
	Osmaniye Korkut Ata Üniversitesi Fen Edebiyat Fakültesi Dergisi Cilt 4, Sayı 1, 2022	Osmaniye Korkut Ata University Journal of Faculty of Arts and Sciences, Volume 4, Issue 1, 2022	
	Osmaniye Korkut Ata Üniversitesi Fen Edebiyat Fakültesi Dergisi	Osmaniye Korkut Ata University Journal of Faculty of Arts and Sciences	

Native Language Using Patterns in Second Language Learners' Lecture Notes: A Case Study

Ashlı SAYGI¹ *

¹ Kahramanmaraş İstiklal Üniversitesi, İnsan ve Toplum Bilimleri Fakültesi, Mütercim ve Tercümanlık Bölümü, 93009, Kahramanmaraş.

*Sorumlu yazar: aslikiz1@gmail.com, ORCID: 0000-0001-7467-3994
DOI: <http://doi.org/10.54990/okufed.1121782>

To cite: Saygı, A. (2022) İkinci Dil Öğrencilerinin Ders Notlarında Ana Dillerini Kullanma Kalıpları: Bir Vaka Çalışması, *Osmaniye Korkut Ata Üniversitesi Fen Edebiyat Fakültesi Dergisi*, 4(1),01-14. DOI: <http://doi.org/10.54990/okufed.1121782>

Research Article	Abstract
Received: 26.05.2022 Accepted: 27.06.2022 Published online: 30.06.2022	It is an undeniable fact that notetaking is an effective strategy in second language learning. This study highlights B1 level adult ESL students' strategy of using their L1 during their notetaking in a native-speaker teacher's lectures. For this study, a combination of grades taken in B1 level English courses were collected from different participants and these grades were analyzed through thematic content analysis. Additionally, the same participants were given a semi-structured questionnaire to discuss the overall effectiveness of partial first language use in students' grades. The study findings showed that, in general, when students encounter a complex vocabulary and can immediately remember the equivalent of these words in their first language, they directly translate the foreign language word they encounter into their mother tongue. However, if they cannot remember the exact first language equivalent of the foreign word, or if the first language version is complex, or if the student is unsure, it shows that they have explained these words using their second language. These findings have significant contributions to educators and test-designers as they can develop new language teaching and assessing strategies via using L1 notetaking.
Keywords: Second Language Learning , Notetaking, Adult Learners, Translation	
İkinci Dil Öğrencilerinin Ders Notlarında Ana Dillerini Kullanma Kalıpları: Bir Vaka Çalışması	
Araştırma Makalesi	Özet
Geliş tarihi: 26.05.2022 Kabul tarihi:27.06.2022 Online Yayınlanma:30.06.2022	Not almanın ikinci dil öğreniminde etkili bir strateji olduğu yadsınamaz bir gerçektir. Bu çalışma, B1 seviyede İngilizce bilen yetişkin öğrencilerin anadili İngilizce olan bir öğretmenin derslerinde not alırken birinci dillerini kullanma stratejilerini vurgulamaktadır. Bu çalışma için farklı katılımcılardan B1 seviyesindeki İngilizce derslerinde aldıkları notların bir kombinasyonu toplanmıştır ve bu notlar tematik içerik analizi yoluyla incelenmiştir. Analiz sonunda öğrencilerin karşılına çıkan kelimenin ana dillerindeki tam karşılığını hatırlayabildiklerinde anadillerinde not aldıkları gözlemlenmiştir. Bu nedenle öğrencilerin notlarındaki kısmi ana dil kullanımının genel etkililiğini tartışmak için aynı katılımcılarla görüşülmüştür. Çalışma bulguları, genel olarak, öğrencilerin karmaşık bir kelime dağarcığıyla karşılaştıklarında ve bu kelimelerin ana dillerindeki karşılığını hemen hatırlayabildiklerinde, karşılına çıkan yabancı dildeki kelimeyi direkt olarak ana dillerine çevirdiklerini göstermiştir.

Bununla birlikte, yabancı kelimenin ana dildeki tam karşılığını hatırlayamıyorlarsa veya ana dildeki versiyonu karmaşıkça ya da öğrenci emin değilse, bu kelimeleri İngilizce kullanarak açıkladıklarını göstermektedir. Bu bulguların, ana dilde not almayı kullanarak yeni dil öğretimi ve değerlendirme stratejileri geliştirebilecekleri için eğitimciler ve test tasarımcılarına önemli katkıları vardır.
--

Anahtar kelimeler: İkinci Dil Öğrenimi, Not Alma, Yetişkin Öğrenciler, Çeviri

1.Introduction

Notetaking is one of the strategies towards which many teachers encourage their students, mostly because it is an organized way of recalling what was learned. Wilding and Hayes (1992) argue that notetaking requires a great deal of attention as it means recording some information using some techniques. Similarly, Smithies (1983) argues that notetaking is an effective strategy not only in English classes, but it is also valued in EFL contexts as it is a high and demanding cognitive ability to select significant points from a spoken discourse. Also, Carrier (1983) stated that, even though notetaking looks like an out-of-date practice in an area in which students tend to use more technological devices and teachers tend to distribute a copy of their lecture notes, most of the students agreed that they still take their own notes with pen and paper.

Starting from the past ten years, we have seen a growing amount of literature worldwide, highlighting the importance of notetaking in education and considering it an essential, organized, and complex activity that triggers student comprehension. It is believed that notetaking is an activity that survives the test of time in academia (Dunkel et al., 1989) and maintains its' significance. Thus, it is significant to discover students' habits and tendencies while taking notes and create teaching strategies accordingly. The current study explores in which circumstances students switch to their L1 in their lecture notes and its reason. To ensure that the teacher did not initiate their L1 switches, a class in which only two English native-speaker teachers taught was selected. Students' already-existing notes were examined to make a naturalistic observation.

Different theories exist in the literature regarding notetaking in the educational context. According to the research that Tsai and Wu conducted in 2010, it is found that Chinese adult students receiving English-only classes showed better traces of comprehension in both long lectures and short conversations when they wrote in English compared to the ones who have taken their notes in Chinese. Similarly, Siegel (2016) argued that some scaffolding or pedagogical support concerning notetaking would make students effective note-takers in their L2 and their L1. These two findings suggest students can benefit from the notes they have written in their L2 just as much as, sometimes even more, than the notes they have taken in their L1.

Conversely, Dunkel (1988) suggested that L2 notetaking is a handicap for English for Academic Purposes (EAP) students. There is much research for L1 note-takers to be successful note-takers in their L2. In the same vein, Clerehan (1995) highlighted the L1 and L2 word counts in her study, which she conducted with students taking law lectures. She found that while the average word count in L1 notes was 442, the average in L2 was 232. Besides, in the study conducted with non-native learners, Hayati and Jalilifar (2009) found that ESL students considered notetaking a barrier to their comprehension as they could not follow what the lecturer said because they were writing. Altogether, these studies provide important insights into the L1 and L2 notetaking separately. However, there is a need for studies that naturally examine the effects of L1 and L2 usage. In all studies mentioned in this section, students are given a task. Namely, the researcher experiments on the students, and the results are primarily quantitative. Overall, this situation shows the in-depth need for qualitative research to understand the effect and the reasons for the mixed notetaking phenomenon in L2-only classes. In the following pages, the following research questions will be answered:

- In which circumstances do adult EFL learners refer to their L1 in their notetaking, and why?
- Does taking their notes in their L1 contribute to their overall lecture learning?

2. Methodology

2.1. Data Collection

This study differs from the previously mentioned works because a case-study approach was adopted to examine fewer participants in a detailed manner. A two-phased data collection process was adopted to go hand in hand with the multiple sourced nature of the qualitative research and better interpret the answers to our research questions. In this study, the data were purposefully collected from a group of students (7 people, intermediate level) receiving English lessons for four hours per day from two native-speaker teachers in a language course. Because the researcher lives in Kahramanmaraş, participants of the study were chosen from a language course in Kahramanmaraş. Thus convenient sampling method was utilized. Also, to not narrow down our research with the usage of Turkish in L2 notetaking, we included two Syrian students who refer to their knowledge of Arabic while taking notes. Before collecting data, participants signed a consent form stating that their data would be used in research to avoid violating ethical

issues. The participants' notes after learning about the study were not used to ensure validity. For the first step of data collection, the participants were asked to lend their notebooks in which they wrote their lecture notes, and the relevant data, including L1 and L2 notes on the same page, were selected. This data enabled the researcher to examine students' notetaking patterns critically.

For the second part, the participants were delivered a semi-structured questionnaire via Google Forms (link available at: <https://cutt.ly/IKAQWsl>). The semi-structured questionnaire including three open-ended questions was delivered in Turkish without a word/sentence restriction for the participants to be able to write more detailed answers. A significant advantage of using an online platform was that it enabled participants to record their answers from any location. Besides, the semi-structured questionnaire offered an effective way of gaining supporting evidence for the results of the researcher's critical examination of the notes. Also, as Wright (2005) suggests, thanks to online platforms, it is now possible to reach countless participants when conducting research and it is time and cost-efficient. However, Nayak and Narayan (2019) argue that online questionnaires are not quite trustable as one of the major ethical issues when doing research is if the participants' identity is confidential or not, and they argue that in online questionnaires, it is very easy to reach participants' IP addresses. Considering all these factors, the questionnaire in this study was conducted via an online platform to be time efficient.

2.2. Data Analysis

After data collection, a winnowing procedure was conducted to find the helpful piece of information. Students' notes were thematically analyzed considering the difficulty factor of the newly introduced item, and common patterns were searched. Students' notes were categorized according to their relation to various sub-categories of language (vocabulary, grammar, etc.). After the first analysis, notes were checked by another researcher who studied for a Ph.D. in ELT. Thematic Content Analysis was very useful in this research because it offered a systematic look at what this study aims to investigate. In most basic terms, TCA means interpreting the data with codes on a more abstract level (Vasimoradi et al., 2016). The results of this critical analysis were combined with the questionnaire findings and the original footage of the notes were included in Appendix.

3. Findings

In this study finding the patterns of adult students' use of their native language in second language lecture notetaking was aimed. The first concern of this study was to investigate in which circumstances do adult EFL learners refer to their L1 in their notetaking, and why. Figure 1 shows that during a lecture about "narrative tenses", a student from the participant group (student 1) preferred taking a portion of her notes in L1. It can be observed that the student has written a Turkish explanation about the "past continuous" tense, which is a tense readily available in Turkish as "geçmiş zamanın hikayesi." However, when it comes to perfect tenses, which are not available in their native tongue, she preferred explaining the aforementioned tense in English.

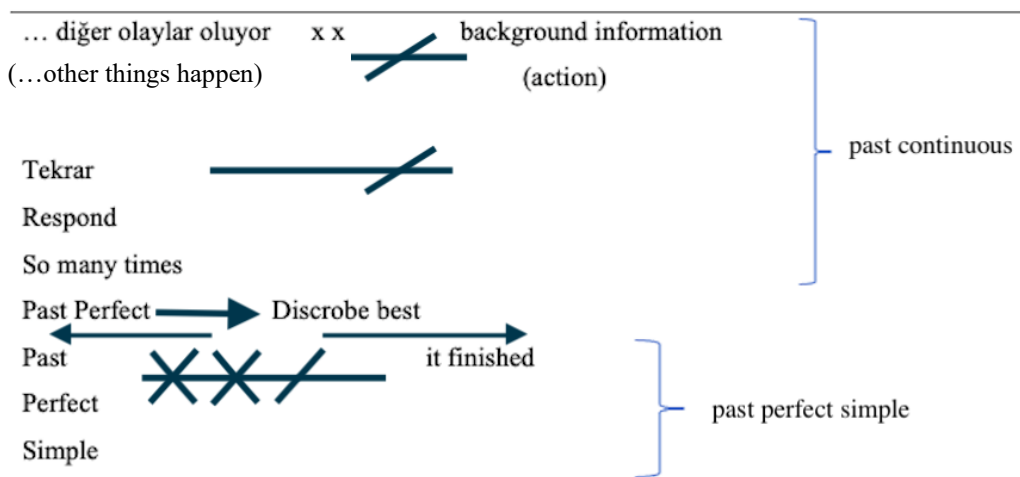
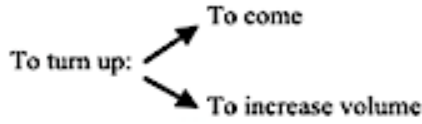


Figure 1

Similar to Figure 1, in Figure 2, a different participant can be seen using the same technique. In the extracts taken from two consecutive pages, student 2 uses his L1 to indicate the exact L1 correspondence of the newly learned vocabulary item "improvise." However, he uses his L2 to express the verb "to bid," as it is a verb of which one cannot swiftly recall the direct Turkish translation.

To bid = to make an offer

Fixed price



I'm a big fan of Haluk Levent. Because I like rock music and he's very helpful.

To read music (music notes)

To play by ear

Improvise (doğaçtan söylemek, çalmak)

Past simple. Old past continuous; used to

Today, I got up then I had breakfast after that I went to work.

Figure 2

Alternatively, in an extract taken from student 3 (see Figure 3), it can be inferred that while almost the whole page was written In English, the student preferred highlighting only a tiny and specific part using a Turkish word to remember the structure better. Yet, student three demonstrated almost the same notetaking strategies with S1 and S2 on another page (see Figure 4). While he wrote the same L1 for the word "income," he used L1 and L2 to clarify "plagiarism." Obviously, the student did not know, or could not swiftly remember that "plagiarism" means "intihal" in Turkish. Thus, he used the phrase "ihamet etme." However, when

Conditional Sentences in English (Hypothetical Situations)

0: When it's cold, I wear warm clothes.

1: If it rains later, I will take an umbrella.

2: If I had lots of money, I would buy a villa in Kaş.

3: If I had visited my friend, we would have eaten midye.

Third was a possibility in the past, but now impossible.

Might, could, should... olabilir

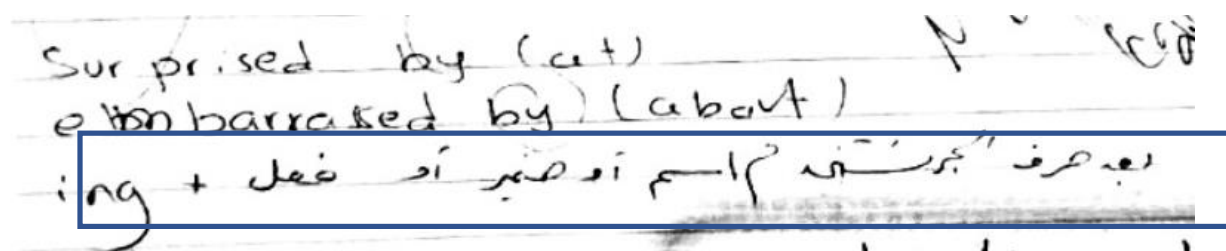
he understood that the words "ihanet etme" do not overlap with the meaning of "plagiarism," he decided to explain the term in L2.

Figure 3

Decent: respectful
Impose: kendini destekleme
Priorities: öncelik
Income: gelir
Mania: very crazy about smthng
Plagiarize: ihanet etme (stealing thinking)

Figure 4

Like Figure 3, in an extract (Figure 5) taken from one of the Syrian students' notebooks, it was seen that she preferred translating the new grammar rule she had learned to her L1.



Surprised by (at) م - لعل
embarrassed by (about)
ing + اسم أو ضمير أو فعل

Figure 5 (In the highlighted part, it is written: After the proposition, we use a noun, a pronoun, or v(ing)).

The second concern of this study was to investigate whether students' taking notes in their native tongue helped them having a better understanding of the overall lecture. The results obtained from the questionnaire were hand in hand with the results of the critical examination. Considering the answers to the first question, students supported the idea that they prefer taking their notes in L1 when they encounter a novice vocabulary or grammar item. Yet, two of the participants indicated that they use their L1 because they don't find themselves competent enough in their L2 to explain all the points that have been mentioned in the lecture. One participant stated that she prefers referring to her L1 because she finds herself faster when writing in L1.

In the second question, students expressed that using their L1 makes them feel more comfortable. However, four of them stated that it doesn't give them confidence as they suffer a certain kind of remorse and inadequacy because they cannot explain all the points in their L2.

One participant expressed that she felt even more comfortable and confident when she wrote everything in L2.

Surprisingly, for the third question, all participants declared that referring to their L1 while taking notes helped them to a certain degree to understand the overall lecture better.

Thus, the findings of this study suggested that adult L2 English learners referred to their L1 while taking notes, mostly when they learn a new vocabulary or grammar item, and they do it for several purposes. Some of the answers to the questionnaire items are as follows:

For the first question:

“Hiç bilmediğim bir kelime öğreniyor isem ana dilimi kullanıyorum. Çünkü anlamak ve konuşmak açısından daha kolay oluyor” (Participant 4).

“Yabancı dil seviyem çok iyi olmadığı için.. mesela ingilizcem çok iyi olsaydı o dersi bütün her şeyi ingilizce yazardım .. Ayrıca kendi ana dilimde kendim daha iyi ifade ettiğimi yani nasıl anlayabileceğimi bildiğim için ve daha hızlı yazabileceğim için bazen kendi ana dilimde not almayı tercih ediyorum” (Participant 3)

“Hatırlayamayacağımı düşündüğüm kelime ya da cümlelere tekrar dönüp baktığımda kolaylık sağlaması için” (Participant 1)

For the second question:

“Rahat hissettiriyor fakat özgüven vermiyor. Yabancı Dil kullanmam gerekirken ana dilimi kullanmak biraz vicdan azabı çektiriyor gibi.” (Participant 4)

“evet daha rahat hissediyorum” (Participant 5)

For the third question:

“Bi nebze sağlıyor. Fakat ana öğrenmem gereken durumu yabancı dilde açıklama yaparak öğrenmek daha kalıcı oluyor”

“Evet kendi anadilimize hakim olduğumuz için daha iyi anlamamıza sağlar.”

4.Discussion

As an overall result of this study, it should be once again acknowledged that referring to the mother tongue when studying a second language is inevitable and by human nature. No matter the learners' level, they use "what they know" as an assistant to contribute to "what they are learning." In addition, it should be noted that all seven participants in this study think that using two languages while taking notes helps them for a more complete understanding of the lecture. Also, at the end of this study, it is once again emphasized that translation is not a strategy to be ignored while language-learning unlike many people believe. Thus, this study can be considered

as a directive for curriculum makers, test-designers, and teachers because it highlights the benefit and necessity of L1 usage in language classrooms. In research she conducted about translanguaging, Yuvayapan argues that even though teachers believed that L1 use is significant in classrooms, their practical applications in certain circumstances proved otherwise (Yuvayapan, 2019). So, even though it is an undeniable fact that having an L2-only environment is a huge source of advertisement for language schools and courses, and recently there has been a massive trend of hiring native-speaker babysitters for children to learn English, parents, and fee-payers should be informed that it is not the “right” way to do so, there is nothing called “right way”, and "native-speaker" term itself is a problematic concept (Alptekin, 2008).

Nevertheless, students and anyone interested in language learning need to know that the quality of teaching does not depend on the languages being used throughout the lesson but on the learning outcomes. Namely, the quality of the learning can be understood by looking at the overall match between students learning outcomes and lesson objectives. As Auerbach (1993) suggests, L2-only policies in ESL teaching have unexamined backgrounds, and they have no pedagogical justifications. Thus, teachers should be aware of how unavoidable L1 usage is as the evidence shows that even though both teachers who taught these participants were native speakers. There wasn't even a trace of their L1 during the lectures; the participants still referred to their L1 while taking notes. However, it is worthwhile mentioning the idea that students' notes in which they referred to their L1 should be observed by their teachers very closely as sometimes these notes are either incorrect or incomplete. So, even though the students use their L1 to understand the lecture better, they might have a wrong or missing understanding of the lecture. Also, only looking at the questionnaire findings, it can be seen that these participants' ability to use their L1 is also limited. For example, as the results show, the word “plagiarism” has an exact correspondence in Turkish; however, as the participant did not know it, he mistranslated it. Besides, all the participants made many grammar mistakes even when responding to the questionnaire items in their L1. Thus, students' capacity to use their L1 efficiently is another factor to be considered.

A meaningful incident while collecting the data for this study was that even though more students indicated that they took their notes in both L1 and L2, most were unwilling to share their notebooks, thinking that their notes could be funny and embarrassing. This incident is a piece of obvious evidence for students' being afraid of making mistakes, mainly their mistakes' being acknowledged by other people, especially by experts. It suggests that teachers should focus more on the pedagogical side of teaching, in this case, lowering student anxiety towards making mistakes.

5. Conclusion

Note-taking is a strategy on its own and the use of L1 in L2 note-taking practices were often underestimated and ignored. The aim of this study was to investigate in which cases students refer to their native tongue while taking notes in English and the importance of doing so. However, there were very few studies that gave an in-depth insight concerning students' strategies for referring to their native tongue in their L2 note-taking practices. Results showed that students are eager to take notes in their native language when the word they encounter can directly be translated or is readily available in their L1. Yet, students preferred making an explanation in English either when they could not remember the direct translation of the word or when they felt like the L1 correspondence did not fit with the L2 meaning.

In short, this study proved that referring to L1 in their note-taking practices yields benefits, at least gives confidence, to adult L2 learners, and L1 use is an indispensable component of second language learning. The majority of the participants had positive attitudes towards L1 note-taking. However, it should be noted that if teachers want to benefit from L1 in their lessons, it should be integrated into the class very carefully so that it does not minimize students' L2 use. Another important conclusion from this research is that the importance of L1 usage both in the classroom environment and while taking notes is not appreciated enough by teachers; instead, teachers tend to prevent students from using their native tongue, thinking native-like oral fluency can only be possible via avoiding the use of L1 in a classroom context. Thus, it is a source of shame for some students to refer to their L1 as they think they are not competent enough to take notes in L2-only. However, it should be noted that L1 use enables learners to gain a better command of the native tongue and develop their listening ability to a better extent while learning an additional language. Thus, it should be noted that further research is needed to investigate the effectiveness of L1 use in ESL classroom context and L1 use while notetaking. This study is limited in the sense that it includes few participants. Nevertheless, more quantitative research with more participants is needed to be able to generalize the findings of this study. Also, Titsworth (2004) found out that students are able to take better notes and better understand the lecture when their teachers give some tips on how to take notes. Thus, it should be noted that teachers need to be trained in a way that they have a certain awareness of notetaking practices and how to take notes in a systematic way. Namely, teachers should be aware of the strategies and organizational cues in notetaking practices so that they can make their students use notetaking as an effective assistant in their educational processes.

Acknowledgment:

I would like to thank my dear professor and my colleague Dr. Fatma Yuvayapan for her major support both in the writing process of this article and in my career as a research assistant. Without her contribution and heartening, this study could never have been completed.

References:

- Alptekin, C. (2002). Towards intercultural communicative competence in ELT. *ELT Journal*, 56(1), 57–64. <https://doi.org/10.1093/elt/56.1.57>
- Auerbach, E. R. (1993). Reexamining English only in the ESL classroom. *TESOL Quarterly*, 27(1), 9. <https://doi.org/10.2307/3586949>
- Başkarada, S. (2014). Qualitative Case Study Guidelines. *The Qualitative Report*, 19(40), 1-18.
- Can, I., & Silman-Karanfil, L. (2022). Insights into emergency remote teaching in EFL. *ELT Journal*, 76(1), 34-43. <https://doi.org/10.1093/elt/ccab073>
- Carrier, C. A. (1983). Notetaking research. *Journal of Instructional Development*, 6(3), 19. <https://doi.org/10.1007/BF02906208>
- Chaudron, C., Loschky, L., & Cook, J. (1995). Second language listening comprehension and lecture note-taking. In J. Flowerdew (Ed.), *Academic Listening* (1st ed., pp. 75–92). Cambridge University Press. <https://doi.org/10.1017/CBO9781139524612.008>
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Dunkel, P. A. (1988). Academic listening and lecture notetaking for L1/L2 Students: the need to investigate the utility of the axioms of good notetaking. *TESL Canada Journal*, 6, 16.
- Dunkel, P., Mishra, S., & Berliner, D. (1989). Effects of note taking, memory, and language proficiency on lecture learning for native and nonnative speakers of English. *TESOL Quarterly*, 23(3), 543. <https://doi.org/10.2307/3586929>
- Given, L. M. (2008). *The Sage encyclopedia of qualitative research methods*. Sage Publications.
- Glas, K., Dittmar, P., & Allendes, P. (2021). Guided by images—Chilean novice teachers’ visions of themselves. *ELT Journal*, 75(4), 451–459. <https://doi.org/10.1093/elt/ccab021>

Hayati, A. M., & Jalilifar, A. (2009). The impact of note-taking strategies on listening comprehension of EFL Learners. *English Language Teaching*, 2(1), 101. <https://doi.org/10.5539/elt.v2n1p101>

Mokhtar, A. A., Rawian, R. M., Yahaya, M. F., Abdullah, A., & Mohamed, A. R. (2017). Vocabulary learning strategies of adult ESL learners. *The English Teacher*, 12.

Siegel, J. (2016). A pedagogic cycle for EFL note-taking. *ELT Journal*, 70(3), 275–286. <https://doi.org/10.1093/elt/ccv073>

Siegel, J. (2020). Appreciating translanguaging in student notes. *ELT Journal*, 74(1), 86–88. <https://doi.org/10.1093/elt/ccz052>

Smithies, M. (1983). Note taking: some general considerations. *World Englishes*, 2(3), 164–166. doi:10.1111/j.1467-971x.1983.tb00545.x

Titsworth, B. S. (2004). Students' notetaking: the effects of teacher immediacy and clarity. *Communication Education*, 53(4), 305–320. doi:10.1080/036345203200030592

Tsai-Fu, T. S. A. I., & Wu, Y. (2010). Effects of note-taking instruction and note-taking languages on college EFL students' listening comprehension. *New Horizons in Education*, 58(1), 120-132.

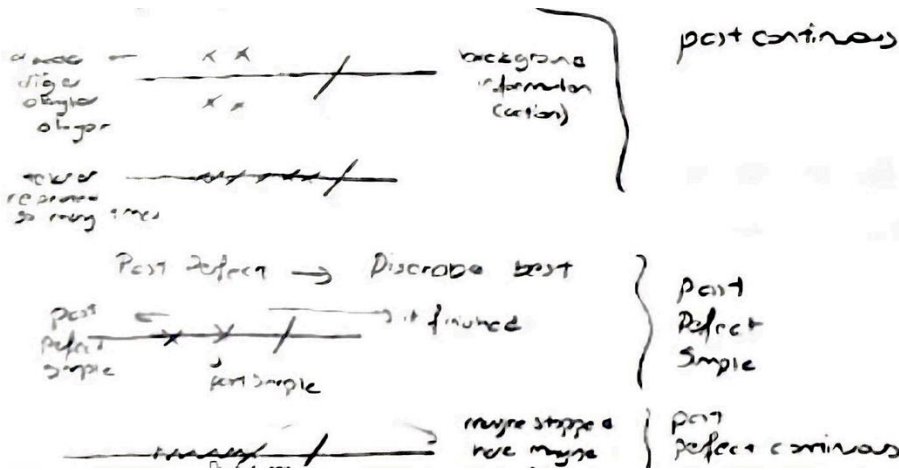
Vaismoradi, M., Jones, J., Turunen, H., & Snelgrove, S. (2016). Theme development in qualitative content analysis and thematic analysis. *Journal of Nursing Education and Practice*, 6, 100–110. <https://doi.org/10.5430/jnep.v6n5p100>

Wilding, J.M., & Hayes, S. (1992). Relations between approaches to studying and note-taking behaviour in lectures. *Applied Cognitive Psychology*, 6, 233-246.

Wright, K. B. (2005). Researching internet-based populations: advantages and disadvantages of online survey research, online questionnaire authoring software packages, and web survey services. *Journal of Computer-Mediated Communication*, 10(3), JCMC1034. <https://doi.org/10.1111/j.1083-6101.2005.tb00259.x>

Yuvayapan, F. (2019). Translanguaging in EFL classrooms: Teachers' perceptions and practices. *Journal of Language and Linguistic Studies*, 15(2), 678–694. <https://doi.org/10.17263/jlls.586811>

Appendix



U Musical experiences 06/11/21
 to bid =
 to make an offer
 fixed price

to turn up → 1. to come
 → 2. to increase volume

I'm a big fan of Bob Dylan because I like Rock music and the very helpful.

U to read music (music notes)
 to play by ear
 improvise (disjunctive style, color)

Past simple and past continuous; used to

Today, I got up then I had breakfast
 after that I went to work

Conditional Sentences in English (Hypothetical Situations)

- 0 → When it's cold, I wear warm clothes
- 1 → If it rains later, I will take an umbrella
- 2 → If I had lots of money, I would buy a villa in Kaf
- 3 → If I had visited my friend, we would have eaten midye.
- ↳ There was a possibility in the past but now impossible
- If I were you, I would go to a doctor → advice

might, could, should -> obligation

I was born in Glasgow but if I had been born (born) in the US, I would have gone (go) to an American high school I probably wouldn't have gone (not go) to university because my family was rich. So I would have got (got) a manual job and wouldn't have earned (not earn) as much money. I'm happy I was born in the UK and not the US.

decent = respectful
impose = kendini destekleme
priorities = öncelik
income = gelir

mania = very crazy about smthng

plagiarize = ihaset etme (stealing thinking)