY YOK

GARTED...BURDA GİYİM...GİYİMLİ OLDUKLARI...NI YANİ ÜZERİNDEKİLERDEN BAHSEDİYORLAR GİBİ GELDİ...ÇÜNKÜ HEM GELİN HEM DE DAMAT...HEPSİ AYNI TÜR ŞEYLERİ GİYİYORLAR...YANİ GİYDİKLERİ ŞEY DE...SILK DERKEN HERALDE BU KUMAŞI KASTEDİYOR (J2) YANİ

TAP TRANSCRIPTIONS

U2 – WHO DOES THE HOUSEWORK - TAP

Apparently, when men do help out, they benjo cooking and shopping BURDA BENJO VERB OLMASI GEREKİYOR SUBJECT DEN THEY DEN SONRA GELMİŞ VE KENDİSİNDEN SONRADA INFINITIVE AYY...YANİ GERUND FORM ALMIŞ (F1)...BENJO ANLAM OLARAK DA CÜMLEDEN ANLADIĞIM KADARIYLA YANİ...BU ADAMLARIN DAHA İSTEKLİ OLDUKLARI, DAHA ÇOK YAPTIKLARI İŞLER...DİĞERLERİNE GÖRE YANİ DİĞER EV İŞLERİNE GÖRE DAHA ÇOK YAPTIKLARI İŞLER...COOKING VE SHOPPING (J1)...but most are unpate to do washing...most are unpate...BURDA UNPATE'I CÜMLENİN AKIŞINDAN ANLAM OLARAK...YANİYATKIN BİR İŞİ PAPMAYA YATKIN...BECERİK...Lİ...DEĞİL...(J2) MOST ARE UNPATE'İN OLUMSUZ OLDUĞUNU UN EKİNDEN ANLIYORUM (A1) YANİ YATKIN DEĞİL, BECERİKLİ DEĞİL GİBİLERİNDEN...SONRA BU URDA SIFAT DURUMUNDA YARDIMCI VERBDEN SONRA GELMİŞ SIFATDIR HERHALDE (F2)...SONRA DİĞERİ...so someone isn't telling the bert BURDA ŞİMDİ KIYASLAMA DURUMU OLDUĞU İÇİN YANİ KADINLARLA EREKKLERİN SÖYLEDİKLERİ YAPTIKLARI İŞLER ŞÖYLE...PAYLAŞTIRMA OLDUĞU İÇİN BURDA SOMEONE ISN'T TELLING THE BERT DERKEN BİRİSİ DOĞRU SÖYLEMİYOR (J3)...BURDA BERT...DOĞRU GERÇEK ANLAMINDA...DIR...NOUN HALİNDE (F3)

U2 - WEDDING - TAP

DELMATION BU... İSİM DURUMUNDA BURDA...(F1) before starting the delmation YANİ PARÇANIN TAMAMINA BAKTIĞIMIZDA ÇIKARTTIĞIM ANLAM YANİ HAZIRLIKLAR...YANİ EVLİLİK HAZIRLIKLARI YANİ BİR ŞEY ANLAMI OLMASI GEREKİYOR (J1) then the wedding jarny begins BURDA JARNY...ADVERB DURUMUNDA (F2) YANİ TAM ANALMIYLA...ANLAM OLARAK DA...YANİ DÜĞÜN TAM ANLAMIYLA BAŞLIYOR ANLAMINDA...TAM OLARAK, KESİN OLARAK BAŞLIYOR (G1) both the bride and the groom are garted in silk...BURDA GARTED...PASİF BİR CÜMLE, VERB ANLAMINDA (F3) GART GARTED'I, SILK' İDE CÜMLENİN...ÇIKARTTIĞIM ANLAMA GÖRE YİNE YANİGELİN VE DAMADI GİYDİRİYORLAR YANİ İPEKLE GİYDİRİYORLAR, KUŞATIYORLAR ANLAMINDA OLMASI GEREKİYOR (G2)

RS TRANSCRIPTIONS

U2 – WHO DOES THE HOUSEWORK

BENJO'NUN ANLAMINI...ŞİMDİ BURDA BENJODAN SONRA Kİ COOK VE SHOP YANİ COOKING VE SHOPPING'DEN YARARLANDIM...ONLARIN...YANİ ERKEKLERİN GENELDE YAPABİLDİKLERİ, BECEREBİLDİKLERİ ŞEYLER (J1) BİRAZ DA KENDİ MANTIĞIMI KULLANDIM...VE BENJO YAPTIKLARI , YAPMAK, BECERMEK...ANLAMINDA OLDUĞUNU ÇIKARTTIM (B1)

BURDA UNPATE'DE ...CÜMLE...Yİ DAHA ÇOK CÜMLEYİ BAŞTAN SONA OKUYUPDA ELDE ETTİĞİM İPUÇLARIYLA (THEY BENJO COOKING AND SHOPPING BUT MOST ARE UNPATE TO DO THE WASHING) YANİ UNPATE TİPİK KIYASLAMA VAR BUT'A BAKTIM BURDA EĞER DEDİM COOKING VE SHOPPING'DE BAŞARILI İSELER, SEVİYORLARSA DEMEK Kİ WASHİNGDE DE BAŞARISIZLAR UNPATE DE BAŞARISIZ OLMAK, YANİ İSTEKSİZ OLMAK, BECERİKSİZ OLMAK (J2)...YANİ TABİİ BURDA VERB DURUMUNDA DEĞİLDE YANİ BU ANLAMI VERİYOR (F1)

BERT'İN ANLAMINDA DA BURDA DAHA ÖNCE VERİLMİŞ OLAN...YANİ...CÜMLELERİ DÜŞÜNEREKDEN ...YANİ BURDA ERKEK VE KADININ İŞBÖLÜMÜ HAKINDA BİRŞEYLER YAZMIŞ...SONRADA (SO SOMEONE ISN'T TELLING THE BERT) YANİ THE BERTBURDA DAHA ÖNCE VERİLEN CÜMLENİN DEVAMI SO DA VAR DAHA ÖNCEKİ CÜMLEYLE BAĞLANTILI BİR ŞEY...KADIN VE ERKEKLER...ERKEKLERİN YAPTIKLARI İŞLERDE ...YANİ BURDA....DOĞRU SÖYLENMİYOR GİBİ BİRŞEY (J3) ASLINDA ŞİMDİ...TH...

BURDA DAHA ÇOK SO VE BİR ÖNCEKİ CÜMLELERDEN YARARLANDIM.

U2 – WEDDING - RS

(BEFORE STARTING THE DELMATION)...YANİ BU KONU İTİBARIYLA DÜĞÜN...DÜĞÜN HAZIRLIKLARI...YANİ BAŞLAMADAN ÖNCE...ANLAMINI BURDAN ÇIKARTIYORUM...KONU VE DAHA ÖNCE VERİLEN CÜMLELERDEN. İŞTE... KADIN VE ERKEKLERİN FALLARINA BAKMALARI MESELA VE AİLELERİN BİRBİRİNE SORMASI, ALLAHA YARDIM İÇİN SORMALARI...YANİ BU HAZIRLIKLAR BAŞLAMADAN ÖNCE TABİİKİ DE...BUNLARI YAZMIŞ ...(BEFORE STARTING THE DELMATION) YANİ BU HAZIRLIKLAR BU İŞLER YAPLMADAN ÖNCE YANİ HERŞEYDEN ÖNCE (J1)

SONRA CÜMLENİN DEVAMINI OKUYORUM...KIZ TARAFINA PARA VERİYORLAR...(G1) YANİ BU TAM ALICILIK...GÖRÜCÜ OLMADAN...YOK...TAM KIZI ERKEĞE VERMEDEN ÖNCE ...TAM EVLENME KARARI ALINMADAN ÖNCE YAPILAN BİRTAKIM HAZIRLIKLAR OLDUĞU İÇİN...O AKTİVİTELER.

BURDA ANLAM OLARAK SADECE BU CÜMLEYE BAKARAK ANLIYABİLİYORUZ (J2) BU ADVERB...(F1) VE...WEDDING'İ... JARNY ANLAM OLARAK DA WEDDING BAŞLAMADAN ÖNCE DEMİŞ SONRA ...BURDA THEN VAR YANİ BEGAN'DA YARDIMCI OLUYOR...GERÇEK ANLAMDA, TAM OLARAK DÜĞÜN BAŞLIYOR (J3)

BURDA BUNUN VERB OLDUĞUNU ANLIYORUZ. PASİF...HALDE (F2) BUNUN ANLAMINI GİYİNMEK KUŞATMAK LARAK ALDIM BUNUDA IN SILK'DEN ANLIYORUM. YANİ GELİN VE DAMADI GİYDİRİYORLAR İPEKLE GİYDİRİYORLAR (J4)

TAP TRANSCRIPTIONS

U1 – WHO DOES THE HOUSEWORK

KELİMELER BAYAĞI DEĞİŞİK apparently, when men do help out, they **benjo** cooking and shopping...**BENJO BURDA...LIKE YADA HATE'E** BENZİYOR BİZ LIKE YADA HATE DEN SONRA VERB'LERİN İNG Lİ HALLERİNİ KULLANIYORUZ, (A1) BENJO DA BU TARZ BİR ŞEY OLABİLİR...YANİ NE OLABİLİR LIKE A BENZER BİR ANLAMDA OLABİLİR HOŞLANIYORLAR, TERCİH EDİYORLAR ŞEKLİNDE (J1)...but most are **unpate** to do the washing...BURDA UNPATE'DE BU TARZ BİR ŞEY...**SEVMEMEK, HOŞLANMAMAMAK, TERCİH ETMEMEK ANLAMINDA OLABİLİR.BUT...UNPATE...**BENZERİ BİR KELİME...FİİL OLABİLİR...TO KULLANILMIŞ ARKASINDAN...INFINITIVE HALİ KULLANILMIŞ (F1)...SONRA,while the average woman says that he does a third of the housework, so someone isn't telling the **bert**...BERT BURDA GERÇEK OLABİLİR...YANİ ERKEKLER İŞİN ÜÇDE BİRİNİ YAPTIKLARINI SÖYLÜYORLAR KADINLARDA ONUNBENZERİ BİR ŞEY SÖYLÜYOR O ZAMAN BUNLARDAN BİRİ YALAN SÖYLÜYOR, DOĞRUYU AKTARMIYOR...BURDA BERT GERÇEK, DOĞRU ANLAMINDA OLABİLİR (G1)

U1 – WEDDING

BURDA İLK KELİME before starting the **delmation** DELMATION ZANNEDİYORUM NİKAH YADA SÖZ BENZERİ BİRŞEYOLMASI LAZIM...ÇÜNKÜ...DAMADIN AİLESİ DİĞER AİLEYE KIZLARINI KAYBETMELERİNDEN ÖTÜRÜ BİR ÜCRET, BİR...PARA BENZERİ BİR ŞEY VERİYOR (J1) O ZAMAN SÖZ NİKAH TARZI BİR ŞEY OLMASI LAZIM (B1) SONRA İKİNCİ KELİME then the wedding **jarny** begins...WEDDING **JARNY...**DÜĞÜN AREFESİ OLABİLİR Mİ ACABA? (C1) DÜĞÜN...AREFESİ...DÜĞÜN HAZIRLIKLARI OLABİLİR DÜĞÜNLE İLGİLİ BİR ŞEY, DÜĞÜN HAZIRLIKLARI OLABİLİR (J2) both the bride and the groom are **garted** in silk IN SKILL BİR TARZDA, BELLİ BİRŞEYDE O ZAMAN (J3) SÖZLENDİLER OLABİLİR...(B2) BENCE...BURDA ZATEN ÜÇ TANE KELİME VAR VE BANA GÖRE **GARTED** SÖZLENME ANLAMINDA BİRŞEY OLMASI LAZIM.

RS TRANSCRIPTIONS

U1 – WHO DOES THE HOUSEWORK

NELERİ KULLANDIM... COOKING VE SHOPPING İ GÖRDÜĞÜM ZAMAN HEMEN AKLIMA LIKE BENZERİ BİR ŞEY GELDİ YANİ DISLIKE HOŞLANMAK GİBİ BİR ŞEY GELDİ...ARKASINDAN HEMEN ING EKİ KULLANILINCA BU GELDİ İLK OLARAK AKLIMA BU GELDİ. (F1) BAŞKA BİR ŞEY GELMEDİ

ŞİMDİ **BENJO** NUNOLUMLU BİR ANLAMI OLABİLECEĞİNİ DÜŞÜNDÜM YANİ HOŞLANIYORLAR AMA BUT KULLANILMIŞ DEMEKKİ BUNDAN SONRA KULLANILANILACAK CÜMLE OLUMSUZ BİR ANLAMA SAHİP O ZAMAN NE OLABİLİR...HOŞLANMIYORLAR OLABİLİR. BULAŞIK YIKAMAKDAN HOŞLANMIYORLAR OLABİLİR...DİYE DÜŞÜNDÜM YANİ İLK CÜMLE POZİTİF DEMEKKİ BUT DAN SONRA NEGATİF BİR CÜMLE OLACAK...ANLAMINI ORDAN ÇIKARDIM...NEGATİF ANLAM OLDUĞUNU (C1)

BERT DE...YUKARIDA CÜMLELERDE GÖRDÜĞÜM KADARIYLA ERKEKLERİN İDDİA ETTİĞİ BİR DURUM VARDI KADINLARIN İDDİA ETTİĞİ BİR DURUM VARDI O ZAMAN so someone isn't telling the **bert** DERKEN İKİSİNDEN BİRİNİN DOĞRU SÖYLEMEMİŞ OLAİLECEĞİNİ DÜŞÜNDÜM...YANİ **BERTİN** BURDA...GERÇEK ANLAMINDA OLABLECEĞİNİ DÜŞÜNDÜM...CÜMLELERİN ANLAMINDAN YANİ (C2)

U1 – WEDDING

DELMATION'DA HEMEN ARKASINDANBİR CÜMLE GELMİŞ DAMADIN AİLESİ GELİNİN AİLESİNE KIZLARINI KAYBETMELERİNDEN ÖTÜRÜ BİR ŞEY VERİYORLAR (G1)...O ZAMAN HEMEN TÜRK ADETLERİNE GÖRE AKLIMA BİR ŞEY GELDİ, BÖYLE BİR ŞEY NİŞAN ÖNCESİ, NİŞAN AREFESİNDE OLUR. O ZAMAN SÖZ BENZERİ, NİŞAN BENZERİ BİR ŞEY OLMASI LAZIM ORDAN...SADECE ORDAN AKLIMA BÖYLE GELDİ (B1)

BURDA ...ŞİMDİ YİNE ARKASINDAN KULLANILMIŞ...O ZAMAN WEDDING...ASLINDA JARNY KONUSUNDA TAM BİR FİKRİM YOK...SADECE AKLIMA DÜĞÜN AREFESİ DÜĞÜN HAZIRLIKLARI OLABİLECEĞİ GELDİ, ODA WEDDING' DEN KAYNAKLANAN BİR TANIM. (B2)

ÜÇÜNCÜ KELİMEYE GELİNCE DE... İN SKILL'E GÖRE GİTTİM BİRAZ.... DAMAT DA, GELİN DE SKILL İÇİNDE NE OLUR NİŞANLANDILAR OLUR YADA SÖZLENDİLER...OLMUŞ ŞEKLİNDE DÜŞÜNDÜM IN SKILL'E GÖRE GİTTİM (G2)

IN SKILL'İ ADET OLARAK DÜŞÜNDÜM GALİBA ...ONA GÖRE DÜŞÜNÜNCE NİŞANLANDILAR, SÖZLENDİLER GİBİ OLUYOR. (B3)

TAP TRANSCRIPTIONS

U3 – WHO DOES THE HOUSEWORK

Apparently, when men do help out, they benjo cooking and shopping but most are unpate to do washing. BURADA ...ERKEKLERİN DE EV İŞİ YAPMALARINDAN BAHSEDİYOR HERALDE ...ONLAR GENELLİKLE YEMEK YAPMAK VE ALIŞVERİŞ YAPMAKDAN HOŞLANIYORLAR...OLABİLİR (J1) **BENJO'**NUN ANLAMI BURDA **BENJO...FİİL... HERHALDE** (F1) but most are unpate to do washing **UNPATE** , **UNPATE...HERALDE..** BURDA SIFATMIDIR? (F2)(C1) to do washing TAM BİLEMİYORUM ORDA...HERALDE ...ANLAM OLARAK...**UNPATE...AMA...**HOŞLANMIYORLAR HERALDE ŞEY YAPMAKDAN...YIKAMAKDAN ...ŞEYLERİ FİLAN YIKAMAKDAN HERHALDE, BULAŞIK YIKAMAKDAN HOŞLANMIYORLAR HERALDE (J2) a quarter of men think that women are better suited to loking after the home than men and 19 % admit to making no contribution to housework. The avarage man says that he does a third of the housework, while the avarage woman says she does three- quarters- of it, so someone isn't telling the bert BURDA...ERKEKLERİN GÖRÜŞLERİNDEN BAHSEDİYOR (J3)...YANİ HERALDE.... ERKEKLERİN GENELİ...EV İŞLERİNİ KADINLARIN YAPMASININ DOĞRU OLDUĞUNU MU SÖYLÜYORLAR.?..TAM OLARAK BİLEMİYORUM (C2) AMA so someone isn't telling the **bert...**BAZILARI DA BUNUN BÖYLE OLMADIĞINI SÖYLÜYOR DİYOR (G1)...THE **BERT,** THE, İSİMLERİN BAŞINA GELİYOR GENELDE... ÖYLE YANİ...ORDAN **BERT'**İN İSİM OLDUĞUNU ANLIYORUM (F3)...GERÇEĞİN ÖYLE OLMADIĞINI MI ? (C3) HERALDE ÖYLEDİR **BERT'**İN ANLAMI.it wasimpossible to find any men who shared housework equally with their partners. Perhabs iit is not so surprising, therefore, that there are some politicians who want a new law forcing men to do their share......while the avarage woman says she does three-quarters of it...the avarage man says that he does a third of the housework...GENELDE ERKEKLERİN ÇOĞUNLUĞU...EV İŞLERİNDEN...BİRKAÇINI YAPTIKLARINI SÖYLÜYORLAR...BU KADAR.

U3 – WEDDING

HAZIRLIĞA BAŞLAMADAN EVVEL (G1)...BEN GROOM'SUN ANLAMINI...BEN ŞEY OLARAK BİLİYORDUM... DAMAT...O GELDİ AKLIMA GELDİ BİRDEN HERALDE **DELMATION** BURDA İSİM (F1) HAZIRLIĞA BAŞLAMADAN EVVEL... YANİ...ŞEYDEN BAHSEDİLİYOR ZATEN...DÜĞÜNE BAŞLAMADAN ÖNCE....pays the bride's family for loosing a daughter...BİRŞEY İÇİN...BİRŞEY ÖDÜYORLAR (G2) AMA for loosing a daughterONU ANLAMADIM NE DEMEK OLDUĞUNU...AMA **DELMATION...**HERALDE HAZIRLIK GİBİ BİRŞEY.then the wedding jarny begins...JARNY BURDA... BELKİ SIFAT OLABİLİR (F2)...DÜĞÜN TELAŞI... BAŞ LIYOR...OLABİLİR. (G3) both the bride and the groom are garted in silk HEM GELİN HEM DAMAT...BURDA GART... HERHALDE FİİL, YİNE PASİF OLMUŞ (F3) ...SILK İPEK....YANİ...NASIL BAĞDAŞTIRACAĞIMI TAM BİLEMEDİĞİM İÇİN...TAM ŞEY...NASIL BİR TÖRELERİ VAR...the groom gives ceremonial giftsof pork, chickens, candles and clothing to the bride's family...BUDA İŞTE ŞEYLER FALAN...KIYAFETLER FALAN ALIYOR...GELİNİN AİLESİNE...VERİYOR (G4)...BUDA TÖRESEL BİR ŞEY HERALDE (B1) from the guests at the reception, the couple receive red packets containing gold, jewellery or money. The reception is often a lunch or dinner of fifteen courses, with entertainment by a singer and a hand.BEN HALA...ŞURDAKİ **GART'**İN...FİİL OLDUĞUNU ANLADIMDA ...NE ANLAMA GELDİĞİNİ ...ÇÖZEMEDİM.

RS TRANSCRIPTIONS

U3 – WHO DOES THE HOUSEWORK

BURDA ŞEYDENBAHSEDİYOR HERALDE...ERKEKLERİN YAPTIĞI EV İŞLERİNDEN BAHSETTİĞİ İÇİN ORDA...(WHEN MEN DO HELP OUT)YANİ YARDIM ETMEYE BAŞLADIKLARI ZAMAN...ORDAN BİRAZCIK ÇIKARDIM GİBİ (J1) (BUT MOST ARE) BURDA BİRŞEY SÖYLÜYOR...BURDA DAHA ÇOK SEVDİĞİ BİRŞEYDEN Mİ BAHSEDİYOR?...ARTIK? (C1) (BUT MOST ARE) ORDAN YANİ...NİYE ONU HOŞLANMAK OLARAK DÜŞÜNDÜM...GENELDE...YANİ...ERKEKLER PEK SEVMEZLER EV İŞİ YAPMAYI, HERALDE ERKEKLERİN BİR ÇOK SEVMEDİĞİ ŞEY VAR (B1) BURDA DA SEVDİKLERİNİ ALMIŞLARDIR DİYE. (laughing) BİR AN ÖYLE DÜŞÜNDÜM YANİ.

UNPATE...YANİ YİNE ORDA KELİMELERDEN GİTMEDİM... YORUM OLARAK SÖYLEDİM...YORUMU ŞEYE DAYANDIRDIM... İLK ÖNCE HOŞLANDIĞI ŞEYLERİ SÖYLEDİ. DAHA SONRADA EN ÇOK HOŞLANMADIĞI ŞEYLERİ SÖYLEDİ. But most are MOST ORDA BANA BİRAZ İPUCU VERDİ. DAHA SONRA ŞEYDEN BAHSEDİYOR...DAHA SONRA HERALDE...BİRÇOK, BİRKAÇ ERKEK DE KADINLARIN EN İYİ...İŞDE...EV İŞLERİ YAPABİLDİĞİNİ FİLAN SÖYLÜYOR.ONDAN ÖNCEDE HERALDE ŞEYİ KULLANMIŞDI...İŞTE SEVMEDİĞİ İŞLERİ SÖYLEMİŞDİR. (J2)

BURDA....GERÇEK DEMİŞDİM HERALDE YANİ GERÇEĞİN BÖYLE OLMADIĞINI SÖYLÜYORLAR EN BAŞTA ...KADINLARIN DAHA İYİ EV İŞİ YAPTIKLARINI SÖYLÜYORLAR AMA DAHA SONRA avarage man says that he does a third of the housework, while the avarage woman says she does tree-quarters of it,

..BİRÇOK ERKEK, BİRKAÇINI YAPTIĞINI SÖYLÜYOR EV İŞİNİN....FAKAT BİRKAÇ KADINDA ...YİNE BİR KAÇINI YAPTIĞINI SÖYLÜYOR BURDA HERALDE BİRAZCIK İKİSİ ARSINDA BİR ÇELİŞKİ VAR...ÇELİŞKİ OLDUĞUNU while the avarage womanYANİ ONLAR ŞÖYLE SÖYLERKEN...ERKEKLERDE DİĞER TARAFTAN ŞUNU SÖYLÜYOR.YANİ ORDA BİR ÇELİŞKİ OLDUĞUNU ANLADIM...SO KELİMESİ ORDA YARDIMCI OLDU.so someone isn't telling the bertYANİ...SONUCDA DEMEKKİ...BİR ŞEY VAR...YANİ BİRİLERİ ARTIK GERÇEĞİ SÖYLEMİYOR GİBİ YANİ. (J3)

U3 – WEDDING

DELMATION İÇİN HAZIRLIK DEMİŞDİM...STARTINGDEN İLK ÖNCE ÇÜNKÜ ŞEYDEN BAŞLADI...DÜĞÜN TÖRENLERİNDE NELER YAPILDIĞINI ANLATIYORDU FALAN.DAHA SONRA before starting the delmationBURDA STARTING KELİMESİ... YARDIMCI OLDU BEFORE DA ÖNCE ZATEN DEMEKKİ...ŞEYLERDEN ÖNCE.... DÜĞÜNDEN ÖNCE HAZIRLKLAR YAPILMIŞ DAHA SONRA DA DEVAM EDİYOR ZATEN...İŞTE DAMADIN AİLESİ PARA FİLAN, İŞTE BİRŞEY ÖDÜYOR BİRDE BAŞDA OKUDUĞUM YERLERDE YARDIMCI OLMUŞDU ZATEN (J1) DELMATION, BAŞTA THE OLDUĞU İÇİM İSİM OLDOĞUNU ANLADIM. (F1)

DÜĞÜN EĞLENCELERİ BAŞLADI DEDİM HERALDE...(laughing). ...YANİ ÖNCE HAZIRLIKLAR OLUYOR ...SONRA DA (laughing)HALİYLE EĞLENCE BAŞLAYACAKTIR...THEN KELİMESİ BANA YARDIMCI OLDU.ÖNCE HAZIRLIKLAR YAPILIYOR SONRA HAZIRLIKLAR BİTTİĞİNDE HALİYLE BAŞKA ŞEYLERDE YAPILIYOR ODA İLK EĞLENCE GELDİ AKLIMA...BEGINS BAŞLIYOR ZATEN (J2).

EĞLENCELER BAŞLIYOR GELİNLE DAMADA DA ORDA BİRŞEYLER YAPILIYOR...YANİ BU EĞLENCENİN İÇİNDE BİRŞEY YAPILIYOR...ORDAN...GARTED IN SILK'İN NE ANLAMA GELDİĞİNİ ÇIKARAMADIM AMA BİRİLERİ TARAFINDAN YAPILIYOR...PASİF (F2) SILKİN İPEK OLDUĞUNU BİLİYORUM...BİRŞEY YAPILIYOR AMA EĞLENCENİN İÇNDE BİR ŞEY YAPILIYOR YAN... İKİSİNE. (G1) the groom gives ceremonial gifts of pork, chickens...DAHA SONRA BURDA ...ŞEYİN...DAMADIN YAPTIĞI ŞEYLERDEN BAHSEDİYOR GELİNİN AİLESİNE.

The wedding jarny... THE WEDDING'DEN BUNUN İSİM OLDUĞUNU ANLADIM.

TAP TRANSCRIPTIONS

B1 – WHO DOES THE HOUSEWORK

But is this really so? A recent survey has made some interesting discoveries. Apparently, when men do help out, they benjo cooking and shopping but most are unpate to do the washing. BURDA **BENJO** HOŞLANMAK ANLAMINDA OLABİLİR. ÇÜNKÜ BUT KULLANIP (J1) UNPATE UN'DA OLUMSUZLUK EKİ OLDUĞU İÇİN HOŞLANMAMAK ANLAMINI YAKALIYORUM (A1) ONUN İÇİN BENJO YEMEK YAPMAKDAN VE DE SHOPPING DEN ALIŞVERİŞDEN HOŞLANIRLAR AMA ...BULAŞIK VEYA ÇAMAŞIR YIKAMAYI SEVMEZLER ANLAMAYI ÇAKARTIYORUM. (J2) BURDA BİR DE BERT VAR. While the avarage woman says she does three-quarters of it, so someone isn't telling the bert! BURDA İKİ ERKEKLERİN VE DE KADINLARIN GÖRÜŞLERİNİ ALIYOR . ONDAN SONRA BİRİ BURDA DOĞRUYU SÖYLEMİYOR GİBİ GELDİ BANA. (J3) ÇÜNKÜ the avrage man says that he does a third of the housework, while the avaragewoman says she does three- quarters of it PEK BİR ANLAM ÇIKARTAMADIM AMA İÇGÜDÜLERİM ONUN ŞEY OLDUĞUNU SÖYLÜYOR DOĞRULUK ANLAMINA GELDİĞİNİ SÖYLÜYOR ÇÜNKÜ İKİ AYRI GRUPDAN BİR TANESİNİN İSİNİ BİR ŞEY YAPMADIĞINI SÖYLÜYOR BU DOĞRULUKDUR DİYE DÜŞÜNÜYORUM (J4) BAKALIM BAŞKA they benjo cookıng and shoppıng BENJO VE UNPATE'DEN EMİNİM AMA BERT AKLIMA TAKILDI while the avarage woman says she does three-quarters of it , so someone isn't'telling the bert It was impossible to find any men who shared housework equally with their partners. ...men and 19 % admit to making no contribution to housework. The avarage man says he does a third of the housework. BURDA DOĞRULUK ANLAMINDA OLABİLİR. BAŞKA BİR ANLAMDA ÇIKARTAMIYORUM.

B1 – WEDDING

After the matchmaker has made sure that the signs are good, the two families ask the gods for their help. Before starting the delmation, BURDA DELMATİON SEREMONY ANLAMINDA KULLANILABİLİR. ÇÜNKÜ ARTIK HERŞEY TAMAMLANMIŞTIR VE DE DÜĞÜN BAŞLAYACAKTIR (J1) YADA BİLMİYORUM ONLARIN İNANCINA GÖRE BİLMİYORUM NASIL BİR SEEMONİ UYGULUYOLAR DELMATION SEREMONİ OLABİLİR the groom's family pays the bride's family for losing a daughter. BURDA GALİBA DAMADIN AİLESİ GELİNİN AİLESİNE BİR MİKTAR PARA ÖDÜYOR ÇÜNKÜ GELİNİN AİLESİ BİR KIZLARINI VERİYORLAR (G1) then the wedding **jarny** begins. BU DÜĞÜN ALAYI OLABİLİR VEYA DÜĞÜNLE İLGİLİ BİRŞEY AMA BİR İSİM (F1) JARNY ŞEY OLABİLİR BURDA BİR YEMEK OLABİLİR YADA EVLİLİK DÜĞÜNÜ BAŞLAR ???? OLABİLİR (B1) ONDAN SONRA both the bride and the groom are garted in silk. ...silk ...SILK'İN ANLAMINI BİLMİYORUM AMA BURDA GARTED BİR NESNEYSE (F2) BULANMAK ANLAMNDA OLABİLİR TAHMİN EDİYORUM. SILK'LE GALİBA MİLK'İ KARIŞTIRDIM.GELİN VEDE DAMADIN AİLELERİ TOPLANIYORLARDA OLABİLİR BURDA VEYA BERABER YAKINLAŞIYOR DA OLABİLİR YADA GÖRÜŞME OLABİLİR BİR GÖRÜŞME OLABİLİR. (J2).the groom gives ceremonial gifts of pork, chickens, candles and clothing to the bride's family. BU EĞER GARTED'IN ANLAMINI AÇIKLAYACAK BİR CÜMLEYSE GALİBA BURDA HEDİYE VERME SEREMONİSİ OLABİLİR BURDA GARTED AMA OLMAZ YA BURDA ŞEY OLABİLİR GARTED TOPLANTI VEYA ARALARINDA BİRLEŞ MEK ANLAMINA GELEBİLİR (J3). O KADAR.

RS TRANSCRIPTIONS

B1 – WHO DOES THE HOUSEWORK

BENJOYU BULURKEN BURDA BUT KELİMESİ YARDIMCI OLDU. İŞTE ERKEKLERİN BİR ŞEYİN HOŞLANIP VEYA YANİ İKİSİNİN BİRBİRİNE ZIT ANLAMLI OLDUĞUNU GÖRDÜM.YANİ ÖYLE TAHMİ ETTİM ÇÜNKÜ BUT VAR BURDADA HOŞLANMAK VEYA TERCİH ETMEK ANALMI OLDUĞUNU DÜŞÜNDÜM. ONUN İÇİN HOŞLANMAK OLDUĞUNU SÖYLEDİM. (J1) ZIT ANLAMLARI OLDUĞUNU DÜŞÜNDÜM İÇİN BİRİ HOŞLANMAK OLUNCA BİRİDE HOŞLANMAMAK DİYE SÖYLEDİM (J2).

BİRDE WASHING COOKING AND SHOPPING ONLAR HOŞLANMAK VEYA ONLARI YAPMAKDAN HOŞLANMAK OLDUĞU İÇİNDE ONLARI HOŞLANIP HOŞLANMAMAK OLARAK DÜŞÜNDÜM.

BERT İÇİN PEK EMİ DEĞİLDİM AMA BURDA DOOĞRULUK ANLAMINI VERDİM BURDA İKİ AYRI GRUPDAN BAHSEDİYOR KADINLAR VE ERKEKLER İKİSİDE AY NI ŞEYLERİ SÖYLÜYOR.G(J3) GALİBA AMA E N SON PARÇA so someone isn't telling the bert SON CÜMLE AMA BİRİ DOĞRUYU SÖYLEMİYOR DİYE AKLIMA GELDİ.

B1 – WEDDING

DELMATİON İÇİN before starting the delmetion, the groom's family pays BURDA ARTIK İKİ AİLE BİRBİRİYLE ANLAŞMIŞVEDE DÜĞÜNDEN BİRŞEYDEN BAHSETMEDEN ÖNCE DİYE BAŞLIYOR CÜMLE (J1) BURDADA HERŞEY BİTTİĞİNE GÖRE AKLIMA HEMEN SEREMONİ YADA ONLARIN YAPACAKLARI SEREMONİ YADA DÜĞÜN AKLIMA GELDİ. ÇÜNKÜ ARTIK YUKARDA HERŞEYİN BİTTİĞİNİ YADA HERŞEYİN BAŞLAYACAĞINI DÜŞÜNDÜM. ÇÜNKÜ AİLELER ANLAŞIYOR THE MATCHMAKER GALİBA ÇÖP ÇATAN ANLAMINDA ONLARDA ARALARINI YAPTIKLARI NA GÖRE DÜĞÜN YADA SEREMONİNİN BAŞLAYACAĞINI DÜŞÜNDÜM.(J2) ONUN İÇİN.

JARNY İÇİN YARDIMCI OLAN ASLINDA ONDAN EMİN DEĞİLDİM AMA DÜĞÜN ANLAMI GELDİ HEMEN AKLIMA ÇÜNKÜ ARTIK DÜĞÜN BİRŞEY YANİ EVLİLİK DÜĞÜNÜ HERALDE DÜĞÜN BAŞLADI HERALDE.ÇÜNKÜ ARKASINDAN YİNE AİLENİN HEDİYELERİ FALAN GELİYOR DU HERALDE DEDİM DÜĞÜN OLABİLİR (J3) BU DEDİM ÇÜNKÜ. AKLIMA BAŞKA BİRŞEY GELMEDİ.KULLANDIĞIM İPUCU JARNYDEN SONRA AİLENİN DAHA BİR BİRLERİNE HEDİYELER VERDİĞİNİ İŞTE YEMEK ÖĞLE VE AKŞAM YEMEKLERİ YEDİKLERİNİ AKLIMA GELİNCE BUDA HERALDE BAŞLANGIÇ ANLAMINDAYDI ÇÜNKÜ BEGİNS DİYO BAŞLANGIÇ OLARAKDA DÜĞÜN BAŞLIYOR DEDİM.(J4)

GARTED GALİBA İR TOPLANTI VEYA BİRLEŞME OLARAK DÜŞÜNDÜM. SİLKİN ANLAMINI BİLEMEDİĞİM İÇİN HİÇ EMİN DEĞİLİM ASLINDA AMA both the bride and te groom are ...DAMAT VE DE GELİN ŞİMDİ ANLADIM GALİBA İŞTE BUNLARIN İKİSİNİN BİR ARAYA GELMESİNİ DÜŞÜNDÜM. BOTH İKİSİ BİR ARADA irarya biren BİRARAYA GELDİKLERİNİ DÜŞÜNDÜM, ASLINDA PEK DE EMİN DEĞİLİM. (G1) Galiba şeyi silki milkle karıştırdım bulanmak ANLAMI GELDİ. BENCE BU SİLK GENE DEĞİŞİK BİRŞEY GARTED GENE BULANMAK ANLAMINDA VEYA ÜZERİNE SÜRMEK ANLAMINDA OLABİLİR SİLKİ BİRYERDEN HATIRLIYORUM AMA AKLIMA GELMEDİĞİ İÇİN ÖYLE TAHMİN ETTİM. (I1)

TAP TRANSCRIPTIONS

B2 – WHO DOES THE HOUSEWORK

Who does the housework? It's a fairly common to believe in Britain that men these days do more housework than they did in previous generations.KİM EVİŞİ YAPAR DİYOR BURDA.PARÇANIN ADI Buit' a fairly........generations.BRİTANYADA YAŞAYAN it' fairly....generations.ŞİMDİKİ NESİLDEKİ ADAMLAR YANİ BEYLER these days BUGÜNLERDE DAHA ÇOK EV İŞİ YAPMAYA THAN THEY DİD İN PREVIOUS ÖNCEKİ NESİLLERDEN DAHA FAZLA İŞ YAPMAYA EV İŞİ YARDIM ETMEYE BAŞLAMIŞLAR. But is this so? FAKAT BU GERÇEKMİ DİYE BİR SORU YÖNELTİYOR.a recent survey has made some interesting discoveries.ARECENT NE OLDUĞUNU BİLMİYORUM a recent....discoveries. İLGİNÇ ŞEYLER BU RECENT SURVEY BİR KİŞİLİK VEYA BİR İSİM BİR KURUM OLABİLİR BİLMİYORUM. ÖYLE BİRŞEY. Survey....discoveries.İLGİNÇ BİR ŞEY SAHİP BU RECENT SURVEY. HERNEYSE Aparently...help out.APPARANTLY BUNUDA BİLMİYORUM. When men....out.DIŞARIDA ERKEKLER YARDIM EDİYO BİRDAKİKA they benjo....the washing. They....shopping.DIŞARIDAKİ YAPTIKLARI İŞLERİ DIŞARI YAPTIKLARI ZAMAN ONLAR YEMEK İÇİN cooking and.....washing.THEY ONLAR ERKEKLER YANİ YEMEK YAPMAKDA OLABİLİR YADA YEMEK MALZEMESİ GİBİ BİRŞEYDE OLABİLİR VE SHOPPING YANİ ALIŞVERİŞ YAPMAK (G1) BUT most are...washing.ÇOĞUNLUKDA UNPATE BULAŞIK YANİ YEMEK YAPIYORLAR BİDE ALIŞVERİŞDE YAPIYORLAR AMA ÇOĞUNLUKLA ÇOĞU ERKEKLER BULAŞIK YIKAMIYORLAR YANİ YIKAMA İŞİ YAPMIYORLAR. WASHİNG (J1) a quarter........housework UUU BURDA CÜMLE BİTİYOR GALİBA A QUARTER....MEN YANİ ERKEKLERİN ÇEYREĞİ KADINLARIN are better......after BU TÜR İŞLERE DAHA İYİ BAKTIKLARI NI the home....housework.AFTER THE HOME SONRA KADINLARIN YADA KENDİLERİNE YANİ EVLERİNDEN ÖNCE KENDİLERİNE BAKTIKLARINI DÜŞÜNÜYOR GALİBA ERKEKLER. ORDA SUİTED'IN NE OLDUĞUNU BİLSEM ONUDA SÖYLEYECEKTİM AMAafter the home...housework. amaEREKELERİN % 19'U MAKİNG NO.....housework.EV İŞLERİNE YARDIM EDİYORLARMIŞ.YÜZDE ÇEYREĞİ ERKEKLERİN YÜZDE ÇEYREĞİ KADINLARIN EV İŞLERİNİ DAHA İYİ YAPTIKLARINI DAHA İYİ ECERDİKLERİNİ SÖYLERKEN % 19 BU İŞLERİ EV İŞLERİNİ YAPIYORLARMIŞ. tHe avarage......................housework.fakat erkeklerin södediklerine göre that he does...housework.while.....it.ERKEKLERİN SÖYLEDİĞİNE GÖRE KADINLAR PARDON ERKEKLER 3 Third...it.ERKEKLERİN ÜÇ TAN E EV İŞİ YADA ÜÇ KERE Mİ BİLMİYORUM THIRD ÜÇÜNCÜ DEMEK ÜÇÜNCÜ SINIF EV İŞİ ÖYLE BİRŞEY ERKEKLER ÜÇÜNCÜ SINIF EV İŞÇİLERİ OLDUĞUNU SÖYLÜYORLARMIŞ. KADINLARSA ŞEY YAPIYORLAR YA ÇALIŞAN YADA EVDE OTURAN AVAREGE O TARZ BİR ŞEY BU KADINLARSA 3 QUARTERS OF İT UNLARDA ÜÇÜNCÜ ÇEYREK BİLMİYORUM TAM OLARAK ANLAYAMADIĞImof it so .....telling BAZILARIYSA BUNU AÇIKLAYAMIYORLARMIŞ BERTSE THE BERT isn't telling bert BU DURUMU DURUMU BERT DURUM OLSA GEREK BU DURUMU AÇIKLAYAMIYORLARMIŞ GİBİ BİRŞEY it was..................partners(2) BURDA İMPOSİİBLE.....MEN. İT WAS İT DEDİĞİ GALİBA DURUM OLUYOR BUNU DA TAM OLARAK ANLAYAMADIM.YADA EV İİDE OLABİLİRit ....find any men HİÇ BİR ERKEK BUNU UYGULAMIYORMU A TARZ BİR ŞEY VAR WHO.......PARTNERS. KİM DİYO SHARED housework......partners. KİM DİYOfind....partners.kim diyo kendi yani bu iş EV İŞNİ YAPAN PARTNERLERİNE YARDIMCI OLABİLİYOR YADA O TARZ BİR ŞEY. KİM YARDIMCI OLABİLİYOR DİYO.perhabs.....surprising. FAKAT BU ZATEN SÜRPRİZ DEĞİL DİYO.YANİ ERKEKLRERİN YAPIP YAPMADIĞI İŞLERİ. Therefore...........share.BUNUN SÜRPRİZ OLMADIĞINI THEREFORE BUNUN YANISIRA O TARZ BİR ŞEY GALİBA (G2) THAT ARE bunlar........law BAZI POLİTİK POLİTİCİANS POLİTİK GİBİ BİR ŞEY ÇAĞRIŞTIRIYOR (I1) who....law..KANUN KİM YENİ KANUNLARI KİM HANGİ ERKEKLERDİĞERLERİ UYUYORKİ DİYO BURDA BU TARZ BİR ŞEY VAR BU KADAR.

B2 – WEDDING

Wedding WEDDİNGİN ANLAMINI BİLMİYORUM AMA WED BİR FİİL OLSA GEREK İNG TAKISI ALINCA İKİ TANE D OLMUŞ.(F1) While.......tree. BURDA GALİBA BİR AİLEYİ ANLATIYOR TAM OLARAK ANLAYAMADIM AMA CHINESE TOYS BİR KLÜP GİBİ BİR ŞEY.GELDİ YANİ 3 SAHİP BİR KÜP YADA HUZUR EVİ GİBİ BİR ŞEY GALİBA AMA ÇİNDE OLDUĞU KESİN ÇÜNKÜ CHINESE TOYS DİYO.before the.....family.BEFORE.........woman ÖNCE ERKEK LER KADINLARA BURDA BİR KADIN KİTLESİ VAR KADINLARA ERKEKLERİN AİLESİ...(J1) .Mathmaker SANIRIM MATCHMAKER PROBLEM MATAMATİK UZMANLARI GİBİ BİR ŞEY OLABİLİRMATCH MATCH YOK MATEMATİK DEĞİL (I1).his family......bride's family.O ERKEKLERİN YA DA ERKEKLERİN AİLESİ PROFESYONEL MATCHMAKER MATCH BUNUDA TAM OLARAK BİLMİYORUM MATCMAKER BİRŞEYİ YAPMAK UZMANLIK DALI GİBİ BİRŞEY (A1) AMA BİLEMİYORUM TAM OLARAK.BU KONU HAKKINDA PROFESYONEL SOULAR SORUYOR VE SORULAR ...present fromOANDA big family ONLARIN AİLESİNDE OLUYOR TAM OLARAK AÇIKLIYAMADIM.AMA ÖNCE ERKEKLERİN AİLESİ KADINLARA HERHANGİ İR ŞEY VAR AMA ONU ÇÖZEMEDİM.proposesERKEĞİN AİLESİ SORUYOR PROFOSYONEL MATCHMAKER DİYE BİR ŞEY VAR UZMANLIK DALI GİBİ BİRŞEY DİORUM AMA ONUN HAKKINDA PROFOSYONEL SORUSUYU SORUYOR.(G1) to send....from AYNI ANDA SEND GALİBA CEVAP YADA AYNI ANDA SEND HARCAMAK (I2) AMA BURDAKİ ANLAMINI BULAMADIM BİR TÜRLÜ present.........family.BRIDE BİR AİLE ÇEŞİDİ YANİ İSİM DEĞİL BÜYÜK HARFLE YAZILMIŞ KÜÇÜK HARFLE DEĞİL. HERHANGİ BİR İSİM BU AİLEYE SORULARI İLETİYORbefore marriage ÖNCE KATILMAK AGREE KATILMAK YANİ BİR FİKRE KATILMAK ÖNCE BU KONUYA KATILIYORLAR GALİBA SORUYU İLETİLEN KİŞİLER ÖNCE BU KONUYA KATILIYORLAR GALİBA the bridge......prisENT DEMİN DAHA ÖNCE BAHSETTİĞİM BİR AİLE ÇEŞİDİ OLAN O AİLE BU O ANDA O DÜŞÜNDÜKLERİNİ ACCEPT NEYSE ONU YAPMAK ZORUNDALAR O ANDA O DAKİKADA. Then.....richSONRA BU ZAMAN O DAKİKADA DİYE BİR ZAMAN for the.......stage İKİNCİ SORU NEYSE İKİNCİ SORU İÇN like......custom KASTIM KOSTUMis.........horoscopes.life...custom NEYSE ONUN GİBİ YANİ ORDA SORULAN İKİNCİ SORU ÇÖZÜLMESİ CHECKING ÇÖZÜLMESİ YADA AÇIKLANMASI DOĞRU BİRŞEYLE HOROSCOPLA YAPILIYOR BU BİR ARAÇ GİBİ BİR ŞEY OLABİLİR. ONUNLA YAPILIYORafter....good.AFTER THE MATCHMAKER BU SORULARDAN SONRA BU UZMANLIK DALININ SORDUĞU SORULARDAN SONRA GALİBA HAYIR SONRA YANİ BU OLAYLARDAN SONRA BU MATCMAKER BİR KİŞİ GALİBA MATCHMAKER YANİ NASIL.....TRAVEL AGENT GİBİ MATCHMAKER DA O TARZ BİR MESLEĞİN YAPAN BİR KİŞİ ..has......good.BU SURE EMİN OLMAK ..O KİŞİ UZMANLIK DALINI YAPAN KİŞİ BELİRLİ BİR EMİN YANİ KENDİNE GÜVENE SAHİP BİR KİŞİ YANİ OLMAKTADIR.that......goodBU EMİN OLURSA BU YAPTIKLARI ŞEYLER GÜZEL two families.......help.TWO FAMILIES BU İKİ AİLE YANİ BU KADINLARIN VE ERKEKLERİN OLDUĞU AİLE GALİBA SORULARI THE GODS BİLMİYORUM AMA BİR NESNE OLDUĞU BİR NESN EDEĞİLDE BİRŞEYİN ÖZELLEŞİRİLMESİ KAĞIT BELİRLİ BİR KAĞIT GİBİ BİR NESNE OLABİLİR AMA TWO FAMİLİES ASK DEDİĞİNE GÖRE CANLI BİR ŞEY OLUYOR İKİ AİLE BİRDEN SORUYOR.......ASK THE.......HELP ONLARIN YARDIMCILARINA SORUYORLAR GALİBA PARDON THEY HELP ONLARIN YARDIMI İÇİN SORLAR YÖNELTİYORLAR BU GODS NEYSE ONA before.......**delmatıon** ÖNCE SANIRIM SORULARINI SORUNLARINIDA OLABİLİR SORUNLARINIDA YÖNELTİYOR OLABİLİRLER (G2) the grooms......family. BU İKİ AİLEDE DEĞİLGALİBA BİRİ GROOM BİRİ BRIDGE VAR.AİLE ÇEŞİDİ.groom family........daughter.LOSE KAYBETMEK LOSING KAYBEDİYORLAR OLABİLİR KIZLARINI KAYBEDİYORLAR BU AİLELER (G3) then.......begins.SONRA WEDDİNG NEDİR BİLMİORUM O YÜZDEN BURDAN ANLAMI ÇIKARTAMIYORUM BEGINS BAŞLANGIÇ SONRA ARAŞTIRMAYA BAŞLIYORLAR JARNY ARAŞTIRMA GİBİ BİR ŞEY OLABİLİR.SONRA BU DURUMU KAYBOLAN KIZLARIIN DURUMUNU ARAŞTIRMAYA BAŞLIYORLAR OLABİLİR.(J2) Both........brideBU ARADA MATCHMAKER BELKİ DANIŞMAN GİBİ BİRŞEY OLABİLİR YADA ...PSİLİATRİST TARZDA BİR ŞEY OLABİLİR ÇÜNKÜ İKİ AİLE ARASINDA GEÇİYOR. NBİR AVUKAT GİBİ BİR ŞEYDE OLABİLİR. Both........silk.2 BURDA HİÇ BİLDİĞİM KELİM YOK AMA BRIDGE İKİ ŞEY ARASINDA GEÇİYOR BRİDGE

AİLESİ GROOM AİLESİ ...BUNLAR GARTED İN SİLK SİLK NEYSE O SİLKE BİRŞEY OLUYOR.AMA BİLMİYORUM GARTED BİR YER SİKİN İÇİNDE BİRŞEYİN İÇİNDE OLAN BİR BÖLÜM.BİR EVİNİÇİNDEKİ ODA GİBİ SILK GARTED BÖLÜM GİBİ BİR YER the groom......pork. THE GROOM YANİ BU GROOM AİLE ÇEŞİDİ DEDİĞİM ŞEYDE OLABİLİR (G4) BİLMİYORUM AMA BİR KİŞİDE OLABİLİR ÇÜNKÜ ES TAKISI ALMIŞ (F2) WE SHE İT DE GELİR GROOM İT OLABİLİR. EVET AİLE ÇEŞİDİ YİNE ANI ŞEKİLDE DEVAM EDİYORUM.givesBİR HEDİYE GİBİ BİR ŞEY ALIYOR. PORKU ANLAMINI HATIRLIYOR GİBİYİM BİR YERDEN ÇIKARTAMADIM. (D1) CHİCKEN PORK DOMUZ ETİ2 CHİCKEN TAVUK ....FAMİLY.bu the groom hediye olarak domuz eti tavuk eti birde CANDLES MUM GİBİ GELİYOR BANA AMA MUM GALİBA CLOTHİNG GİYECEKLER BU BRIDGE FAMİLY KIZLARINI KAYBETMEK YOKSUL BİR AİLE GALİBA BU GROOM FAMİLİDE ONLARA YARDIMCI OLUYOR Gİ Bİ BİRŞEY GALİBA URDANONU ÇIKARTIYORUM ÇÜNKÜ ET FALAN YİYECEKLER FALAN VERİYOR.from.......money.FROM THE GATES BUNLARAAT THE RECEPTIONBU PRİST AİLELERE GELEN MİSAFİR GALİBA (G5) the couple....kırmızı paketler içinde gelen ALTIN TAKILAN ALTINLARDAN GALİBA YANİ YUVARLAK AKLIMA GELMİYOR ADIYADA JEWELLERY KUYUMCU YADA MONEY YANİ ALTIN TARZINDA YÜZÜK FALAN OLABİLİR (B1) YADA PARA VERİYORLARMIŞ.the recup........courses.RECEPTION BUDA BİR YARDIM YOK RECUPTION SIK SIK LUNCH ÖĞLE YEMEĞİ YADA AKŞAM YEMEĞİNİ FİFTY COURSES COURSES NE OLDU BİLMİYORUM AMA 15 GÜNDE BİRŞEY OLABİLİR O TARZDA BİR ŞEY OLABİLİR15 GÜNDE BİR (G6) with.....singer. WITH ENTERTAINMENT ENT. BİLMİYORUM AMA ŞEY OLABİLİR EĞER ENTERDAN ÇIKIYORSA BAŞLATMAK YADA YORUMLAMAK BUNUNLA BİRLİKDE OLAİLİR (I3) EVET with........hand.ELELR VE ŞARKILARLA YARDIMCI OLABİLİYORLAR.GALİBA BU MATCHMAKER DANIŞMAN GİBİ BİR ŞEY BİR KURUM

YARDIMCI OLAN BİRŞEY YANİ..BU KADAR.

RS TRANSCRIPTIONS

B2 – WHO DOES THE HOUSEWORK

Aparently.......washing.BURDA BENJOYU YEMEK PİŞİRMEKTE KULLANILAN MALZEMELER YADA YEMEK YAPMAK OLABİLİR ÇÜNKÜ BURDAN BELİRTTİĞİNE GÖRE BİR YEMEK MALZEMESİ DEĞİL HAYIRÇÜNKÜ BENJO COOKING DİYOR BELKİDE COOKINGE BAĞLI DEĞİLDİR BİRYAPMAK YERİNE GETİRMEK GERÇEKLEŞTİRMEK DE OLABİLİR YADA YARDIM ETMEKDE OLABİLİR (J1) but most.....unpate. AMA DİYOR ÇOĞUNLUKLA KESİNLİKLE DİYO UNPATE O TARZ BİR ŞEY OLSA GEREK ÇÜNKÜ UN EKİ OLUMSUZLUK EKİ OLDUĞUNA GÖRE PATE OLABİLİR GİBİ HAPPY UNHAPPY GİBİ BİRŞEYHAPPY MUTLU UNHAPPY MUTSUZ PATE YAPAR UNPATE YAPMAZ (A1) GİBİ BİR ŞEY to do.....washing.BURDA BERTDE the avarege man...of it BURDA ERKEKLERİN ÜÇ YANİ EV İŞLERİ YAPMAKDA ÜÇÜNCÜ SINIF BİR EV İŞÇİSİ OLABİLİR DİYO O TARZ BİR ŞEY KADINLARSA YANİ ERKEKLER ÖLE DİYORLARMIŞ BİZ ÜÇÜNCÜ SINIF EV İŞÇİSİYİZ DİYORLARMIŞ KADINLARSA three quarters...it.BUNU ANLAMADIM does she doesÜÇ ÇEYREK DOES YAPMAK FİİLİ ÜÇ ÇEYREK OF IT BU İŞİ ÜÇ ÇEYREK BİLMİYORUM ÜÇ ÇEYREKLİ BİRŞEY AMA ÇIKARTAMADIM ONU so someon.....bert.SOYU BİLMİYORUN NE ANLAMA GELDİĞİNİ AMA BİRİLERİ YANİ BAZILARI BİRİLERİ BUNU KESİNLİKLE AÇIKLAYAMIYORLAR BERT BU KONU BU DURUM DAHA DOĞRUSU BU NASIL ANLATAYIM BU DÜŞÜNCEYİ DURUMU YANİ BURDA ANLATMAK İSTEDİKLERİ BAZI KADINLARIN VE BAZI ERKEKLERİN SÖYLEİKLEİ ŞEYLREERİ BAZI İNSANLARA HİÇ ANLATAMADIKLARINI SÖYLÜYOR (G1)

The avarage man...of it. Derken ÜÇÜNCÜ ÜÇDEN ÇIKABİLECEK EN YAKIN ŞEY ÜÇÜNCÜ SINIF OLABİLİR YANİ ÇÜMNKÜ ERKEKLER GENELLİKLE EV İŞİ YAPMADIKLARI İÇİN (B1) ÜÇÜNCÜ SINIF EV İŞ YAPA OLABİLİR. ŞU THIRD OF THE HOUSEWORK AMA ŞU ONU ÖYLE DERSEM KADINLARIN SÖYLEDİĞİ ÇOK ANLAMSI Z OLUYORÜÇÜNCÜ ÇEYREK (G2) Ü ÇEYREK ÇOK ANLAMSIZ BİR ŞEY ORTAYA ÇIKIYOR O YÜZEN YA BU ŞEYİ YANLIŞ SÖYLÜYORUM she does....of it. Zaten of iti pek şey yapamadım çünkü of ları pek bilmiyorum İT BU İŞEV İŞİ OLARAKDA BU KADAR.

UNPATE:KALIPDA OLABİLİR AMA ÇÜNKÜ BURDA BUNLAR OLUMLUYSA BUT DEDİĞİNE GÖRE OLUMLUYSA OLUMSUZ OLUMSUZSA OLUMLU OLUR. BUT DAN SONRA.BENJO DA THEY COOKIN OLDUĞUNDA ONLAR PİŞİRİYOR VE YAPIYOR ANLAMSIZ OLUYOR BİRAZ. BENO YEMEKLE İLGİLİ BİR TERİM YEMEK İŞİNE YARDIM ETMEK GİBİ BİRŞEYDE OLABİLİR. YADA BU EYLEMİ YAPTIĞINA DAİR DO YERİNEGİBİ BİRŞEY OLABİLİR AMA DO KULLANILMIYOR BENJO KULLANLIYOR OLABİLİR.(J2)

B2 – WEDDING

After....delmation.BURDA DİYORKİ YARDIMCI OLAN KİŞİ ARTIK MATCHMAKER HER KİMSE has...suer. Emin olduktan sonra bunların cevaplarından emin oldukdan sonra (G1) bunların daha sing ŞARKI (I1) DEYİM ŞARKI DEĞİL ARE GOOD GÜZEL BİRŞEYLERİN two families.....help.BU İKİ AİLE YARDIMCILARINA SORDUKDAN SONRA GODS BİLMİYORUM NE OLDUĞUNU NE OLDUĞUNU BİLSEYDİM TAM OLARAK AÇIKLARDIM ÇÜNKÜ DİĞER KELİMELERİ BİLİYORUM.before....daughter. ÖNCE ŞÖYLE BAŞLADI DİYOR STRTİNG delmation DELMATİON OLAY OLABİLİR ÇÜNKÜ KIZLARINI KAYBETMİŞLER ORDAKİ OLAY THE GELMİŞ ORAYA BELİRLİ BİR OLAY OLAY OLABİLİR.(G2)

Then the .....begins. BUDA WEDDİNG ANLAMINI BİLMİYORUM

....SİLK.BUSİLK BİR YAPI PLACE YANİ BİR EVİN ODASI GİBİ BİRŞEY. SİLKDE BİR PLACE AGARTED ONUN BİR BÖLÜMÜ. (G2)

Then...begins.BAŞLANGIÇDASONRA DİYO YARDIMLARA ŞÖYLE BAŞLADI DİYO GALİBA EVET WEDDİNG YARDIM OLABLİR. YADA JARNY YARDIM ETMEK OLABİLİR. İKİSİNDEN BİRİ YARDIM ETMEK AMA YANİ EK OLARAK TEK BAŞINA KULLANILMIYORDUR DA WEDDİNG BİR KELİMEYLE KULLANILIYOR OLABİLİR.BU JARNY DE YARDIM GİBİ BİRŞEY OLUYOR HERALDE. (G3)

TAP TRANSCRIPTIONS

B3 - WHO DOES THE HOUSEWORK

BENJODAN BAŞLAYAYIM.Apperently.........washing.BEN BURADA ERKEKLERİN YAPABİLECEĞİ İŞLER OLABİLECEĞİNİ DÜŞÜNÜYORUM.ÇÜNKÜ when men.....out YA DA YAPMAYACAKLARI ŞEYLER OLABİLİR (J1) BENCE YEMEK VE ALIŞVERİŞ ERKEKLERİN KOLAYCA YAPABİLECEĞİ BİR İŞTİR. (B1) AMA unpate ......washing DEDİĞİNE GÖRE UN EKİ BANA OLUMSUZLUĞU ANLATIYOR (A1) VE BURDA BENCE ERKEKLERİN BULAŞIK YIKAMAKDAN HOŞLANMADIKLARINI SÖYLÜYOR DAHA ÇOK BULAŞIK YIKAMAKDAN NEFRET ETTİKLERİNİ BELKİ DE YEMEK VE ALIŞVERİŞ OLABİLİR ONLAR İSTEMİYORDUR AMA BELKİ ONLAR OLABİLİR (J2) AMA BULAŞIK YIKAMAK ASLA HERALDE ERKEKLERİN GURURU OLMAZ DİYE.ÖYLE BİRŞEY OLABİLİR (B2) .bert BURDA a quarter........thinkBURDA BİRŞEY DİKKATİMİ ÇEKTİ.a quarter and three quarters quarter of men ERKEKLERDE ÇEYREK BAYANLARDA İSE ÜÇ ÇEYREKOLDUĞUNU DEMEKKİ BU EV İŞİ OLDUĞUNA GÖRE ZATEN BAŞLIKTA DA does the housework EV İŞİ ONDANDA ANLAŞILACAĞI GİBİ BAYANLAR ÇÜNKÜ SHE BAYANLARDA KULLANILIR BAYANLAR ERKEKLERDEN DAHA ÇOK İŞ YAPIYORLAR EV İŞİ OLSUN DAHA ÇOK İŞ YAPIYORLAR. ÇÜNKÜ ERKEKLER İÇİN BİR ÇEYREK KADINLAR İÇİN ÜÇ ÇEYREK KULLANILMIŞ.DEMEKKİ DAHA ÇOK OLSA GEREK.BERT (J3) bert.................telling the bert.HERHALDE BİRBİRLERİNE YARDIMLAŞMASINDA SÖYLEMEDİKLERİ BİR ŞEY OLSA GEREK. SÖYLEMEDİKLERİ BİR ŞEY OLABİLİR (G1) ÇÜNKÜ ÜNLEM İŞARETİ VAR. DİKKAT ÇEKİCİ BİR ŞEY OLMASI LAZIM. TAM ÇÖZEMEDİMHERHALDE BAŞKA BİRŞEY YOK.BENCE BU BAYANLARLA ERKEKLER ARASINDA Kİ EV İŞLERİNDE DAYANIŞMA OLSA GEREK. BU KONU ONUNLA İLGİLİ OLSA GEREK.BERT BENCE YARDIMLAŞMADA SÖYLEMEDİKLERİ BİRŞEY. DİKKAT ÇEKİCİ BİR ŞEY OLMAYABİLİR. (J4) BERT AMA TAM ÇIKARTAMADIM BERTİ.OKUYİM while the avarage woman...............of it İT EVİŞİ OLSA GEREK so........bert.someoneBAZISI SÖYLEMEZ.BERT HERALDE SÖYLENMİCEK BİRŞEY OLSA GEREK.BU KADAR.

B3 - WEDDING - TAP

WEDDİNG BAŞLIĞINDA EVLENME TÖRENI OLSA GEREK. MÜSLÜMANLAR, BURADA MÜSLÜMANLAR İLE İLGİLİ ... BEN KELİMEYE GEÇMEK İSTİYORUM. After the matchmaker .for their help. ALLAH'TAN YARDIM İSTİYOR İKİ A,İLEDE. (G1) HERALDE EVLİLİK TÖRENLERİ ZOR OLSA GEREK MADDİ DURUMDA. (B1) .ALLAHDAN YARDIM İSTİYORLAR BU TÖRENE BAŞLAMADAN ÖNCE.(J1) before starting.......delmation.DELMATION EVLİLİKLE İLGİLİ BİRŞEY OLSA GEREK. ÇÜNKÜ BURDAN ANLIYORUM before starting BU BİRŞEYE BAŞLAMADAN ÖNCE BU AİLELER groom's familyDAMADIN AİLESİ OLSA GEREK BAZI BÖLÜMLER GELİNİN AİLESİNE İRŞEYLER VERİYORLAR.KIZ KAZANIYORLAR (G2)

BURADA YA DA BİR KIZ KAYBEDİYOR BİR AİLE KIZ KAYBEDİYOR. Losing a daughter BURDAN ANLIYORUM.BİR AİLE KIZIN AİLES KIZINI KAYBEDİYOR.ÇÜNKÜ BAŞKA BİR AİLEYE GEÇİYOR. (J2) then the... begins. begins... begins...GEÇEYİM. both the bride.....silk.Groom are garted in silk. DAMATLA İLGİLİ BİR ŞEY VAR U SILKDEN BİR ŞEY ÇIKARAMICAM DA. SILK BİLİNİĞİ GİBİ İPEK.(G3) AMA BU İPEKLE NE ALAKASI VAR? (C1) ...GELİNLİK OLABİLİR.İPEKDEN GELİNLİK YAPTIRILABİLİR. (B2) BİR DE BURADA GART YALNIZ OLMAZ ÇÜNKÜ BURDA ARE VAR.(F1) HERALDE BU GELİNLİKLE BİR ŞEY OLSA GEREK.İPEKDEN YAPILIYORDUR HERALDE.BİRDE BURDA ÜÇ

NESİL VAR MÜSLÜMAN ÇİN VAR BİRDE HİNDULAR VAR BEN BUNU DA KARIŞTIRIYORUM ÜÇ TANE ŞEY VAR.GALİBA MÜSLÜMAN HİNT EVLİLİĞİ OLSA GEREK.(G4) BENZİYORMUDUR ACABA ? (C2)

ÖYLE BİR ŞEY DE OLABİLİR.ARASINDAKİ BENZERLİĞİ DE ANLATABİLİR. jarny beginsBURDA BU KONUDA BİRDE ŞEY VAR DAMADIN AİLESİ KIZIN AİLESİNE MÜCEVHER,PARA,GİYSİ FALAN VERİYOR.GELİNE. (G5) BİRAZ EVLİLİK TÖRENLERİNİ FİLAN BİLİRİM.ONDANDA SÖYLEYEBİLİRİM BUNLARI. ZATEN BU YAPILIYOR. MİSAFİRLER FALAN GELİR (B3) GERÇİ BU KELİMELERİ GEÇTİK AMA JARNY then........begins. EVLİLİK TÖRENİ BAŞLAR. EVLİLİK TÖRENİ İLE İLGİLİ BİR ŞEY BU JARNY KELİMESİ.(G6) Both ... garted. KIZIN VE DAMATLAR İPEKLE BİR ŞEY YAPIYORLAR İPEKLE YA İKİSİNİN DAMADIN GİYSİSİ GELİNİN GİYSİSİ İPEKDEN OLABİLİR. BU GARTED GİYSİYLE İLGİLİ BİR ŞEY OLABİLİR (G7) .DELMATIONDA BU EVLİLİK TÖRENİYLE İLGİLİ DEDİĞİM GİBİ ÇÜNKÜ before .STARTINGDEN ANLIYORUM. BİRŞEYİN BAŞLAMASI LAZIM. BU DELMATIONA BAŞLAMADAN ÖNCE ŞU GELİNİN VE DAMADIN ANNESİ YANİ AİLESİ BİRŞEYLER YAPIYOR (G8) YADA BU GELİNLE DAMAT EVLENMEDEN ÖNCE TANIŞIYORLAR BİRBİRLEİNİ İYİCE TANIMALARI GEREKİYOR. (B4) BU KADAR BİRŞEY SÖYLEYEBİLİRİM ANCAK.

RS TRANSCRIPTIONS

B3 - WHO DOES THE HOUSEWORK

BANA BURADA ERKEKLERLE İLGİLİ MEN BURADA ÇOĞUL ERKEK, DOĞAL OLARAK SÖYLENMİŞ SADECE BİR ERKEK OLSA DOES KULLANILIRDI. BURDA HELP OUT YARDIM DIŞI YANİ YARDIM ETMEDİĞİ ŞEY OLABİLİR. BURADA HELP OUT YARDIM ETTİ. BİR DE MOST ARE UNPATE BU İKİ KELİME BİR CÜMLEDE BİRBİRLERİYLE İLİŞKİLİ BUNLAR HELP OUT VE MEN VE. BİRDE YAPACAKLARI İŞLER, COOKING VE SHOPPING BUNLARDAN ÇIKARDIM BUNU. (J1) (J2)

UNPATE DE UN EKİ VAR.OLUMSUZLUK EKİ DİYE DÜŞÜNDÜM.(A1) BİR DE MOST VAR YANİ BUNLARI YAPMAKDANSA BUNLARI YAPMAYI TERCİH EDER. O ANLAMDA MOST'U BURADA DAHA FAZLA OLARAK DÜŞÜNDÜM.(J3) WASHING KENDİ DÜŞÜNCEME GÖRE ERKEKLER ZATEN BULAŞIĞI SEVMEZ. ZATEN GURURLARINA YEDİREMEZLER HERHALDE, ZATEN ÖYLE BİR ŞEY OLSA GEREK.(B1)

BAZILARI ŞURDA EN BAŞTA ERKEKLER İÇİN BİR ÇEYREK YANİ DAHA AZ VE KADINLAR İÇİN ÜÇ ÇEYREK YANİ DEMEK KADINLAR İÇİN DAHA ÇOK (G1) ZATEN GENELDEDE BÖYLEDİR ZATEN KADINLAR DAHA ÇOK EV İŞİ YAPARLAR. (B2) ERKEKLERDEN VE BAZI LARI BÖYLE OLDUĞU İÇİN isn't telling BURDA OLUMSUZ LUK VAR YANİ YAPMADIKLARI BİR ŞEY VAR. (G2) BİRDE ŞU ÜNLEM İŞARETİ BANA HERŞEYİ ÇAĞRIŞTIRDI.ÇÜNKÜ ÖNEMLİ BİRŞEY DİKAT ÇEKİCİ BİR ŞEY VAR. ISN'T TELLING SÖYLEMEZLER (J4) YANİ KADINLAR BEN NİÇİN DAHA ÇOK İŞ YAPARIM SEN ERKEKLER YAPMIYOR DİYE. ÖYLE BİR ÇIKIŞMA (B3) NASIL DERLER İTİRAZ ETMİYORLAR. CÜMLE BAŞLAMADAN ÖNCE KADINLARDAN BAHSETMİŞ ....İTİRAZ ETMEK OLABİLİR BERT.

B3 - WEDDING

ÖNCE KELİMEME GÖRE KONUŞDUM BEN. DEDİMKİ BİR DÜĞÜNE BAŞLAMADAN EVVEL AİLELER TANRIDAN YARDIM İSTER.DEDİM VE BEFORE STARTINGDE BAŞLAMADAN EVVEL HERALDE. ÖYL E OLUYOR TÜRKÇE TERCÜMESİ. BU DELMATION NEYSE ONA BAŞLAMADAN EVVEL DAMADIN VE GELİNİN AİLESİ BİR ŞEYLER YAPIYOR YADA KIZINI KAYBEDİYOR BANA BURDA EN ÇOK BEFORE STARTING DELMATION YARDIM ETTİ.DELMATION EVLİLİK HAZIRLIKLARI OLABİLİR. O HAZIRLIKLARA BAŞLAMADAN EVVEL. (J1)

WEDDING KELİMESİ BURDA VAR. BURDA EN ÇOK WEDDING VE BEGİNS YARDIM EDİYOR BURADA JARNY TAM OLARAK AÇIKLIYAMADIM AMA EVLİLİKLE İLGİLİ BİR ŞEYDİR HERALDE ERALDE BU GELİNLE DAMAT ARASINDA OLAN BİRŞEY OLABİLİR. TAM ÇIKARAMADIM. (G1)

BURDA EN ÇOK KAFAMI KARIŞTIRAN SILK OLDU. SILK İPEK BOTH GELİN VE DAMAT DA HER İKİSİDE İPEK GİYİNİRLER GİYSİ. ONLARIN GİYSİSİ OLABİLİR. GELİNİN GELİNLİĞİ DAMADIN DAMATLIĞI OLABİLİR. GENEL ANLAMDA BİR ŞEY OLABİLİR.(G2)

TAP TRANSCRIPTIONS

B4 – WHO DOES THE HOUSEWORK

KADIN VEYA ERKEKLERİN YAPTIKLARI BİR ÖDEV ANLADIM BURDA apparently....washing.BU CÜMLEDE BENJO KELİMESİ VAR VE when men...shopping BENBENJO YAPARAK ÖĞRETMEK BİR ŞEKİL YANİ GÖSTEREREK ÖĞRETME OLABİLİR men do help....washing. coking and shopping. BENJOYU ÖYLE TANIMLAYABİLİRİM GÖSTEREREK ÖĞRETMEK. (G1)

But most....washing.unpate. a quarter of...suiited.AMA TÜRKÇEYE ÇEVİRİCEM AMA ÇEVİREMEDİM (G2) unpate ... washing. BİR DAHA OKUYACAĞIM. apparently...washing. TAMAM unpate washing YIKAMAK BURADADA YIKAMAYA YARDIMCI OLABİLİR Mİ? OLAMAZMI? (C1) BURADAN BİRŞEY ANLAYAMADIM.

avarage man....partners.sosomeone...bert.TELLING THE BERT BURDA KONUYU ANLATMAK BİRŞEYLERİ ANLATMA OLARAK YORUMLAYAYABİLİRİM ÇÜNKÜ TELLING THE BERT DİYOR. So...bert.KONUYU YADA OLAYLARI AÇIKLIYOR AMA NEYİ AÇIKLIYOR.while....bert.BU BERT BUDAN BİRŞEY ÇIKARAMADIM BERTİN ANLAMINI It was...partners. Birşey anlayamadım. (G3)

B4 – WEDDING

CÜMLEYİ OKUYUM.after the matchmaker....daughter burası delmationTHE GROOM'S FAMİLY BEFORE STARTING THE DELMATION DELMATION Burası tavuk hindi böyle hayvanlar yetişiren bir fabrika olabilir.tavukculukla uğraşan delmation before......daughter. Ne olabilir.after the matchmaker...delmation. ÜRETİM OLABİLİR ÜRETMEYE BAŞLAMAK OLABİLİR ÇÜNKÜtwo...delmation YANİ ÜRETİME BAŞLAMAK OLABİLİR BİLMİYORUM. (J1)

the grooms...silk.GARTED then the...begins.both...silk...packets...then.....begins. JARNY BAŞLAMAK NEYE BAŞLAMAK. Both...silk...family. GARTED BİR DAKİKA....begins...BİR SÜRÜ BİLMEDİĞİM KELİME VAR. AMA garted in silk bride and groom 2 ...GARTED DA BU ŞEYLE İLGİLİ OLABİLİR SATIN ALMAK YANİ YADA BÜYÜTME BİLMİYORUM Kİ silk both...silk. BİLMİYORUMKİ HİÇ BİR ŞEY ÇIKARAMADIM.before starting......be....m...hand...HİÇ BİR ANLAM ÇIKARTAMADIM. Then the .....begins. YOK HİÇ BİR ŞEY ÇIKARTAMADIM. (G1) (G2)

RS TRANSCRIPTIONS

B4 – WHO DOES THE HOUSEWORK

BURDA YARDIM ETMEK VE YEMEK YAPMAK ALIŞVERİŞYAPMAK İÇİN YARDIM ETMEK. YANİ BUNLARDAN YOLA ÇIKTIM VE BENJO NUN GÖSTEREK ÖĞRETMEK. ANLAMI OLDUĞUNA KARAR VERDİM. (G1)

BU UNPATEDE BİRŞEY DEYİP DEMEDİĞİMİ HATIRLADIM SANIRIM BİR ŞEY DEMEMİŞİM.

BERT ŞEY OLABİLİR İR DAHA OKUYUM. BERTİ BULABİLMEK İÇİN ŞEYDEN GİTTİM.YANİ ANLATMIYORLAR. SANIRIM NASIL YAPILIŞI .....BERT İÇİN TAHMİNİM YAPILIŞI YANİ O KONU HAKKINDA ÖRNEKLERİYDİ. ...BURDA TAMAMEN TAHMİNERİMİ KULLANDIM.VE CÜMLEDE ANLADIĞIM UFAK TEFEK HATTA BİR KAÇ KELİME ÇÜNKÜ BİR ÇOĞUNU BİLMİYORUM.BİRKAÇ KELİMEYİ KULLANDIM. MESELA İSN'T TELLING THE BERT....TAMAMEN KENDİ TAHİNİM ZATEN ONDAN DA EMİN DEĞİLİM. (G2)

B4 – WEDDING

DELMATION KELİMESİ İÇİNBANA ...BURDA SANIRIM ÜRETİME BAŞLAMAK DEMİŞDİM.YANİ BAŞLAMA İÇİN before starting YARDIM ETTİ. BAŞKA YOK (G1)

JARNY'DE BİR ŞEY TAHMİN EDEMEDİM SADECE BAŞLAMAK NEYA BAŞLAMAK BİR ÇOK KELİMENİN ANLAMINI BİLMEDİĞİM İÇİN BULAMAMIŞTIM (G2)

GARTED DADA AYNI ŞEY OLDU. BİRBİRİNE BAĞLI CÜMLELER BİRBİRİNE BAĞLI OLDUKLARINI BİLİYORUM AMA HİÇ BİR ŞEY ÇIKARTAMIYORUM BU KADAR. (G3)

TAP TRANSCRIPTIONS

B5 - WHO DOES THE HOUSEWORK

BU YAKLAŞIK OLARAK BRİTANYADA BİR DÜŞÜNCE ERKEKLERİN EV İŞLERİNDE YAPABİLECEĞİ OLAYLAR AMA GERÇEKDEN ÖYLE Mİ.YENİ BİR ÖLÇÜM İLGİNÇ DENEYLERİ ORTAYA KOYUYOR. VE BEYLER YARDIM ETTİĞİNDE ONLAR YEMEK YAPMAK VE shoppingALIŞVERİŞ YAPMAKBENCE BURDA BENJO HOŞLANMAK OLABİLİR.VEYA ÖZEN GÖSTERMEK OLABİLİR. (J1) Bu most are unpateTO THE WASHING unpate HOŞLANMAMAK OLABİLİR.UNPATE SHOPPING BİRŞEY YIKAMAKDAN HOŞLANMAZ. (G1) ERKEKLERİN BİR ŞEYİNİ DÜŞÜNÜYOR. BAYANLARA EV İŞİ YAPMAK ERKEKLERDEN DAHA ÇOK YAKIŞIYOR.VE %19 EV İŞİ YAPILMASI GEREKMİYOR.the avarage manORTA HALLİ İNSANLAR EVİNEV İŞİNİN ÜÇTE BİRİNİ ALIYOR.KADINLAR EVİN ÜÇ ÇEYRAĞİNİ ALIRKEN BAZI İNSANLAR telling the bert BERT YALA OLABİLİR YADA SYLENİLEN BİRŞEY.YALAN GİBİ BİRŞEY. it was impossible to find any man EV İŞLERİNİ PAYLAŞAN BİR ERKEĞİN BULUNMASI İMKANSIZ.. ÇOK SÜRPRİZ OLMASADA BAZEN that there are some politicianswho want a new lawbazı POLİTİKACILAR EV İŞLERİNİN BÖLÜŞÜLMESİNDE ERKEKLER İÇİN BİR YENİ BİR KANUN GÜCÜ GETİRİLİR, VARDIR.(G2)

B5 - WEDDING

BİR MÜSLÜMAN EVLENİRKEN EN AZ İKİ SEREMONİ OLUR.ÇİN EVLENMESİ İÇİN DE ÜÇ TANE. BEYLER before the man proposes to the woman.BEĞENMEDEN İSTEMEDEN ÖNCE BEYİN AİLESİ PROFOSYONEL BİR EŞ SEÇİCİDİRLER.VE EVLENECEĞİ AİLEYE BİR HEDİYE YOLLARLAR. FİKİR BİRLİĞİ OLMADAN ÖNCE AİLELER must accept..HEDİYE HAKINDA FİKİR BİRLİĞİNDE OLMALIDIRLAR. (G1) .then it is the time for the second stage. İKİNCİ ZAMAN DA HİNDİYE BENZER (H1) is the checking of the horoscopes.HOROSCOPLAR TARAFINDAN KONTROL EDİLİR. after.............are good. EĞER ARABULUCU İKİ TARAFDA N EMİN OLURSA İKİ AİLE YARDIM HAKKINDA BİRBİRLERİNE SORU SORARLAR. EVLİLİK HAZIRLIKLARI BAŞLAMADAN ÖNCE GELİNİN AİLESİ pays the bride familyGELİNİN AİLESİ YOK DAMADIN AİLESİ GELİNİN AİLESİNE BİR KIZ KAYBETTİKLERİ İÇİN PARA ÖDER.(G2) then.......begins. ARDINDAN DÜĞÜN BAŞLAR. TOPLUCA OLABİLİR İKİ AİLENİN TOPLUCA OLABİLİR.JARNY. both..........silk.İKİ AİLE BİRBİRİNE PAMUK İPLİĞİYLE ABAĞLIDIR.BURDA GARTED BAĞLI OLABİLİR.the groom...........pork....bir HAYVAN ÇEŞİDİ DOMUZ ZANNEDERİM.TAVUKLAR ŞEKERLERVERİR ELİNİN AİLESİNE MİSAFİRLER AĞIRLAMADA the couple.....packets. KIRMIZI PAKETLER YOLLANIR.BU PAKETLER ALTIN MÜCEVHER VE PARA İÇERİR. The reception is RESEPSİYONA GENELLİKLE BİR ÖĞLE VEYA AKŞAM YEMEĞİNDE OLUR. 15 KİŞİ YAKLAŞIK. with...hand. TEKRAR BİR EL YA DA BİR SANATA TARAFINDAN GENİŞ OLABİLİR.(G3)

RS TRANSCRIPTIONS

B5 - WHO DOES THE HOUSEWORK

BEN BURDA TAHMİN EDERKEN ERKEKLERİN YAPMAKDAN HOŞLANDIKLARI ŞEYLERİ DÜŞÜNDÜM. MESELA COOKING YEMEK YAPMAK SHOPPING ALIŞVERİŞ YAPMAK BEYLER BUNLARI YAPIYORLARSA BUNLARI HOŞLANARAK YAPIYORLARDIR.YANİ ONUN ÜZERİNDE BİRAZ DURDUM.(J1)

BAZILARI HOŞLANARAK YAPAR FAKAT ÇOĞU MOST ARE UNPATE YANİ BİRKISMI YAPIYORSA ÇOĞUDA YAPMIYORDUR. ORDAN YOLA ÇIKARAK (J2) MESELA NE OLABİLİR. WASHİNG BİRŞEYLER YIKAMAK YANİ ERKEKLERİN ÇOĞU BİRŞEY YAPMAKTAN HOŞLANMAZ. BURDA YANİ ÇOĞU İNSAN BİRŞEY YIKAMAKDAN HOŞLANMAZ ERKEKLER OLARAK BEN DE BİR ERKEK OLARAK YANİ.(B1)

SÖYLENİLEN KELİME YALAN GİBİ BİRŞEY. YANİ.AVARAGE ORTA DEMEK ORTA YAŞLI ADAMLAR SÖYLER NEYİ SÖYLER ONLAR EV İŞLERİNİN BİR ÇEYREĞİNİ ALIRLAR YALNIZCA BAYANLAR EV İŞLERİNİN ÜÇ ÇEYREĞİNİ ALIRKEN.BÖYLELİKLE BAZILARI YALAN SÖYLER ÇÜNKÜ ERKEKLERİN ÇOĞU EV İŞLERİNE YARDIM EDER.YANİ SADECE BAYANLAR EV İŞİ YAPMAZ.-FİKİR YÜRÜTTÜM EV İŞLERİNİN SADECE BİR ÇEYREĞİNİ ERKEKLER YAPMAZ. BUNU SÖYLEYEN YALANCIDIR. (J3)

B5 - WEDDING

Before starting delmation EVLİLİKDEN ÖNCE BİR TAKIM HAZIRLIKLAR YAPILIR. EVLİLİK HAZIRLIKLARI BAŞLAMADAN EVVEL AİLELER BİRBİRLERİNE BİRŞEYLER GÖNDERİRLER.YANİ BURDA İKİCİ CÜMLEDEN YOLA ÇIKARAK TAHMİN ETTİM. MESELA ŞURDA DAMAT AİLESİ GELİNİN AİLESİN PARA YOLLAR.ONLARIN KIZLARINI ALDIKLARI İÇİN.BURDA DÜĞÜN HAZIRLIKLARI OLABİLİR ORDAN YOLA ÇIKARAK İKİNCİ CÜMLEDE YOLA ÇIKRAK BULDUM. (J1)

JARNYDE AKLIMDAN GEÇENİ SÖYLEDİM DÜĞÜN BAŞLAR BAŞLAMASININ SEBEBİ NE OLABİLİR BÜTÜN AİLE TOPLANIR ÖYLE BAŞLAR (J2) JARNY.TOPLUCA OLARAK BURDA ADVERB OLABİLİR SONUNDA Y VAR.TOPLU OLARAK TOPLUCA. (F1)

KULLANILAN SILK KELİMESİ GARTED İÇİN BANA İPUCU VERDİ.BOTH KULLANILIYOR BAŞTA HER İKİ AİLE GELİN AİLESİ VE DAMAT AİLESİ ARE VAR İKİSİ OLDUĞU İÇİN GARTED YANİ BİRBİRİNE PAMUK İPLİĞİYLE BAĞLIDIR. SONUNDAKİ SILK KELİMESİNDEN BAŞTAKİ BOTH DA BİRBİRİNE İÇİN YARDIM ETTİ. (J3)

APPENDIX: 8
SELF REPORT INTERVIEW QUESTIONS

SELF REPORT INTERVIEW QUESTIONS

1. While reading a text or a book do the unknown words cause problems for you all the time?

2. How do you react when you come across an unknown word? Do you try to guess?

3. Is guessing a good method? If yes, what is its benefit for you in reading?

4. How do you guess? While guessing what supports you? Do you have any particular technique?

5. Is guessing easy? How do you feel yourself in guessing? Are you successful in guessing?

6. What are the problems you come across while guessing? What are your solutions for such problems?

7. How do you feel yourself in guessing after some years of experience? Have you made any progress in guessing?

APPENDIX: 9

THE EXTRACTS ABOUT
THE PARTICIPANTS' SELF- CONFIDENCE

U1: I am quite good at it. I can guess quite fast and it's become a habit in me. My guesses are usually right.

U2: If the reading material suits my level and if there aren't too many unfamiliar words it's not too much of a deal. I am good at guessing although the results may not be so accurate so long as the material suits my level of proficiency. I have the self-confidence.

U3: I think it is difficult to guess. But generally I'm good at it especially if it's in the story books rather than the course books.

U4: I don't find guessing to be an easy task. I'm not that bad at it I guess. I usually trust in myself.

U5: Sometimes it's more difficult than other times. But I'm quite good. It's not whether the word is easy or hard, but what matters is the number of unfamiliar words in the text. If there are too many words that I don't know, I can't understand the text. Hence, I can't make any guesses.

B1: Guessing is a child's game and I think I am good at it. I think most of my guesses are quite accurate although I don't dare take any risks. I only look it up in the dictionary if I'm really curious to verify my assumptions.

B2: I'm not that bad at it. I guess it's quite easy. I may not feel brilliant at it, but feel quite comfortable with guessing nevertheless. But if you do not even understand the title, it may create great reluctance.

B3: I get quite nervous at first, thinking that I may not guess right. But then it gets easier. I usually make guesses and am quite comfortable with it.

B4: I'm not so sure, but I guess I'm OK. I don't have much trouble with what I read at the moment, but then I still use a dictionary to be assured.

B5: It depends on the word. But I'm really confident and self-assured. Sometimes I get carried away with the reading and I lose track of the words. I can usually guess though.

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