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THE ATTITUDE OF TURKISH PEOPLE TOWARDS
THE USE OF FOREIGN WORDS IN A TURKISH
CONTEXT

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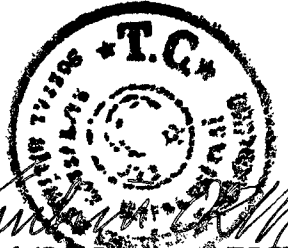
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ÖZET

Bu çalışmanın amacı Türkçe söylem içinde kullanılan Batı kökenli yabancı sözcüklere karşı Türk toplumunun *Psikolojik Direniş* gösterip göstermediğini saptamaktır. Bu bağlamda :

- a. Türkçeye yabancı sözcüklerin nasıl geçtiği ;
- b. Geçen yabancı sözcüklerin kimler tarafından kullanıldığı;
- c. Yabancı sözcüklerin kullanımında hangi *sosyal* ve *psikolojik* etmenlerin bulunduğu;
- d. Söylem içinde kullanılan yabancı sözcüklerin toplum bireyleri için bir anlama sorunu yaratıp yaratmadığı derinlemesine araştırılmıştır.

Araştırmadaki veriler günlük dilden , yaşamdan toplanmıştır. Toplanan veriler sormaca yöntemi ile Türkiyenin değişik 5 üniversitesinde 500 üniversite öğrencisine uygulanmış ve katılımcıların yanıtları istatistik programı (SPSS 5.0 +) ile değerlendirilerek hipotez (ler) ve bunlara bağlı olan sorular tartışılmıştır.

ABSTRACT

The main purpose of this research is related to the use of foreign words (western origin) in the Turkish context. In relation to this, first of all, we intended to find out if Turkish people reflect *Psychological Resistance* against the foreign words in Turkish context.

Parallel to the investigation of *Psychological Resistance*, the following points are also questioned :

- a. How do the foreign words come into Turkish vocabulary ?
- b. Who are the users of the foreign words in Turkish context ?
- c. What are the *social* and *psychological* dimensions of the use of foreign words ?
- d. Do the foreign words create misunderstanding in communication?

For the research, data have been collected from authentic language. In the light of data gathered, a detailed questionnaire was prepared and delivered to 500 university students in 5 different universities in Turkey. The findings of the questionnaire was evaluated with statistical program (SPSS, version 5.0 +).

To the memory of Mustafa Kemal Atatürk

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CHAPTER I

INTRODUCTION

I. I. Introduction and Background to the Study

Today a number of great changes which occur in the world in an enormous speed can be observed very clearly. The changes, of course, affect the structure of the society, the way of life, line of thought, etc. . However, one of the most important components of society which is affected in depth is the language of that society.

When we read the newspapers or listen to the radio or watch TV programs, we see the effects of change in Turkish language as well. For instance, very often we come across words such as " *konsensüs* [*consensus*], *reytink* [*reyting*], *praymtaym* [*prime time*], *medikal* [*medical*], *hospital* [*hospital*], *trend* [*trend*], *aptrend*, [*uptrend*], *rölaks* [*relax*] *braket* [*bracket*] ,*süstandart* [*substandard*]" . This list can be enlarged, however, this is not the aim of this study.

In fact, what is happening in the Turkish language is a change on the basis of vocabulary. The aspect of change in every language is inevitable since this is regarded as one of the characteristics of languages (Sapir 1934:192 ; Arlotto 1972; Aitchison 1991; McMahon 1995). However , the happenings that take place in technology, politics, relations with other cultures, and mass-media play a significant role on the variation of languages, particularly in vocabulary. The significant change is generally

observed in vocabulary , because this part of language does not resist to any kind of changes at all (Wardhaugh 1986 ; İmer 1974) . In relation to the point mentioned above, Arlotto (1972 :184) and Aksan (1987:23) point out that the vocabulary or the lexicon is the most unstable part of any language, and words may be picked up or discarded as given community feels the need. In reality, this is a normal procedure of borrowing words from other languages. However , in Turkish this process seems to be taking place very frequently, and the question is whether we really need to borrow that much or not . Thus, many writers and people interested in linguistic matters are stating the fact that this change observed in the Turkish vocabulary is unacceptable and that there must be a way of preventing the flow of these foreign words into Turkish in various ways . They even go one step further and claim that Turkish language is degenerated or decayed (Öngören 1995: 15-16). In fact ,this line of thinking creates problems because a value judgment is put forward and besides the nature of language to be taken into consideration in language studies is disregarded.

Since such upsetting thoughts are emphasized by language-related people, the degree of danger reaches its peak. In this dissertation, by means of scientific investigation, it is intended to find out what Turkish people think about the changes taking place in vocabulary , and see whether they have any sort of reservation and resistance towards the use of foreign words.

I.1.2. Problem

The problem which will be dealt throughout the research has many aspects. In fact, it can be regarded as a chain problem, and the main aspect of the problem which will be tackled in this study is closely related with the reactions of Turkish people towards the use of foreign words in Turkish contexts. In other words, we shall try to find out if Turkish people have any sort of reservation towards the foreign words .

Besides the main problem , the secondary ones will also be focused on. For instance, it is claimed that the process of borrowing from other cultures is a big problem for Turkish language. In fact, from the scientific point of view , the act of "borrowing " from one language should not be considered as a problem since this is a regular procedure when the language feels the necessity of this process (Appel and Muysken 1990: 164). In fact , Sapir (1934) states that besides the act of borrowing on the bases of vocabulary, the cultures do the same thing and get new features from other cultures. Therefore, borrowing in Turkish which is put forward as a problem may not be regarded as such.

Yet, in the case of the Turkish language, the fact is that the rate of borrowing is at its peak. Because of the high rate of borrowing from other languages , especially from English, the word formation mechanism and its process is questioned very frequently. Sometimes it is claimed that Turkish word formation is not active and due to this matter it is not productive; ie , it

does not fulfill the needs of Turkish language. However, this claim cannot be regarded as a serious one since every language has the ability to produce new words (neologism) by means of the roots, prefixes and suffixes (Matthews 1972; Adams 1973; Bauer 1983).

Another problem is related to the line of thought that Turkish language is at the phase of a drastic change, and this means that Turkish language will not be the same language but will be something different. One of the proceedings of the 8th Linguistic Conference is called " Tüningilizceniz nasıl [How is your creolish or pidginized Turkish]? " (Demir 1994: 166). Another interesting title in the same journal is called " Kitle İletişim Araçlarında Türkçe Kirliliği Üzerine " (Anamur 1994 :5). These two articles reflect the line of thought which can be regarded as non-philosophical and non linguistic.

In brief, the claims involved in these discussions will be evaluated by means of scientific methodology, and (if it can be accepted as borrowing) the ways and the extent Turkish and its users are affected through the process of borrowing will be found out.

II.3. The Aim and the Scope of the Study

As mentioned earlier, the rate of borrowing from English language seems to be very high. Besides this, its use is very frequent in mass-media. As can be understood, the role of technology in spreading or introducing of

these words is immense. Anamur (1995), Öngören (1995) and Özdemir (1995) mention the same fact in their writings.

In this dissertation, the main task of the researcher is to find out whether Turkish people have any kind of psychological reservation or resistance towards the use of foreign words. In other words, the whole study is based on the following question :

How do Turkish people react to the use of foreign words in a Turkish context?

This question is vital, because if the foreign words are used by the majority of Turkish people, then the claim that Turkish language is in the process of drastic change may seem to be reasonable.

In relation to the main question, we shall be able to find answers to the following points :

- a. Why are these foreign words used frequently ?
- b. Is there a real need for these words to be borrowed from other languages ? In other words, could it be stated that equivalent Turkish words do not exist in Turkish vocabulary?

c. If these words do exist in Turkish vocabulary, what would be the reason behind their frequent use in English ?

d. Do Turkish people recognize or figure out the meaning of these foreign words whenever they read or hear in a context ?

e. Do these foreign words create misunderstandings ?

The answers to these questions will be obtained through the questionnaire . During the process of evaluation, the results will guide us to see whether Turkish people really make a distinction among (i) foreign words, (ii) borrowed words and (iii) loan words. As well known, this type of precise distinction is made by German and French people, which reflects their language awareness (Karaş 1990: 149).

Moreover, in the study there will be an occasion to see whether there is a correlation between the process of borrowing and its frequent usage. This attempt will also seek the relation between the use of these words and the social strata (Labov 1970:187).

I.I.4. Hypothesis

In the previous parts it was mentioned that some language-conscious people claimed that Turkish vocabulary was affected by the foreign words to a great extent, and the majority of people are carried away with these words.

However, in this research the assumption is that Turkish people are not positive about the use of foreign elements in their native tongue. In other words, they have a hidden resistance, psychological resistance; therefore, in this research it will be claimed that Turkish people have psychological resistance, and due to this, only a very small number of people of the society tend to use foreign elements both in the written and spoken mode of communication. Here, it should also be noted that the group mentioned here represents the upper class of the society.

The assumption that the Turkish people show psychological resistance can be formalized in the form of a hypothesis as follows :

$$H_0 = - \sum n_o \Rightarrow Pr n_o ++$$

This is the main hypothesis of the research. Minus (-) represents the frequency, Sigma ($\sum$) represents the total use of foreign elements , n_o indicates the variables, Pr signifies the resistance and double plus (++) indicates the degree of resistance.

The hypothesis H_0 will be tested in the light of the results obtained from the questionnaire. If the H_0 hypothesis is rejected, then the results will be evaluated by giving reference to the alternative hypotheses H_1 , H_2 and H_3 as follows :

$$H_1 = \sum n^{-1} \Rightarrow Pr\ n/2$$

This hypothesis indicates that the total sum of the use foreign elements are not too many, but some foreign words are used; therefore, the Pr is not strong as claimed in the H_0 hypothesis.

$$H_2 = \sum n^{+} \Rightarrow Pr\ n_0$$

In this alternative hypothesis the frequent use of foreign words makes weaker the degree of Pr. In fact here the Pr is null.

$$H_3 = \sum n^{+} \Rightarrow Pr\ n^{+}$$

In H_3 the Pr is insignificant since the use of foreign elements are free in context.

1.1.5. Method

The research will be based on the quantitative method and the principle of accountability will be applied (Kirbik 1977; Labov 1980).

In the study, a detailed and tried out questionnaire will be delivered to the native speakers of Turkish language. In order to obtain valid and reliable results from the questionnaire, the sampling size is given the utmost

importance (Milroy 1990). In this respect, Sankof (1980) puts forward three sampling procedures, which are :

- a. To define the sampling universe;
- b. The stratification of the sample;
- c. The need to have fixed sample size .

In many socially sensitive language studies, like *Labov's New York study*, *Shuy* , *Wolfram and Riley's Detroit study*, and *Horvath's Sydney study* , sampling problems were observed (Milroy 1990: 21,22,23).

In our study, to lessen the possible problems, a fixed number of samples will be gathered. In order to have a representative and significant results, a large number of informants is not necessary (Sankof 1980:52). Keeping this in mind, we shall have statistically agreed upon number of participants i.e. 500..

Finally, the sample will be gathered from different layers of the society; that is the members of the different social strata will be in the sampling universe. In this way, the universe of sampling will be defined, and the results will test the hypotheses put forward.

1.1.6. Materials

In this research, the primary means is the questionnaire, which is composed of six parts. The detailed explanation of the questionnaire will be given in Chapter IV, which is the chapter of data collection and data analysis.

CHAPTER II

BACKGROUND TO THE STUDY

2. 0. Introduction

The purpose of this chapter is to focus on the culture-language relation on the basis of lexical borrowing. The main starting point will be Sapir's claim that " the worlds in which different societies live are distinct worlds, not merely the same world with different labels attached" (1949 b:162).

The sense of the word "world " , refers to philosophy and culture of a specific group of people. How they talk, behave, react in certain situations and so on , depends on their culture and thought. Besides this, the degree of interaction with other cultures can also be observed in their behaviours and language use.

In Sapir's point of view, the differences among the cultures of different nations do not function as a barrier in the process of interaction and borrowing. Taking these points into consideration, we shall try to investigate the issue of borrowing in a wider perspective.

2.1.Cultural Influence and Lexical Borrowing

As indicated earlier, cultural contact is inevitable among the nations of the world, especially , in the era in which mass communication and

technology have advanced tremendously. The rate of change in a culture can be aided by technology. The only difference that can be figured out between the past and present is the degree of effectiveness of change reflected upon culture and language.

In Bonvillain's (1993 :53) point of view, if the changes in culture take up the attention of the community, and if they borrow a word which fulfills the need of a community, that becomes culturally significant and the members of the community use it without facing any sort of difficulty. Here, it is necessary to point out that culture becomes changed first and then the effects of change can be observed (Hickerson 1980). What can be understood from this is that in general the nature of language shows resistance toward changing.

One of the inferences that can be drawn from Bonvillain's point of view is that the changes can be considered as the outcome of the needs that may be felt by the members of society. The other inference or reality is that every culture is bound to change and this change, in fact, gives way to linguistic change, too. Consequently, one important point to be dwelled on is that the nature of culture and language are in close relation, and as a result of this, they both carry dynamic characteristics.

Thus, the framework in which culture and language are located cannot be regarded as tight and rigid. This can be better pointed out with the claim of Sapir and Whorf, which is as follows:

...that neither thought of the relationships among language, culture and human thinking as rigid and mechanistic, but rather they coexist in fluid and dynamic interactions(1949 b:102).

Thus purity, as pointed out by Barber(1993) and Strauss(1969), remains as an "ideology" whose application may only be practical up to a certain level.

The relations among cultures stem from the needs of the society. In Strauss's point, no culture can be complete in its nature; therefore, there is always a great possibility of obtaining elements from other cultures. Sapir (1934:194) stated that the cultures are different from each other, and in his point of view, some cultures may be more rich or advanced on the basis of linguistic system whereas others may not be.

During the process of interaction, or cultural contact, the rich culture or the advanced culture is always ready to provide anything to other cultures in many ways. Mainly the richer culture gives away the words that are in its vocabulary stock. One important point to be emphasized here is that the advanced cultures are also not complete as pointed out earlier. Therefore, the cultures that are said to be superior also have (some elements) to borrow from other cultures. In Sapir's point (1934:194), the dominant cultures(superior, richer, advanced, major), in general, borrow very little from others and the nature of this borrowing is limited with cultural elements. On the other hand, the less developed cultures borrow

many different elements from the more dominant ones. Sapir clearly pointed out that the direction of borrowing is mainly from the dominant towards those which are not as dominant. However, the point to be emphasized here is that the borrowing is bi-directional. For this reason, it would be useful to cite some examples to support the idea of bidirectional borrowing. Here the study uses the English language as representing the advanced culture, and through examples, clarify how this culture or language borrowed from other cultures.

From Scandinavian language to English:

skill, score, sky, scrape, ombudsman...

From German to English:

luck, skate, spoor, commando...

From Arabic to English:

alkali, alembic, almanac, elixir, azimuth, mohair, tariff..

From Persian:

dervish, mogul, shah, caravan, bazaar, khaki...

From Chinese to English:

tycoon..

From Japanese to English:

banzai, sake, ..

From Turkish to English:

fez, tulbend, turban, kismet, shishkhebab.....

From African languages to English:

gorilla, jazz,. Algeo; Pyles 1982:292-312).

The examples cited above clearly explain the philosophy of bi-directionality, put forward by Sapir. However, in general, it can be said that the major or dominant cultures will definitely be the source of borrowing for other cultures, which are in the position of being a host.

Having pointed out how culture and language are inextricably related, the focus of attention will be on the foundations of language and the process of borrowing.

Language, which is always defined as the unique tool of communication, can be divided into two parts as (i)structures and (ii) lexicon or the vocabulary. According to Wardhaugh(1986) and Langacker (1975), the changes that can be observed in the whole language have two dimensions. These are(i)external and (ii) internal dimensions. As Labov (1994:14) states, the structures of a language are so strongly developed in the course of time that they almost always resist any kind of variation and change. According to Weinriech(1979:56-57) and Haugen(1972:97), this is so because the structure or what they call "the grammatical apparatus" is the most formal part of language. They all mention the fact that some parts of

the structures may change in the course of time through evolution. In their point of view, the main reason of the change stems from the internal reason of the the structure itself.

On the other hand, when the focus of attention is on the vocabulary stock, it can be understood that the nature of the lexicon is far more different than the nature of the structures. In Arlotto's point of view (1972:84), lexicon or the words of a language reflect a very dynamic nature unlike the structures. Similar to Arlotto's point, Labov(1973:341;1995) points out the fact that words never have the tendency to cope with the rules of language in which they function , let alone the resistance against variation. As a result, the vocabulary stock of any language is due to change and this occurs by means of borrowing.

According to Pyles and Algeo (1982), Eastman (1990:171-174), Bonvillain (1993) Salzman (1993:) and Weinreich(1979), every language, even the most purified one has a number of foreign words in its vocabulary stock. They also point out that the existence of foreign words in a host language is inevitable because of the wide network of cultural contacts.

Pyles and Algeo (1982) point out the fact that foreign or borrowed words are classified in two section as (i) popular loan words and (ii) learned loan words. In this classification, the main emphasis is on the function and use of these words. According to this classification, the popular loan words become part of a daily means of communication whereas the learned loan words remain in scientific works. However, it is necessary to mention here that, at the first step, every newly borrowed foreign word is treated as a

learned word. The frequency of use of these words determine whether they will become a popular word or not in the host language (Weinreich,1979). In addition to the frequency, the degree of popularity of the borrowed words in a host language depend on the need and the attention of the society members , as pointed out earlier (Bonvillain,1993).

There are many good examples in Turkish language that are related specifically to the point raised above. At this point, it may be appropriate to cite one or two examples here.

One striking example is the word "Fair play", which is being used very widely in Turkish these days. The interesting point is that the sense of this word has its equivalence in a Turkish phrase as "doğru oynamak" or "kuralına göre oynamak". However, Turkish people prefer the foreign form of the Turkish phrase. What can be inferred from this is that the use of "fair play" by the majority of the people is clearly related to the cultural contacts on the basis of sports. As an outcome of this the word has caught the attention of Turkish people,thus becoming a popular foreign word among the members of the society.

Another important point about the process of borrowing is that the host language does not only borrow a single word, it also borrows the associates of the word borrowed (Sapir 1934). Again, we can give examples from Turkish in this line of thought. For instance, through the borrowing of the word "medical", a number of associated words are also borrowed from English. These are as follows:

Medical----> Medical Center or Med Center [Center]

Medical ----> Med Insurance [Insurance]

Medical ----> Med Care [Care]

Besides these, the word Medical has also given way to the borrowing of words such as : Hospital and Check up, which are also used by the majority of the Turkish people. Therefore, it can be said these words can be regarded as popular foreign words in Turkish language

Finally, up to here the main focus of attention was placed on the culture-language relation and its outcome, borrowing. Of course, the effect of direct relation between culture and language is significant on the process of borrowing. However, as pointed out earlier, sometimes the process of borrowing does not stem from the needs of the host language. In fact, there may be other reasons of borrowing such as social, political, psychological, power relations , education and bilingualism. Some of these will be addressed in this study.

2.1.1. Social Determinants and Lexical Borrowing

The structure of society is not composed of a single stratum but has different strata with its own branchings. Along with social stratification, the language use or what Cohen (1969) points out as the "conceptual styles" of the members of the strata change, too. The aspect of social identity and the

forms of language use is the clear evidence of their interdependence (Günay 1991:72; Burling 1970:164).

The relationship between the social classes and the use of language forms are interdependent; however, this interdependence is not static, on the contrary, it reflects a dynamic nature. The dynamism stems from the need or desire toward gaining the peculiarities of the upper class, and one of the means of fulfilling this is related to language use. According to Schieffelin and Ochs(1986), the class members need to be able to control more than one language form in order to fulfill the requirements of the language of the upper class members(1964a:164). Parallel to Schieffelin and Ochs' point, Grillo(1989:151) and Coulmas(1992) emphasize the fact that by means of language use any person can easily change his or her social class in the stratum.

When the language spoken by the upper class members in Turkey is analyzed, what can be said is that in their speech a variety of borrowed words is observed. The majority of the borrowed words are from English, and they are introduced consciously or unconsciously, somehow (Haugen 1972:81). In Fishman's point of view, the introduction of foreign words is a process called "spread from the top"(1977:108-133). In this method, the members of the society are exposed to these foreign words and when the point raised by Schieffelin and Ochs -being able to control more than one language form, or imitating the language use of the upper class members- is taken into consideration, the spread of the use of foreign words among the people can clearly be understood.

A good example related to the argument raised above is the word "Check up", which is used very frequently in Turkish. It is being used by a significant number of people and it has become very popular in Turkish. Finally, it has taken its place in a Turkish dictionary, too as "Çekap" (TDK-Milliyet 1992 :286:).

Another point to consider is how language of the newspapers can be used as a "social determinant". The tendency of using foreign words in speech also appears in the written language. The language of the newspapers should represent the codified form of the spoken language; however, today this is not so in Turkey. A great number of foreign words do appear in the press, and in this way, the introduction and the spread of these words gain impetus and become more effective in Turkish.

As a result, this tendency finds place among the stratum and develops a wider network of usage. The lower class members may find it very attractive and functional in using foreign words in their speech because they may think that it will help them to move upwards in the social stratification. In this respect, some of the borrowed words acquire full citizenship in the host language.

2.1.2. The Role of Bilingualism and Education

In this study, it is assumed that one of the major reasons for using a foreign word in an L₁ context is related to being bilingual or being educated. Parallel to this assumption, we shall also take into consideration the exceptional cases.

Before getting into the main point, it seems necessary to focus on the issue of "bilingualism" or "bilingual person" which have been debated since Bloomfield's famous definition "native - like control of two or more languages"(1933:56). In his point of view, a bilingual person is to show his L1 abilities in L2 as well. Macnamara (in Appel and Muysken 1990:2), on the other hand points out that if some second - language skills in one of the four modalities (speaking, listening, writing, reading) are observed in an individual, in addition to his L1 skills, he is considered as a bilingual person. The definitions which are given have "psychological insights since they are directly and strictly tied to the degree of proficiency. The degree of proficiency is the most important barrier in the issue of bilingualism(Hoffman 1991; Mackey 1970). According to the research carried out in bilingualism, there is a clear evidence that the aspect of linguistic proficiency shows several differences both within and between individuals (Crystal 1989:362). This is related to the fact that many bilinguals fail to achieve a native like fluency in either language. As a result , we shall not take into consideration the degree of "proficiency" as pointed out by Bloomfield, and "the skills" that are emphasized by Macnamara. Instead of "proficiency" and "skills" based definitions, this study looks at the ones which are closely related with the sociology of language and communication. Weinreich's definition of bilingualism is sociologically based and is as follows, "the practice of alternatively using of two languages will be called bilingualism and , the person involved, bilingual" (1968:1). In addition to Weinreich, Mackey gives the following account of bilingualism:

it seems obvious that if we are to study the phenomenon of bilingualism we are to consider it as something entirely relative. We must moreover include the use not only of two languages, but of any number of languages. We shall therefore consider bilingualism as the alternate use of two or more languages by the same individuals (1970:555).

The significant points in both of the definitions by Weinreich(1968) and Mackey(1970) ,in Hoffmann's point of view, are as follows:

- neither of them mentions how well the languages are to be mastered;
- none of the definitions point out the abilities in four skills;
- none of the definitions mention anything about the context of use of those languages(1991:16).

Because of the points mentioned above, there seems to be a tendency to think of bilingual ability as a "continuum" (Crystal 1989:362). In Crystal's point of view bilingual people would find themselves at different points on the continuum. Therefore, any kind of L2 use can be regarded as "bilingualism". Taking Crystal's sense of bilingualism into consideration, Hoffmann (1991:16-17) mentions fifteen different types of bilinguals some of which are as follows :

- the four-year-old whose home language is Bengali and who has been attending an English play group for some time;

- the young graduate who has studied French for eleven years;
- the schoolchild from an Italian immigrant family living in the USA who increasingly uses English both at home and outside but whose older relatives address him in Italian only;
- the Japanese airline pilot who uses English for most of his professional communication;
- the Turkish immigrant worker in Federal Republic of Germany who speaks Turkish at home and with his friends and work colleagues, but who can communicate in German, in both written and the oral forms, with his superiors and authorities;
- the Danish immigrant in New Zealand who has had no contact with Danish for the last forty years;
- the wife of the latter, who is able to get by in spoken German but cannot read or write it;
- the two-year-old who is beginning to talk, speaking English to one parent and Welsh to other;
- the Portuguese chemist who can read specialist literature in his subject written in English.

As can be understood from the classification of bilinguals by Hoffmann, being a bilingual means something different than one described by Bloomfield and Macnamara. In Hoffman's sense of bilingualism, any

person with a minimal proficiency or let's call it ability in L2 can be regarded as a bilingual person (Hammers and Blanc, 1987:7). In their point of view, a person with some grip on various phrases, expressions and words is regarded as a bilingual person. They put the emphasis on the aspect of communication rather than the classical approach in which the basic skills were to be mastered, as pointed out by Macnamara. In Hammers and Blanc's point of view, a person who is regarded as bilingual, actually, knows what he needs to know for the purpose of communication, and that requires the minimal ability or proficiency or knowledge. So their understanding of bilingualism overlaps with Hoffmann's examples.

Bilinguality therefore refers to the psychological state of an individual since the person has access to more than one language. In Crystal's point of view there are various reasons behind bilingualism like politics (annexation), religion, cultural contact, economy, natural disasters and/or education(1989:360).

According to Miller (1983), education plays a great role in being a bilingual person. By means of education, the degree of proficiency is increased. Specific socio-cultural patterns of L2 are gained through language education. The degree of command in L2, or in other words becoming a bilingual has psychological and social values as well. First of all, bilinguality provides a distinction for an individual in a society, and secondly, it classifies the person in a much higher strata in the social stratification, which is the sociological aspect of bilingualism. In a much clearer sense, in Iwasaki's (1994) point of view, bilinguality provides a kind

of power over the other members of the society in addition to organizing the social relations.

In summary, bilingualism and education are both rich sources of foreign or borrowed words. As indicated earlier, the psychological state of mind functions in a way that the human being becomes distinguished by others immediately. This is related to the use of language and vocabulary, specifically the foreign words which are used in L1 discourse. According to Stobbe (1994), the use of foreign or borrowed words in an L1 discourse is not a matter of code-switching, but is the reflection of human psychology. In this way, the person using foreign words in L1 context does various things like :a) he identifies himself as the leader of the context of communication, b) he asserts his power over others, and c) he puts his dominance on the subject matter. In Iwasaki's (1994) point of view, the person shows his dominance and power through seasoning his speech with L2 words. In this line of thought, Berns (1989:41) points out the speech of politicians and gives Helmut Kohl's speech as a clear example.

When reference is made to education, some of the short cuts in language use can be identified. In Weinreich's (1979:57) point of view, people tend to use the words (concepts) in L2 that they have acquired in the course of time. In his point of view, this is more economical than trying to find the equivalent word or explaining the concept in L1. Parallel to Weinreich's point of view, Demircan (1996:13) mentions the fact that educated people are in the globalized information network on the basis of scientific work which is mostly carried out in foreign language. Due to this,

Demircan says that these people do not remember easily the words which are used in daily language (1996). As a result, they bring or introduce the foreign words into L1 context quite regularly.

2.1.3. Other Sources As a Means of Borrowing

Besides the issues mentioned earlier in the study, there are other sources which lead to borrowing from other languages. According to Pennycook (1990), and İmer (1974), technology is one of the richest sources of borrowing for languages. The countries that are associated with advanced technology provide new words for new inventions. At the end, the new words filter into other languages when the product is introduced to the use of humanity.

Besides advanced technology, commerce is considered as another important source of borrowing . Ozog (1990), and Karim (1989) point out that the dominant languages are used in the commercial activities. According to Ozog (1990) and Karim (1989), the reason of using dominant languages in the commerce is a psychological issue; that is, the power of English unifies itself with the goods and as a result the good becomes more valuable than it is. In order to strengthen their point of view, they refer to Malaysian life and commerce (1990:30).

Citravelu (1985) points out to another important source of borrowing. In his point of view, books, journals and magazines written in foreign languages provide a great deal of foreign words to the readers. To

him, a reader of a foreign journal ,in the course of time accumulates some amount of foreign words in his native vocabulary stock and he uses them somehow. Citravelu (1985), like Ozog(1990), also mentions the use of those foreign words and their relation with human and social psychology. Finally, Citravelu points out that L2 dominated universities are a good source for spreading out the foreign languages counciously and uncounciously (1989:211).

Ozog (1990), Citravelu (1989) and Omar (1979) all agree on the function of Tv and media in spreading the foreign words into daily life. In their point of view, Tv channels broadcasting in L2 are effective sources of foreign words and borrowing, too. Besides, the Tv programmes, advertisements containing foreign words are very effective in the process of borrowing. People are very much attracted by the advertisements and they tend to use the foreign words in their vocabulary stock. This is both human and social-psychological aspect or dimension of borrowing (Omar ,1987).

In brief, some languages are dominant and their dominance can be felt in different cultures in different ways (Wardhaugh, 1987). But is there a way of slowing down the process of borrowing ? or in other words, is there any solution to the diaspora of foreign words ? .

2.2. Language Planning

The best answer to the question raised above is *language planning*. According to Rubin and Gernud (1971), and Fishman (1971), language planning is a deliberate language change which is carried out by

government. In order to dismiss the effects of foreign languages, foreign elements or foreign influence upon other languages, language planning is to be carried out, in Imer's (1974) point of view.

According to Weinstein (1980:56), Eastman (1990:181) and Thomas (1991), one of the classical functions of language planning is simply related to the process of *purification*. When the foreign elements/ words begin to appear very frequently in a native tongue, the process of purification is put into progress.

In the history of Turkish Language, the process of purification (language planning) was put into action several times. In Korkmaz's (1995) point of view, Uygur Turkish, which is still claimed to be the most purified form of Turkish, had some foreign words from Sanskrit, Chinese and others. This borrowing took place between 745-840. The nature of the borrowed words in this period was related to astronomy, medicine and religion. However, the Uygurs provided equivalents to those borrowed words and replaced them very quickly from their vocabulary stock. What they did was a kind of language planning in their own era, which was named as the pre-Islamic period.

After the conversion of Turks into Islam (932-1222), the Eastern culture and language played a significant role upon Turkish language and culture. In Gallagher's (1971) point of view , many foreign words were welcomed from Arabic and Persian. According to Heyd (1956), Gallagher (1971) and Başkan(1986), the striking point was that besides the Arabic and Persian words their syntactic properties were also brought into Turkish.

The process of borrowing from Arabic and Persian had been very significant in the XIV and XVIII centuries. The borrowings into Turkish with syntactic properties were creating communication problems. Because of the communication barrier, society was divided as the educated and the illiterate. At the end, with the proclamation of Tanzimat new measures were taken both in politics and in the purification and codification of Turkish (Heyd 1958 ; Lewis 1982).

The movement of purification and codification of Turkish gained impetus after the war of independence under the leadership of Mustafa Kemal Atatürk (Lewis 1982).

Today as mentioned earlier in the study, Turkish language is regarded to be decayed by some people because of the foreign influence upon its vocabulary stock. Therefore, a new draft law is being worked on which will be mentioned at conclusion chapter.

CHAPTER III

SOCIAL PSYCHOLOGY OF LANGUAGE USE

3.0. Preliminaries

The purpose of this chapter is to give an account of the existence, or non-existence of psychological resistance toward the use of foreign words in native language .

3.1. The Social Psychology of Language Use

Language, as mentioned in the earlier parts of the study, is not used homogeneously by the members of the society (Chambers and Trudgill 1989). This is so because language itself is not homogeneous since it is made up of various dialects and patios (Chambers and Trudgill 1989). Thus , taking this fact into consideration , we cannot expect to hear every individual in the same way. Every speaker of the same X language use it differently reflecting its language choice by means of his background, group identification, education and other peculiarities. Above all, the speaker has a right to show his preferences through his language use. In other words, the speaker can decide about what kind of words, patterns and also the degree of formality in the language he uses for communication. And this aspect of choice is directly linked with the state of mind (Maccoby and Mercy; Newcomer and Hartly 1958).

In the same line of thought, Herman (1972) states how the aspect of social psychology or in other words human psychology is indexed in the choice of language and behavior.

Herman (1972:493) points out three issues of influence in individual's language choice:

- i) personal needs;
- ii) background;
- iii) immediate situation;

When the focus of attention is on personal needs, Levin's (1951:271) point of view about the issue is as follows:

personal variables such as relative proficiency in languages, emotional attachment to a particular language, level of aspiration in regard to use of languages

According to Levin, the variables do play a significant role in person's language choice and language use. At this point it is worthwhile to mention language use of former president of Turkey ,Mr. Özal. As is known, he was very much engaged in foreign relations and as a result of this, he was in direct contact with his foreign counterparts. And the use of foreign words in a Turkish context started with him. The following examples are taken from his language use:

Dostum presidan [president] Bush ile fevkalade prodaktif [productive] bir görüşme yaptım. Ona ekonomik yardım değil mor treyid [more, trade] dedim.

Bütün arsenali [arsenal] kim satıyor du ?

Sanki bu rezervasyonlar [reservations] yokmuş gibi konuşuyorlar....

These examples from his speech can be explained through Levin's principles , like personal desires, emotional attachment and so on. The most striking point in these examples is that although all the foreign words in sentences have their equivalent counterparts in Turkish, the former president preferred to use the foreign ones reflecting his personal variables (Levin 1951:272) and personal needs (Herman, 1972).

When we return to the issues like i) personal needs and desire, ii) background, and iii) immediate situation put forward by Herman (1972:495), the real reasons behind using L2 words in a specific language as in our language, Turkish, can be well understood.

For instance, in Herman's point of view, *personal needs* and *desires* are related " with the norms of his group, which may demand him the use of another language " or more specifically the *words* (1972:493). In his point of view, the speaker needs to stick to his group and the only way to show his loyalty is related to his language use. This point is very important because by being loyal to his group, he also asserts power upon other groups and this is reflected through his language use (Clair 1980:17; Tonnies 1957 in Clair).

The *background* issue also plays a significant role in persons speech. In Herman and Schild study(1960), the reflection of *background* issue was observed in the following situation:

1. *When the activity takes place in a public rather than private setting;*

2. *When the behavior in the situation may be interpreted as providing cues to group identifications(social status)or conformity to group identifications;*

3. *When the person involved in the activity wishes to identify (or to be identified) with particular group or to be dissociated from it , or desires (or feels obliged) to conform to the norms of a reference group (1972:495).*

Again when the the previous examples are focussed on in the study, it can be noted that the conditions which are related to the *background* issue are behind the reasons of using foreign words in a Turkish context. In the language use of politicians and other important figures, the *background* issue clearly reflects its significance. [Before we continue, it is necessary to state that since background issue and immediate situation overlap we shall not focus on the latter]But what happens if the peasant or illiterate begins to use the foreign words which are not of his vocabulary stock ? How could this be explained ? The answer to this question has various dimensions.For instance, in the framework of Optimal Distinctiveness Theory (ODT), the peasant or the illiterate feels the need of associating himself with groups that are dominant or in superior position(Hincle and Brown 1990; Sachedev and Bourhis 1990). In other words, the illiterate or peasant feels the social and psychological influence and pressure of the higher strata. In order to escape or dismiss this pressure and influence, he starts to use the specific words and expressions of those dominating social groups thinking of

the motivations and social consequences which underlie interpersonal shifts in speech style (1980:82).

The processes that are mentioned above are regarded as individual theories which make up the Speech Accommodation Theory (Byrne 1969; Berger 1979; Natale 1975). For this reason, the study is going to refer to those processes as theories. For instance, in Bryne's understanding the Similarity Attraction Theory proposes that:

the more similar our attitudes, beliefs and valued characteristics are those of other individuals, the more likely it is that we will be attracted to them(1969:212).

Wolfram (1973:11) adds the aspect of *power* to Byren's understanding of the Similarity Attraction Theory. In Wolfram's point of view, the main cause of Similarity Attraction Theory has got a direct link with the issue of *power*. In his understanding, the *power* dimension of the S A T is the most crucial element, and for supporting his view he gives the example of Puerto Ricans language use. The Puerto Ricans assimilate the language of blacks in New York city since the blacks are powerful (1973). In addition to this, Wolfram points out the reason of English being a powerful lingua franca.

Again it is possible to answer the question put forward earlier with Bryne's insight (1969) and Wolfram's *power* dimension (1973), both of which play a significant role in changing the speech styles of individuals.

becoming a member of it. In Brewer's point of view (1991), the person at that point, in fact, wishes to be assimilated by the dominating social group and become part of it. In other words, this social psychology based answer refers back to the social strata changing process of Trudgill (1992). In Steiner's point of view (1979), there is only one answer to the question; that is *imitation*. Penycook (1994) like Steiner explains the fact by referring back to the effect of *fashion* and *imitation*. And finally Stern (1983) says *empathy*, which is also a social psychology based answer.

3.1.1. Speech Accommodation Theory and Language Use

The question put forward earlier can also be answered within the Speech Accommodation Theory (SAT) put forward by Giles and Powsland, and Social Identity Theory (S I T) put forward by Tajfel.

First, the focus of attention will be on SAT. According to Giles' theory:

the more people desire another's approval, the more they will converge their speech towards the other, to an optimal level. (Hildebrat and Giles 1980:65).

In Giles' point of view, the theory makes use of four psychological processes namely i) *similarity attraction*, ii) *social exchange*, iii) *casual attribution* and iv) *social identification* (Thakerar, Giles, Chesire 1982:213). By means of these processes, Giles and Powsland try to explain

The other theory which makes up the SAT is Social Exchange Theory. Homans explains this theory as follows:

we attempt to assess rewards and costs of alternate modes of behavior and then chose that which maximizes the possibility of unpleasant ones (1961:133).

Like the Social Exchange Theory (SET), the other two theories/processes- Casual Attribution Theory (CAT) and Social Identification Theory (SIT) support the aspect of change in language use very significantly.

Here it is necessary to point out that Speech Accommodation Theory (SAT) has direct links with the process of changing social strata. Trudgil (1974) also points out how social strata and language use are interdependent.

In this study, the use of foreign words is a specific issue which clearly has its roots tied up to language-culture relations, social psychology and class movements.

3.1.2. Social Identity Theory (SIT)

The fourth process/theory in SAT is Tajfel's Social Identity Theory (Hilderbrant and Giles 1980:68). As pointed out earlier, language use in any community, society is not homogeneous since there is a continuum

of social classification. Tajfel's theory helps to provide an explanation for divergence which occurs in a society. The clear example to divergence is the language use in a society. Tajfel builds up his theory on four issues.

These are :

- i) social categorization;
- ii) social comparison;
- iii) psychological distinctiveness;
- iv) cognitive alternatives(1978:222).

In the light of SIT, the aspect of variation in language use and attitudes toward others, the possibility of moving from one strata to another can be explained. For instance, the process of *social categorization* involves the issue of membership in a specific group. People with the same thought, likes, dislikes, manners, value judgments and language use classify themselves in the same social category. By means of this *social categorization*, groups or members of groups gain their social identity.

People belonging to the same social group, in other words , having the same social peculiarities tend to compare their social identity with the groups who have much higher statues in the society. What is central in the issue of *comparison* is self satisfaction which gives way to obtain positive social characteristics and have a particular distinction from other social categories. This is called a process of *psychological distinction* (Tajfel 1978; Simon and Rethringrew 1990; Abrams,1994).

On the basis of language use, it is clear that the Social Identity Theory of Tajfel (1974) and the Speech Accommodation Theory of Giles and Powsland (1975) significantly explain the question of foreign lexis usage in L1 context.

3.1.4. The Attitudinal Factor in Language Use

Language attitude is related to individual's preference, personality as well as his social milieu (Cüceloğlu and Slobin, 1980). Preston (1989:50), Giles and Hildebrandt (1980:72) and Nader (1972) add the issues like *ethnicity, nationalism, gender, class, role and age* in language attitudes. Eiser and Pencer (1979) and Der Plight, Martijn and Schie (1974) classify the basic feelings such as *like* and *dislike* within the issue of language attitudes. They state that having any kind of attitude to anything is related to human and social psychology. In their point of view, the reinforcement to the attitude change has got a direct link with the aspect of willingness or motivation if the attitude change will be beneficial in terms of being evaluated by others. Giles and Hildebrandt classifies attitudinal motive like i) integrative orientation and ii) instrumental orientation. Both integrative and instrumental orientations refer to social changes that the individual tries to achieve. As pointed out earlier, by means of language use human being is able to become part of a group which he takes as example, or on the other hand, he may differentiate himself from the other groups (Giles 1980; Tajfel 1978; Trudgil 1974). The behavior mentioned above depends on the language attitude. For instance, in Korea although English is neither a national nor an official language, it is considered to be the most important language (Shim

1994:225). English has been treated as highly prestigious and because of this treatment it has gained posts in education, commerce and life style as well (Kim 1993:61).

What is happening in Korea is due to the attitude of people towards English language (Baik 1993;1992). In Baik's point of view, Koreans desire to modify their identities give way to many loan words from English. In brief, the attitudinal factor plays a significant role in accepting or rejecting foreign words in a specific language and culture. In the Korean situation, the attitudinal tendency is positive about the use of foreign words. As a result, they do not show psychological resistance to the English elements appearing in the Korean language (Baik 1993).

The situation in Japanese is not really like the Korean situation; however, people use English and Dutch words without showing great resistance toward them (Miura 1979; Iwasaki 1994).

When the focus of attention is directed to Russian language, a large number of English words appearing in Russian context can be observed. The frequency of English words is ; therefore, this indicates the insignificance of resistance

The Chinese language also contains a large body of foreign words (English) in its vocabulary stock. According to Baik (1993) , the use of these words are free in context. Again this refers to the insignificance of the psychological resistance toward foreign elements. There is one important point in Chinese situation; that is the Chinese are very loyal to their customs, but even their customs have not been able to establish a barrier toward the foreign elements.

The English language is one of the famous languages hosting foreign words from all over the languages. According to Schiller, the greatness of a language is related to the elements that absorbs and makes use of it rather than rejecting them (in Berns 1994). In Kachru's point of view, the reason of the greatness or diaspora of English has direct relation with its vocabulary stock; that is English contains words from all the world languages (in Berns 1994). In brief, the British people has no psychological resistance toward the foreign words .

However, the attitudinal scale also has a negative pole. Germans, for instance, show a very high degree of psychological resistance toward any kind of foreign elements appearing in German(Karaş 1990; Berns 1994).

In Berns' point of view, this psychological resistance has its roots in German Nationalism, as it was pointed in Chapter II. In Berns' line of thought, the German Nationalism has lost its degree of effectiveness but its effect upon German language remains the same. According to Berns, the clear reflection of the effect of Nationalism on German is the distinction between *borrowed words* (Lehnwörter) and *foreign words* (Fremdwörter). The treatment of borrowing words is positive whereas for foreign words it is not . The tendency is not to use any kind of foreign words in a German context. That shows a very high degree of resistance toward the foreign words.

Finally, when the study looks at the attitude of French people , it can be seen that their resistance is not as strong as the Germans. In France, the foreign words are not used in official communication ;

however, people tend to use foreign words in their speech (Filipovic' 1996).

In conclusion, it can be said that different nations have different historical background and understanding, and as a consequence of this, they show different kinds of attitudes toward the use of foreign words in an L1 context.



CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

4.0.Preliminaries

In this chapter the procedure followed in the study will be explained in detail. The process of data collection, its analysis and the results will be discussed in detail.

4.1. Data Collection

In this study the starting point in data collection has been Kirbik's point that is, " the concrete utterances which represent the realisation of the linguistic competence of speakers who know language can be observed"(in Milroy 1990:2). Taking Kirbik's point into consideration, daily programs on Tv channels were observed and the authentic utterances were written down as in the form of a complete statement. Since the focus of attention in the study was the use of foreign words in a Turkish context, only those utterances containing foreign words were taken into consideration. It is important to mention here that the term "foreign word(s)" in this study refers to the words of western origin like English, French, German and others.

In order to enlarge the data, besides daily Tv programs (reality shows, talk shows, political discussion panels, news and others), three daily newspapers namely, Milliyet, Hürriyet and Sabah were scanned, too. In this way, both spoken and written forms of Turkish were analyzed.

The process of data collection has started in 1990, and it is still going on. The data collected has been given in the form of a list in the appropriate section containing the following information as the date, the TV channel, by whom it was uttered/ written, and so on.

4.1.1. Subjects

In this study, sampling universe has been given the utmost importance. According to Sankoff (in Milroy 1990), good data is not useful without good sampling. In Sankoff's point of view, the notion of representativeness needs to cover different types of community members (1990:21). In her point of view, the social class and gender play a significant role in language attitude and language use. And finally, she points out the importance of sampling size.

In this study, the university students were chosen as subjects. The main reason behind this decision was the notion of "representativeness" of the different social classes. In the light of the figures at Turkish Statistical Institute records (DİE), universities in Turkey clearly represent the social structure of the country. For this reason, in the study five different universities were chosen for sampling universe. The universities in this study are located in different geographical parts of Turkey. In the Aegean region Ege University, in the Marmara region İstanbul Teknik University, in the Mediterranean region Mersin University, in the Southeastern region Atatürk University, and in the Central Anatolian region Middle East Technical University were selected for the conduct of the study.

In this study/survey, the sampling size was fixed with 500 participants. The age of the participants ranged from 17 to 38. In other words, the students were at different levels of their higher education -preparatory classes, freshman sophomore, junior and senior - . As for the field of study, students were members of different faculties majoring in different branches such as environmental engineering., mechanical eng., mining eng., aeronautical eng., history, arts and crafts, arts and music, philosophy, mathematics, statistics, biology, international relations, and general education.

One of the important points to be mentioned is the medium of instruction in those five universities selected for the study. Except in the Middle East Technical University, the means of education in four of the universities is Turkish. METU in this study was selected for the purpose of reflecting the attitude and feelings of those students who are carrying out their education in L2. And also to compare the results of L1 medium universities with the results of L2 medium university. This would give a very reliable spectrum about the degree of psychological resistance stemming from L1 and L2 usage in the higher education.

4.1.2. The Questionnaire

According to Oppenheim (1992) and Fishbein and Icek (1975), questionnaire design is one of the crucial stages in survey studies. In their point of view, the primary function of a questionnaire is to test the hypotheses put forward at the initial stages of the research. Therefore, the questionnaire is to be designed according to the type of the hypotheses. In Oppenheim's view (1992), questionnaire planning should be done very carefully and wording of the questionnaire, the design of the attitude

statements, scaling system of the statements, data processing and the procedure in statistical analysis are to be given the utmost attention for the safety of the study.

Having taken into consideration the points mentioned above, a questionnaire which would verify the aspects of belief, attitude, intention and behavior was designed.

The questionnaire of this research was composed of five parts (a,b,c,d,and e). In part A, the background information about the respondents and their parents was aimed at. This part contained twelve items (see.appendix, Questionnaire). As is known, the background information plays a significant role in language-society relation, as well as language use and behavior. For this reason, by using twelve items in this part, we wanted to get the maximum background information from the respondents.

Part B was composed of twenty items. All of the items were related to:

- appropriate language use;
- the causes of the spread of L2 words in L1 context;
- participants' opinion and attitude about the use of L2 words in L1 discourse;
- the evaluation of L1 capacity on the basis of lexis and communication;

These four points were almost always reflected in the questionnaire items. The organization of the items were carried out by means of Fishbein and Icek method. In other words, the items were presented on bi-polar bi-regional scale where respondents' answers could be measured equally on the scale. By means of bi-polar, bi-regional scale, the researcher was able to evaluate each item equally whatsoever the respondent's choice was. In brief, the purpose of section B was to find out the belief and attitude of respondents/participants about changes observed in Turkish lexicon.

In part C of the questionnaire, twenty five western origin words-written according to Turkish sound system- were asked to the participants. The participants were to indicate whether they knew the meaning of these words or not.

How were these twenty five words chosen? In 1996 March and August, two questionnaires were delivered and the results were evaluated by means of Fischer Transformation Methodology. The words which received $P < 0.00001$ value were found appropriate for this study and used in this main questionnaire. The P value reflected the degree of *significance* on the basis of *use, recognition* and *acceptance* by the society members. In brief, the purpose of Part C was to find out whether the participants knew the meaning of those twentyfive words context free or not.

In Part D, the same words were asked to be rated by the respondents on the basis of frequency of hearing in L1. The degree of frequency was ranked as *very frequently, sometimes* and *never heard*. The main aim of this part was to justify the degree of relation between

hearing and *knowing*. The outcome of "hearing-knowing" indicates the intention and behavior of the respondent.

In the final part, E, ten foreign words from the previous list were presented in a context. The respondents were asked to find the equivalent meaning of the statement which contained the specific L2 word. To choose the equivalent statement-in meaning-,the respondents were provided with two statements.

The main purpose of this part was , first of all, to find out whether the foreign words created any sort of communication barrier or not. Secondly, to evaluate the attitude and behavior of the respondents toward the use of L2 words in L1 context by looking at the ratio between the correct and incorrect answers.

4.1.3. Procedure /Methodology

The final product, the questionnaire, was the outcome of the first draft which was delivered to 100 university students twice. After each delivery, the necessary modifications related to wording and data processing were done. Since in the data processing and evaluation SPSS statistical was going to be used, all the items on section B (bi-polar, bi-regional scale), the scale numbers were recoded and defined twice for the validity and reliability of the calculations.

4.2. The Statistical Results of the Study

In the study the data were analysed by the SPSS/PC+ statistical package program version 5. 0. 1. All the results are summarized in the table format. First the *age* factor of the study is given in table 1.

Table 1. Age Distribution

Value	f	%	Valid %	Cum.%
16	3	.6	.6	.6
18	134	26.8	26.8	35.4
19	112	22.4	22.4	57.8
20	90	18.0	18.0	75.8
21	43	8.6	8.6	84.4
22	30	6.0	6.0	90.4
38	1	.2	.2	100.0

n:500**r:16 - 38****mode:134**

As can be seen in Table 1, the age of the participants ranged between 16 - 38 years. The majority of the participants were at the age of 18 . The frequency of this age was 134 and its percentage was 26.8.

Table 2. Distribution of Gender

Value	Value Label	F	%	Valid %	Cum.%
Male	1	268	53.6	53.6	53.6
Female	2	232	46.4	46.4	100.0

n:500

In Table 2, the gender of the participants were summarized. As can be seen in Table 2, out of 500 participants 268 students were male, which meant 53.6 percent of the whole participants. The total number of female participants were 232, which was equivalent to 46.4 percent of the total number.

Table 3. Distribution of Schools Graduated From

Value Label	Value	F	%	Valid %	Cum. %
State school	1.00	298	59.6	59.6	59.6
Anatolian	2.00	101	20.2	20.2	79.8
College	3.00	42	8.4	8.4	88.2
Religious.	4.00	49	9.8	9.8	98.0
Scientific Lyc.	5.00	10	2.0	2.0	100.0

n:500

mode : [State school ->1.00] 298

In this study, 59.6 percent of the participants/university students were graduates of state high schools (298 ss). The second place in the distribution was occupied by the Anatolian high schools with the rating of 20.2 percent (101 ss) of the total number of the participants.

Table 4. Distribution of Languages Learnt

Value label	Value	F	%	Valid %	Cum. %
nil	.00	212	42.4	42.4	42.4
English	1.00	234	46.8	46.8	89.2
German	2.00	9	1.8	1.8	91.0
French	3.00	9	1.8	1.8	92.8
Eng V Ger	4.00	33	6.6	6.6	99.4
Eng V Fre	5.00	2	.4	.4	99.8
Eng.VGer.VFre.	7.00	1	.2	.2	100.0

n: 500

mode : [English -> 1.00] 234

As can be seen in Table 4, 42.4 percent of the students (212 ss) are monolingual. English language with 46.8 percent (234ss) receives a recognition as a primary foreign language learnt in secondary education.

Table 5. Educational Background (Parents-1.Father)

Value label	Value	F	%	Valid %	Cum. %
Primary	1.00	171	34.2	34.2	34.2
Secondary	2.00	70	14.0	14.0	48.2
Lycee	3.00	81	16.2	16.2	64.4
University	4.00	165	33.0	33.0	97.4
Disssmised	5.00	9	1.8	1.8	99.2
Illiterate	6.00	4	.8	.8	100.0

n: 500

mode: [1.00] 171

According to the results in Table 5, 34.2 percent of the parents -father- (171) had only primary school education. This signifies the fact that the level of parent education is low and this can be a significant impetus for the students for changing their social class. The table can reflect the class distribution of the parents, too.

Table 6. Foreign Language Competence (Father)

Value label	Value	F	%	Valid %	Cum. %
nil	.00	373	74.6	74.6	74.6
English	1.00	67	13.4	13.4	88.0
German	2.00	23	4.6	4.6	92.6
French	3.00	27	5.4	5.4	98.0
Eng.V Ger.	4.00	3	.6	.6	98.6
Eng. V.Fre.	5.00	5	1.0	1.0	99.6
Ger..V.Fre.	6.00	1	.2	.2	99.8
Eng.VGer.V.Fre	7.00	1	.2	.2	100.0

n:500

mode : [nil -> 00] 373

As can be seen in Table 6, 74.6 percent (373) of the parents -father- are monolingual. This figure can also explain one of the reasons of the spread of foreign language medium education.

Table 7. Educational Background(Parents-2. Mother)

Value label	Value	F	%	Valid %	Cum. %
Primary	1.00	248	49.6	49.6	49.6
Secondary	2.00	58	11.6	11.2	61.2
Lycee	3.00	66	13.2	13.2	74.4
University	4.00	76	15.2	15.2	89.6
Dismissed	5.00	9	1.8	1.8	91.4
Illiterate	6.00	43	8.6	8.6	100.0

n:500

mode : [primary -> 1.00] 248

In Table 7, 49.6 percent of the parents (248)-mother- is a graduate of primary schools. The figures for the educational background reflect the classification of the social strata of the participants.

Table 8. Foreign Language Competence (Mother)

Value label	Value	F	%	Valid %	Cum. %
nil	.00	423	84.6	84.6	84.6
English	1.00	29	5.8	5.8	90.4
German	2.00	19	3.8	3.8	94.2
French	3.00	19	3.8	3.8	98.0
Eng.V.Ger.	4.00	00.	00.	00.	98.0
Eng. V.Fre.	5.00	00.	00.	00.	98.0
Ger..V.Fre.	6.00	6	1.2	1.2	99.2
Eng.VGre.V.Fre	7.00	4	.8	.8	100.0

n:500**mode : [nil -> .00] 423**

As can be seen in Table 8, the majority of the parents are monolingual. Again English ranks first among other languages spoken by the parents of the participants.

The background information (part A) of the participants was summarnized up to now in eight tables. Now the results of Part B -the issue of psychological resistance, the causes of the spread of L2 words in L1 context, participants' opinion and attitude about the use of L2 in L1, and the evaluation of L1 on the basis of lexis and communication -will be summarized in tables.

Table 9. [Item: B1] Degree of Psychological Resistance 1

Value label	Value	F	%	Valid %	Cum. %
Etmem -3	1.00	23	4.6	4.6	4.6
Etmem -2	2.00	13	2.6	2.6	7.2
Etmem -1	3.00	27	5.4	5.4	12.6
Tarafsız 0	4.00	42	8.4	8.4	21.0
Ederim +1	5.00	141	28.2	28.2	49.2
Ederim +2	6.00	165	33.0	33.0	82.2
Ederim +3	7.00	89	17.8	17.8	100.0

n:500**mode: [+2 -> 6.00] 165**

In Table 9, it is clear the students show a very significant resistance towards the foreign wonrds appearing in Turkish The degree of the

resistance is strong since the uniformity of the participants is on "ederim +2", whose value is 6.00 on the evaluation scale.

Table 10. [Item: B4] Degree of Psychological Resistance 2

Value label	Value	F	%	Valid %	Cum. %
Duymam -3	1.00	69	13.8	13.8	13.8
Duymam -2	2.00	35	7.0	7.0	20.8
Duymam -1	3.00	63	12.6	12.6	33.4
Tarafsız 0	4.00	73	14.6	14.6	48.0
Duyarım +1	5.00	132	26.4	26.4	74.7
Duyarım +2	6.00	92	18.4	18.4	92.8
Duyarım +3	7.00	36	7.2	7.2	100.0

n:500

mode: [+1-> 5.00] 132

In Table 10, we notice the participants' tendency to use foreign words in L1. This tendency can be explained with three reasons: one of the reasons is age related , and the second one is fashion related. Finally , the third one reflects the participants' point of view that Turkish language is not sufficiently producing the equivalents of those foreign words coming into Turkish.

Although the tendency is positive, the resistance towards the foreign words is not weak at all. This point becomes clear when the following tables are analysed.

Table 11. [Item: B5] Degree of Psychological Resistance 3

Value label	Value	F	%	Valid %	Cum. %
Kdeğilim -3	1.00	43	8.6	8.6	8.6
Kdeğilim -2	2.00	34	6.8	6.8	15.4
Kdeğilim -1	3.00	57	11.4	11.4	26.8
Tarafsız 0	4.00	70	14.0	14.0	40.8
Karşıyım +1	5.00	64	12.8	12.8	53.6
Karşıyım +2	6.00	74	14.8	14.8	68.4
Karşıyım +3	7.00	158	31.6	31.6	100.0

n: 500

mode:[+3 -> 7.00] 158

In Table 11, we gather that the participants display a very strong resistance towards the use of foreign words in Turkish. The degree of resistance is strong since the participants ranked the value label "karşıyım +3" with a value of 7.00 at the far end of the bi-polar scale.

Table 12. [Item: B6] Degree of Psychological Resistance 4

Value label	Value	F	%	Valid %	Cum. %
Etnem -3	1.00	17	3.4	3.4	3.4
Etnem -2	2.00	7	1.4	1.4	4.8
Etnem -1	3.00	29	5.8	5.8	10.6
Tarafsız 0	4.00	34	6.8	6.8	17.4
Ederim +1	5.00	95	19.0	19.0	36.4
Ederim +2	6.00	158	31.6	31.6	68.0
Ederim +3	7.00	169	32.0	32.0	100.0

n:500

mode: [+3 ->7.00] 169

In Table 12, the participants reflected their language awareness by ranking the value label "ederim +3" with a value of 7.00 at the far end of the bi-polar scale. This means that they are very sensitive and careful with their mother tongue and due to this, they show a very strong resistance towards the foreign words appearing in Turkish.

Table 13. [Item: B7] Degree of Psychological Resistance 5

Value label	Value	F	%	Valid %	Cum. %
Göstmem. -3	1.00	12	2.4	2.4	2.4
Göstmem. -2	2.00	8	1.6	1.6	4.0
Göstmem. -1	3.00	15	3.0	3.0	7.0
Tarafsız 0	4.00	30	6.0	6.0	13.0
Gösteririm +1	5.00	65	13.0	13.0	26.0
Gösteririm +2	6.00	157	31.4	31.4	57.4
Gösteririm +3	7.00	213	42.6	42.6	100.0

n:500

mode: [+3 -> 213] 157

In Table 13, participants reflected their language awareness by ranking value label "gösteririm +3" with a value of 7.00. What this means is that the participants are aware of the changes taking place in

Turkish and according to the results in the table, the participants are against these changes. As a result, they show a strong resistance towards the foreign words appearing in Turkish context.

Table 14. [Item: B12] Degree of Psychological Resistance 6

Value label	Value	F	%	Valid %	Cum. %
Etmiyorum-3	1.00	112	22.4	22.4	22.4
Etmiyorum-2	2.00	98	19.6	19.6	42.0
Etmiyorum-1	3.00	86	17.2	17.2	59.2
Tarafsız 0	4.00	53	10.6	10.6	69.8
Ediyorum+1	5.00	68	13.6	13.6	83.4
Ediyorum+2	6.00	56	11.2	11.2	94.6
Ediyorum+3	7.00	27	5.4	5.4	100.0

n:500

mode: [-3 ->1.00] 112

The results in Table 14 clearly show that the participants' resistance is great (value label etmiyorum -3; value 7.00) towards the foreign words in Turkish discourse. In the light of the results, what they believe is the foreign words will always remain foreign in L1 without being adjusted to the Turkish sound system.

Table 15. [Item: B13] Degree of Psychological Resistance 7

Value label	Value	F	%	Valid %	Cum. %
Kşılamiyor -3	1.00	64	12.8	12.8	12.8
Kşılamiyor -2	2.00	76	15.2	15.2	28.0
Kşılamiyor -1	3.00	90	18.0	18.0	46.0
Tarafsız 0	4.00	32	6.4	6.4	52.4
Kşılıyor +1	5.00	71	14.2	14.2	66.6
Kşılıyor +2	6.00	98	19.6	19.6	86.2
Kşılıyor +3	7.00	69	13.8	13.8	100.0

n:500

mode: [+2 -> 6.00] 98

The figures in Table 15 significantly support the previous results , which are in favour of opposition towards the foreign words in Turkish context.

Table 16 . [Item: B14] Degree of Psychological Resistance 8

Value label	Value	F	%	Valid %	Cum. %
Çaresiz -3	1.00	43	8.6	8.6	8.6
Çaresiz -2	2.00	53	10.6	10.6	19.2
Çaresiz -1	3.00	65	13.0	13.0	32.2
Tarafsız 0	4.00	53	10.6	10.6	42.8
Çar.değil +1	5.00	82	16.4	16.4	59.2
Çar.değil +2	6.00	90	18.0	18.0	77.2
Çar.değil +3	7.00	114	22.8	22.8	100.0

n: 500**mode : [+3 -> 7.00] 114**

In Table 16, the participants ranking the value label "çaresiz değil +3" with a value of 7.00 display a very strong resistance towards the issue of foreign words. According to these figures, the participants' attitude is positive in producing equivalents of the foreign words. They strongly believe that Turkish is able to do this. What they are not satisfied with is the effectiveness and the speed of the production to be made.

Table 17 . [Item: B16] Degree of Psychological Resistance 9

Value label	Value	F	%	Valid %	Cum. %
Fakir-3	1.00	27	5.4	5.4	5.4
Fakir -2	2.00	29	5.8	5.8	11.2
Fakir -1	3.00	35	7.0	7.0	18.2
Tarafsız 0	4.00	61	12.2	12.2	30.4
Zengin	5.00	80	16.0	16.0	46.4
Zengin +2	6.00	148	29.6	29.6	76.0
Zengin +3	7.00	120	24.0	24.0	100.0

n: 500**mode : [+2 -> 6.00] 148**

Table 17 shows that the participants do evaluate their native tongue very positively and highly, too. This evaluation is very important since there is a debate going on about the effectiveness of Turkish language in education! What the results mean in this table is that j Turkish language can satisfy the needs of the society by all means.

The meaning of this from the psychological point of view is strong resistance towards the use of foreign words.

Table 18 .[Item: B17] Degree of Psychological Resistance 10

Value label	Value	F	%	Valid %	Cum. %
Var -3	1.00	31	6.2	6.2	6.2
Var -2	2.00	58	11.6	11.6	17.8
Var -1	3.00	110	22.0	22.0	39.8
Tarafsız 0	4.00	72	14.4	14.4	54.2
Yok +1	5.00	75	15.0	15.0	69.2
Yok +2	6.00	64	12.8	12.8	82.0
Yok +3	7.00	90	18.0	18.0	100.0

n :500

mode : [-1 -> 3.00] 110

In Table 18, the participants show a positive tendency towards the foreign words. The degree of tendency is weak since the value label "var -1" is ranked with a value level 3.00. The interpretation of this specific result is related to the production of new words or in other words Turkish morphology. What the participants think about the production of new words is that Turkish does not produce words quickly enough to replace the ones entering Turkish. In other words, the participants are hesitant about Turkish word formation. However, this does not mean that the participants resistance has worn down. In the light of the results summarized in the tables, it is evident that the majority of the Turkish university students-no matter what school they graduated from, what foreign language they learnt, no matter what family background they had- displayed a strong psychological resistance towards foreign words used in Turkish discourse.

In the following tables the attitudes of the students will be summarized in the light of the statistical figures.

Table 19. [Item: B12] Reflection of Attitude 1

Value label	Value	F	%	Valid %	Cum.%
Etmıyorum-3	1.00	56	11.2	11.4	11.4
Etmıyorum-2	2.00	98	19.6	19.6	31.0
Etmıyorum-1	3.00	86	17.2	17.2	48.2
Tarafsız 0	4.00	53	10.6	10.6	58.8
Ediyorum +1	5.00	68	13.6	13.6	72.4
Ediyorum+2	6.00	112	22.4	22.4	94.8
Ediyorum +1	7.00	27	5.2	5.2	100.0

n :500**mode: [-3 ->112]**

The attitude of the participants is very clear since they ranked the value label" ediyorum +2 " with a value of 6.00. What they are showing through these figures is a negative attitude towards the foreign words. This type of attitude refers to participants' native language awareness.

Table 20. [Item: B13] Reflection of Attitude 2

Value label	Value	F	%	Valid %	Cum.%
Krşlamıyor -3	1.00	64	12.8	12.8	12.8
Krşlamıyor -2	2.00	76	15.2	15.2	28.0
Krşlamıyor -1	3.00	90	18.0	18.0	46.0
Tarafsız 0	4.00	32	6.4	6.4	52.4
Karşılıyor +1	5.00	71	14.2	14.2	66.6
Karşılıyor+2	6.00	98	19.6	19.6	86.2
Karşılıyor +1	7.00	69	13.8	13.8	100.0

n: 500**mode : [+2 -> 6.00] 98**

The results in Table 20 supports the previous results in Table 19. What the statistical figures in Table 20 reflect is that Turkish, in fact, does not need the foreign words in its vocabulary stock.This is the main idea of the figures summarized in the Table 20.

Table 21. [Item: B14] Reflection of Attitude 3

Value label	Value	F	%	Valid %	Cum.%
Çaresiz -3	1.00	43	8.6	8.6	8.6
Çaresiz -2	2.00	53	10.6	10.6	19.2
Çaresiz -1	3.00	65	13.0	13.0	32.2
Tarafsız 0	4.00	53	10.6	10.6	42.8
Çrsizdeğil +1	5.00	82	16.4	16.4	59.2
Çrsizdeğil +2	6.00	90	18.0	18.0	77.2
Çrsizdeğil +3	7.00	114	22.8	22.8	100.0

n: 500**mode: [+3 - > 7.00] 114**

The results in Table 21 reflect the negative attitude of participants towards the foreign words. This negative attitude is significant since the value label "çaresiz değil +3 " with a value label 7.00 is ranked.

Table 22. [Item: B15] Reflection of Attitude 4

Value label	Value	F	%	Valid %	Cum. %
üretmiyor -3	1.00	114	22.8	22.8	22.8
üretmiyor-2	2.00	80	16.0	16.0	38.8
üretmiyor-1	3.00	81	16.2	16.2	55.0
Tarafsız 0	4.00	63	12.6	12.6	67.6
üretiyor+1	5.00	70	14.0	14.0	81.6
üretiyor +2	6.00	59	11.8	11.8	93.4
üretiyor+3	7.00	33	6.6	6.6	100.0

n: 500

mode : [-3 ->1.00] 114

In Table 22, the participants reflect a hesitant attitude towards Turkish word formation as was observed in the previous tables. As pointed out in the previous tables, the participants attitude is that Turkish is not quick in finding the equivalent counterparts of the foreign words coming into Turkish. Once more, this does not mean that the participants are in favour of using foreign words and so on.

Table 23. [Item: B17] Reflection of Attitude 5

Value label	Value	F	%	Valid %	Cum. %
Hayır -3	1.00	100	20	20	20.0
Hayır-2	2.00	69	13.8	13.8	33.8
Hayır-1	3.00	81	16.2	16.2	50.0
Tarafsız 0	4.00	91	18.2	18.2	68.2
Evet +1	5.00	66	13.2	13.2	81.4
Evet +2	6.00	49	9.8	9.8	91.2
Evet +3	7.00	44	8.8	8.8	100.0

n: 500

mode : [-3 ->1.00] 100

In Table 23, very strong negative attitude towards the foreign words is summarized. This means that the participants are surely against the borrowed words and their use in Turkish context. According to the

results summarized in the previous tables, the significant number of participants displayed a very negative attitude towards the issue of borrowing. The participants -in the light of the previous tables - are conscious about the recent changes, which is taking place in the vocabulary stock of Turkish. According to the results, the participants belief is that Turkish word formation mechanism is very slow and due to this fact, Turkish vocabulary stock is flooded with foreign words. In brief, the results show that participants' level of mother tongue consciousness is very high and this reflects their resistance towards the change very clearly.

In the following tables the results of the reason of the spread of foreign words in Turkish will be summarized.

Table 24 . [Item: B9] Reasons of the Spread of Foreign Words 1

Value label	Value	F	%	Valid %	Cum. %
Etmiyor -3	1.00	31	6.2	6.2	6.2
Etmiyor -2	2.00	24	4.8	4.8	11.0
Etmiyor -1	3.00	21	4.2	4.2	15.2
Tarafsız 0	4.00	48	9.6	9.6	24.8
Ediyor +1	5.00	103	20.6	20.6	45.4
Ediyor +2	6.00	124	24.8	24.8	70.2
Ediyor +3	7.00	149	29.8	29.8	100.0

n: 500

mode : [+3 ->7.00] 149

In Table 24, the participants agreed on that one of the reasons of the spread of foreign words stemmed from the language use of the political figures. The participants think that some of the society members took the politicians' language use as a model and they immitate them. This belief was reflected by the participants through ranking the value label "ediyor +3" with a value label 7.00.

Table 25. [Item: B10] Reasons of the Spread of Foreign Words 2

Value label	Value	F	%	Valid %	Cum. %
mümdeğil -3	1.00	3	.6	.6	.6
mümdeğil -2	2.00	5	1.0	1.0	1.6
mümdeğil -1	3.00	7	1.4	1.4	3.0
Tarafsız 0	4.00	11	2.2	2.2	5.2
mümkün+1	5.00	63	126	126	17.8
mümkün+2	6.00	152	30.4	30.4	48.2
mümkün+3	7.00	259	51.8	51.8	100.0

n:500

mode : [+3 -> 7.00] 259

In Table 25, the participants clearly pointed out the effect of vocational jargon upon Turkish. By ranking the value label "mümkün +3" with a value label 7.00, the point raised above was emphasized significantly.

Table 26. [Item: B11] Reasons of the Spread of Foreign Words 3

Value label	Value	F	%	Valid %	Cum. %
Etkisi yok -3	1.00	15	3.0	3.0	3.0
Etkisi yok -2	2.00	16	3.2	3.2	6.2
Etkisi yok -1	3.00	29	5.8	5.8	12.0
Tarafsız 0	4.00	23	4.6	4.6	16.6
Etkisi var+1	5.00	89	17.8	17.8	34.4
Etkisi var +2	6.00	117	23.4	23.4	57.8
Etkisi var +3	7.00	211	42.2	42.2	100.0

n:500

mode : [+3 - > 7.00] 211

Table 26 clearly points out the negative effect of the foreign language medium institutions on Turkish language. Among the reasons of spread, this aspect occupies the first place.

Table 27.[Item: B19] Reasons of the Spread of Foreign Words 4

Value label	Value	F	%	Valid %	Cum. %
Hayır -3	1.00	27	5.4	5.4	5.4
Hayır -2	2.00	30	6.0	6.0	11.4
Hayır -1	3.00	42	8.4	8.4	19.8
Tarafsız 0	4.00	34	6.8	6.8	26.6
Evet +1	5.00	83	16.6	16.6	43.2
Evet +2	6.00	112	22.4	22.4	65.6
Evet +3	7.00	172	34.4	34.4	100.0

n: 500

mode : [+3 -> +7.00] 172

And finally in table 27, the negative effect of media and Tv was summarized. The participants ranked the value label "evet +3" with a value of 7.00.

In the following tables the results of Gender and Psychological Resistance will be summarized.

Table 28. Item B4] Sex and Psychological Resistance 1

Value label	Value	Male 1	Female 2	Row Total
Duymam -3	1.00	36	33	69 13.8
Duymam -2	2.00	13	22	35 7.0
Duymam -1	3.00	24	39	63 12.6
Tarafsiz 0	4.00	48	25	73 14.6
Duyarım +1	5.00	75	57	132 26.4
Duyarım +2	6.00	47	45	92 18.4
Duyarım +3	7.00	25	11	36 7.2
Column Total	000 000	268 53.6	232 46.4	500 100.0

n: 500

mode : 132

In Table 28 it can be seen that 26.4 percent of the participants by ranking the value label "duyarım +1" with a value of 5.00 showed positive tendency towards the foreign words. However, this is not the indication of resistance loss at all. This is just the reflection of criticism towards the word formation mechanism of Turkish. Therefore, even a weak tendency is to be regarded as a symbol and reflection of a strong resistance. In the study female population is less than the male

population. In spite of this inequivalence, the difference between male and female resistance frequency count is not significant which makes female attitude much stronger (see. Spearman Correlation below).

Table:28a Significance Tabulation of Sex and Psychological Resistance

Chi-Square	Value	DF/ ASE1	Significance
Pearson	.71019	6	.00468
Pearson's R	.909091	.4550	.004217
Spearman Correlation	.908596	.4458	.005552

P< 0.5

The Chi-Square results support the results summarized in Table

28.

Table 29. Item B5] Sex and Psychological Resistance2

Value label	Value	Male 1	Female 2	Row Total
Krş değilim-3	1.00	11	1	12 2.4
Krş.değilim-2	2.00	3	5	8 1.6
Krş.değilim-1	3.00	13	2	15 3.0
Tarafsiz 0	4.00	22	8	30 6.0
Karşıyım +1	5.00	43	22	65 13.0
Karşıyım +2	6.00	81	76	157 31.4
Karşıyım +3	7.00	95	118	213 42.6
Column Total	000 000	268 53.6	232 46.4	500 100.0

In Table 29, both male and female participants ranked the value label "karşıyım +3" with a value of 7.00. However, the female participants rayting was much higher than the males. What this means is that gender plays a significant role in language attitudes. Another important point is the female participants are only holding 46.4 percent (232 ss) of the whole number but still their unity on the basis of resistance is much higher than the male participants.

Table 29a. Significance Tabulation of Sex and Psychological Resistance

Chi-Square	Value	DF/ ASE1	Significance
Pearson	.83716	6	.0315991
Pearson's R	.86332	.04455	.0029926
Spearman Correlation	.98015	.04453	.0015743

$P < 0.5$

The Chi-Square results shows the significance of gender in language and behavior. The Pearson's R being .86332 reflects the direct relationship between gender and language. Spearman Correlation also approves the overall results obtained in table 30a.

Table 30. Item B6] Sex and Psychological Resistance3

Value label	Value	Male 1	Female 2	Row Total
Etmem -3	1.00	12	5	17 3.14
Etmem -2	2.00	4	3	7 1.4
Etmem -1	3.00	21	8	29 5.8
Tarafsiz 0	4.00	19	15	34 6.8
Ederim +1	5.00	60	35	95 19.0
Ederim +2	6.00	80	78	158 31.6
Ederim +3	7.00	72	88	160 32.0
Column Total	000 000	268 53.6	232 46.4	500 100.0

The interesting point in this Table is that the female participants by ranking the value label "ederim +3" with a value of 7.00 emphasized the fact that they are more language concious than male .

Table 30 a. Significance Tabulation of Sex and Psychological Resistance

Chi-Square	Value	DF/ ASE1	Significance
Pearson	15.01348	6	.02015
Pearson's R	.815148	.04288	.00068
Spearman Correlation	.915825	.04373	.00038

$P < 0.05$

Again in Table 30a, the results obtained in Table 30 are verified with the P value being .02015. Besides this value, Pearson value being 15.01348 reflects the female consciousness and resistance. The Pearson's R also shows the direct relation between gender and language attitude.

Table 31. [Item :B7] Sex and Psychological Resistance4

Value label	Value	Male 1	Female 2	Row Total
Gstr.mem -3	1.00	11	1	12 2.4
Gstr.mem -2	2.00	3	5	8 1.6
Gstr.mem -1	3.00	13	2	15 3.0
Tarafsiz 0	4.00	22	8	30 6.0
Gösteririm +1	5.00	43	22	65 13.0
Gösteririm+2	6.00	81	76	157 31.4
Gösteririm +3	7.00	95	118	213 42.6
Column Total	000 000	268 53.6	232 46.4	500 100.0

In Table 31, it can be seen that the female participants have been very sensitive with their mother tongue. This shows the degree of female language awareness and resistance towards the changes in Turkish vocabulary stock.

Table:31a. Significance Tabulation of Sex and Psychological Resistance

Chi-Square	Value	DF/ ASE1	Significance
Pearson	30.42648	6	.00003
Pearson's R	.72084	.04006	.00001
Spearman Correlation	.82052	.04284	.00000

P<0.05

The values , especially Pearson and Pearson's R , show the validity of the previous results summarized in Table 31 above.

In brief, the previous results emphasized the role of gender in language use and behaviour. It can clearly be seen that females are more language conscious and they show their awareness through their resistance towards the changes in Turkish.

In the following tables, the degree of psychological resistance to foreign words in Turkish will be correlated with the type of the schools graduated from.

Table 32. [Item B5] Schools and Psychological Resistance 1

Value Label	Value	1*	2*	3*	4*	5*	RT*	%
Kdeğilim-3	1.00	24	12	0	7	0	43	8.6
Kdeğilim-2	2.00	19	8	3	2	2	34	6.8
Kdeğilim-1	3.00	28	14	8	6	1	57	11.4
Tarafsız	4.00	47	15	4	2	2	70	14.0
Krşyım+1	5.00	36	16	8	4	0	64	12.8
Krşyım+2	6.00	46	13	9	4	2	74	14.8
Krşyım+3	7.00	98	23	19	24	3	158	31.6
Colum Total		298	101	42	49	10	500	100.0
	00	59.6	20.2	8.4	9.8	2.0		

mode : [98]

1* Devlet Lisesi, 2* Anadolu Lisesi, 3* Kolej, 4* İmam Hatip Okulu, 5* Fen Lisesi, RT* Row Total

Table 32a. Significance Tabulation of Psychological Resistance

Chi-Square	Value	DF/ ASE1	Significance
Pearson	35.46297	24	.03412
Pearson's R	.7899	.04655	.03693
Spearman Correlation	.82505	.04587	.04627

P<0.05

As can be seen from the table 32 and 32a., the students who were graduates of State school displayed a stronger psychological resistance towards the words coming into Turkish. The resistance was weaker in College and Science Lycee graduates.

In table 32a., Chi-Square results, mainly the Pearson's R value being .78999 refleted the significance correlation between the type of the school graduated and the psychological resistance.

Table 33. [Item B4] Schools and Psychological Resistance 2

Value Label	Value	1*	2*	3*	4*	5*	RT*
Duymam-3	1.00	46	11	10	10	0	69 13.8
Duymam-2	2.00	23	6	1	1	0	35 7.0
Duymam-1	3.00	40	9	9	9	0	63 12.6
Tarafsız 0	4.00	42	11	10	10	0	73 14.6
Dyırım+1	5.00	70	38	10	10	8	132 26.4
Dyırım+2	6.00	60	18	5	5	1	92 18.4
Dyırım+3	7.00	17	9	4	4	1	36 7.2
Colum Total	00	298 59.6	101 20.2	42 8.4	49 9.8	10 2.0	500 100. 0

In table 33, the State high school graduates reflect a weak tendency towards foreign words. However as pointed out earlier, this is just a tendency which can be explained in relation to fashion, age and criticism.

Table 33a. Significance Tabulation of Psychological Resistance

Chi-Square	Value	DF/ ASE1	Significance
Pearson	47.16250	24	.039999
Pearson's R	.6899	.04340	.031130
Spearman Correlation	.92067	.04435	.02598

P<0.05

In Table 33a, The Pearson value being very high, reflects the link between tendency and fashion aspect. And the significance of this relation is reflected by means of Pearson's R, which is .6899. Finally the level of significance of the overall results is .031130. This value is significant since it is much smaller than the standard P value (.05).

Table 34. [Item B6] Schools and Psychological Resistance 3

Value Label	Value	1*	2*	3*	4*	5*	RT*
Etnem-3	1.00	10	4	0	3	0	17 3.4
Etnem-2	2.00	2	4	0	0	1	7 1.4
Etnem-1	3.00	17	4	2	3	3	29 5.8
Tarafsız 0	4.00	17	9	4	3	1	34 6.8
Ederim+1	5.00	53	15	15	9	3	95 19.0
Ederim+2	6.00	94	36	14	13	1	158 31.6
Ederim+3	7.00	105	29	7	18	1	160 32.0
Colum Total	00	298 59.6	101 20.2	42 8.4	49 9.8	10 2.0	500 100.0

Table 34 shows that the state school graduates display a very significant resistance. The mode of the state school graduates is 105 with a value label "ederim+3". The resistance wears down when the results of the table are checked. The general tendency of the table is strong resistance (general mode:160; value label "ederim +3"; value:7.00).

Table 34a. Significance Tabulation of Psychological Resistance

Chi-Square	Value	DF/ ASE1	Significance
Pearson	44.61961	24	.00646
Pearson's R	.890376	.04727	.03609
Spearman Correlation	.900172	.04494	.02292

P<0.05

The Chi-Square results in table 34a. support the results in table 34. The Pearson value being 43.61961 and the Pearson's R being .890376 reflect the significant correlation between the school graduated and the issue of resistance.

Table 35. [Item B7] Schools and Psychological Resistance 4

Value Label	Value	1*	2*	3*	4*	5*	RT*
Gstrmem-3	1.00	7	2	1	2	0	12 2.4
Gstrmem-2	2.00	4	3	0	1	0	8 3.0
Gstermem-1	3.00	10	0	1	2	2	15 3.0
Tarafsız 0	4.00	16	5	2	5	2	30 6.0
Göstririm+1	5.00	40	14	6	5	0	65 13.0
Göstririm+2	6.00	87	38	17	12	3	157 31.4
Göstririm+3	7.00	134	39	15	22	3	213 42.6
Colum Total	00	298 59.6	101 20.2	42 8.4	49 9.8	10 2.0	500 100. 0

Table 35 also gives significant result in relation to psychological resistance and the type of school graduated. Once more the state school graduates displayed a very significant resistance. The resistance loses its strength when the results of the other schools are checked. However, it is necessary to point out here that the general tendency of the students is negative about the foreign influence on Turkish. This can be seen in table 35 when the row total is checked.

Table 35a. Significance Tabulation of Psychological Resistance

Chi-Square	Value	DF/ ASE1	Significance
Pearson	44.61961	24	.00646
Pearson's R	.890376	.04727	.03609
Spearman Correlation	.900172	.04494	.02292

P<0.05

The Chi-Square results in table 35a. correlate with the results in table 35 The Pearson value is extremely high indicating the uniformity of the students on the issue of resistance. The significance of this value refers to .00646 , which is much smaller than the standard P value. Besides this, the Pearson's R clearly shows the direct relation between the school graduated and the issue of resistance.

Table 36. [Item B11] Schools and Psychological Resistance 5

Value Label	Value	1*	2*	3*	4*	5*	RT*
E.yok-3	1.00	9	2	0	4	0	15 3.0
E.yok-2	2.00	12	1	1	2	0	16 3.2
E.yok-1	3.00	14	7	3	5	0	29 5.8
Tarafsız 0	4.00	12	6	1	4	0	23 4.6
E.var+1	5.00	56	17	8	6	2	89 17.8
E.var+2	6.00	69	26	12	7	3	117 23.4
E.var+3	7.00	126	42	17	21	5	211 42.2
Colum Total	00	298 59.6	101 20.2	42 8.4	49 9.8	10 2.0	500 100.

In Table 36, the resistance comes from the State high school graduates. The resistance loses its strength in other schools. However, the general mode of the table (being 211) indicates that the participants still show a great resistance towards the use of foreign words in Turkish context.

Table 36a. Significance Tabulation of Psychological Resistance

Chi-Square	Value	DF/ ASE1	Significance
Pearson	36.000521	24	.03517
Pearson's R	.62146	.04770	.04361
Spearman Correlation	.70655	.4555	.03385

P<0.05

The Chi-Square results clearly support the figures of the table 36. The Pearson value, the Pearson's R and finally the significance values, being significant, show the validity and reliability of the overall results obtained in the table.

Table 37. [Item B14] Schools and Psychological Resistance 6

Value Label	Value	1*	2*	3*	4*	5*	RT*
Çaresiz-3	1.00	27	11	1	3	1	43 8.6
Çaresiz-2	2.00	34	11	7	1	0	53 10.6
Çaresiz-1	3.00	37	14	8	5	1	65 13.0
Tarafsız 0	4.00	31	11	5	4	2	53 10.6
Ç.değil+1	5.00	52	16	5	7	2	82 16.4
Ç.değil+2	6.00	49	21	9	10	1	90 18.0
Ç.değil+3	7.00	68	17	7	19	3	114 22.8
Colum Total	00	298 59.6	101 20.2	42 8.4	49 9.8	10 2.0	500 100.

In table 37, the resistance comes from the State high school graduates. The value label is "çaresiz değil+3" with a value of 7.00. The mode of this resistance of the state high school graduates is 68. The general mode of the table is 114. According to the figures in table 37, 22.8 percent of the participants (114ss) show a very significant and strong resistance towards borrowing . Another interpretation of these figures is that the participants are showing their mother tongue awareness.

Table 37a. Significance Tabulation of Psychological Resistance

Chi-Square	Value	DF/ ASE1	Significance
Pearson	22.4843	24	.00554
Pearson's R	.85446	.04327	.005625
Spearman Correlation	.91574	.04468	.002131

P<0.05

The Chi-Square results clearly support the figures of the Table 37. The Pearson value, the Pearson's R and finally the significance values being significant show the validity and reliability of the overall results obtained in the tables.

Table 38. [Item B15] Schools and Psychological Resistance 7

ValueLabel	Value	1*	2*	3*	4*	5*	RT*
Ürt.miyor-3	1.00	68	24	7	14	1	114 22.8
Ürt.miyor-2	2.00	47	20	8	4	1	80 16.0
Çaresiz-1	3.00	44	17	6	12	2	81 16.2
Tarafsız 0	4.00	42	4	8	6	3	63 12.6
Üretiyor+1	5.00	48	10	7	4	1	70 14.0
Üretiyor+2	6.00	33	17	5	2	2	59 11.8
Üretiyor+3	7.00	16	9	1	7	0	33 6.6
Colum Total	00	298 59.6	101 20.2	42 8.4	49 9.8	10 2.0	500 100.

In Table 38, the degree of resistance loses its strength. The related mode comes from the state school graduates with a frequency count of 68. The overall mode of the table is 114. The general tendency of the

students is very strong about the word formation mechanism of Turkish. As stated earlier in various tables(see table 37), the students think that it is not the system, but the body constructed with up is slow in producing the necessary words for the replacement of foreign words.This tendency also sheds light to the use of foreign words in Turkish context .

Table 38a. Significance Tabulation of Psychological Resistance

Chi-Square	Value	DF/ ASE1	Significance
Pearson	35.11247	24	.00667
Pearson's R	.80009	.04399	.00840
Spearman Correlation	.9047	.04443	.00911

P<0.05

The Chi-Square results clearly support the figures of the table 36 and table 37 and 37a. The Pearson value, the Pearson's R and finally the significance values being significant show the validity and reliability of the overall results obtained in the table.

Table 39. [Item B16] Schools and Psychological Resistance 8

Value Label	Value	1*	2*	3*	4*	5*	RT*
Fakir-3	1.00	21	5	0	1	0	27 5.4
Fakir-2	2.00	19	5	0	3	2	29 5.8
Fakir-1	3.00	25	4	4	2	0	35 7.0
Tarafsız 0	4.00	37	14	6	4	0	61 12.2
Zengin+1	5.00	44	20	10	6	0	80 16.0
Zengin+2	6.00	86	28	16	13	5	148 29.6
Zengin+3	7.00	66	25	6	20	3	120 24.0
Colum Total	00	298 59.6	101 20.2	42 8.4	49 9.8	10 2.0	500 100.

In Table 39 , the State high school graduates by ranking the value label "zengin+2" with the value of 6.00, reflect their psychological resistance and through this behaviour they also display their mother tongue awareness.

Table 39a. Significance Tabulation of Psychological Resistance

Chi-Square	Value	DF/ ASE1	Significance
Pearson	33.29690	24	.00976
Pearson's R	.81252	.04327	.00498
Spearman Correlation	.91120	.04396	.01221

P<0.05

The results in 39a verify the degree of resistance of the students. . . The Pearson value and the Pearson's R both show the correlation between the school graduated and the degree of resistance .

Table 40. [Item B17] Schools and Psychological Resistance 9

Value Label	Value	1*	2*	3*	4*	5*	RT*
Var-3	1.00	16	5	3	6	1	31 6.2
Var-2	2.00	32	19	5	1	1	58 11.6
Var-1	3.00	66	22	9	10	3	110 22.0
Tarafsız 0	4.00	43	15	6	7	1	72 14.4
Yok+1	5.00	51	13	6	5	0	75 15.0
Yok+2	6.00	33	13	8	8	2	64 12.8
Yok+3	7.00	57	14	5	12	2	90 18.0
Colum Total	00	298 59.6	101 20.2	42 8.4	49 9.8	10 2.0	500 100.

As mentioned a little earlier, the State school graduates reflected a positive tendency towards the foreign words. This tendency, as was emphasized earlier, cannot be considered as a negative attitude of students towards their mother tongue. This is a way of showing their

dissatisfaction with Turkish morphology. This is the main issue to be considered through the results obtained. The tendency of the students is weak since they ranked the value label "var -1" with a value of 3.00. The weakness of the tendency shows the presence of the psychological resistance, too.

Table 40a. Significance Tabulation of Psychological Resistance 9

Chi-Square	Value	DF/ ASE1	Significance
Pearson	22.40214	24	.00555
Pearson's R	.80015	.04708	.00097
Spearman Correlation	.90219	.04565	.00624

P<0.05

In table 40a., the ASE1 results and the significance figures prove that the weakness of the tendency does not lessen the degree of the resistance the students have. The results in 40a verify the degree of resistance of the students. The Pearson value, The Pearson's R both show the correlation between the school graduated and the degree of resistance

Table 41. [Item B20] Schools and Psychological Resistance 10

Value Label	Value	1*	2*	3*	4*	5*	RT*
Var-3	1.00	49	25	9	7	1	91 18.2
Var-2	2.00	44	17	9	1	1	72 14.4
Fakir-1	3.00	49	11	6	6	4	76 15.2
Tarafsız 0	4.00	40	15	4	7	1	67 13.4
Yok+1	5.00	45	12	5	10	1	73 14.6
Yok+2	6.00	44	13	5	10	2	74 14.8
Yok+3	7.00	27	8	4	8	0	47 9.4
Colum Total	00	298 59.6	101 20.2	42 8.4	49 9.8	10 2.0	500 100.

The interesting point in table 41 is that the participants think that Turkish language is inadequate in scientific work. They reflected this thought by ranking the value label "fakir -3" with a value of -1. This is a very strong result; however, it is necessary to go through the other results as well since the other results are very close to this one in frequency but low in the value. Another result to be taken into consideration is "fakir-1" with a value of 3.00. For this reason in this table, the difference between the two value labels are not significant. Because of this insignificance, the interpretation of the result is only related to the issues of popularity, media and fashion.

Table 41a. Significance Tabulation of Psychological Resistance

Chi-Square	Value	DF/ ASE1	Significance
Pearson	25.23619	24	.03930
Pearson's R	.804703	.04398	.02955
Spearman Correlation	.9011587	.04498	.00791

P<0.05

The results in Table 41a clearly support the interpretation of the Table 41. The Chi-Square result, especially the ASE1 figures being very close to each other reflect the equality between the issue of tendency and weak resistance. As mentioned earlier, besides the factors of media, fashion popularity and the issue of age play a significant role in tendency, too. Finally, the issue of word formation can also be an effective reason in obtaining the results in Table 41.

In the following Tables, the relationship between language competence and psychological resistance will be investigated and summarized.

**Table 42. [Item 14] Language Knowledge
and Psychological Resistance 1**

Value label	Value	Evet 1	Hayır 2	Row Total
Çaresiz -3	1.00	22	21	43 8.6
Çaresiz -2	2.00	38	15	53 10.6
Çaresiz -1	3.00	39	26	65 13.0
Tarafsız 0	4.00	29	24	53 10.6
Ç.değil +1	5.00	43	39	82 16.4
Ç.değil +2	6.00	46	44	90 18.0
Ç.değil +3	7.00	60	54	114 22.8
Colum Total	00	277 55.4	223 44.6	500 100.0

The results in Table 42 show that both of the groups - the students who have a foreign language knowledge (1.00) and the ones who do not have (2.00)- believe that Turkish has the means and the necessary tools to overcome the difficulties related to foreign language influence. As can be seen in Table 42, both of the groups ranked the value label "çaresiz değil +3" with a value label 7.00. The mode of the Table is 114 with a percentage of 22.8. The important point is that there is no significant split between the groups on the related issue. This means the resistance is the same in both of the groups.

Table 42a. Significance Tabulation of Psychological Resistance

Chi-Square	Value	DF/ ASE1	Significance
Pearson	7.89149	6	.024616
Pearson's R	.807017	.04445	.011710
Spearman Correlation	.816942	.04498	.012109

P<0.05

The Chi-Square results also support the results and the explanation of Table 42. The lowness of the Pearson and DF values significantly supports the similarity of the resistance of the two groups.

Table 43. [Item 17] Language Knowledge and Psychological Resistance 2

Value label	Value	Evet 1	Hayır 2	Row Total
Var -3	1.00	16	15	31 6.2
Var -2	2.00	39	19	58 11.6
Var -1	3.00	68	42	58 11.6
Tarafsiz 0	4.00	39	33	110 22.0
Yok +1	5.00	36	39	72 14.4
Yok +2	6.00	36	28	75 15.0
Yok +3	7.00	43	47	64 12.8
Colum Total	00	277 55.4	223 44.6	500 100.0

In Table 43, we notice the students who do not know any foreign language showed a little more resistance towards the foreign words. However, this cannot be proven since the Pearson (9.1467) and the DF(6) values are low.. This reflects an insignificant difference between the two groups. On the other hand, the Pearsson's R shows direct corroltion between language knowledge and resistance but the lowness of the ASE 1 value does not give a definite confirmation. In short, the students' weak tendency towards the foreign words is a reflection of **hidden** resistance.

Table 43a. Significance Tabulation of Psychological Resistance

Chi-Square	Value	DF/ ASE1	Significance
Pearson	9.14673	6	.016549
Pearson's R	.709194	.04459	..03987
Spearman Correlation	.809681	.04449	.03044

P<0.05

Table 43a. verifies the results and explanation of table 43.

**Table 44. [tem 20] Language Knowledge
and Psychological Resistance 3**

Value label	Value	Evet 1	Hayır 2	Row Total
Fakir-3	1.00	60	31	91 18.2
Fakir-2	2.00	42	30	72 14.4
Fakir-1	3.00	35	41	76 15.2
Tarafsiz 0	4.00	40	27	67 13.4
Zengin+1	5.00	36	37	73 14.6
Zengin+2	6.00	37	37	74 14.8
Zengin +3	7.00	27	20	47 9.4
Colum Total	00	277 55.4	223 44.6	500 100.0

In Table 44, the students who are competent in L2 reflect a slightly greater mother tongue awareness than the ones who are not competent in L2. The Pearson value (9.57375) and DF (6) are low, although the significance is high, being $P < .0143$.

Table 44a. Significance Tabulation of Psychological Resistance

Chi-Square	Value	DF/ ASE1	Significance
Pearson	9.57375	6	.014379
Pearson's R	.707235	.04425	.010612
Spearman Correlation	.907508	.04430	.009353

$P < 0.05$

Val/Aseo: 1.61880

As can be seen in Table 44a., the Pearson's R shows correlation between competence and resistance. However, as mentioned in the previous tables, the lowness of ASE 1(.04425) and the Val/ASEO(1.61880) does not indicate a reliable significance. On the other hand, the

significance being .010612 reflects the reliability between the issues correlated. In brief, the students' resistance in this item drops down sharply. This is due to the popularity of education which is carried out in L2. Generally, people value highly the education which is carried out in foreign language. The results obtained in Table 44 is a clear reflection of this viewpoint.

In the following Tables , the relation between the language type and the resistance towards foreign words will be discussed.

Table 45. [Item B1] Type of Foreign Language Knowledge and Psychological Resistance 1

Value Label	Value	Hiç	İng.	Alm.	Fra.	İng.V Fra.V Al0m.	Row Total
		00	1.00	2.00	3.00	4.0	
Etnem +3	1.00	11	11	1	0	1	23 4.6
Etnem +2	2.00	8	2	0	1	2	13 2.6
Etnem +1	3.00	13	8	0	1	4	27 5.4
Tarafsız 0	4.00	23	16	0	0	3	42 8.4
Ederim -1	5.00	61	68	2	4	10	141 28.2
Ederim -2	6.00	63	83	3	3	16	165 33.0
Ederim -3	7.00	33	46	3	0	7	89 17.8
Colum Total		212	234	9	9	33	500
	00	42.4	46.8	1.8	1.8	6.6	100.0

In Table 45, a very interesting tabulation of the results is seen. The highest figures came from the students who are competent in English language. These students (83) by ranking the value label " ederim +2" with a value label of 6.00 showed a significant and a strong resistance towards the foreign words in Turkish language. This means that the

knowledge of a foreign language might increase the mother tongue awareness and consciousness too (see Table 44 as well).

Table 45a. Significance Tabulation of Psychological Resistance

Chi-Square	Value	DF/ ASE1	Significance
Pearson	41.19936	36	.025357
Pearson's R	.890416	.04423	.03510
Spearman Correlation	.908931	.04539	.04592

P<0.05

In Table 45a., the Chi-Square results, especially Pearson value being 41.19936 and the DF being 36 reflect a highly significant difference between the students with English language knowledge and the ones with no foreign language knowledge. The P value being .025357 suggests the significance and reliability of the results.

Table 46. [Item B2] Type of Foreign Language Knowledge and Psychological Resistance 2

Value Label	Value	Hiç 00.	İng. 1.00	Alm. 2.00	Fra. 3.00	İng.V Fra V Alm. 4.00	Row Total
yaratmıyor-3	1.00	14	31	1	0	10	56 11.2
yaratmıyor-2	2.00	26	37	0	0	4	67 13.4
yaratmıyor-1	3.00	14	39	1	1	5	60 12.0
tarafsız 0	4.00	14	17	2	1	3	37 7.4
yaratıyor+1	5.00	57	56	2	2	8	125 25.0
yaratıyor+2	6.00	40	33	1	2	2	78 15.6
yaratıyor +3	7.00	47	21	2	3	4	77 15.4
Colum Total	00	212 42.4	234 46.8	9 1.8	9 1.8	33 6.6	500 100.0

Table 46 reflects the issue of communication problems of the students . The students who knew no language ranked the value label

"yaratıyor +1" with a value of 5.00 and the ones who knew English also rated the same value label with the same value. This result is very important because it reflects a hidden psychological resistance. Actually, the resistance is reflected by the students who knew English language.

Table 46a. Significance Tabulation of Psychological Resistance

Chi-Square	Value	DF/ASE1	Significance
Pearson	68.64351	36	.00084
Pearson's R	.817214	.04634	.0011
Spearman Correlation	.92944	.04428	.0000

P<0.05

The significance of the hidden resistance is given by means of Pearson value (68.64351) and the DF(36). The Pearson's significance value being .0011 gives a very significant correlation between the type of language knowledge and mother tongue awareness.

Table 47. [Item B3]Type of Foreign Language Knowledge and Psychological Resistance 3

Value Label	Value	Hiç	İng.	Al.	Fra.	İng.V Fra V Alm. 4.00	Row Total
		00	1.00	2.00	3.00		
hayır-3	1.00	19	20	0	0	6	45 9.0
hayır-2	2.00	14	15	1	1	5	36 7.2
hayır-1	3.00	25	28	1	1	6	61 12.2
tarafsız 0	4.00	23	19	1	1	1	45 9.0
evet+1	5.00	61	60	1	4	8	134 26.8
evet+2	6.00	41	47	2	2	4	96 19.2
evet+3	7.00	29	45	3	0	5	83 16.6
Colum Total	00	212 42.4	234 46.8	9 1.8	9 1.8	33 6.6	500 100.0

In Table 47, the previously mentioned hidden resistance continues to appear. As can be seen in the table, both of the groups -the ones with L2 knowledge and the ones without it- ranked the same value label "evet +1" with a value of 5.00, displaying their tendency against the use of foreign words and their psychological resistance, too. The interesting point in the table is that both of the groups who ranked the value label were same in number.

Table 47a. Significance Tabulation of Psychological Resistance

Chi-Square	Value	DF/ ASE1	Significance
Pearson	87.77137	36	.034577
Pearson's R	.704706	.04907	.029365
Spearman Correlation	.800872	.04531	.014576

P<0.05

As can be seen in Table 47a., the Pearson and the DF values are significant and their significance shows the reliability of the results in Table 47. The Pearson's correlation value is also significant reflecting both the validity and the interpretation of the results in Table 47.

Table 48. Item B4 |Type of Foreign Language Knowledge and Psychological Resistance 4

Value Label	Value	Hiç	İng.	Alm.	Fra.	İng.V Fra Alm. 4.00	Row Total
duymam-3	1.00	36	25	2	3	3	69 13.8
duymam-2	2.00	14	18	0	0	3	35 7.0
duymam-1	3.00	27	28	2	3	3	63 12.6
tarafsız 0	4.00	38	31	0	1	3	73 14.6
duyarım +1	5.00	45	69	1	1	16	132 26.4
duyarım +2	6.00	38	44	3	0	7	92 18.4
duyarım +3	7.00	14	19	1	1	1	36 7.2
Colum Total	00	212 42.4	234 46.8	9 1.8	9 1.8	33 6.6	500 100.0

In Table 48, the students with English language knowledge ranked the value label "duyarım +1" with a value of 5.00. This result shows that there is a weak tendency towards the use of foreign words. However, as pointed out earlier, this weak tendency of the students is related to the issues like fashion, age, media and, of course, bilinguality (Hamers and Blanc,1989; Haugen, 1972).

Table 48a. Significance Tabulation of Psychological Resistance

Chi-Square	Value	DF/ ASE1	Significance
Pearson	72.9937	36	.013768
Pearson's R	.70471	.04246	.02938
Spearman Correlation	.88481	.04468	.01262

P<0.05

The Chi-Square results are significant and they reflect a reliable relationship between the issues like age, bilinguality and fashion and the tendency to use foreign words. However, as mentioned earlier, the tendency in Table 48 is not a strong tendency ; therefore, it clearly refers to the hidden resistance of the stutents.

Table 49. Item B5]Type of Foreign Language Knowledge and Psychological Resistance 5

Value Label	Value	Hiç 00	İng. 1.00	Alm. 2.00	Fra. 3.00	İng.V Fra V Alm. 4.00	Row Total
k.değilim -3	1.00	16	20	1	0	6	43 8.6
k.değilim -2	2.00	16	12	1	0	5	34 6.8
k.değilim -1	3.00	22	31	0	0	4	57 11.4
tarafsız 0	4.00	25	41	1	0	3	70 14.0
karşıyım +1	5.00	27	31	1	3	2	64 12.8
karşıyım +2	6.00	24	42	3	1	4	74 14.8
karşıyım +3	7.00	82	57	2	5	12	158 31.6
Colum Total	00	212 42.4	234 46.8	9 1.8	9 1.8	33 6.6	500 100.0

In Table 49, the students with no foreign language knowledge, by ranking the value label "karşıyım +3" with a value of 7.00, showed a very strong resistance towards foreign words coming into Turkish. The students with English language knowledge also chose the same value label with the same value; however, the number of those who chose it was much smaller than the previous ones.

Table 49a. Significance Tabulation of Psychological Resistance

Chi-Square	Value	DF/ ASE1	Significance
Pearson	70.529	36	.00279
Pearson's R	.805240	.4897	.024217
Spearman Correlation	.907623	.4635	.008860

P<0.05

The Chi-Square results indicated the significance of the results obtained in table 49, too.

The results which are summarized between tables 46 and 49 showed that the students , in general, have a strong psychological resistance.

In the following Tables , the results of foreign word knowledge will be summarized.

Table 50. [ItemC2*] Foreign Word Knowledge

Value label	Value	F	Valid %
bilmiyorum	1.00	210	42
biliyorum	2.00	290	58
[*konvertibil]	Total	500	100

n: 500

Mode : 2.00 ->290

Kurtosis: -1.902

Variance: .244

The mode of the table shows that the item C2 is known by the majority of the students. According to the figures of kurtosis and variance, although the item C2 is known, there isn't significance uniformity among the participants(n:500).

Table 51. [ItemC9*] Foreign Word Knowledge

Value label	Value	F	Valid %
bilmiyorum	1.00	190	38.0
biliyorum	2.00	310	62.0
[*pesimist]	Total	500	100

n: 500

Mode : 2.00->310

Kurtosis: -1.761

Variance: .236

As can be seen in Table 51 the majority of the participants know the meaning of item C9. The kurtosis and the variance reflect a tendency of uniformity among the participants.

Table 52. [ItemC13*] Foreign Word Knowledge

Value label	Value	F	Valid %
bilmiyorum	1.00	194	38.8
biliyorum	2.00	306	61.2
[*feyerpilay]	Total	500	100

n: 500

Mode : 2.00->306

Kurtosis: -1.795

Variance: .238

As can be seen in Table 52, the majority of the participants know the meaning of item C13. The kurtosis and the variance reflect a tendency of uniformity among the participants. This is so because the word feyerpilay (fairplay) is a sports terminology and it becomes a popular word among the people who are engaged in sports somehow.

Table 53. [ItemC17*]Foreign Word Knowledge

Value label	Value	F	Valid %
bilmiyorum	1.00	71	14.2
biliyorum	2.00	429	85.8
[*skorbort]	Total	500	100

n: 500

Mode : 2.00->429

Kurtosis: 2.242

Variance: .122

The results in Table 53 are very significant since the values of kurtosis and variance reflect a tendency towards uniformity. The kurtosis is positive and the variance is coming closer to 0 which signifies total uniformity. Again, it can be easily said that the results of Table 53 prove the fact that item C17 is a popular foreign word, which is used very frequently. This means the word is in the vocabulary stock of Turkish and is no more foreign in the language.

Table 54. [ItemC19*]Foreign Word Knowledge

Value label	Value	F	Valid %
bilmiyorum	1.00	30	6.0
biliyorum	2.00	470	94.0
[*çekap]	Total	500	100.0

n: 500

Mode : 2.00->470

Kurtosis: 11.861

Variance: .057

As in the previous Table, the results are very significant in Table 54, too. The frequency count of the word is 470, which means 94 percent of the participants know the meaning of this foreign word. This means that the word is very popular and widely used in Turkish language. As a result, the word is in the vocabulary stock of Turkish because of its popularity.

The significant values of kurtosis and variance clearly approve the interpretation of the result (there is a very significant uniformity among the participants-n:500).

Table 55. [ItemC20*]Foreign Word Knowledge

Value label	Value	F	Valid %
bilmiyorum	1.00	13	2.6
biliyorum	2.00	487	97.4
[*reyting]	Total	500	100.0

n: 500

Mode : 2.00->487

Kurtosis: 33.838

Variance:.035

The results in Table 55 are very significant since the frequency count is 487, which is equal to 97.4 percent of the participants. The values of kurtosis and variance are very significant, too. All the values prove that the item C20 is a very popular foreign word and has taken its place in Turkish vocabulary. The results clearly show that Turkish people use it very widely.

Table 56. [ItemC21*]Foreign Word Knowledge

Value label	Value	F	Valid %
bilmiyorum	1.00	18	3.6
biliyorum	2.00	482	96.4
[*zaping]	Total	500	100.0

n: 500

Mode : 2.00->482

Kurtosis: 23.057

Variance: .035

Table 56 also shows very significant results. The participants reflect a uniformity on item C21. The results also indicate that the foreign word is popularly used by the Turkish speakers.

Table 57. [ItemC22*]Foreign Word Knowledge

Value label	Value	F	Valid %
bilmiyorum	1.00	86	17.2
biliyorum	2.00	414	82.8
[*konsensüs]	Total	500	100.0

n: 500

Mode : 2.00->461

Kurtosis: 1.044

Variance: .143

In Table 57 the results are significant, too. The majority of the participants indicated that they knew the meaning of the item C22. They indicated the issue of uniformity and popularity through the figures of kurtosis and variance. However, the item C22 is not as popular as the previous items like "zaping, reyting, and çekap" since it is a **learned** word.

Table 58. [ItemC23*]Foreign Word Knowledge

Value label	Value	F	Valid %
bilmiyorum	1.00	39	7.8
biliyorum	2.00	461	92.2
[*trend]	Total	500	100.0

n: 500

Mode : 2.00->461

Kurtosis: 7.044

Variance: .109

The results in Table 58 are very significant indicating the popularity of the item C23 in Turkish language. The values of kurtosis and variance clearly show the uniformity of the participants.

Table 59. [ItemC24*]Foreign Word Knowledge

Value label	Value	F	Valid %
bilmiyorum	1.00	21	4.2
biliyorum	2.00	479	95.8
[*hospital]	Total	500	100.0

n: 500

Mode : 2.00->479

Kurtosis: 19.055

Variance: .040

Table 59 shows that the item C24 is a popular foreign word in Turkish vocabulary. The participants show a uniformity about the meaning of the foreign word. This uniformity and popularity of the foreign word is reflected by the values of kurtosis and variance (for more detail a , please see appendix C Total).

As mentioned earlier in chapter II, the popularity (Bonvillain, 1993; Salzman, 1993) of the foreign words play a significant role upon the society members. This pressure makes people to have an access to those words. This pressure is twofold containing the psychology and social issues of language use.

In the study it was expected to find a correlation between the type of the school graduated from and the foreign word knowledge frequency. However, no direct and significant correlation was found between the two. This was so because the words, which were found to be significantly known by the participants, were the popular ones used in Turkish with a significant degree of popularity (see tables 50-59). Popularity has got no relation with the type of the school graduated from.

In the study, a positive correlation was also expected to be found between the type of the school graduated from and the frequency of hearing of the foreign words. The statistical figures which are not summarized here showed an insignificant correlation. The frequency count of the foreign words did not change according to the type of the school. This means that the issue of popularity is a very strong phenomenon such that it effects every institution indiscriminately.

Gender is an important issue in language use. It is pointed out that women are more language councious (Wardhaugh, 1986; Bernstein). In the light of this idea, gender and foreign word knowledge was analyzed in detail in the study. In the analysis of 10 popular words (konvertibil, pesimist, feyerpilay, çekap,reytink, zapink, konsensüs, trend,and hospitil), no significant difference in the level of knowledge between male and female participants was observed. However, when the other foreign words -the ones which did not receive significance in the analysis of popularity - were analyzed, the role of gender became apparent. The female participants showed better competence and knowledge in the words which are not used popularly (acitasyon, brakıt, komponınt, kontribisyon, jenosit). As can be understood, these words are not popular but learned foreign words. In the analysis of these learned words, it turned out that women knew more learned words than men indicating the role of gender in language use.

To sum up what is explained above , 3 of the following tables will be given below:

Table 60. [ItemC8]Foreign Word Knowledge

Gender	bilmiyorum 1	biliyorum 2	row total
male	132	87	219
female	100	181	281
total column	232	268	500

n: 500

Mode : 2.00->268

Kurtosis: 7.044

Variance: .109

As can be seen in Table 60, female participants who ranked "biliyorum 2" are greater in number than the male participants. The figures of inferential statistics also indicate the significant difference in foreign word knowledge between male and female participants.

Table 61. [ItemC 10]Foreign Word Knowledge

Gender	bilmiyorum 1	biliyorum 2	row total
male	214	54	268
female	60	172	232
total column	274	226	500

n: 500

Mode : 2.00->172

Kurtosis: 3.044

Variance: .129

Again in Table 61, female participants are greater in number than male participants. The inferential figures also give a clear significance of gender and language issue.

Table 62. [ItemC 11]Foreign Word Knowledge

Gender	bilmiyorum 1	biliyorum 2	row total
male	230	38	268
female	48	184	232
total colum	288	232	500

n: 500

Mode: 2.00->184

Kurtosis: 4.070

Variance: .119

Table 62 also points out the role of gender through descriptive and inferential statistical figures .

In the following Tables correlation between the rate of frequency and foreign word knowledge will be summarized.

Table 63. [ItemC 11] Rate of Frequency andForeign Word Knowledge 1

Value Label	Value	1.00*	2.00*	RT*	%
hiç duymadım	1.00	104	23	127	25.4
bazen	2.00	78	66	144	28.8
çok sık	3.00	28	201	229	45.8
column total		210	290	500	100
%		42.0	58.0	100	100

[1.00*: Bilmiyorum, 2.00: Biliyorum RT*: Raw Total]

According to the figures in Table 63, the rate of frequency and the knowledge of foreign words are in direct relation. The value label "çok

sık " with a value of 3.00 and the RT figure and its percentage verify it very clearly.

Table 63a. Significance Tabulation of Correlation

Chi-Square	Value	DF	Val.Aseo	Significance
Pearson	175.03668	2	0.00	.0000
Pearson's R	.87816	0.00	16.22907	.0000
Spearman Correlation	.89150	0.00	16.37082	.0000

P=.0000

According to the figures in Table 63a.,the Pearson value is very high signifying the relation between the rate of frequency and the foreign word knowledge. Secondly, when the Pearson's R is checked, the figure being .87816 gives a very significant tendency of correlation. The significance of this tendency is also reflected by the values of Val/Aseo. And finally, the figure of P value is perfect being .0000.

Table 64. [ItemC 9] Rate of Frequency and Foreign Word Knowledge 2

Value Label	Value	1.00*	2.00*	RT*	%
hiç duymadım	1.00	101	21	122	24.4
bazen	2.00	59	102	161	32.2
çok sık	3.00	30	187	217	43.4
column total		190	310	500	100.0
%		38.0	62.0	100.0	100.0

The statistical figures in Table 64 approve the relationship between the rate of frequency and the foreign word knowledge. This means that the more frequent the words are heard the more easily they are spread.

Table 64a. Significance Tabulation of Correlation

Chi-Square	Value	DF	Val.Aseo	Significance
Pearson	157.82401	2	0.00	.0000
Pearson's R	.88081	0.00	14.7279	.0000
Spearman Correlation	.91508	0.00	14.31678	.0000

P=.0000

Table 64a. clearly supports the statistical figures obtained in Table 64. The significance of Pearson value and the Pearson's R clarify the direct correlation between the rate of frequency and the knowledge of foreign words.

Table 65. [ItemC 17] Rate of Frequency and Foreign Word Knowledge 3

Value Label	Value	1.00*	2.00*	RT*	%
hiç duymadım	1.00	22	19	41	8.2
bazen	2.00	26	148	174	34.8
çok sık	3.00	23	262	285	57.0
column total		71	429	500	100.0
%		14.2	85.8	100.0	100.0

The statistical figures in Table 65 shows the relationship between frequency and foreign word knowledge . The inferential statistical figures in table 65a.also support and verify the direct correlation between the frequency and knowledge of the foreign words.

Table 65a. Significance Tabulation of Correlation

Chi-Square	Value	DF	Val.Aseo	Significance
Pearson	61.26330	2	0.00	.0000
Pearson's R	.72996	0.00	701014	.0000
Spearman Correlation	.82597	0.00	6.00143	.0000

P=.0000

The P value as well as Pearson, Pearson'R and Val/Aseo, show a perfect significance in the issue of correlation.

Table 66 .[ItemC 19] Rate of Frequency and Foreign Word Knowledge 4

Value Label	Value	1.00*	2.00*	RT*	%
hiç duymadım	1.00	101	31	132	26.4
bazen	2.00	111	94	205	41.0
çok sık	3.00	45	118	163	32.6
column total		257	243	500	100.0
%		51.4	48.6	100.0	100.0

As can be seen in Table 66, the statistical figures still verify the validity of correlation between the issue of frequency and the knowledge of foreign words in Turkish. The inferential statistical figures given below in Table 66a. also prove the significant correlation.

Table 66a. Significance Tabulation of Correlation

Chi-Square	Value	DF	Val.Aseo	Significance
Pearson	70.88780	2	0.00	.0000
Pearson's R	.67597	0.00	9.05453	.0000
Spearman Correlation	.77640	0.00	9.06651	.0000

P=.0000

In order to summarize this relation-hearing frequency and knowing the meaning of the foreign word-put forward, a final example which received the highest values in this part of the research will be given. The word "zaping" received the highest recognition in this part of the analysis . The results are summarized in Table 67 and 67a.

Table 67. [ItemC 22] Rate of Frequency and Foreign Word Knowledge 5

Value Label	Value	1.00*	2.00*	RT*	%
hiç duymadım	1.00	7	6	13	2.6
bazen	2.00	13	43	56	11.2
çok sık	3.00	19	412	431	86.2
column total		39	461	500	100.0
%		7.8	92.2	100.0	100.0

As can be seen in Table 67, 92 percent of the participants indicated that they knew the meaning of the word "zaping" . 86.2 percent of the participants stated that they heard the word "zaping" very frequently. This clear example proves the relation and correlation stated earlier.

When the inferential statistical figures are analyzed, again the word "zaping" received the highest Pearson value, which refers to the homogeneity of participants' knowledge of the word. Below in Tble 67a., the inferential statisitcal figures are summarized.

Table 67a. Significance Tabulation of Correlation

Chi-Square	Value	DF	Val.Aseo	Significance
Pearson	250.58322	2	0.00	.0000
Pearson's R	.70756	0.00	22.20343	.0000
Spearman Correlation	.77672	0.00	20.24957	.0000

P=.0000

In brief, it is clear that the direct relation between the rate of frequency and the degree of knowledge play an important role in the spread of foreign words in Turkish contex (for more information, see D Total).

In the following Tables the correlations between foreign word, gender and discourse will be summarized.

Table 68. Foreign Word, Gender and Discourse [E-1]

Gender	count	c:00	a:1.00	b:2.00	RT	
male	1	12	222	34	268	53.6
female	2	7	11	214	232	46.4
column total		19	233	284	500	100.0
%		3.8	46.4	49.8	100.0	100.0

In Table 68, the results showed that female participants were more successful in figuring out the meaning of the foreign word in a Turkish context. As can be seen in the Table, while 214 female participants guessed the meaning of the foreign words " acitasyon " and "koropsiyon" in the Turkish context, the majority of the male participants were not able to guess them correctly. Only 34 male participants guessed what these words meant in the context. In the light of this result gender gains importance in language use. The descriptive results in Table 68 were also approved with the figures of inferential statistics summarized in Table 68a. below.

Table 68a. The Significance of Gender and Discourse

Chi-Square	Value	DF	Val.Aseo	Significance
Pearson	10.681151	2	00.0	.0000
Pearson's R	.71996	0.00	2.62942	.0082
Spearman Correlation	.80597	0.00	6.00143	.0020

The pearson value, the Pearson's R and the P values showed that gender is an important variable in language use once more.

Table 69. Foreign Word, Gender and Discourse [E-2]

Gender	count	c:00	a:1.00	b:2.00	RT	%
male	2	12	44	212	268	53.6
female	1	9	181	42	232	46.4
column total		21	225	254	500	100.0
%		4.2	44.4	51.4	100.0	100.0

In Table 69 we notice that the female participants were more in figuring out the meaning of the foreign word "konvertibil" in Turkish context.

Table 69a. The Significance of Gender and Discourse

Chi-Square	Value	DF	Val.Aseo	Significance
Pearson	33.33009	4	00.0	0.0003
Pearson's R	.76865	0.00	4.4768	0.0023
Spearman Correlation	.89554	0.00	4.4888	0.0015

Table 69a. shows that the relation and the correlation between gender and discourse is significant. In other words, women are more successful in language matters.

In Table 70, it is clear how successful the women are in untangling the puzzle in Turkish context. When inferential statistical figures are analyzed, it is seen that the DF figure being 10 shows the gender difference resulting in favour of female participants. The Pearson value

being 74.31800 and the Pearson's R being .88354 give a clear result verifying the fact that women are more language conscious than men.

Table 70. Foreign Word, Gender and Discourse [E-3]

Gender	count	c:00	a:1.00	b:2.00	RT	%
male	2	14	204	50	268	53.6
female	1	8	30	194	232	46.4
column total		22	234	244	500	100.0
%		4.4	46.4	49.2	100.0	100.0

Table 70a. The Significance of Gender and Discourse [E-3]

Chi-Square	Value	DF	Val.Aseo	Significance
Pearson	33.33009	4	00.0	0.0003
Pearson's R	.76865	0.00	4.4768	0.0023
Spearman Correlation	.89554	0.00	4.4888	0.0015

Table 70a. summarizes gender and discourse correlation.

Table 71. Foreign Word, Gender and Discourse [E-5]

Gender	count	c:00	a:1.00	b:2.00	RT	%
male	1	19	65	184	268	53.6
female	2	13	148	71	232	46.4
column total		32	213	255	500	100.0
%		6.4	42.7	50.9	100.0	100.0

The figures in Table 71 shows the success of women upon men.

Table 71a. The Significance of Gender and Discourse

Chi-Square	Value	DF	Val.Aseo	Significance
Pearson	33.33009	4	00.0	0.0003
Pearson's R	.76865	0.00	4.4768	0.0023
Spearman Correlation	.89554	0.00	4.4888	0.0015

In Table 71a., the Pearson value, the DF value, the Pearson's R and finally the P value verify the reliability of Table 71. In short, women are much better in language matters in general.

In the fourth and sixth and seventh items in this part of the questionnaire the figures were insignificant ; therefore the results were not presented in tables.

Table 72.Foreign Word, Gender and Discourse [E-8]

Gender	count	c:00	a:1.00	b:2.00	RT	%
male	1	12	129	127	268	53.6
female	2	15	132	85	232	46.4
column total		27	261	212	500	100.0
%		5.4	52.2	42.4	100.0	100.0

In Table 72 insignificant difference between women and men is obtained. As can be seen in this table, both groups- almost in the same number- figured out the meaning of the foreign word in Turkish context.The insignificant difference is also reflected with the Chi-Square results. Table 72a. summarizes the insignificant results.

Table 72a. The Significance of Gender and Discourse

Chi-Square	Value	DF	Val.Aseo	Significance
Pearson	1.123834	1	00.0	.489
Pearson's R	.170877	00.0	-2.44175	.356
Spearman Correlation	.11811	00.0	-2.48666	.576

The figures summarized in Table 72a. display the insignificance of gender in this specific item"bar".

Table 73.Foreign Word, Gender and Discourse [E-9]

Gender	count	c:00	a:1.00	b:2.00	RT	%
male	1	11	160	97	268	53.6
female	2	13	103	116	232	46.4
column total		24	263	213	500	100.0
%		4.8	52.6	42.6	100.0	100.0

In Table 73, the results are in favour of women. Although the difference between women and men are not great, still the number which indicates the female results is significant. The Chi-Square results

in Table 73a. below are significant referring to the role of gender in language awareness.

Table 73a. The Significance of Gender and Discourse

Chi-Square	Value	DF	Val.Aseo	Significance
Pearson	11.68368	3	00.0	0.02900
Pearson's R	.781066	00.0	2.39388	0.01704
Spearman Correlation	.812036	00.0	2.70588	0.00175

The results in Table 73a. clearly show women dominance in discourse and language relation.

Table 74. Foreign Word, Gender and Discourse [E-10]

Gender	count	c:00	a:1.00	b:2.00	RT	%
male	1	12	20	236	268	53.6
female	2	11	211	10	232	46.4
column total		23	232	246	500	100.0
%		4.6	46.4	49.0	100.0	100.0

In Table 74, once more the figures show how successful women are in dealing with language matters. The Chi-Square results below in table 74a. are also very significant and emphasize the language consciousness of women.

Table 74a. The Significance of Gender and Discourse

Chi-Square	Value	DF	Val.Aseo	Significance
Pearson	21.19440		00.0	0.03380
Pearson's R	.805237	00.0	1.17040	0.02424
Spearman Correlation	.805265	00.0	1.17667	0.23989

The Chi-Square results supports the results in Table 74.

In brief, the role of gender is a very important issue in language studies and in this study the importance of the gender is seen very clearly. The descriptive and inferential figures both showed that women are much better than men in foreign word knowledge as well as figuring

out the learned foreign words in a Turkish context. Another interpretation of these figures can be related to language barrier and miscommunication. In the light of the results obtained in the analysis of section C and E, it can be said that men are having more difficulty with foreign words appearing in the Turkish context.

According to the results obtained in section E, it can be understood that only one participant was able to answer all the 10 items correctly. The percentage of this was 0.2. The mode of the E Total is 153 and it refers to value 7.00. This means that 153 participants (%30.6) out of 500 were able to predict the foreign words in the context. This means that the rest of the participants, which amounts to %69.4, were able to predict less than 7 items in this part (for information, see appendix E Total).

4.3. Evaluation Of The Results

As can be seen, a very detailed statistical analysis has been carried out in the survey. In light of the statistical figures, the questions put forward in Chapter I will be answered.

The main question of the survey was :

How do Turkish people react to the use of foreign words in Turkish Context ?

In the light of the statistical figures, it can be said that Turkish people do show a psychological resistance towards the use of foreign elements. This answer is supported with the figures summarized in tables 11, 12, 13, and 16. According to the results obtained in these tables, it can be said that Turkish people are upset with the changes happening

in Turkish language. In other words, they are aware of the changes taking place in the vocabulary stock of Turkish. The statistical figures in table 11, 16, 21, 23, 29, 30, 32, 34, 35 and 37 show the degree of resistance toward the foreign elements. When these specific tables are analyzed carefully, it can be seen that Turkish people have a very strong Psychological Resistance. The importance of this is that the main hypothesis $H_0 = -\sum^{n_0} \rightarrow Pr^{n_0++}$ is not rejected but approved and accepted in the light of the results summarized in tables. In brief, the main question designated the approval or rejection of the hypotheses put forward at the very first step of the survey.

As can be seen in Chapter I, besides the main question, chain questions were asked in order to raise the degree of reliability of the research. Now, the chain questions will be answered one by one in light of the statistical figures.

Question a: *Why are these foreign words used very frequently ?*

According to the statistical results, the participants think that the medium of instruction plays the most significant role in the spread of the foreign words in Turkish (see Table 26). Through this answer, the participants show how much they are against the education carried out in foreign language.

The other effective reason of the spread was related to vocational jargon. The participants indicated that some of the foreign words appearing in Turkish context had direct relation with the vocational jargon (see Table 25).

The third place among the reasons of spread was the language use of political figures. According to the participants, people, on the basis of language use , took these figures as models and imitated their language use (see Table 24).

Finally, the effect of mass media was taken into consideration among the reasons of spread (see Table 28).

Question b : *Is there a real need for these words to be borrowed from other languages ? In other words, could it be stated that equivalent Turkish words do not exist in Turkish vocabulary ?*

In order to answer to the first part of the question, it is necessary to look at the questionnaire results which are summarized in Tables 15 and 16. According to the results in Table 15, the participants significantly indicated that Turkish does not need to borrow this much from other languages. The mode of the Table is +2 ---> 6.00 with frequency count 98. The value label +2 with a value of 6.00 refer to a very significant decision of the participants. This means the value judgment of the participants on borrowing is very strong.

When the Table 16 is analyzed, it can be seen that the results obtained in table 15 clearly support the results in Table 16. In Table 16, the mode is +3-->7.00 with frequency count 114. The value label +3 with a value of 7.00 show that the degree of significance is very high. In other words, the participants strongly believe that Turkish is not in need of foreign words this much since it can generate the necessary words when needed.

The second part of the question is very important because it is a point of justification whether these borrowed foreign words are necessary for Turkish or not. As is known, in the questionnaire the most frequently used 25 foreign words were chosen. When these 25 foreign words are looked at very carefully, it will be seen that in the Turkish vocabulary stock all the Turkish equivalents are present. Therefore, in reality, these frequently used foreign words shouldn't have been used in L1 context, at all.

In short, Turkish does not need those foreign words in its vocabulary stock. If they are in use, the situation can be named as "Artificial Borrowing"(Osam 1996).

Question c : If these words do exist in Turkish vocabulary , what would be the reason behind their frequent use in English ?

According to Pennycook (1990) Bonvillain (1993) the reasons are related to popularity, fashion, attraction, and imitation. However, the main impetus behind the frequent use of these foreign words in L1 context is related to the Optimal Distinctiveness Theory of Hinkle and Brown (1991). People use these words to differentiate themselves from the others.

Question d : Do Turkish people recognize or figure out the meaning of these foreign words whenever they read or hear in a context?

When the C, D and E total results are analyzed, it can be said that the majority of the foreign words are not known by the participants. As mentioned earlier, the foreign words which are used in the

questionnaire are the most frequent ones in Turkish. In spite of this, the C, D and E total scores show that out of 25 foreign words only 10 foreign words are known significantly (see Tables 50-59).

When the context is focused on, E total shows that only 30.6 percent of the participant were able to predict the meaning of the foreign word contained discourse. Again, in light of the E total results, the mean is 6.532, which means only 30.6 percent of the participants were able to predict 6.5 question items correctly. In light of the statistical results, 69.4 percent of the participants were not able to figure out what the statements meant.

Question E : *Do these foreign words create misunderstandings ?*

The answer of this question is in relation with the previous question. Again referring to the results of C, D and E totals, it can be said that there is a miscommunication because of the use of foreign words in Turkish context. When C total is analyzed, it can be seen that the mode is 10.000, which means only 10 words out of 25 are recognized. However, the level of recognition drops down significantly when the inferential statistical figures are analyzed (see Tables 50-59).

The mode of D total is 12 and when the inferential figures are analyzed, it will be seen that the level of recognition drops down sharply (see Tables 63-68). When E total is checked, the mode is seen as 7.00. Therefore it can surely be said that these foreign words do create misunderstandings.

The detailed statistical investigation and the questions asked in the study clearly put forward one important issue ; that is, Turkish people

are aware of the changes and they show their resistance towards these unnecessary changes.



CHAPTER V

CONCLUSION

5.1.Evaluation : An Overview

At the beginning of the study we mentioned the changes observed in Turkish vocabulary in relation to the use of foreign words in L1 context. To find out the reasons of the use of foreign words in L1 context, we decided to investigate whether or not Turkish people would show any kind of psychological resistance against the use of foreign words. For this reason, main hypothesis with three alternatives were put forward (Chapter 1, 4). In relation to the main hypothesis and its alternatives, various questions - How do Turkish people react to the use of foreign words in Turkish context ?, Is there a real need for massive borrowing ?, Do the foreign words create misunderstandings ? - were asked in order to find out the *social* and *psychological* dimensions of the use of foreign word, the reasons of spread, the impetus behind the spread. In sum, the issue of change in Turkish has been investigated in depth and the findings were analyzed by means of descriptive and inferential statistics.

As mentioned in Chapter I, the Turkish Language, on the lexical level, is in the process of change. However, this change is regarded as *decay* by some of the linguists. In fact, the issue of *change* in language is inevitable since one of the characteristics of language is dynamism (Haugen 1972; Aitchison 1991). The issue of dynamism or in other words change in language is mostly observed in lexicon. This is so, because in Labov's point of view, the most flexible part of the language is its vocabulary stock (1994:14). According to Labov, the structural dimension of language is so

strong that the changes whatsoever do not effect the structures of language. For this reason, the changes may only be felt on the lexical source of the language (1994). Weinriech (1979), Arlotto (1972) and Haugen (1972) also share the same point of view.

Besides the point raised above, it is necessary to mention the cultural contacts which is an important issue in the process of change. In Bonvillain's point of view, cultural relations or the network with other nations provide chances for lexical exchanges. As Sapir (1934) pointed out, the direction of exchange is twofold; however, depending on the advancement of the culture and technology of the nation, the issue of bi-directionality may become one way and in a case like this, one of the cultures receives more and more items. In a way, the dominance of the donor culture becomes felt in the host language (Wardhaugh 1987). This hypothetical situation can be dangerous if the pressure of the donor language becomes felt on the structures of the host language. The creation and the death of the Ottoman language can be given as an appropriate example to the situation pointed out above (Heyd 1956). However, in our case, Turkish, there is no resemblance at all (although Turkish vowel harmony has been affected by the influence of borrowed words, this is not our concern at this point).

The issue of lexical change has got relations with social stratification, too (Cohen 1969). In Cohen's point of view, by means of language use the speaker can reflect his/her social identity to others. According to Schieffelin and Ochs (1986), the relationship between social identity and language use is dynamic and due to these peculiarities, the language user is able to move upwards in the pyramid of social classification (Columas 1992; Grillo 1989).

In our case, one of the reasons of the spread of the foreign words in Turkish is related to the use of such words by eminent social figures. As Fishman points out (1977 108), the spread (or the introduction) of the foreign words is from the top and he calls this as *spread from the top* . In this way, people are exposed to the newly introduced words and if the people are interested in these words, they begin to use them and in the course of time, the new foreign words become popular foreign words in the vocabulary stock of the language.

Bilingualism and the medium of instruction also give impetus to the spread of the foreign words (Hoffmann 1991; Miller 1983). The issues of bilingualism and the medium of instruction are in direct relation with human and social psychology. According to Iwasaki (1994) and Appel Muiyasken (1992), human and social psychology play an important role in showing dominance upon the other members of the society. The issue of dominance gains its power from the words which are chosen for speech and writing. In Stobbe's point of view (1994), the use of foreign words in native tongue is a clear reflection of human psychology and beneath it lie the concept of dominance, class and social identity.

In Herman's point of view (1972), human psychology and language use are interdependent. Beside this, human psychology is also related to the personal needs, background and the immediate situation of the speaker. In other words, human psychology has got direct link with the Optimal Distinctiveness Theory put forward by Hincle , Brown, Schadev and Bourihis (1990). The speaker who wishes to be distinguished from the group he belongs to refers to the benefits of the ODT. The application of the ODT has no limitations. Both illiterate, the most educated and the social figures

can use it as well. In fact, the educated ones and the social figures mostly refer to the ODT in their speech and in their writing.(see appendix Data).

Like ODT, Speech Accommodation Theory of Giles and Powlsland (1980) and Social Identity Theory of Tajifel (1975) discuss the same issue in the same way. At the end, all these theories depend on the *attitudinal* factor of the speaker. If the issue of attitude is positive and reinforcing, the theories are most likely to be functioning. According to Baik (1993), the existing situation in Korea is a very good example of the functions of the theories mentioned above (see Chapter 3 for more detail).

There is no doubt that the issue of attitude has also got negative pole, too. This aspect of attitude refers to resistance, psychological resistance. According to Berns (1994), the German language situation is a perfect example of strong psychological resistance. In brief, it can be said that both social and psychological issues play significant role upon language use. The final product that we use, language, is processed socially and psychologically and then put it into use in different contexts.

5.1.2. Suggestions for Purification

As mentioned in Chapter 2, in the history of Turkish language the process of purification was carried out several times. The last one took place under the leadership of Atatürk and the process was more than purification. A drastic change was carried out in every aspect of the Turkish language. In order to raise the degree of success in the reformation movement, Turkish Linguistic Conferences were held regularly. The main focus of attention in those conferences can be summarized in the following way:

- the collection of all Turkish words both from the popular language and from the old texts;
- the definition of the principles of Turkish word formation ;
- the creation of Turkish words only from the Turkish roots and suffixes;
- the suggestion and propagation of the newly produced words;
- the formation of Turkish dialectal glossary and the Turkish grammar (İmer 1974; Heyd 1956).

Besides these important issues, public inquiry was conducted nationwide for the purpose of finding the counterparts of the Arabic and Persian words. Finally, the future language policy of the country was shaped parallel to the main issues held at the linguistic conferences (Gallagher 1971).

In brief, the results of the conferences were put into practice with great enthusiasm and since people took part in the whole process, the reformation movement has been successful.

Today there is a process of purification; however it is weak because it lacks the enthusiasm of the people. This movement of purification has been narrowed down to a draft law, (it has not been approved by the Turkish National Grand Assembly, yet). Briefly this new draft law consists of 7 sections. In the first section, it emphasizes the unifying factor of Turkish language. The second part mainly focuses on the language used in commercial activities, like the names of the shops, foreign elements in the advertisement of the product and so on. The third part of the law points out the requirement of the use of Turkish language in written communication

(official, unofficial matters). Besides this, it points out the obligatory use of Turkish in official conferences (national). In the fourth part of the draft law, there is a direct reference to language education, the mother language education. In this respect, subjects like Turkish Grammar, Turkish Compositions and Turkish Literature in primary and secondary education will be paid more attention to. In the fifth part of the new language draft law, the structure of a new organization (Dil İzleme Kurulu/Language Follow up Committee) with its subcommittees are introduced (for more detail :Türk Dili Sayı 542).

Even if this new law was passed by the Turkish National Grand Assembly, it would not be able to protect Turkish from the influence of other languages. Or in other words, this law will not be a sort of barrier between Turkish and the worldwide network of the nations. This is so, because the articles of the law were prepared without paying attention to the most important issues like the nature and the dynamism of language . Secondly, a very detailed survey should have been carried out in order to find out the real needs of the Turkish language. Thirdly, a very general public inquiry should have been carried out for the purpose of finding counterparts of the foreign words used in Turkish. In other words, a corpus study should have been carried out instead of producing unaccepted new Turkish words for the replacement of the foreign words. Fourthly, the word formation mechanism of Turkish should have been given the utmost attention. That is, the most useful roots and suffixes were to be put into progress in the process of new word production. What is produced by the Turkish Linguistic Association has not been appealing for the Turkish speakers. As a result, the newly produced Turkish words are not used and due to this, the popular foreign

stock of Turkish. In brief, the following points should be taken into consideration :

- The nature of language has to be paid the maximum attention in every step of the purification process ;

- Nationwide inquiry has to be carried out periodically in order to reestablish a reliable data bank for the process of purification;

- In the light of the inquiry, the most suitable counterparts of the foreign words have to be introduced to the Turkish speakers;

- Depending on the inquiry results, the most useful Turkish roots and suffixes should be put into practice in the production of new Turkish words;

- Again in the light of the inquiry, dialectal dictionaries must be prepared;

- The newly produced Turkish words must be carefully examined before they are introduced to the society;

- Public opinion should be asked about the newly produced words;

- The content and methodology of L1 education should be revised;

- A new subject like *Language Awareness* or *Language and Society* should be included in the primary and secondary education in order to raise the mother tongue awareness;

- Utmost attention must be paid in the process of elimination /purification of the foreign words. In other words, the organizations

involved in the purification process should not act with the idea of *radical elimination* ;

- The sense of *foreign word* and *borrowed word* should be developed and a clear distinction between these concepts should be done;

- A data bank for newly produced words should be developed for further analysis;

In sum, in order to be successful in the process of purification, the spirit of Turkish Language Reform and the procedures followed should be taken into consideration.

5.1.3. Suggestion for L1 Education

As is known, the spread of foreign words in mother tongue also affects L1 competence in various ways. First of all, the frequency of foreign words in L1 unconsciously forces the speakers of L1 to underestimate their native language. As an outcome of this underestimation, the degree of competence both in the written and spoken language falls down. As a result, the primary and secondary school students lack the competence in expressing themselves in their own language, Turkish.

The second point is related to the cognitive development of the students. According to Ellis (1995), the development of reasoning begins in the L1 and if this development is interrupted, or in other words, if the L1 is influenced by external factors, the cognitive development does not reach a certain level at a desired time. As a result, the students lack L1 competence.

Thirdly, the spread of foreign words leads to the loss of cultural peculiarities. As is well known, culture is indexed in language, and if the

host language becomes influenced by the donor language, then the culture is likely to lose some of its peculiarities. This loss can be observed in the society of the host language as in the form of social behavior.

What should be done in order to get rid of the effects of the foreign words ?

As was mentioned earlier, the importance of mother tongue has to be emphasized in L1 classrooms. In other words, the teaching of (Turkish) Grammar, composition and literature must be given priority. The teaching methodology of these subjects should be made functional. The students should be made to see how language functions in the society and so on.

Finally, L2 medium secondary schools should be limited because L2 instruction reinforces the the spread of foreign words and leads to the problems such as violation of equal rights in education, disturbance on social and human psychology, qualitative and quantitative problems.

5.1.4.Final Remarks

In this study, one of the most important findings is that Turkish society has a strong resistance against the use of foreign words. It is crucial to point out that the issue of resistance functions as an important filter in the process of borrowing and in the spread of the foreign words. In other words, the primary function of the resistance is to slow down the process of borrowing. As mentioned earlier, there is no possibility to stop borrowing since the cultural and technological network of the world has developed tremendously.

Secondly, it is important to pinpoint that Turkish is not being decayed as it was claimed by some of the linguists. In fact, as Barber (1993) points out , languages are subject to death, not decay. This can occur if the speakers of a language borrow extensively from a prestigious language and use them in their language. Here, as can be understood, three things are important: 1) willingness of people,;2) the process of borrowing as a means of shift from L1 to L2; and the most important is 3) lack of psychological resistance.

Thirdly, the background issue of the participants did not entail the use of foreign words significantly. In other words, the background issue did not function as a positive determiner on the spread of the foreign words.

Another important finding in the study is related to the factors of spread. According to the results, the most important means of spread was found to be the L2 medium institutions , and the language use of well-known social figures.

When the gender related findings are taken into consideration, it is seen that male participants knew only popular foreign words. Whereas female participants knew learned foreign words as well as the popular ones.

Again, when gender is taken into consideration at the discourse level, in the light of the statistical figures, it is seen that female participants were better in using the discourse clues to get the right meaning of the statement which contained the specific foreign word. In other words, female participants are less likely to come across language barrier and miscommunication.

When 4 of the Turkish medium universities compared with METU, we see that the students of all five universities reflected almost the same degree of resistance.

In brief, the claims that *Turkish is being decayed* cannot be regarded as a true reflection of changes . Turkish is developing its ways of conveying meaning in many different ways; that means it is acting naturally and it is showing its dynamism through the changes we observe. However, we do not intend to say that changes that are taking place in Turkish should be left uncontrolled since the uncontrolled change can give way to structural changes as well in the course of time. For this reason, we believe that up to a certain point the changes can be controlled and this task belongs to Turkish linguists.

Finally, there is more to be done. The survey shed light to some of the realities. The issues like Turkish word formation, the attitudinal factors of the social figures, the qualitative and quantitative problems , the place of L2 in education are open to investigations.

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APPENDICES

SORMACA/ANKET

Lütfen aşağıdaki kısımları istenilen biçimde cevaplayınız. Yardımlarınız için teşekkür ederiz.

A. Aşağıdaki kısımları dikkatlice cevaplayınız, işaretleyiniz.

1. Yaşınız : _____
2. Doğum yeriniz : _____
3. Cinsiyetiniz : ☐ 1. Erkek ☐ 2. Kız
- 4 Öğrenim durumunuz : ☐ 1. İlk ☐ 2. Orta
☐ 3. Lise ☐ 4. Üniversite
5. Bitirdiğiniz enson okul : ☐ 1. Devlet
☐ 2. Anadolu/SüperLise
☐ 3. Kolej ☐ 4. İmam hatip
6. Yabancı dil biliyor musunuz? : ☐ 1. Evet ☐ 2. Hayır
- 7 Bildiğiniz yabancı dil/ler : ☐ 1. İngilizce ☐ 2. Almanca
☐ 3. Fransızca
8. Babanızın öğrenim durumu : ☐ 1. İlk ☐ 2. Orta ☐ 3. Lise
☐ 4. üniversite ☐ 5. Terk
9. Yabancı dil biliyor mu? : ☐ 1. Evet ☐ 2. Hayır
10. Bildiği yabancı dil/ler : ☐ 1. İngilizce ☐ 2. Almanca
☐ 3. Fransızca
11. Annenizin öğrenim durumu: ☐ 1. İlk ☐ 2. Orta
☐ 3. Lise ☐ 4. Üniversite
☐ 5. Terk
12. Yabancı dil biliyor mu? : ☐ 1. Evet ☐ 2. Hayır
- 13 Bildiği yabancı dil/ler : ☐ 1. İngilizce ☐ 2. Almanca
☐ 3. Fransızca

B. Bu bölümdeki soruları iki bölgeyi sayısal cetvel üzerinde sizce uygun olan tek bir sayıyı çember içine alarak cevaplayınız.

1. Gazete okurken batı kaynaklı sözcüklere dikkat eder misiniz ?

Ederim<+3+2+1-0-1-2-3>Etmem

2. Batı kaynaklı sözcükler okuduğunuz bir yazıyı veya dinlediğiniz bir konuşmayı anlamanızda zorluk yaratıyor mu ?

Yaratıyor<+3+2+1-0-1-2-3>Yaratmıyor

3. Karşılaştığınız batı kaynaklı bir sözcüğün anlamını araştırıyor musunuz ?

Evet<+3+2+1-0-1-2-3>Hayır

4. Konuşurken veya yazarken batı kaynaklı sözcükleri kullanma ihtiyacı duyar mısınız ?

Duyarım <+3+2+1+0-1-2-3> **Duymam**

5. Batı kaynaklı sözcüklerin Türkçe'ye girmesine karşı mısınız ?

Karşıyım <+3+2+1+0-1-2-3> **Karşı değilim**

6. Türkçe konuşurken kullandığınız Türkçe'ye dikkat eder misiniz ?

Ederim <+3+2+1+0-1-2-3> **Etmem**

7. Yazdığınız Türkçe'ye özen gösterir misiniz ?

Gösteririm <+3+2+1+0-1-2-3> **Göstermem**

8. Özenti sizce batı kaynaklı sözcüklerin Türkçe'ye girmesine yardım ediyor mu?

Ediyor <+3+2+1+0-1-2-3> **Etmiyor**

9. Politikacıların konuşması sizce Türkçe'de batı kaynaklı sözcüklerin artmasına yardım ediyor mu?

Ediyor <+3+2+1+0-1-2-3> **Etmiyor**

10. Meslek etkisi ile Türkçe'ye batı kaynaklı sözcük geçişi mümkün mü?

Mümkün <+3+2+1+0-1-2-3> **Mümkün değil**

11. Türkçe'ye batı kaynaklı sözcüklerin geçmesinde yabancı dilde eğitimin etkisi var mı ?

Etkisi var <+3+2+1+0-1-2-3> **Etkisi yok**

12. Batı kaynaklı sözcüklerin Türkçe içinde kaybolacağını tahmin ediyor musunuz?

Ediyorum <+3+2+1+0-1-2-3> **Etmiyorum**

13. Türkçe toplumun her ihtiyacını karşılıyor mu?

Karşılıyor<--+3--+2--+1--+0--+1--+2--+3-->**Karşılamıyor**

14. Türkçe batı kaynaklı sözcükler karşısında çaresiz mi ?

Çaresiz değil<--+3--+2--+1--+0--+1--+2--+3-->**Çaresiz**

15. Türk toplumunun ihtiyaç duyduğu yeni sözcükleri Türkçe üretiyor mu?

Üretiyor<--+3--+2--+1--+0--+1--+2--+3-->**Üretmiyor**

16. Türkçe'yi nasıl bir dil olarak görüyor sunuz?

Zengin<--+3--+2--+1--+0--+1--+2--+3-->**Fakir**

17. Türkçe'nin batı kaynaklı sözcük ödünçlemesine ihtiyacı var mı?

Yok<--+3--+2--+1--+0--+1--+2--+3-->**Va**

18. Türkçe sizce yaygınlaşan bir dil mi?

Evet <--+3--+2--+1--+0--+1--+2--+3-->**Hayır**

19. Gazete ve televizyonda kullanılan dil Türkçe'yi olumsuz yönde etkiliyor mu?

Evet <--+3--+2--+1--+0--+1--+2--+3-->**Hayır**

20. Türkçe'yi bilim ve kültür dili olarak nasıl buluyorsunuz?

Zengin<--+3--+2--+1--+0--+1--+2--+3-->**Fakir**

C.Aşağıda listede verilen sözcüklerin Türkçe'deki anlamını biliyorsanız biliyorum hanesini, bilmiyorsanız bilmiyorum hanesini, işaretleyiniz.

	Biliyorum	Bilmiyorum
1.Rölaks	☐	☐
2.Konvertıbil	☐	☐
3.Lateral	☐	☐
4.Bar	☐	☐
5. Aptrent	☐	☐
6. Kit	☐	☐
7.Arsenal	☐	☐
8.Acitasyon	☐	☐
9. Pesimist	☐	☐
10. Braket	☐	☐
11. Komponent	☐	☐
12. Klu	☐	☐
13. Feyerpley	☐	☐
14.Koropsiyon	☐	☐
15. Kriminal	☐	☐
16. Kontribüsyon	☐	☐
17. Skorbort	☐	☐
18. Jenosit	☐	☐
19. Çekap	☐	☐
20. Reyting	☐	☐
21. Zaping	☐	☐
22. Konsensüs	☐	☐
23. Trend	☐	☐
24.Hospital	☐	☐
25.Lateralbar	☐	☐

D. Listede verilen yabancı sözcükleri Türkçe'deki duyum sıklığına göre işaretleyiniz.

	Çok sık	Bazen	Hiç Duymadım
1.Rölaks	☐	☐	☐
2.Konvertıbil	☐	☐	☐
3.Lateral	☐	☐	☐
4.Bar	☐	☐	☐
5. Aptrent	☐	☐	☐
6. Kit	☐	☐	☐
7.Arsenal	☐	☐	☐
8.Acitasyon	☐	☐	☐
9. Pesimist	☐	☐	☐
10. Braket	☐	☐	☐
11. Komponent	☐	☐	☐
12. Klu	☐	☐	☐
13. Feyerpley	☐	☐	☐
14.Koropsiyon	☐	☐	☐
15. Kriminal	☐	☐	☐
16. Kontribüsyon	☐	☐	☐
17. Skorbort	☐	☐	☐
18. Jenosit	☐	☐	☐
19. Çekap	☐	☐	☐
20. Reyting	☐	☐	☐
21. Zaping	☐	☐	☐
22. Konsensüs	☐	☐	☐
23. Trend	☐	☐	☐
24.Hospital	☐	☐	☐
25.Lateralbar	☐	☐	☐

E. Kısa parçalar içinde altı çizili olan cümlelerin verdiği anlamı içeren cümleyi aşağıdaki seçeneklerden birini seçerek belirleyiniz.

1. Toplumda birçok olay meydana gelebilir. Olayların bazıları iyi sonuçlar verebilir; bazıları da olumsuzluklara yol açabilir. İşte Türkiye ekonomisi ! Enflasyon hat sahfada. Sonuçta toplumda acitasyon ve koropsiyon meydana gelmiş.

- Enflasyon her türlü hastalığın ve ahlaksızlığın temelini oluşturur.
- Enflasyon olunca toplumda huzursuzluk ve bozulma meydana gelir.

2. Eskiden Türkiyede karaborsa denen bir mekanizma vardı. Döviz bulmak çok zor bir işti. Resmi yoldan döviz almak ise çileli bir yoldu. Ama bugün işler öyle mi? Türk parası konvertibil, borsa çalışıyor.

- a. Türk parası diğer ülkelerin paralarıyla değiştirilebiliyor, borsa çalışıyor.
- b. Türk parası dalgalanmada, borsa çalışıyor.

3. Yapılması gereken işleri eğer tamamen kendi başımıza yapmaya çalışırsak çeşitli zorluklarla karşılaşabiliriz. Zaten bizim atasözümüz yok mu bu konu ile ilgili :*bir elin nesi var iki elin sesi var* diye....Herkes lütfen üzerine düşeni yapsın, gerekli katkıya bulunsun.Şimdiden hepinize teşekkür ederim.

- a. Yapılacak işe karşı ilgi gösterenlere teşekkür ederim.
- b. Yapılacak işe katkıda bulunacaklara teşekkür ederim.

4. Atatürk Türkiye Cumhuriyetini bir anda kurmadı.Önce bazı ölçütler ve değerler oluşturdu. Ardından da laisizimin temellerini sağlamlaştırmak için çeşitli önemli enstitüsyonlar oluşturmuş. Bugün bu enstitüsyonlar laikliğin ilk gün gibi dipdiri ayakta kalmasını sağlamaktadır.

- a. enstitüsyon= kurum
- b. enstitüsyon= ilke

5.Bosnada meydana gelen olaylara bakmak yeterli. İnsanlar sokak ortasında katlediliyor. Alış-veriş yerinde üzerlerine bombalar yağıyor, biranda yüzlercesi ölüp gidiyor. Bunlar da yetmiyormuş gibi sırp cellatları jenosit girişimlerine sürekli başvuruyorlar.

- a. Sırp lar toplu öldürme girişimlerine sürekli başvuruyorlar.
- b. Sırp lar soykırım girişimine sürekli başvuruyorlar.

6. Saddam her konuda çok aceleci davrandı. Kuveyt'i işgali çok hızlı oldu. Diplomatik alanda çok süratli davrandı. Bu sürat silah alımlarında da aynıydı. Eğer biraz daha beklemiş olsaydı silah ve tüm komponentlere sahip olacaktı.

- a. Eğer biraz daha bekleseydi tüm gerekli parçalara sahip olacaktı.
- b. Eğer biraz daha bekleseydi tüm araç ve gereçlere sahip olacaktı.

7.Türkiye hızla büyüyen ve güçlenen bir ülke. Avrupada meydana gelen yeni oluşumları yakından izleyen ve bu oluşumların dışında olmayan genç bir cumhuriyet. Türkiye artık kabuğunu yırtmıştır; yani türkiye yeni dünya konsepti içine dahil olmuştur. Hedefine ulaşacağından kimsenin şüphesi olmamalıdır.

- a. Türkiye yeni dünya oluşumu içindedir.
- b. Türkiye küreselleşme içinde yerini almıştır.

8. Her spor faaliyetinde olduğu gibi yüksek atlamada da bazı kurallar var. Örneğin, atletin göğüs veya sırtı bardan önce geçmeli, ayak ise ardından geçmelidir.

- a. Atletin göğüs veya sırtı engelden vücutun ilk geçecek olan kısmıdır.
- b. Atletin göğüs veya sırtı çitadan vücutun ilk geçecek olan kısmıdır.

9. Teknolojinin hızla gelişmesi üretilen araçların darbelere karşı daha dayanıklı, sağlam olmasını sağlamıştır. Kapı içlerine yerleştirilen lateral barlar bunun en güzel örneğidir.

- a. lateral bar= çelik kuşak
- b. lateral bar= çelik engel

10. Özel televizyon sayısının artması doğal olarak aralarında bir rekabetin doğmasına sebep olmuştur. Teknolojinin sağladığı yöntemlerle televizyon kanalları sürekli hangi kanalın en çok izlendiğini saptamaya çalışıyorlar. Ama en çok yaptıkları şey ilgi çekici programlar ile reytinglerini yükseltmek.

- a. Televizyon kanalları ilgi çekici programlar ile izlenme oranlarını yükseltmeye çalışıyorlar.
- b. Televizyon kanalları ilgi çekici programlar ile diğer kanalları geçmeye çalışıyorlar.

Yabancı Kökenli Sözcükler

Protokol *draftı* aşağı yukarı hazırdır. Nihai sonuca varılacaktır. Demirel, TRT 1, 15 .11. 1991

Kitap durumundaki son *trend* ne ? Çetin Çeki, TRT 1, 8.11.1991

Ekonomik *stabilizasyonu* sağlayacağız. Demirel, 15.11.1991

Standlardan nasibimi aldım,. TRT 1

Piyasa *aptrenddedir*. Star 1, 17.11. 1991

Bu konuda genel bir *konsensüs* bulmak lazım. Milliyet, 18.11.1991

Gerekli *illüstrasyonlar* yapıldı. Milliyet, 6. 12. 1991

Arka koltuklarda emniyet kemeri *braketleri* var. Milliyet, 6.12.1991

Türk parası *konvertibil*, borsa çalışıyor. Milliyet, 6.12.1991

Bütün *arsenali* kim satıyor du? sanki bu *rezerveysınlar* yokmuş gibi.....Özal, 12.12.1991

...görüldüğü gibi *lunatikler* yine işbaşında. Star 1, 16.12.1991

Eğer biraz daha bekleselerdi tüm *komponentlere* sahip olacaktı.TBMM Tv 25.12.1991

Ürdün de daha fazla mağduriyete uğramasın diye *payplayımı* kapattı.TBMM Tv 25.12.1991

Enflasyon olunca toplumda *koropsiyon* ve *acitasyon* olması kaçınılmazdır.TRT 1, Soru Yağmuru, Demirel

Bakanlığımı *politize* etmek niyetinde değilim. Star 1,Adalet Bakanı, 27.2.1992

Sübstandard olmaz, *durabilite* olmalı. Sabahtan akşama kararlar değişmemeli. TRT1, 21.1.1992, Demirel

Demin bazı *klular* verdiniz. TRT1, Açık oturum, 12.3.1992

Oynayan insan çok *rölaks* bir iş yapıyor. Star 1, 13.3.1992

Birçok *kit* kurtarmaya katılan ülkeler tarafından Erzincan'a getirilmiş bulunuyor. Show Tv, 15.3.1992

Demek *toksido* giydin. Show Tv 16.3.1992

Bu *pomasyonlar* lotaryaya dayalı. Show Tv, 19.3.1992

.....bazı gazete çalışanlarını *handikape* ediyordu.19.3.1992, Altan Öymen, Show Tv

İki *super paver* arasında kalan ülkeler. TRT1, 17.2.1992. Demirel

Bestemin bir kenarına *introsunu* eklemek istiyorum. TRT1, Çizgi Ötesi, R.Silahlıpoda, 17.2.1992.

Polisle gösterici arasında *ardebe/arbede* oldu. Star 1, Haberler, 17.3.1992

Bunlar *profesyonel kriminal*.TRT1, 24.3.1992. Demirel

Bizim 224 sayılı *stabilizasyon* yasamız var. RTR2. 24.3.1992. Bilim Gündemi

Baba *çekaptan* turp gibi çıktı. Hürriyet, 1.4.1992

Laikliğin temellerini oluşturan *enstitüsyonlar* konmuş.Star,5.4.1993.B. Dalan

Siyasi *konseptle* ilgili hiçbirşey konuşmadık.

” ”

”””

..*taymink* denen birşey var. *Reytink* de var tabii.

” ” ””

.....kaldı ki, giden *trend* içinde %22.5 olur.

” ”””””

Grup projesini ayrı bir *keys* olarak incelemeliyiz.

” ”””””””

Bu konuyla çok *kompetant* diplomatlar ilgilendi. ODTÜ,E.Kumcuoğlu,8.4.1992

Size çok *top* bir belge sunayım.

” ”

Çok daha yüksek *montanlı* bir fatura gelecek.

” ”

Bilinmelidir ki Kıbrıs *keyzi* öyle değil.

”

”

Kıbrıs *keyzinde* öyle bir **dilemma** vardı "" ""

Siyasette bir yere varmak isterseniz *feyer pleiy* oynayacaksınız. TRT1, 12.4.1992. Demirel

.....*laisizim* her manada mevcuttur. Show Tv, 15.4.1992

En ileri *medikal* teknoloji..... Milliyet, 15.4.1992

Hospital kokuları..... Milliyet, 18.4.1992

Bu güzel topluluk yıllar öncesinin *savındını* getirecekler. Show Tv, 18.4.1992

İki *fantastik* sanatçı.. Milliyet, 7.4. 1992

Türkiye yeni dünya *konsepti* içinde var. TRT 1, 22.4.1993 Açık Oturum

Bu ülkelerde *pluralisim* yok. Açık Oturum TRT 1, Demirel

Ben bu kadar *pesimist* bakmıyorum. " "

...destekleyici bir *insentiv* lazım. " " M.Yılmaz

Açık bir *jenosifle* karşı karşıya kalındı.,, Yılmaz, Demirel, Dündar

Türkiyede *laisizime* karşı mı sınız Sn. Erbakan ? Demirel, "" ""

Bu ülkelerin uluslararası *komüniteye* girmeleri sağlanmıştır. "" Demirel

...*kontribüsyonda* bulunanlara teşekkür ederim Demirel

Ülkemiz *sekülerdir*. TRT 1, Haberler 22.4.1992

İşin *pro* ve *kontra* taraflarını ben de düşündüm. TRT 1, 24.4.1992 Lale Ayteman, Muğla Valisi, Bir Başka Gece

...*trejör departmanında* çalışıyorum. Star, 23.10.1993

Omuz bedenden önce *bardan* geçmeli. Show Tv. 15.4.1992

Taraftar oyuncusuna *feyer pleiy* çağrısını tekrarladı. Radyo Anadolu 20.10.1993

Güvenliği sağlayan *lateral barlar* mevcut. Milliyet, 20.11.1993

Yirminci yüzyılı geride bırakırken artık *sayantifik* düşünmek lazım.
Radyo Anadolu

Beni gece yaptığım *nibilingler* böyle yapıyor. Kanal 6. 21.11.1993

Şu anda *skorbortta* görüyorsunuz. HBB 20.11.1994

Bisiklet tanıtım *şovunu* Tarık tarcan yaptı HBB 20.11.1994

Seçimle ilgili çalışmaların ilk *ravındı* yarın başlıyor. Star 20.11.1994

Diplomasi ile *politiks giv end teyiktir*. Dostum Miçotakis bize *Neo Ottoman* dedi. 23.11.1994 HBB Demirel

Her ülkenin *may neyşinal interest* dediği şeyler var. Demirel
23.11.1994 HBB

İlk *ravınd* Refahın, ama bunun *rövanşı* var. HBB Haberler

Mevlananın birinci *prömiyeri* yapıldı. Milliyet 1995

Medikal teknolojide önder kuruluşlar İstanbulda buluştu. Milliyet
1995

Mesela Amerikada *fleksibil* bir uygulama var. Gaffar Yakın HBB
30.5.1995

Annemi *vilçeyıra* bindirip New York'u dolaştırdım. Sakıp Sabancı,
23.5.95 HBB

ODTÜ *kariyer* günleri. 24.4.1996

Siz bölüm toplantısını *bay dı vey* nerde yapıyor sunuz ?1996

Bu *abstratk* bir kavram, çocuk bunu anlayamaz, öyleyse
müfredatta bunu dikkate almalıyız. 3.7.1996 Prof. X

.... *informal* mahiyette..

..bu alanda *fidbekler* aldım.

Fonmal bir gündem size dağıtmadık.

....çok yüksek *korrileyşını* var.

o sınıfı *elektronik klasrum* yapacağız.

Sözü X bey de *lid* edebilir.

..eğer çok *regular* bir iş ise..

Bir süre sonra *netvörkümüz* aşağı inebilir.

İsterseniz o *elektronik klasrumu* derhal devreye sokalım.

Benim *draftlarımı* arada alıyorlar ve çok *effiçent* oluyor.

...*attaçmentler* ve saire..

,,,*server* denen şey gitmiştir.

...iki *server* arasında bir *briç* var.

..*yu pi es* leri öğrenci *serverine* koyacağız.

...*treyinink* anlamında mı ?

Bilgisayarda *locin* oluyor...

Araştırma görevlisi arkadaşın iyi *treyin* edilmesi lazım.

....*administratif* işler var....

...bana *assayın* ettiler..

..çok *hat* bir konu.

..*kontaktpersin* olsun...

X aslında *multifankşinal* bir adam.

X onunla iyi *kominikeşın* kuruyor.

Bazı sınıfları dört *sekşın* yaptık

Bizim *sekşınları* çoğaltmamız lazım.

Birkaç sınıfı *partişınlarla* bölersek belki olur.

Olay çok *triki*. Gerçekten çok *triki* bir konu.

Şunu söylemek istiyorum, daha *spesifik* olmalıyız.

Yazacağımız kitaplar *kontent* yönünden iyi olabilir.

Çoğunun *bekravındı* ELT de değil.

...hizmetiçi bir *treynink* ya da *selfdevelopment* gibi birşey yapılmalı

...bir *profeşinal trek* olsun.

..YÖK'ün durumu *bariyer* değil.

..YÖK işi *maynır* görüyor...

...*promosyonda* sertifika önemli değil...bu *profeşinal digri* değil tabii..ama yüksek lisansta *promoşın* var

..kayıtlarda birçok *gracuit* görülüyor.

...projelere çok *involv* olmuşlar..mühendislikte öğrenciler çok *irregüler*...

..yönetim bakımından reddetmek gibi birçok *keyzler* oluyor.

..konuyu USIS'in *denote* etme durumu var.

...elimizdeki *meyin* kaynakları kullanmalıyız..öğrencileri *follovap* etmeliyiz.

...bunların çoğu *kominikeşın* sorunu...böylece *effişent* olamıyoruz.

informal, bay dı vey, fidbek, formal, korreleyşın, lid, regüler, draft, effişent, attachment, server, briç, server, yu pi es, treynink, login, treyn, administratif, assayın, hat, kontaktpersın, maltifankşınal, kominikeyşın, sekşın, partişın, triki, spesifik, kontent, selfdevelopment, trek, bariyer, maynır, profeşinal digri, gracuit, involo, irregular, keyz, denote, meyin, ring,follovap, ve daha birçok

Damon Hill *piti* 8 saniyede geçti. Cine 5 1996

Jack Willon'un *pit* süresi harika . 7.3 *saniye* Cine 5 1996

Halil orda *Pitbos* olarak çalışıyor TRT 3 1996

Bu *acitatif* eğitim derecesi artarak sürüyor. Star 10.10.1996

Donizetti'nin *pemiye*lerini mutlaka sahnelemeliyiz. TRT 3 11.10. 1996

Şimdi *si di*'yi tanıtmaya devam ediyoruz. Kral 11.10 .1996

Siyasette *taymink* çok önemlidir. ATV 11.10.1996

Müsade ederseniz sorunuzun diğer bir *komponentine* cevap vereyim. 1.11.96 Kanal 6 Prof.Dr. Mehmet Eti.

Kamer beyin söylediklerini üç konuda *kategorize* edebiliriz. 1.11.1996. Prof.Dr. Mehmet Eti.Kanal 6

Elbette bu konuda *negatif* düşünceler vardır. 1.11.96

Osmanlı İmparatorluğu son döneminde *akselere* olmuştur 1.11.96

Bu bir tartışma programı olduğu için negatif bir görüş olarak söylüyorum. 1.11.1996. Kanal 6

Türkiye'nin *negatifliklerini* göz önünde bulundurduğumuzda bu gelişmeler daha da önem kazanır. 1.11.1996

Oraya bir *rezerveysin* koymak gerekir. O bilgilere sahip olunca fikir değiştirme hep olmuştur. 1.11.1996

Bu nekadara taraftar toplayabildiğinize ve nekadara kamuoyuyla *konsensüs* sağlayabileceğinize bağlıdır. 1.11.1996 Kanal 6

Okuma hakkı *reklam* ve *promosyonlardan* korunma hakkıdır. *Manipüle* edilmemiş haber alma hakkıdır.1.11.1996 Kanal 6

Özelleştirmede *trend* kaçmıştır.*Trendi* kaçırmamıza rağmen bu işlem yapılmalıdır.1.11.1996 Kanal 6 (Ceviz Kabuğu Prof.Dr.Mehmet Eti'den)

Aleviler de bu yönde kullanılmışlar ve *tolore* edilmemişlerdir. 30.10.1996.Kanal 6 Abdurrahman Dilipak

Kapitalizmi immoral anlamda söylemiyorum. 30.10.1996. Kanal 6. Etyen Mahcupyan

Soyut kuramlar ve *etik* üzerine tartışmalıyız. 30.10.1996 Kanal 6 Taha Akyol

Solun görünümünü *reel* hayatta görüyorsunuz. 30.6.96.Taha Akyol

Bizinkiler *globalleşme* ile ilgili 1930'un türküsünü söylüyorlar. 30.10.1996. Taha Akyol

Biz *layout*'a göre işlemi gerçekleştiriyoruz. NTV 13.1.1997

Ben *edit* işlemini çok yakından izlerim. NTV 13.1.1997

Yine *skan* gibi bir sorun çıktığında ben devreye giriyorum. NTV 13.1.1997

Biz Milliyet için artık sanal *editörler* yetiştirmek durumundayız. NTV 13.1.1997

John Cavanagh geçici *moratoryum* ile ilgili bilgi verdi. NTV Haber 14.1.1997.

Mezarın sessizce kapatılması bu anlayışın esas *manifestasyonudur*. Star Haber 14.1.1997

Konuyu belki biraz *ekzajere* ediyorum ama *realiteyi* de gördükten sonra uzlaşma yoluna gidilmeli Tv3 Onur Kumbaracıbaşı14.1.1997

Tepede bir *lipstik* mikrofonumuz var. Biz bu mikropondan yararlanıyoruz. Star 11.1.1997

Evet olayı tüm ayrıntıları ile *slow moovşında* izliyorsunuz. Star 11.1.1997

İki kere *çek* noktasına çalışılması gerekiyor. Star 11.1.1997

Bariyeri çok yükseğe koydum. Milliyet 7.1.1997 İsmail Yetkin

DGM özel *timcilerin* peşinde.7.9.97 Milliyet

Özel *timcilere* sonunda gözaltı verildi.Milliyet 8.1.1997

Türkiye'nin en tanınmış dergisi olarak *arkitekti* piyasaya sunuyoruz. 8.1.1997 Hürriyet

Özde bu bir *alternatif* sınav olacaktır. Milliyet 8.1.1997

Piyasa *reyting*cilerle dolmuş. Milliyet 8.1.1997

Tarikat işleri de *reyting* olmuş. *Reyting of* Tarikat Sina Koloğlu 8.1.1997

Rok' un acil servisi esasen bu insanlardır. Hürriyet 10.1.1997

Kriminal laboratuvarlarında yapılan incelemelerdie imza Mehmet Ağar'a ait çıktı. ATv, Interstar, Kanal D 12.12.1996

Abdullah Çatlı'nın *kriminal* dosyaları oldukça yüksek gözüktüyor Hürriyet 13.12.1996

Kriminoloji uzmanları tüm çalışmalarını tamamladı. Şimdi raporun açıklanması bekleniyor. Milliyet 13.12.1996

Kriminal yetkililer Abdullah Topal'ın Rus diplomatik pasportunu ailesine geri istediler. ATv 15.12.1996.

Kriminologlar imzayı teyit etti. İmza gerçekten Ağar'ın. Kanal D 17.12.1996

Jandarma komutanlığının *kriminoloji* laboratuvarlarında da aynı sonuç elde edilmişti. Kanal D. 17.12.1996 Gecenin İçinden

Yabancı *kavinterpartlarla* çalışmaları götürüyoruz. (Bir bilim adamı, Prof. 24.11.94)

Çalışmalarda bir *yunit* kurulması öngörülmüştür.

Biz bir *oryantasyon* programı düzenledik.

Biz bazı çalışmalarda *formal treyningler* yaptık.

Verdiğimiz sonuçları siz *apruval* ediniz dedik.

Yaptığımız çalışmaları dünya bankası gelip *çek* edecek.

Prayoveyt sektörlerde başka olanaklar var.

Pablik skullarda alıřan ok deneyimli hocalar var.

Her iřin bařında ncelikle *komintment* gelir.

Bizler de o *komintmenti* grmeliyiz.

Biz bazı derslerin *kontentini* deęiřtirdik.

Yeni ęretim *kitleri* oluřturduk.

En sonunda da yle mkemmek bir *atabeyz* oluřturduk ki anlatamam.

alıřmalarımızın arasında *vrkřoplarda* vardı.

alıřmalardaki *prosesleri* belirlemek ok nemli.



C Total

Value	F	%	Valid %	Cum. %
.00	1	.2	.2	.2
1.00	1	.2	.2	.4
4.00	1	.2	.2	.6
5.00	3	.6	.6	1.2
6.00	9	1.8	1.8	3.0
7.00	20	4.0	4.0	7.0
8.00	26	5.2	5.2	12.2
9.00	55	11.0	11.0	23.2
10.00	63	12.6	12.6	35.8
11.00	62	12.4	12.4	48.2
12.00	51	10.2	10.2	58.4
13.00	55	11.0	11.0	69.4
14.00	43	8.6	8.6	78.0
15.00	28	5.6	5.6	83.6
16.00	15	3.0	3.0	86.6
17.00	13	2.6	2.6	89.2
18.00	17	3.4	3.4	92.6
19.00	17	3.4	3.4	96.0
20.00	9	1.8	1.8	97.8
21.00	3	.6	.6	98.4
22.00	3	.6	.6	99.0
23.00	4	.8	.8	99.8
24.00	1	.2	.2	100.0
Total	50	100.0	100.0	100.0
mean	mode	min.	max.	std.dev.
12.186	10.00	00.0	24	3.67

D Total

Value	F	%	Valid %	Cum. %
6.00	1	.2	.2	.2
8.00	8	1.6	1.6	1.8
9.00	16	3.2	3.2	5.0
10.00	26	5.2	5.2	10.2
11.00	43	8.6	8.6	18.9
12.00	70	14.0	14.0	32.9
13.00	67	13.4	13.4	46.4
14.00	46	9.2	9.2	55.6
15.00	44	8.8	8.8	64.5
16.00	33	6.6	6.6	71.7
17.00	22	4.4	4.4	75.5
18.00	17	3.4	3.4	78.9
19.00	22	4.4	4.4	83.3
20.00	12	2.4	2.4	85.7
21.00	15	3.0	3.0	88.8
22.00	18	3.6	3.6	92.4
23.00	20	4.0	4.0	96.4
24.00	11	2.2	2.2	98.6
25	7	1	1	100.0
Total	500	100.0	100.0	100.0

mean: 14.936

mode : 12.000

minimum : 6.00

maximum : 25

Std. dev. : 4.147

E Total

Value	F	%	Valid %	Cum. %
00	7	1.4	1.4	1.4
1.00	4	.8	.8	2.2
2.00	5	1.0	1.0	3.2
3.00	5	1.0	1.0	4.2
4.00	22	4.4	4.4	8.6
5.00	47	9.4	9.4	18.0
6.00	127	25.4	25.4	43.4
7.00	153	30.6	30.6	74.0
8.00	90	18.0	18.0	92.0
9.00	39	7.8	7.8	99.8
10.00	1	.2	.2	100.0
Total	500	100.0	100.0	100.0

mean : 6.532

mode : 7.00

minimum : .000

maximum : 10.00

std. dev. : 1.645