

**TURKISH VOCABULARY VARIANTS IN
RELATION TO GENDER AND AGE**

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Sosyal Bilimler Enstitüsü Müdürlüğüne,

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Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduğunu onaylarım.

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ÖZET

Türkçe'de pek çok değişik kökenli kelime vardır. Aşağıdaki araştırmada değişik kökenlerden gelen ve eş anlamlı sayılabilecek bazı kelimeler seçilmiş ve

Türkçe-kökenli kelimeler

Arapça/Farsça-kökenli kelimeler

Batı-kökenli kelimeler şeklinde sınıflandırılmışlardır.

Bu araştırmadaki Hipotezler :

- 1) Yaş ve cinsiyet Türkçe'de günlük dil kullanımında kelime seçimini etkiler.
- 2) Erkeklerin ve kadınların her üç değişik kökenli kelime bilgileri arasında fark yoktur.
- 3) Türkçe kökenli kelimeler Arapça/Farsça-kökenli ve Batı-kökenli kelimelerden daha iyi bilinir ve daha sık seçilir.

Yukarıdaki hipotezlerin geçerliliğini test etmek için bir eşleme ve bir boşluk doldurma bölümünden oluşan deneysel formlar beş değişik yaş grubundan elli erkek ve elli kadın deneğe verilmiştir.

Data SPSS ve Excel programları ile analiz edilmiştir.

Sonuçlar her üç hipotezi desteklemiştir.

ABSTRACT

Turkish has many types of vocabulary items of different origins. In the following research some of these vocabulary items which might be called synonyms from different origins were chosen and categorised as;

Turkish-origin vocabulary items
Arabic/Persian-origin vocabulary items
Western-origin vocabulary items

Hypotheses were:

- 1) Gender and age of the speaker affect the vocabulary choice in daily speech in Turkish.
- 2) There is no difference between male and female speakers' knowledge of the three types of vocabulary items of different origins.
- 3) Turkish-origin vocabulary items are known better and chosen more frequently than Arabic/Persian-origin and Western-origin vocabulary items.

To test the above hypotheses an experimental form, which had two sections; a matching section and a cloze section, was given to fifty male and fifty female subjects from five different age groups.

Data were analysed by SPSS and Excel programs for PC(Windows).

The results support three of the hypotheses.

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I. INTRODUCTION

Languages live within the community in which they are spoken so they reflect the characteristics of the people who use that language.

Symbols of social identity differ in every speech community and language is used to express social identity so language shapes social reality (Gumperz 1990:3). Açıkalın supports this idea and she determines that "Speech is an instrument of socialization, not only does it explain the social behaviour of the person but also identifies his speech behavior with his social structure." (1989:vi).

Caste-dialect is an example that reflects the relation of language and social structure or language and social reality.

In Kanarese Brahmin, the highest caste, and lower castes speak different varieties of Dravidian, language of South India. In this language social distance, relations with other members of the society, (gender, age, social class) is more different than geographical distance. It is seen that in two towns which are 250 miles apart, lower caste uses the same forms but higher caste (Brahmin) has two variants for the two towns (see:Trudgill 1984:36). Trudgill explains ethnic and social class-groups' linguistic differentiation in terms of social distance, but he adds that sex differences cannot be explained by social distance: "In most societies men and women communicate freely with one another, and there appear to be few social barriers likely to influence the density of communication between the sexes. We cannot,

therefore, account for the development of sex varieties in language in the same way as class, ethnic-group, or geographical dialects” (1984:78-79)

GENDER VARIETIES

Do women and men speak differently? Do children speak differently from adults? are frequently asked questions. Holmes answers both of the questions “certainly yes” for all speech communities (1992:164).

Japanese males and females use different styles of speech. Female style is known as ‘joseigo’ or ‘onnakotaba’ which is a style of upper class women that reflects their special position in society (Crystal 1987:21). Japanese vocabulary items used by men and women are totally different.

Women's Form	Men's Form	
ohiya	mizu	'water'
onaka	hara	'stomach'
oisii	umai	'delicious'
taberi	kuu	'eat'

(Holmes 1992:165)

In Chiquito an American Indian language of Bolivia a woman says ‘icibausi’ for ‘my brother’ where as a man says ‘tsaruki’. Chiquito kinship terms has male and female variants. ‘Isupu’ is the female variant of ‘my father’ and ‘ijai’ is the male variant. ‘Ipapa’ is the female and ‘ipaki’ is the male variant of ‘my mother’. (see: Trudgill 1984:80-81).

Examples like Japanese and Chiquito are not very extensive, in some other languages vocabulary items are not totally different for women and men but there are some phonological or morphological distinctions.

In Koasati, an American Indian language spoken in Louisiana, phonological shapes of particular verb forms vary for males and females. 'Don't lift it' is said as /lakauci s/ by males and as /lakaucin/ by females. 'He is peeling it' is said as /mols/ by males and /mol/ by females (see: Trudgill 1984:80-81).

Yana is a North American Indian language and in Yana some of the words used by men are longer than the equivalent words used by women. Men use these words with some suffixes.

Women's Form	Men's Form	
ba	ba-na	'deer'
yaa	yaa-na	'person'
?au	?au-na	'fire'
nisaaklu	nisaaklu?i	'he might go away'

(Holmes 1992:165)

Examples above from different languages indicate that the language or dialect or variant of a language is directly related with the characteristics of the speech community.

In the example languages above one group can only use the variant that belongs to that group. Males do not use female forms and females do not use male forms, a lower caste does not use a higher caste's dialect and vice versa because of norms and taboos. In Western languages there are no open norms and taboos as Japanese, Kaosati and Yana, but gender varieties still exist.

PHONETIC DIFFERENCES BETWEEN SEXES

Sex generally interacts with other social factors such as status, class, educational and social background and discourse. Among these social factors, it can be said that the sex of the speakers seems to be a factor in accounting for different speech patterns which were observed. For example, in Tyneside glottalization of /p/, /t/ and /k/ is characteristics of the Tyneside vernacular. Holmes argues that it is better explained as a gender norm than a class norm because men use glottalized /p/, /t/ and /k/ across all styles regardless of their social class, whereas glottalization varies in the speech of women from different classes (Holmes 1992:179-180).

Crystal indicates that "phonetic differences are the most obvious measures for sexual identity" (1987:21) but Labov's pronunciation study in New York and Trudgill's pronunciation study in Norwich indicate that phonetic differences are also measures of social class and age group (see: Hudson 1990:148-156).

Labov has studied /r/ and /rh/ pronunciation in New York, with the findings as quated below by Wardhaugh:

The tests showed that New Yorkers in the upper middle class and under the age of 40 almost unanimously approved *r*-pronunciation even though fewer than half actually used *r* in all possible instances. People below the age of 20 also used more *r*-pronunciation than people between the ages of 20 and 40, a fact that would suggest *r*-pronunciation to be on the increase. Above the age of 40, approval fell off to about 60 percent and use showed a dramatic decline to less than 10 percent. Other classes exhibited much the same patteredn of approval and use, though, in all cases expect one, at much lower levels. In one case-that of the class in certain circumstances. Not only did lower middle-class speakers approve of *r*-

pronunciation, but they also tended to exceed what we might consider to be the norms for its use in the next highest class in reading word lists and in pronouncing minimal pair of words (Wardhaugh 1992:164-165).

“Labov also adds that the (th) variable indicates that there is a sharp break in linguistic behaviour between working-class groups and middle class groups” (Wardhaugh 1992:168).

The findings of Trudgill about (ng) showed that (ng):[ŋ] is used more often by high-status than low-status people. It is also suggested by the findings that, its use is related not only to social class but also to sex, because; regardless of social class membership, females showed greater preference for [ŋ] than males. The results are similar for /t/ and /h/ (see: Trudgill 1984:4-47 ; Hudson 1990:152-155; Wardhaugh 1992:169-171 for a detailed account of these studies).

Trudgill's and Labov's studies indicate that different social classes and age groups use language differently.

Pronunciation is clearly not the only example of varieties of a language. Grammar and vocabulary can also be used differently among different social classes in different age groups and in different sex groups. Phonetic differences may be a measure of sexual identity but grammar, vocabulary and context of use can all be affected by the sex of the speaker (see: Crystal 1987:21).

LEXICAL DIFFERENCES BETWEEN SEXES

In Western societies most of the research about sex differences is made at phonological level because it is said to be an obvious measure for sexual identity. Andersen agrees but she adds that lexical items may also be a measure for sexual identity.

Although the most detailed evidence of sex differences has been provided at the phonological level, the most commonly noted differences in men's and women's speech have been those involving different usage of lexical items and of conversational acts. It has been suggested, for example, that the speech of women in this society can be characterized by greater use of: (1) intensifiers such as *so, quite, vastly, or such*, (2) meaningless particles such as *Oh dear! Goodness!* in place of swear words that frequent men's speech, (3) politeness markers, (4) non-basic colour terms (*mauve, lavender*), (5) expressive adjectives such as *adorable, lovely, tiny* or *cute* and (6) euphemisms (*He passed away* vs. *He died.*) (1990:41).

Carib Indians' language is a classical example of linguistic sex differentiation. It is discovered that the men and women spoke different languages. The difference is so great in that language. It is said that nowhere else there is so great linguistic sex differentiation (see: Wardhaugh 1992:313; Trudgill 1984:79), but Trudgill claims that "There were clear differences between men's and women's speech but only a relatively small number of vocabulary items were involved. The men and women did not speak different languages. Rather they spoke different varieties of the same language, the differences were lexical only". (1984:79).

It might be said that sex differences are fundamental facts of human life and language, as Trudgill indicates they are reflected in vocabulary choice of speaker (1984:80).

Tanaka studies the variants of English in everyday conversation; his query was :

- (i) Please choose the best expression between the two/three phrases below. Which do you use off-handedly, in everyday

conversation? If possible, I like to know if you are male or female.

- 1) Which do you use off-handedly in everyday conversation?
 - A) I have two tickets for "Air Force One". Do you have time on Saturday?
 - B. Yes, I'd (love / like) to.
- 2) a. Everyone has (his / her / his or her / their) off day
 - b. Someone knocked at the door but (he /she / he or she / they) had gone when I got down stairs.

The results of these questions were as follows:

9 female respondents chose 'love to', 2 female respondents chose 'like to', 4 male respondents chose 'love to', 1 male respondent chose 'like to', 4 male respondents chose either, 1 female and 1 male respondent chose neither. Significantly more women chose 'love to', while men did not show a significantly greater choice of either of the alternatives. The number of women and men who chose 'love to' were not so different, so in the first question a clear variant discriminating women and men could not be identified.

In the second question the results for *a* and *b* are nearly the same; 1 male 1 female respondents chose 'he' and 'his', while only 1 female respondent chose 'she' and 'her', and 1 male respondent chose 'he / she' and 'his / her'. 3 female respondents chose 'his / her' and 2 female respondents choose 'he / she', 9 male and 8 female respondents chose 'they' and 'theirs'. The results of the second query showed that females choose more female pronouns than males choose male pronouns (1998).

Özçalışkan's study on the differences between sexes regarding the use of expletives support the notion that knowledge of the same vocabulary may exist, but is used in different ways. The

same situations were given to both male and female subjects. Males seem to use stronger expletives and females weaker ones.

Males were asked to guess what a female may use in that situation and they guessed that females might use less strong expletives. The same question was asked to females and they guessed that males might use stronger expletives. For example while driving male subjects' response was 'Allah belanı versin gerizekalı herif' 'god damn you idiot', male subjects guessed female subjects' response as 'Ay!' 'Oh!' another male response while driving was 'Ananı s...m o... çocuğu' 'F... your mother son of a b...' and the guessed female response was 'Allah belanı versin' 'God damn', female subjects' response was 'Eşşoğlueşşek' 'son of a donkey' and male guessed response was 'İb., ananı s...m' 'Twink, f... your mother'. Males subjects' response while waiting a doctor was 'Hay s...m böyle doktoru' 'F... that doctor' females guessed response was 'Bu ne terbiyesizlik' 'What a rudeness'. Female subjects' response about a lottery was 'Ciddi misin?' 'Are you serious?' and the response they guessed for male subjects was 'Has...tir' 'F... off' (1994:274-287). It was concluded that males and females all know the same expletives but they use them differently in the same situation. The study above indicates that speech of men and women may be different.

POLITENESS

Hudson accepts different uses mentioned above examples as dialects and explains that geography is not the only factor for dialect; social class, sex and age are also relevant factors (1990:43). Brown and Levinson support the idea of dialects and call gender differentiated styles of language as 'genderlects', and they indicate that women are more polite than men from the same

status-bearing group and that gender plays a crucial role in politeness; because a woman is always more polite than a man in the same family, class or caste (1989: 29-31). But Wodak and Benke say that there are a lot of different claims about politeness or prestige standard of men and women and that some of them are contradictory: "On the one hand standard language and prestige variants are associated with the elites, i.e., middle-class males; on the other hand, standard language is related to women, and the vernacular to men." (1997:127).

Crystal supports the theory of female politeness by giving the examples from Japanese:

Both males and females use the formal and honorific variants of speech, but females use them much more commonly and in a wider range of situations. For example, a man might use a certain honorific form only in talking to a superior, where as a woman might use it for a social equal as well. The polite forms of nouns, verbs and adjectives are also used more frequently by women (1987:21).

Aitchison supports Brown and Levinson's theory of politeness; "The most consistent difference found between men and women within the western world is a tendency for women to speak in a way that is closer to the prestige standard. In colloquial terms, they speak better than men." (1995:117).

'Politeness' and 'Prestige Standard' are clearly not the only differences between men's and women's speech, they may be the most clear differences that can be seen easily in daily conversation.

All the quotations about politeness shortly say that women use more standard or polite or prestigious forms than men but sometimes

the opposite is also true: "in Norwich women from lower social groups used as many vernacular forms as the men. And there are some communities such as *Pont-rhyd-y-fen*, a small Welsh mining community, and Brazlandia, a satellite city of Brasilia, where women use more vernacular forms than the men." (Holmes 1992:181).

STEREOTYPING

As Brown and Levinson and Wardhaugh claim, the reason for gender variables may be because of different roles which a society expects to be fulfilled by men and women. They also claim that a society generally expects different behaviour patterns from men and women, so boys and girls are brought up differently and the same parents bring up their son differently from their daughter, teachers as well may behave differently to boys and girls, so their language simply reflects this social fact (1989:88 ;1992:323).

According to Coates, whenever people speak they have to choose between different systems of meaning, different sets of values; with these choices different 'selves' are being constructed and language is implicated in these 'self' constructions, because talk is particularly significant in construction of 'selves' (1996:240). So it may be said language is used as a signifying code to maintain self and group identity (Wodak and Benke 1997:139).

As for a woman to construct a self Coates says that: This is done in many different ways, through all aspects of behaviour, through the way we dress, the way we move, but particularly through the way we talk. She adds each time we speak, we are saying, 'This is a version of me', and,..., we are also saying 'I am a woman' because the I/me is always gendered (1996:240).

Some sociolinguists think that the use of vernacular by men is also a self construction. "Their use of vernacular is due to their tendency to delimit themselves from women." (Wodak and Benke 1997:140).

According to Coates women and men use language as a gender identity marker and also use it to construct a feminine or masculine gendered identity, they are said to have styles which mark their gender identity and their styles construct stereotypical gender identities through conversational interaction (1996:195-223).

Men's and women's daily activities are different so they use the forms of language and styles which are appropriate to the activities in which they are engaged. These different styles are reflected in the daily language as sexual stereotyping (Macaulay 1994: 96-97).

Stereotyping can not only be related to daily activities, nowadays most of the men and women working in similar places together, their daily activities are so similar but again their styles are different they reflect their sexual stereotyping in their daily language because children grow up by developing masculine or feminine features. They learn their stereotypical roles quite early. The pitch of voice is the most obvious difference between men and women. Male voice generally sound lower in pitch than women's because of their physical differences. Young boys' voice often become lower in pitch than girls' voice well before there is any physical basis for the change. It is more masculine to speak with a lower-pitched voice, so young boys often develop this masculine feature (before their physical change), along with other more obvious sociolinguistic features of male speech (see: Andersen 1990: 41; Holmes 1992:182).

Şen determines that:

From a sociolinguistic point of view, it is an important finding that gender differences in interactional behaviour is accompanied by linguistic differences, which provide access to the interpretation of interpersonal communication. In this study the language use differed between females and males, regardless of their status, were no less pronounced in SG dyads, where males were rated intractionally more powerful than females in most of the speech indices. Stereotypically, male students and teachers, produce more words and interruptions, and also overlaps, pauses and back-channels in equal status SG dyads. In this respect, both male students and teachers have been found to be interactionally powerful not only in male-linked conversational features such as interruptions and talkativeness, but also female linked ones such as overlaps and back-channels. (1997: 155)

AGE VARIETIES

Trudgill claims: "It's known from linguistic research that in many societies the speech of men and women differs." (1974:78). Japanese, Chiquito and Koasati are good examples for Trudgill's idea. According to Wardhaugh not only the speech of males and females differs but also the speech of young and old differs. He expresses that the factor of age is important in language use, it is observed that the younger speakers use the language differently from the olders (1992:196).

Gender is most probably not the only factor that affects vocabulary choice of speaker. There are other factors like age, education, geographical and cultural origin. All these factors can be revealed through vocabulary (Shuy 1994:538).

Holmes reports that, voice pitch decreases with age, working an obvious difference in the phonetic aspect of language in we among age groups. But it can also be pointed out that there are other features of people's speech which vary at different ages. Vocabulary, pronunciation and sometimes grammatical features may become differentiated among age groups. For example young children in Detroit and Appalachian region of America use multiple negation more frequently than adolescents and adolescents use it more frequently than adults. The situation is just the opposite for a linguistic change in a community. The younger members of the community use the new form more frequently than the older members and the older use the old form more frequently than the younger members. Slang is also an area which reflects a person's age. Slang is a linguistic characteristic of young people and it sounds odd in the mouth of older person. For example in New Zealand young people use the terms 'wicked', 'choice' and 'rad' to describe something they like. Earlier generations used 'bosker' and 'bonzer' for the same situation (Holmes 1992:183-187).

It is plain that our voice qualities, vocabulary and style alter as we grew older, but research into the nature of these changes is in its early stages. However, a certain amount of information is available about the production and comprehension of spoken language by very old people, especially regarding the phonetic changes that take place.... There are other more general signs of age. Speech rate slows, and fluency may be more erratic. Hearing deteriorates, especially after the early fifties. Weakening faculties of memory and attention may affect the ability to comprehend complex speech patterns. But it is not all bad news : vocabulary awareness may continue to grow, as may stylistic ability. (Crystal 1987:19).

So it may be said that while older people have knowledge of both old and new items in their language, they are also somewhat aware of lexical changes.

Age may affect vocabulary choice of speaker. A child and his grandfather may speak the same language but most of their vocabulary could be different even for the same objects. Shuy explains this as;

Sometimes certain words tell how old a person is; older generation sometimes uses vocabularies, which have not been in common use for many years. For example many people refer to an electric refrigerator as an ice-box, despite the fact that in most parts of our country ice-boxes have not been in common use for many years. Older natives of some Northern dialect areas still may call a frying pan a 'spider' a term which remained in the vocabulary of the older generation long after the removal of the four legs which gave the descriptive title. Frying pans no longer look like four-legged spiders, but the name remains fixed in the vocabulary of certain people (1994: 538).

In Koasati there is a female style but this has begun to change, latest studies show that only middle-aged and elderly women use the female forms; younger women are beginning to use the forms typical of male speech so age can be considered as a cause of different styles (Crystal 1987:21).

Languages change in time and changes cause different uses of language for young and old generation.

Johnson's research results of nearly 1000 English vocabulary items to determine differences in usage in United States in the 1930s and 1990s related to age, sex, race, education, region and rurality indicated that males, whites, older speakers, and speakers from rural areas use more older terms (1993:285-303).

Johnson concludes that as the age increases knowledge of vocabulary also increases but that older speakers prefer to use 'older' vocabulary items and that this can be generalised to any language under study (1993:285-303).

König's study about use of *sen/siz* in Turkish also supports the idea of different vocabulary choices among age , sex and social status.(see: König 1990:175-184)

TURKISH VOCABULARY VARIANTS IN RELATION TO GENDER AND AGE

"Everybody in this society has exactly the same language-they know the same constructions and the same words, with the same pronunciation and the same range of meanings for every single word in the language" (Hudson 1990: 6).

Every speaker of a language can be considered to know the synonyms, polysemy, homonyms and etc. pertaining to that language. They also considered to know their meaning, how and where to use them, and know their pronunciation. This may not mean that all speakers use the same structure with the same vocabulary and pronunciation, neither does it necessarily indicate that everything in the language is used in exactly the same way by all its speakers.

Languages may affect other languages and be affected by then other languages. It can be said that modern Turkish is affected by items from Western languages, while retaining various Arabic and

Persian items which existed in Ottoman. Today Turkish has Arabic and Persian origin vocabulary items and Western ones together. "In the Modern Turkish lexical system there are many words inherited from the previous Ottoman language, as well as words borrowed from European languages." (Botsalı 1995:1). Because of these borrowings modern Turkish contains a vast number of synonyms and antonyms which have different origins, Arabic/Persian, Western and Turkish. Turkish speakers choose one of the synonyms of these three types of lexical items of different origins in their daily conversations. The vocabulary they choose gives clues about speakers, sex, age, social background, education and geographical background.

To leave the educational, geographical and social class factors out of this study, experimental forms were given to the students of a college. All the students in this college have the same educational background, they live in different parts of Ankara and it was assumed that their parents' occupations, income and education levels were similar.

Also experimental forms were given to the members of *Leo* and *Lions* clubs. It was assumed that the members of *Leo* clubs have similar educational background and as for the college students, their parents' occupations and income were similar to each other. It was assumed that members of *Lions* clubs have similar occupations and income with each other and with the parents of college students and *Leos*. So these three groups of subjects may be accepted as members of the same social class. So the independent variables of this study were sex and age only.

The problem of this study was: Do the respondents' age and sex affect their choice of Turkish lexical items which have different origins?

The underlying idea behind this study was that the speakers' age and sex influence their vocabulary choice while using their native language. Three different origin vocabulary items, which were Turkish-origin vocabulary items, Arabic/Persian-origin vocabulary items and Western-origin vocabulary items, were compared by the choices of male and female Turkish speakers from five different age groups.

Following the literature findings discussed above it was hypothesised that:

- 1) Gender and age of the speaker affect the vocabulary choice in daily speech in Turkish
- 2) There is no difference between male and female speakers' knowledge of the three types of vocabulary items of different origins
- 3) Turkish-origin vocabulary items are known better and chosen more frequently than Arabic/Persian-origin and Western-origin vocabulary items.

II. METHOD

SUBJECTS

In the research there were a hundred subjects; fifty male and fifty female subjects. All subjects were volunteers.

Ten male and ten female, 9-15 age group subjects were Turkish students of Bilgi Etlik college.

Ten male and ten female, 16-25 age group subjects; four female and five male subjects were Turkish students of Bilgi Etlik college and six female and five male subjects were Turkish members of various *Leo Clubs* in Ankara.

Ten male and ten female, 26-35 age group subjects; four female and four male subjects were Turkish members of various *Leo Clubs* in Ankara and six female and six male subjects were Turkish members of various *Lions Clubs* in Ankara.

Ten male and ten female, 36-45 age group subjects; ten female and ten male subjects were Turkish members of various *Lions Clubs* in Ankara.

Ten male and ten female, 46-55 age group subjects; ten female and ten male subjects were Turkish members of various *Lions Clubs* in Ankara.

MATERIAL

The experimental form (given Appendix 1) involved 24 triads of randomly chosen synonymous lexical items — synonymy having been defined as an item appearing in the dictionary definition of a 'counterpart' in the triad — from Turkish dictionaries. The number of triads was set at 24 because of the statistical limit of 22 items for maximum significance of results. The experimental form consisted of a matching and a cloze section, prepared under the supervision of a jury comprised of two teachers of Turkish language two linguists, two

Turkish native speakers. Subjects' age and sex were also recorded on the form.

The first part involving item-matching included two columns of vocabulary items, which were taken from Turkish Language Council's (TDK) two different Turkish Dictionaries, published in 1969 and 1998 respectively. There were twenty-one Turkish-origin vocabulary items, twenty-one Arabic/Persian-origin vocabulary items and twenty-one Western-origin vocabulary items. As the testing procedure was based on triads of items and matching is best done using pairs, cross-matching of pairs involved more than the total number of triad.

The second part of the form included five fill-in the blank texts, which were taken from randomly selected Turkish daily newspapers from November 1997 to March 1998. There were Turkish-origin, Arabic/Persian-origin and Western-origin vocabulary items below each blank among which the subjects were asked to choose to fill-in the blank. There were nineteen Turkish-origin, Arabic/Persian-origin and Western-origin vocabulary items.

PROCEDURE

The research was conducted at two different places. The data were collected in Bilgi Etlik college. Experimental forms were given to volunteer students in the teacher's room during break time. 9-15 age group students were given the papers first and they were asked to write their age and sex to the top of the first page and they were asked to match the vocabulary items from the columns which might have similar meanings and then they were asked to choose the best vocabulary

item below each blank. Then 16-18 age group students were taken into teacher's room and were given the forms. The same instructions were given to 16-18 age group students.

The data were also collected in the lecture hall of Ankara University Faculty of Political Sciences before a *Lions* congress. Volunteer *Lions* and *Leos* were given the forms and the same instructions were given to them.

All the subjects were given fifteen minutes to match and choose vocabulary items.

VARIABLES

Independent variables were:

- 1) Age
- 2) Sex

Dependent variables were:

- 1) Turkish-origin vocabulary items
- 2) Arabic/Persian-origin vocabulary items
- 3) Western-origin vocabulary items

OPERATIONAL DEFINITIONS

Age: The length of time (week, month, year) during which a human being has lived.

Sex: Either of two groups which are distinguished as male and female.

Turkish-origin vocabulary items: Vocabulary items given as of Turkish origin in TDK's Turkish Dictionaries. (1969 and/or 1998)

Arabic/Persian-origin vocabulary items: Vocabulary items given as of Arabic or/and Persian origin in TDK's Turkish Dictionaries. (1969 and/or 1998)

Western-origin vocabulary items: Vocabulary items given as of French, English, or Latin origin in TDK's Turkish Dictionaries. (1969 and/or 1998)

Vocabulary Knowledge: The amount of correctly-matched vocabulary items of Arabic/Persian, western and Turkish-origin being operationally defined as an indication of vocabulary knowledge.

III. RESULTS

Five vocabulary item groups' responses for five of the age groups were not known sufficiently, so a follow up study was made for these five vocabulary item groups.

Experimental forms of follow up study inquired about the subjects' age and sex. Experimental forms (Appendix 2) which had a match part containing five of the vocabulary item groups, which the subjects had failed to match correctly by more than 50% (chance level) in the first experimental form, were re-arranged in two columns and given to ten male and ten female subjects. The

subjects were from five different age groups, four 9-15 age group subjects, four 16-25 age group subjects, four 26-35 age group subjects, four 36-45 age group subjects and four 46-55 age group subjects. Each age group had two male and two female subjects. Subjects were asked to match synonymous vocabulary items in five minutes. The analyses showed that Turkish-origin vocabulary items of these groups were known sufficiently but Arabic/Persian-origin or Western-origin vocabulary items among these groups were not, so these five vocabulary items were excluded from the analyses. Descriptive statistics were given regarding these items in charts 1 through 8 in this section.

The results of the follow up study were analysed by Excel program for PC and the following charts were outcomes of this analysis.

T was used for Turkish-origin vocabulary items

A/P was used for Arabic/Persian-origin vocabulary items

W was used for Western-origin vocabulary items

UNANS. was used for unanswered responses

TRUE was used for true responses

FALSE was used for false responses

9-15 was used for 9-15 age group

16-25 was used for 16-25 age group

26-35 was used for 26-35 age group

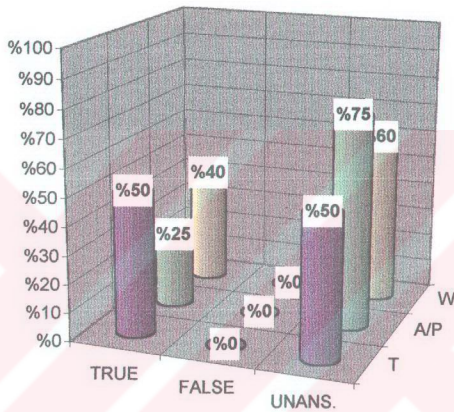
36-45 was used for 36-45 age group and

46-55 was used for 46-55 age group

V.I.G was used for vocabulary item group.

Chart 1

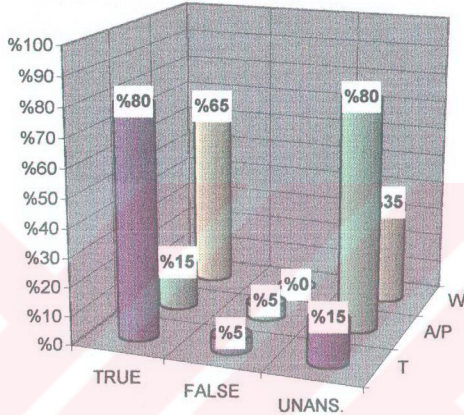
**TURKISH, ARABIC/PERSIAN AND WESTERN ORIGIN
VOCABULARY ITEM 'TRUE', 'FALSE' AND 'UNANSWERED'
RESPONSE PERCENTAGES AMONG
9-15 AGE GROUP**



As the chart shows, the difference between 'true' and 'unanswered' response percentages of Arabic/Persian-origin and Western-origin vocabulary items were significant. 'Unanswered' response percentages of Arabic/Persian-origin and Western-origin vocabulary items were significantly higher than their 'true' response percentages.

Chart 2

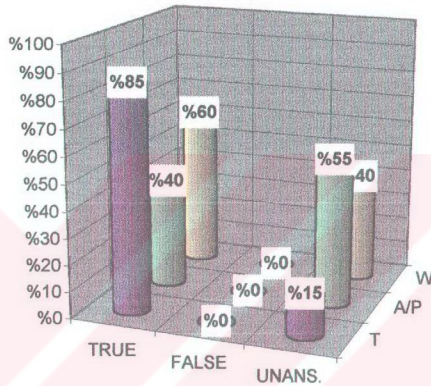
**TURKISH, ARABIC/PERSIAN AND WESTERN ORIGIN
VOCABULARY ITEM 'TRUE', 'FALSE' AND 'UNANSWERED'
RESPONSE PERCENTAGES AMONG
16-25 AGE GROUP**



As the chart shows, Turkish-origin and Western-origin vocabulary item 'true' response percentages were significantly higher than their 'unanswered' response percentages. 'Unanswered' response percentage of Arabic/Persian-origin vocabulary item was significantly higher than its 'true' response percentage. The difference between Turkish-origin vocabulary item 'true' response percentage and Arabic/Persian-origin vocabulary and Western-origin vocabulary item 'true' response percentages was significant.

Chart 3

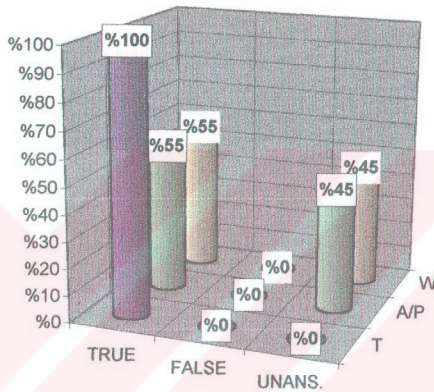
**TURKISH, ARABIC/PERSIAN AND WESTERN ORIGIN
VOCABULARY ITEM 'TRUE', 'FALSE' AND 'UNANSWERED'
RESPONSE PERCENTAGES AMONG
26-35 AGE GROUP**



As the chart shows, 'unanswered' response percentage of Arabic/Persian-origin vocabulary items was significantly higher than its 'true' response percentage. 'True' response percentages of Turkish-origin and Western- origin vocabulary items were significantly higher than their 'unanswered' response percentages. The difference between Turkish-origin vocabulary item 'true' response percentage and Arabic/Persian-origin and Western-origin vocabulary item 'true' response percentages was significant.

Chart 4

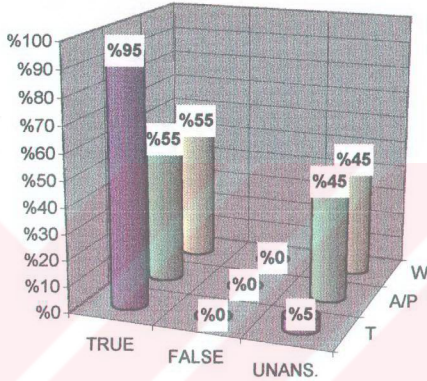
**TURKISH, ARABIC/PERSIAN AND WESTERN ORIGIN
VOCABULARY ITEM 'TRUE', 'FALSE' AND 'UNANSWERED'
RESPONSE PERCENTAGES AMONG
36-45 AGE GROUP**



As the chart shows, the difference between Turkish-origin vocabulary item 'true' response percentage and Arabic/Persian-origin and West-origin 'true' vocabulary item response percentages was significant. Arabic/Persian-origin and West-origin vocabulary item 'true' and 'unanswered' response percentages were equal.

Chart 5

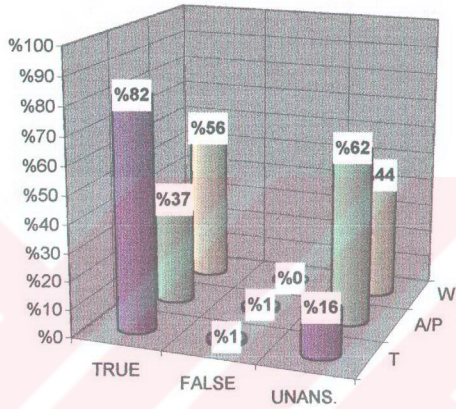
**TURKISH, ARABIC/PERSIAN AND WESTERN ORIGIN
VOCABULARY ITEM 'TRUE', 'FALSE' AND 'UNANSWERED'
RESPONSE PERCENTAGES AMONG 46-55 AGE GROUP**



As the chart shows, the difference between Turkish-origin vocabulary item 'true' response percentage and Arabic/Persian-origin and Western-origin 'true' vocabulary item response percentages was significant. Arabic/Persian-origin and Western-origin vocabulary item 'true' and 'unanswered' response percentages were equal.

Chart 6

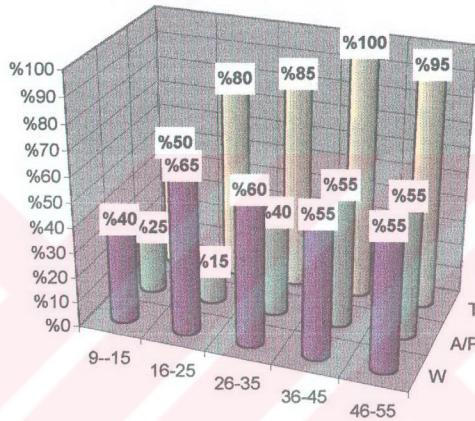
**TURKISH, ARABIC/PERSIAN AND WESTERN ORIGIN
VOCABULARY ITEM 'TRUE', 'FALSE' AND 'UNANSWERED'
RESPONSE PERCENTAGES**



'True' responses of all the five age groups were analysed together, as the chart shows the significant difference between Turkish-origin vocabulary item 'true' response percentage, Arabic/Persian-origin vocabulary item 'true' response percentage and Western-origin vocabulary item 'true' response percentage was seen.

Chart 7

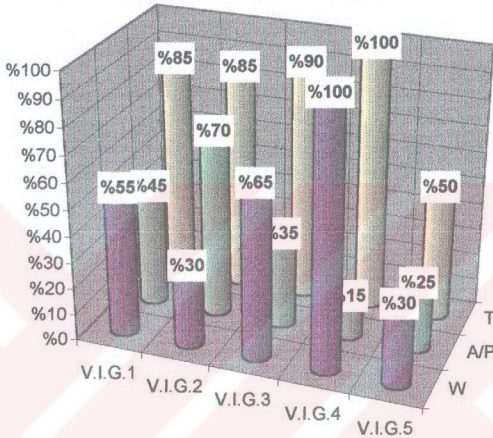
**TURKISH, ARABIC/PERSIAN AND WESTERN ORIGIN
VOCABULARY ITEM 'TRUE' RESPONSE PERCENTAGES
AMONG AGE GROUPS**



As the chart shows Turkish-origin vocabulary item 'true' response percentages were significantly higher than Arabic/Persian-origin and Western-origin vocabulary item 'true' response percentages for all the age groups. Arabic/Persian-origin vocabulary item 'true' response percentages of 9-15, 16-25 and 26-35 age groups were significantly less than Western-origin vocabulary item 'true' response percentages but 36-45 and 46-55 age groups' Arabic/Persian-origin and Western-origin vocabulary item 'true' response percentages were equal.

Chart 8

**TURKISH, ARABIC/PERSIAN AND WESTERN ORIGIN
VOCABULARY ITEM 'TRUE' RESPONSE PERCENTAGES
ACCORDING TO VOCABULARY ITEMS**



As the chart shows, Turkish-origin vocabulary item 'true' response percentages were significantly higher than Arabic/Persian-origin and Western-origin vocabulary item 'true' response percentages except Western-origin vocabulary item 'true' response percentage of vocabulary item group 4. Arabic/Persian-origin vocabulary item 'true' response percentages were significantly less than Turkish-origin and Western-origin vocabulary item 'true' response percentages except Arabic/Persian-origin vocabulary item 'true' response percentage of vocabulary item group 2.

Arabic/Persian-origin vocabulary items of vocabulary item group 1,3,4 and Western-origin vocabulary item of vocabulary item group were not known sufficiently by five of the age groups, so five vocabulary item groups were excluded in the following analysis.

The results of the study were analysed by SPSS and Excel programs for PC and the following tables and charts are outcomes of these analyses.

In the following charts and tables ;

T was used for Turkish-origin vocabulary items

A/P was used for Arabic/Persian-origin vocabulary items

W was used for Western-origin vocabulary items

In the following charts;

F was used for female

M was used for male

UNANS. was used for unanswered responses

TRUE was used for true responses

FALSE was used for false responses

9-15 was used for 9-15 age group

16-25 was used for 16-25 age group

26-35 was used for 26-35 age group

36-45 was used for 36-45 age group and

46-55 was used for 46-55 age group.

TABLES

Table 1

ANALYSIS OF VARIANCE RESULTS FOR VOCABULARY ITEM CHOICE AMONG AGE AND SEX

Source of Variation	Sum of Squares	DF	Mean Square	F	Sig of F
Main Effects	14231,766	36	395,327	3,606	,000
Age	11005,526	35	314,444	2,868	,000
Sex	1291,526	1	1291,526	11,780	,001
Explained	14231,766	36	395,327	3,606	,000
Residual	6907,394	63	109,641		
Total	2139,160	99	213,527		

As can be seen in the above table main effect of age and sex were significant for vocabulary item choice.

Table 2

MULTIPLE REGRESSION RESULTS FOR VOCABULARY ITEM CHOICE AMONG AGE GROUPS

Analysis of Variance	Sum of Squares	DF	Mean Square
Regression	2022,48000	1	2022,48000
Residual	19116,68000	98	195,06816

F = 10,36807 Signif F = ,0017

Variables in the Equation

Variable	B	SE B	Beta	T	SigT
Age	3,180000	,987593	,309313	3,220	,0017
(Constant)	99,680000	3,275477		30,432	,0000

As it can be seen in the above table lexical item choices can be significantly regressed on age.

Table 3

ANOVA TEST RESULTS FOR VOCABULARY
ITEM CHOICE AMONG AGE GROUPS

Source	DF	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	4	3002,0600	750,5150	3,9311	,0054
Within Groups	95	18137,1000	190,9168		
Total	99	21139,1600			

As can be seen in the above table there is a significant effect of age on lexical choices.

Table 4

ANOVA TEST RESULTS FOR VOCABULARY
ITEM CHOICE FOR SEX

Source	DF	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	1	3226,2400	3226,2400	17,6505	,0001
Within Groups	98	17912,9200	182,7849		
Total	99	21139,1600			

As can be seen in the above table there is a significant effect of sex on lexical choices.

Table 5

T-TEST RESULTS FOR
TURKISH-ORIGIN AND WESTERN-ORIGIN
VOCABULARY ITEMS' 'TRUE' RESPONSES

Variable	Number of pairs	Corr	2-tail Sig	Mean	SD	SE of Mean
W	00	,951	,000	34,7900	8,297	,830
T				43,3800	9,341	,934

Paired Differences

Mean	SD	SE of Mean	t-value	df	2-tail sig
-8,5900	2,934	,293	-29,28	99	,000
95% CI (-9,172; -8,008)					

As it can be seen in the above table there is a significant difference between Turkish-origin vocabulary item group and Western-origin vocabulary item group.

Table 6

T-TEST RESULTS FOR
WESTERN-ORIGIN AND ARABIC/PERSIAN-ORIGIN
VOCABULARY ITEMS' 'TRUE' RESPONSES

Variable	Number of pairs	Corr	2-tail Sig	Mean	SD	SE of Mean
W	100	,935	,000	34,7900	8,297	,830
A/P				42,6300	9,837	,984

Paired Differences

Mean	SD	SE of Mean	t-value	df	2-tail sig
-7,8400	3,612	,361	-21,71	99	,000
95% CI (-8,557; -7,123)					

As it can be seen in the above table there is a significant difference between Arabic/ Persian-origin vocabulary item group and Western-origin vocabulary item group.

Table 7

**T-TEST RESULTS FOR
TURKISH-ORIGIN AND ARABIC/PERSIAN-ORIGIN
VOCABULARY ITEMS' TRUE' RESPONSES**

Variable	Number of pairs	Corr	2-tail Sig	Mean	SD	SE of Mean
A/P	100	,952	,000	42,6300	9,837	,984
T				43,3800	9,341	,934

Paired Differences

Mean	SD	SE of Mean	t-value	df	2-tail sig
-,7500	3,003	,300	-2,50	99	,014

95% CI (-1,346; -,154)

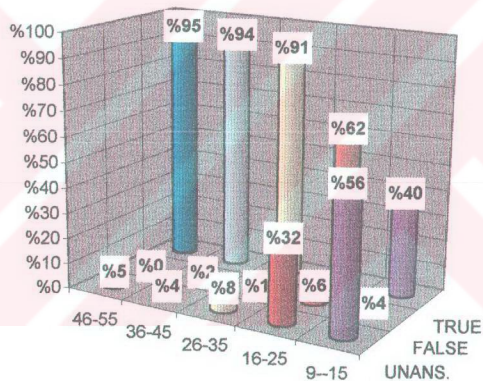
As it can be seen in the above table there is a significant difference between Arabic/ Persian-origin vocabulary item group and Turkish-origin vocabulary item group.

CHARTS

The results of the research was analysed by Microsoft Excel for PC and the following charts are the output of this analysis.

Chart 9

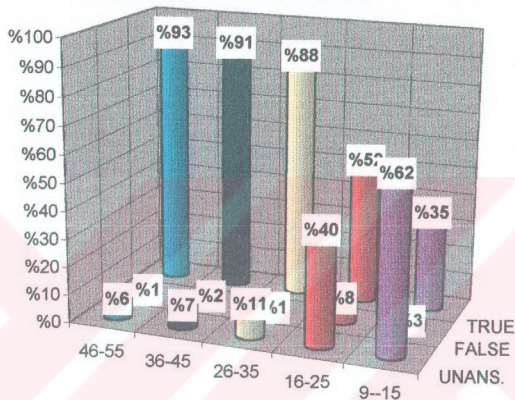
TURKISH-ORIGIN VOCABULARY ITEM 'TRUE', 'FALSE' AND 'UNANSWERED' RESPONSE PERCENTAGES ACCORDING TO AGE GROUPS



As the chart shows, 'true' response percentages increase as the age got older. False response percentages were not high for five of the age groups. 'Unanswered' response percentages were very high for 9-15 age group, even higher than their 'true' response percentage.

Chart 10

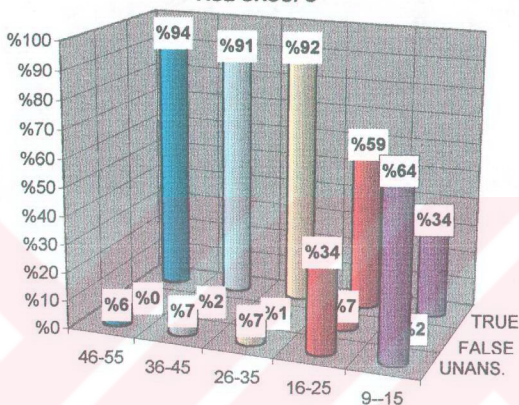
**WESTERN-ORIGIN VOCABULARY ITEM 'TRUE', 'FALSE'
AND 'UNANSWERED' RESPONSE PERCENTAGES
ACCORDING TO AGE GROUPS**



As the chart shows, the 'true' response percentages increased as the age increased. 'False' response percentages were not high. 'Unanswered' response percentage of 9-15 age group was very high even higher than their 'true' response percentage.

Chart 11

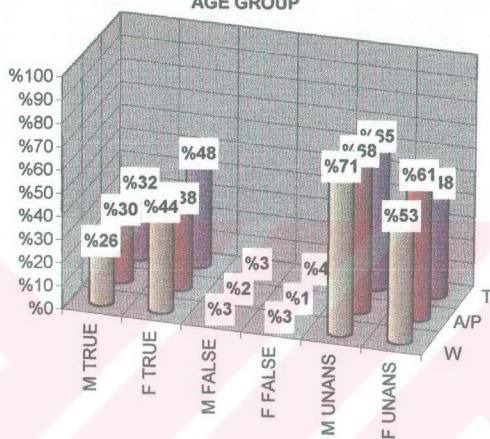
**ARABIC/PERSIAN-ORIGIN VOCABULARY ITEM 'TRUE',
'FALSE' AND 'UNANSWERED' RESPONSES ACCORDING TO
AGE GROUPS**



As the chart shows, the oldest age group (46-55) had the highest 'true' response percentage and the youngest age group (9-15) had the lowest 'true' response percentage. 'False' response percentages were not high for all the age groups. 'Unanswered' response percentage of 9-15 age group was very high even higher than their 'true' response percentage.

Chart 12

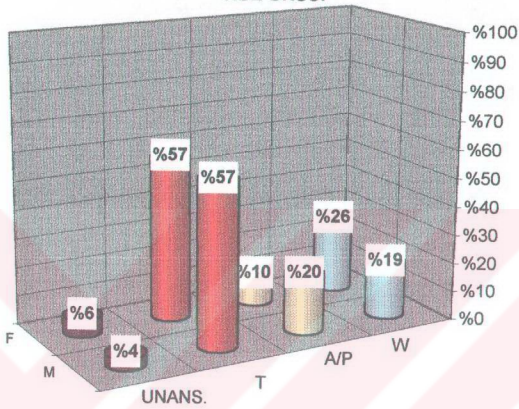
'TRUE', 'FALSE', 'UNANSWERED' RESPONSE AMONG 9-15 AGE GROUP



As the chart shows, 'unanswered' percentages were the highest percentages. The most 'true' responses were given to Turkish-origin vocabulary items by both of the sexes and female 'true' responses were higher than male 'true' responses for three types of vocabulary items of different origins. 'False' responses were nearly the same for both sexes.

Chart 13

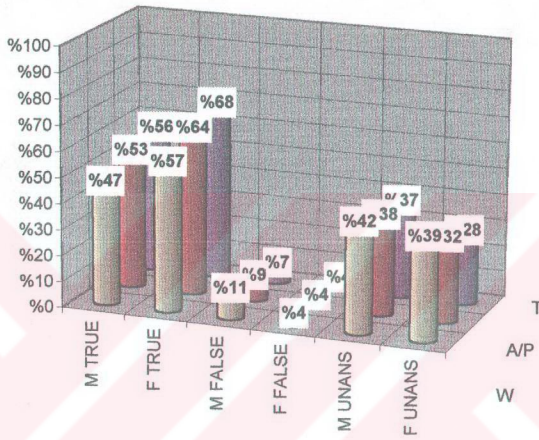
**TURKISH, ARABIC/PERSIAN AND WESTERN ORIGIN
VOCABULARY ITEM CHOICE PERCENTAGES AMONG 9-15
AGE GROUP**



As the chart shows, Turkish-origin vocabulary item choice percentages were exactly the same for both sexes and Turkish-origin vocabulary item choice percentage was the highest of three types of vocabulary items of different origins. Arabic/Persian-origin vocabulary item choice percentage of male's was higher than female's Arabic/Persian-origin vocabulary item choice percentage and Western-origin vocabulary item choice percentage of female's were higher than male's Western-origin vocabulary item choice percentage.

Chart 14

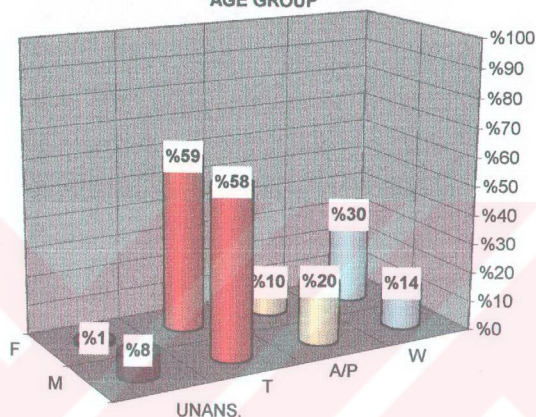
'TRUE', 'FALSE' AND 'UNANSWERED' RESPONSE AMONG
16-25 AGE GROUP



As the chart shows, Turkish-origin vocabulary 'true' response percentages were the highest percentage for both sexes. Male's highest 'true' response percentage and female's lowest 'true' response percentage were close. Female's 'true' response percentages for three types of vocabulary items of different origins were higher than the male's 'true' response percentages for the same origin vocabulary items. Female's 'false' response percentages were the same for three of the different origin vocabulary items but male's false response percentages were different for each of the language origin.

Chart 15

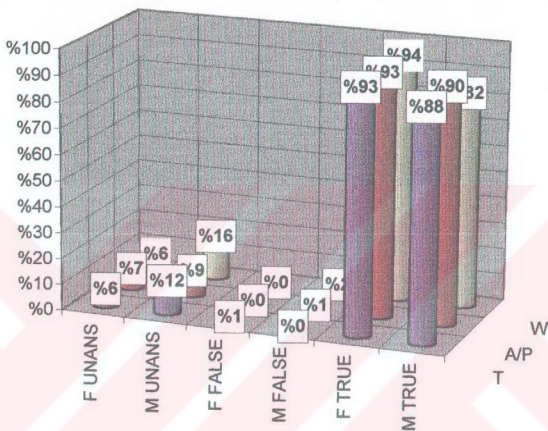
**TURKISH, ARABIC/PERSIAN AND WESTERN ORIGIN
VOCABULARY ITEM CHOICE PERCENTAGES AMONG 16-25
AGE GROUP**



As the chart shows, Turkish-origin vocabulary item choice percentages were nearly the same for males and females. Female Arabic/Persian-origin vocabulary item choice percentage was lower than the male Arabic/Persian-origin vocabulary item choice percentage. Male Western-origin vocabulary item choice percentage was lower than female West-origin vocabulary item choice percentage. Turkish-origin vocabulary item choice percentages were the highest for both male and female subjects.

Chart 16

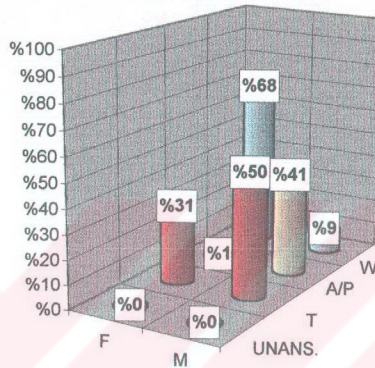
'TRUE', 'FALSE' AND 'UNANSWERED' RESPONSE AMONG
26-35 AGE GROUP



As the chart shows, female 'true' response percentages were higher than male 'true' response percentages for three types of vocabulary items of different origins. Female's Turkish-origin and Arabic/Persian-origin vocabulary item 'true' response percentages were same and Western-origin vocabulary item 'true' response percentage was 1% higher than other two, it can be said that female's 'true' response percentages were nearly the same for three of the language origins. Male's Turkish-origin and Arabic/Persian-origin vocabulary item 'true' response percentages were close but West-origin vocabulary item 'true' response percentage was lower than other two different origin items.

Chart 17

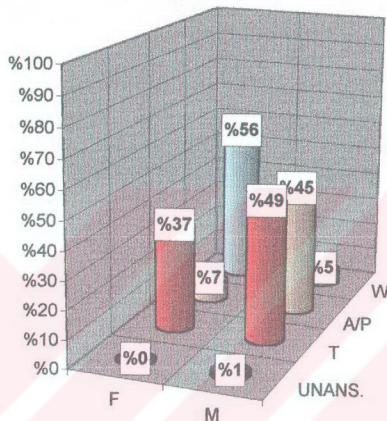
**TURKISH ARABIC/PERSIAN AND WESTERN ORIGIN
VOCABULARY ITEM CHOICE PERCENTAGES AMONG 26-35
AGE GROUP**



As the chart shows, Turkish-origin vocabulary item choice percentage of males were higher than Turkish-origin vocabulary item choice percentage of females. There is a significant between male and female subjects' Arabic/Persian-origin and Western-origin vocabulary item choice percentages. 26-35 male group chose Arabic/Persian-origin vocabulary items more than Western-origin vocabulary items, and they chose Turkish-origin vocabulary items more than Arabic/Persian-origin vocabulary items. 26-35 female group chose Arabic/Persian-origin vocabulary items the least and Western-origin items the most. They chose Western-origin vocabulary items even more than the Turkish-origin vocabulary items.

Chart 18

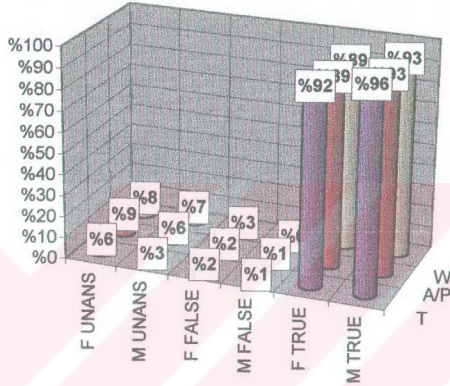
**TURKISH ARABIC/PERSIAN AND WESTERN ORIGIN
VOCABULARY ITEM CHOICE PERCENTAGES AMONG 36-45 AGE
GROUP**



As the chart shows, female Western-origin vocabulary item choice percentage was the highest percentage for the whole chart. Male Turkish-origin vocabulary item choice percentage was higher than female Turkish-origin vocabulary item choice percentage. There is a significant difference between male and female subjects' Arabic/Persian-origin and Western-origin vocabulary item choice percentages. Arabic/Persian-origin and Western-origin vocabulary item choice percentages were so very different for sexes.

Chart 19

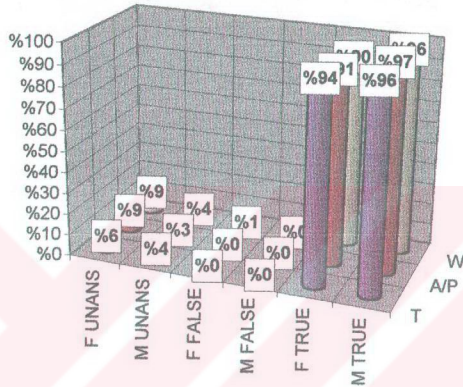
'TRUE', 'FALSE' AND 'UNANSWERED' RESPONSE AMONG
36-45 AGE GROUP



As the chart shows, Turkish-origin vocabulary item 'true' response percentages of the two sexes were highest of the three types of vocabulary item of different origins percentages. Female Arabic/Persian-origin and Western-origin vocabulary item 'true' response percentages were same and male Arabic/Persian-origin and Western-origin vocabulary item 'true' response percentages were same. Male 'true' response percentages for three types of vocabulary items of different origins were higher than female 'true' response percentages for three types of vocabulary items of different origins.

Chart 20

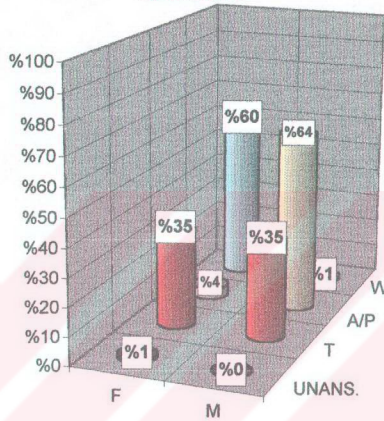
**'TRUE', 'FALSE' AND 'UNANSWERED' RESPONSE AMONG
46-55 AGE GROUP**



As the chart shows, male 'true' response percentages were higher than female 'true' response percentages for three types of vocabulary items of different origins. Male Arabic/Persian-origin vocabulary item 'true' response percentage was the highest percentage. Male 'true' response percentages for three types of vocabulary items of different origins were nearly the same.

Chart 21

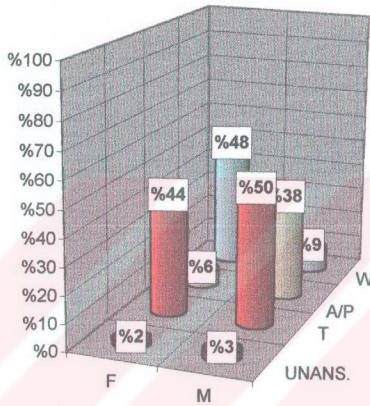
**TURKISH, ARABIC/PERSIAN AND WESTERN ORIGIN
VOCABULARY ITEM CHOICE PERCENTAGES AMONG 46-55
AGE GROUP**



As the chart shows, Turkish-origin vocabulary item choice percentages were exactly the same for both sexes. Male Arabic/Persian-origin vocabulary item choice percentage was 60% higher than female Arabic/Persian-origin vocabulary item choice percentage. Female Western-origin vocabulary item choice percentage was 59% higher than male Western-origin vocabulary item choice percentage.

Chart 22

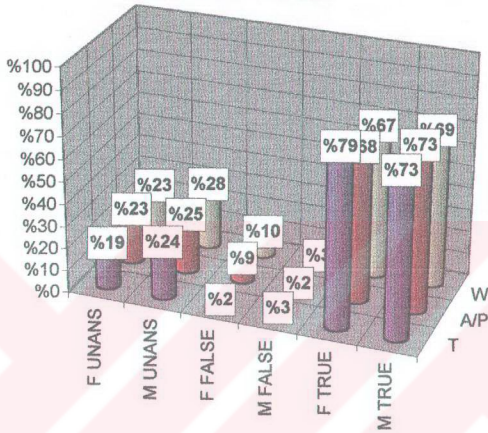
**TURKISH, ARABIC/PERSIAN AND WESTERN ORIGIN
VOCABULARY ITEM CHOICE PERCENTAGES ACCORDING
TO SEX**



As the chart shows, male and female Turkish-origin vocabulary item choice percentages were close. Arabic/Persian-origin and Western-origin vocabulary item choice percentages were very different. Female Arabic/Persian-origin vocabulary item choice percentage was 32% lower than male Arabic/Persian-origin vocabulary item choice percentage. Female West-origin vocabulary item choice percentage was 39% higher than male West-origin vocabulary item choice percentage.

Chart 23

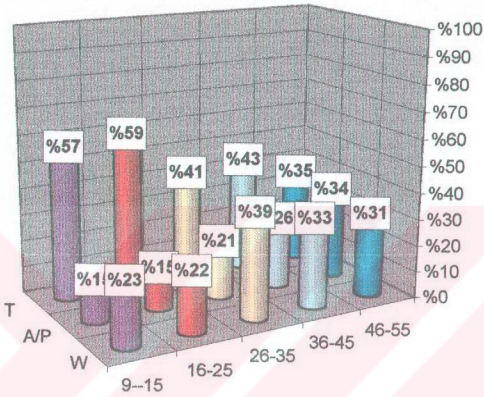
**'TRUE', 'FALSE' AND 'UNANSWERED' RESPONSES
ACCORDING TO SEX**



As the chart shows, female Turkish-origin vocabulary item 'true' response percentage was higher than Male Turkish-origin vocabulary item 'true' response percentage. Male Arabic/Persian-origin and Western-origin vocabulary item 'true' response percentages were higher than female Arabic/Persian-origin and Western-origin vocabulary item 'true' response percentages.

Chart 24

**TURKISH, ARABIC/PERSIAN AND WESTERN ORIGIN
VOCABULARY ITEM CHOICE PERCENTAGES ACCORDING
TO AGE GROUPS**



As the chart shows, Turkish-origin vocabulary item choice percentages were the highest for all of the age groups. Arabic/Persian-origin vocabulary item choice percentages were the lowest except the 46-55 age group. Arabic/Persian-origin and Western-origin vocabulary item choice percentages increased as the subjects got older. The oldest group's choice percentages of three types of vocabulary items of different origins were not significant. The youngest two groups' percentage differences for three types of vocabulary items of different origins were significant.

IV. DISCUSSION

The analyses of 9-15 age group indicated that both male and female subjects did not know or could not guess the synonymous vocabulary items given at match part. The highest responses were 'unanswered' responses for both sexes for three types of vocabulary items of different origins. This might be because many of the subjects of this group were primary school students and their knowledge of vocabulary might be limited. Male subjects' 'unanswered' responses were higher than female subjects' 'unanswered' responses and female subjects' 'true' responses were significantly more than male subjects' 'true' responses. The difference between male 'false' responses and female 'false' responses was not significant. Both male subjects' and female subjects' highest 'true' responses were Turkish-origin vocabulary item 'true' responses. Female subjects' Arabic/Persian-origin vocabulary item 'true' responses were more than male subjects' Arabic/Persian-origin vocabulary item 'true' responses. But 9-15 age group male subjects' Arabic/Persian-origin vocabulary item choices were significantly more than female subjects' Arabic/Persian-origin vocabulary item choices. Male subjects' Western-origin vocabulary item 'true' responses were less than female subjects' Western-origin vocabulary item 'true' responses. Also female subjects' Western-origin vocabulary item choices were significantly more than male subjects' Western-origin vocabulary item choices. Turkish-origin vocabulary items were chosen the most by both male and female subjects. Turkish-origin vocabulary item choices of male and female subjects were definitely the same. The first and the third hypotheses were supported by 9-15 age group results.

The analyses of 16-25 age group indicated that male subjects' 'unanswered' and 'false' responses were significantly more than female subjects' 'unanswered' and 'false' responses for three types of vocabulary items of different origins. Female subjects' 'false' responses for each of the different origin vocabulary items were equal. Female subjects' 'true' responses were significantly more than male subjects' 'true' responses for three types of vocabulary items of different origins. Turkish-origin 'true' responses were higher than Arabic/Persian and Western-origin vocabulary items 'true' responses for both male and female subjects. Third hypothesis was supported. The most 'true' responses were given to Turkish-origin vocabulary items and the least 'true' responses were given to Western-origin vocabulary items by both male and female subjects. The difference between Turkish-origin vocabulary item 'true' responses and Western-origin vocabulary item 'true' responses was significant. Male subjects' highest 'true' response results, which were for Turkish-origin vocabulary items, and female subjects' lowest 'true' response results, which were for Western-origin vocabulary items, were close.

Both male and female subjects of 16-25 age group chose Turkish-origin vocabulary items significantly more than Arabic/Persian-origin and Western-origin vocabulary items. The difference between their Turkish-origin vocabulary item choices was not significant but the difference between their Arabic/Persian-origin and Western-origin vocabulary item choices was significant. Male subjects' Arabic/Persian-origin vocabulary item choices were significantly more than female subjects' Arabic/Persian origin vocabulary item choices and female subjects' Western-origin vocabulary item choices were significantly

more than male subjects' Western-origin vocabulary item choices. Female subjects' Arabic/Persian-origin vocabulary item 'true' responses were significantly more than male subjects' Arabic/Persian-origin vocabulary item 'true' responses but male subjects chose significantly more Arabic/Persian-origin vocabulary items than female subjects. This might be explained as even female and male subjects knew the vocabulary items similarly they preferred to choose or use different vocabulary items for the same situation. The first hypothesis was supported by these results.

The analyses of 26-35 age group indicated that 'true' responses for three types of vocabulary items of different origins of male subjects were nearly the same and this was also true for female subjects. But male subjects' 'true' responses for all the three types of vocabulary items of different origins were less than female subjects' 'true' responses for all the three types of vocabulary items of different origins. The difference between male subjects' 'true' responses and female subjects' 'true' responses was not significant. The second hypothesis was supported by these results.

The analysis of 26-35 age group study rejects third hypothesis. Male subjects' Arabic/Persian-origin vocabulary item 'true' responses were more than their Turkish-origin vocabulary item 'true' responses. Female subjects' Western-origin vocabulary item 'true' responses were more than their Turkish-origin vocabulary item 'true' responses. The differences between Arabic/Persian-origin vocabulary item 'true' responses, Turkish-origin vocabulary item 'true' responses and Western-origin vocabulary item 'true' responses were not significant. This might be explained as they knew the Arabic/Persian-origin and Western-origin vocabulary items

as well as Turkish-origin vocabulary items. 26-35 age groups' vocabulary item choices were significantly different from 9-15 and 16-25 age groups' vocabulary item choices. These two groups' Turkish-origin vocabulary item choices were close for male and female subjects but for 26-35 age group there was significant difference between male subjects' Turkish-origin vocabulary item choices and female subjects' Turkish-origin vocabulary item choices. Male subjects chose Turkish-origin vocabulary items significantly more than Arabic/Persian-origin and Western-origin vocabulary items. But female subjects chose significantly more Western-origin vocabulary items than Turkish-origin vocabulary items. The difference between the vocabulary item choice of male subjects and female subjects was significant. Female subjects chose a very small number of Arabic/Persian-origin vocabulary items and male subjects chose a very small number of Western-origin vocabulary items. First hypothesis was supported by 26-35 age group results.

The analyses of 36-45 age group indicated that female and male subjects' Turkish-origin vocabulary item 'true' responses were the highest 'true' responses. Male subjects' 'true' responses for all three types of vocabulary items of different origins were more than female subjects' 'true' responses for all the three types of vocabulary items of different origins. The situation was just the opposite for 9-15, 16-25 and 26-35 age groups. The difference between 36-45 age group male and female 'true' responses for the three types of vocabulary items of different origins was not significant. So it might be said that twenty of the subjects knew the three types of vocabulary items of different origins. Male subjects' Arabic/Persian-origin and Western-origin vocabulary item 'true' responses were more than female

subjects' Arabic/Persian and Western-origin vocabulary item 'true' responses. Even male subjects' Western-origin vocabulary item 'true' responses were more than female subjects' Western-origin vocabulary item 'true' responses female subjects chose significantly more Western-origin vocabulary items than male subjects. Female subjects' 'true' responses for Arabic/Persian-origin and Western-origin vocabulary items were equal but they chose Western-origin vocabulary items significantly more than Arabic/Persian-origin vocabulary items. Male subjects' 'true' responses for Arabic/Persian-origin and Western-origin vocabulary items were equal but they chose Arabic/Persian-origin vocabulary items significantly more than Western-origin vocabulary items. Both male and female subjects' Turkish-origin vocabulary item 'true' responses were more than their Arabic/Persian and Western-origin vocabulary item 'true' responses but female subjects' Turkish-origin vocabulary item choices were significantly less than their Western-origin vocabulary item choices. Female subjects of 36-45 age group chose Western-origin vocabulary items the most and 36-45 age group male subjects chose Turkish-origin vocabulary items the most. The results of 36-45 age group indicated that male and female subjects knew the three types of vocabulary items of different origins similarly but their choices were significantly different, so it might be said that males and females chose different vocabulary items even though their vocabulary knowledge was similar.

The analyses of 46-55 age group indicated that twenty of the subjects' knowledge of three types of vocabulary items of different origins were similar. There was not significant difference between Turkish-origin, Arabic/Persian-origin and Western-origin vocabulary item 'true' responses of both male and female subjects.

The difference between male subjects' 'true' responses and female subjects' 'true' responses was not significant. Male subjects' 'true' responses were more than female subjects' 'true' responses for all of the three types of vocabulary items of different origins. Female subjects' 'true' responses for Turkish-origin vocabulary items were more than their Arabic/Persian-origin and Western-origin vocabulary item 'true' responses but they chose Western-origin vocabulary items significantly more than Turkish-origin vocabulary items and Arabic/Persian-origin vocabulary items. Female subjects' Western-origin vocabulary item choices were significantly more than male subjects' Western-origin vocabulary item choices. Male subjects' Arabic/Persian-origin vocabulary item choices were significantly more than female subjects' Arabic/Persian-origin vocabulary item choices. Male and female subjects' Turkish-origin vocabulary item choices were equal. Female subjects' Western-origin vocabulary item choices were more than their Turkish origin vocabulary item choices and significantly more than their Arabic/Persian-origin vocabulary item choices. Male subjects' Arabic/Persian- origin vocabulary item choices were more than their Turkish-origin vocabulary item choices and significantly more than their Western-origin vocabulary item choices. 46-55 age group results indicated that male and female subjects knew the three types of vocabulary items of different origins similarly but their choices were significantly different, so it might be said that males and females chose different vocabulary items even though their vocabulary knowledge was similar.

In this research male subjects' Arabic/Persian-origin and Western-origin vocabulary item 'true' responses were more than female subjects' Arabic/Persian-origin and Western-origin vocabulary items 'true' responses. Only Turkish-origin vocabulary items 'true'

responses of female subjects were more than male subjects' Turkish-origin vocabulary item 'true' responses. But the difference between 'true' responses of male and female subjects for three types of vocabulary items of different origins was not significant. Second hypothesis was supported by these results. The difference between male and female subjects' vocabulary item choices was significant. The difference between Turkish- origin vocabulary item choices of male and female subjects was not significant but the difference between their Arabic/Persian-origin and Western-origin vocabulary item choices was significant. Female subjects in this research chose Western-origin vocabulary items more than Turkish-origin vocabulary items and significantly more than Arabic/Persian-origin vocabulary items. Male subjects in this research chose Arabic/Persian origin vocabulary items significantly less than Turkish-origin vocabulary items but significantly more than Western-origin vocabulary items. In this research the difference between male and female subjects' Arabic/Persian-origin vocabulary choice was significant and the difference between Western-origin vocabulary item choices of male and female subjects was significant.

The data indicated that both males and females knew the three types of vocabulary items well, except the youngest two groups 9-15 and 16-25 age group, and their sex affects their choice of vocabulary items.

Except 9-15 age group 'true' responses for Turkish-origin, Arabic/Persian-origin and Western-origin vocabulary items were significantly more than 'unanswered' and 'false' responses. There was not a significant difference between Turkish-origin, Arabic/Persian-origin and Western-origin vocabulary item 'true'

responses, 'false' and 'unanswered' responses were also close. The youngest group 9-15 age group had the least 'true' responses for three types of vocabulary items of different origins and the oldest group 46-55 age group had the most 'true' responses for three types of vocabulary items of different origins. 'Unanswered' responses of 9-15 age group's were more than their 'true' and 'false' responses for three types of vocabulary items of different origins.

'Unanswered' responses of 16-25 age group were high but not more than their 'true' responses for three types of vocabulary items of different origins. The difference between 26-35, 36-45 and 46-55 age groups' 'true' responses was not significant.

Turkish-origin vocabulary item choices were the highest choices for all the subjects but the youngest two groups' Turkish-origin vocabulary item choices were more than other three groups' Turkish-origin vocabulary item choices. The difference between Arabic/Persian-origin and Western-origin vocabulary item choices of 9-15 and 16-25 age groups was not significant. 26-35 age group's Turkish-origin vocabulary item choices were less than 9-15 and 16-25 age group. Arabic/Persian-origin vocabulary item choices of 26-35 age group were more than 9-15 and 16-25 age groups and less than 36-45 and 46-55 age groups' Western-origin vocabulary item choices of 26-35 age group were significantly more than all the other four age groups' Western-origin vocabulary item choices. 36-45 age group's Turkish-origin vocabulary item choices were less than 9-15, 16-25 age groups and more than 26-35, 46-55 age groups. Arabic/Persian-origin vocabulary item choices of 36-45 age group were more than 9-15, 16-25 and 26-35 age groups and less than 46-55 age group. Western-origin

vocabulary item choices of 36-45 age group was less than 26-35 age group and was more than 9-15, 16-25 and 46-55 age group. But the difference between 36-45 and 46-55 age groups' Western-origin vocabulary item choices was not significant. 46-55 age group's vocabulary item choices were similar for three types of vocabulary items of different origins. There was not significant difference between Turkish-origin, Arabic/Persian-origin and Western-origin vocabulary item choices. 46-55 age group chose the least Turkish-origin vocabulary items when compared to the other four age groups and 46-55 age group chose the most Arabic/Persian-origin vocabulary items when compared to other four age groups. There were differences when the age groups were analysed one by one but when they are analysed together Turkish-origin vocabulary items were given the most 'true' responses and Turkish-origin vocabulary items were chosen mostly by all the five of the age groups. But the frequency or the percentage of Turkish-origin vocabulary item choices changed for each of the age group.

There were also differences between age groups for Arabic/Persian-origin and Western-origin vocabulary choices. As the age grew the choice of Arabic/Persian-origin vocabulary items increased. Western-origin vocabulary item choices did not show that kind of systematic increase. Western-origin vocabulary item choices of the youngest two groups was significantly less than 26-35, 36-45 and 46-55 age groups. Western-origin vocabulary item choices were highest at 26-35 age group and decreased as the age grew older, 36-45 age group chose less Western-origin vocabulary items than 26-35 age group and 46-55 age group chose less Western-origin vocabulary items than 36-45 age group.

For all of the age groups' analysis it was seen that the difference between male subjects' and female subjects' vocabulary item choices was significant even the difference between their 'true' responses for three types vocabulary items of different origins was not significant.

All the three hypotheses were supported by these results.

V. CONCLUSION

The results obtained at the end of the study were as predicted by the hypotheses. It has been shown that gender and age play significant role in vocabulary choice of individuals in daily Turkish. The difference between knowledge of vocabulary items among sexes within an age group was not significant, while the difference between vocabulary choices between sexes was significant. The differences between vocabulary item knowledge of youngest two groups and other three age groups was significant. Older groups' vocabulary item knowledge was significantly higher than younger groups' vocabulary item knowledge while there was no significant difference between older three groups' vocabulary item knowledge, within an age group there was not a significant vocabulary item knowledge difference among male and female subjects. These results may be said to indicate that male and female subjects' vocabulary knowledge in an age group is similar, while different age groups' vocabulary knowledge exhibits significant differences.

The difference between vocabulary item choice of all the five age groups were significant and male and female subjects' choices were also significantly different within an age group. These results could be generalized, as there were significant differences between sexes regarding vocabulary choice, no such significant difference was found in terms of vocabulary knowledge. It can therefore be concluded that the results support the first and second hypotheses.

In general Turkish-origin vocabulary items were the best known and most frequently chosen vocabulary items. It can therefore be concluded that this result supports the third hypothesis.

These results seem to support the three hypotheses formed at the beginning of this research study.

It can be said that the parameters of gender and age used in this study are not the only important sources of variance concerning vocabulary choice; therefore it might be concluded that further research on different parameters will pay dividends both theoretically and in practice.

The research above was only about age and sex factors of vocabulary variation, but it can be said that factors as social class, education, occupation, region and other parameters may be effective factors in vocabulary variation so that further research on vocabulary variation including all those factors may be worth conducting in order to arrive at a better understanding of variation in Turkish vocabulary in general.

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APPENDIX 1

YAŞ:

CİNSİYET:

AŞAĞIDAKİ KELİMELEERDEN AYNI ANLAMA GELEBİLECEK OLANLARI SEÇİNİZ.

- | | |
|-------------------|-----------------|
| 1) ayırım | a) tahrik |
| 2) tatbikat | b) sav |
| 3) sorun | c) damping |
| 4) sözleşme | ç) rapor |
| 5) tema | d) imkan |
| 6) tez | e) elit |
| 7) stil | f) komünikasyon |
| 8) dergi | g) son |
| 9) şans | ğ) olumlu |
| 10) nihayet | h) olumsuz |
| 11) uluslararası | ı) mesele |
| 12) problem | i) uygulama |
| 13) tahdit | j) tutanak |
| 14) menfi | k) protokol |
| 15) pozitif | l) magazin |
| 16) olanak | m) mevzu |
| 17) zabit | n) tarz |
| 18) indirim | o) broşür |
| 19) enternasyonal | ö) kitapçık |
| 20) iletişim | p) muhabere |
| 21) fark | q) final |
| 22) risale | r) kışkırtma |
| 23) doğal | s) nüans |
| 24) pratik | ş) akid |
| 25) konu | t) limit |
| 26) seçkin | u) tabii |
| 27) idda | ü) beynelmilel |
| 28) provokasyon | v) negatif |
| 29) biçim | w) natürel |
| 30) mecmua | x) müspet |
| 31) nitelikli | y) sınır |
| | z) ucuzluk |

AŞAĞIDAKİ BOŞLUKLARI UYGUN KELİMELERLE DOLDURUNUZ

A) Bu günlerde tüm dünyayı ilgilendiren konuların başında Körfez Krizi yer almaktadır. Dünya 1 _____ olduğu gibi Türkiye'de de gerek basınında / matbuatında / medyasında gazetelerde gerekse 2 _____, yani yazılı 3 _____ bu dergilerde / mecmualarda / magazinlerde basında / matbuatta / medyada konuya yer verilmeğe devam edilmektedir.

Haberlerin 4 _____ aynı olsada veriliş 5 _____ içerikleri / muhtevaları / temaları biçimleri / tarzları / stilleri

arasındaki ayrımlar göze çarpmaktadır. Türk 6 _____ ile yabancı basını / matbuatı / medyası

7 _____ arasındaki haberlerin veriliş 8 _____ ki bu ayrım basın / matbuat / medya biçiminde / tarzında / stilinde

toplumumuzun gözünden kaçmamaktadır.

Bu 9 _____ bazılarınca desteklenip 10 _____ bulunsa da diğerleri ayrım / fark / nüans olumlu / müspet / pozitif

bunu 11 _____ bulabilirler. olumsuz / menfi / negatif

B) Her yıl değişik ülkelerin katılımı ile düzenlenen 1 _____ uluslararası / beynelmilel / enternasyonal

İzmir fuarında bu sene çok gelişmiş 2 _____ araçları tanıtıldı. iletişim / muhabere / komünikasyon

Bunlar içinde en çok ilgi çeken görüntülü telefon oldu. Görüntülü telefonunu ilgi çekmesinin nedeni aynı anda işitsel ve görsel 3 _____ iletişime / muhabereye / komünikasyona

olanak sağlamasıydı.

C) Günümüzde ülkemizin çözülmesi gereken en önemli 1 _____ sorunlarından / meselelerinden / problemlerinden

birisi 'Trafik Canavarı' dır. Bu yüzden trafik kurallarını özetleyen bir 2 _____ kitapçık / risale / broşür

hazırlanmıştır. Bu 3 _____ şehir içinde ve şehir dışında uyulması kitapçıkta / risalede / broşürde

gereken hız 4 _____ defalarca yinelenmiştir. Trafik kontrollerinde bu sınırı / tahditi / limiti

hız 5 _____ uymayanlar hakkında 6 _____ yazılarak, gerekli sınırına / tahditine / limitine tutanak / zabıt / rapor

cezalar verilmektedir.

D) Tıp Fakültesi öğrencileri eğitimleri süresince bir çok hasta ve kadavra

üzerinde, çeşitli hastalıkları ve tedavi şekillerini öğrenmek için çeşitli

1 _____ dersler yaparlar. Bulgular sonucunda hastalıkla ve tedavisi ile uygulamalı / tatbiki / pratik

ilgili oluşturdukları 2 _____ öğretmenlerine sunarlar. savlarını / iddalarını / tezlerini

3 _____ araştırılmaya uygun bulunursa , geniş bir klinik araştırma savları / iddaları / tezleri

yapma 4 _____ olur. olanakları / fırsatları / şansları

E) Üniversite öğrencilerinin bazı isteklerini duyurmak için yaptıkları gösterilerde

Öğrenciler arasına karışan bazı insanlar konuyla hiç ilgisi olmayan

1 _____ dağıtarak 2 _____ olayları duyurular / ilanlar / bültenler kışkırtmayla / tahrikle / provokasyonla

büyütmektedirler.

F) Mağazalar Sonbaharda ve İkbaharda mevsim sonu 1 _____ yaparlar. ucuzluğu / indirimi / dampingi

Pek çok insan ihtiyaçlarını bu şekilde daha ucuza alabilme 2) _____ olanağını / imkanını / şansını

bulmuş olur.

APPENDIX 2

YAŞ:

CİNSİYET:

AŞAĞIDAKİ KELİMELERDEN AYNI ANLAMA GELEBİLECEK
OLANLARI SEÇİNİZ

1) doğal

2) nitelikli

3)natürel

4) son

5)medya

6)sözleşme

7)elit

8)basın

a) final

b) akid

c) matbuat

d) nihayet

e) protokol

f) seçkin

g) tabii

T.C. YÜKSEKÖĞRETİM KURULU
DOKÜMANTASYON MERKEZİ