REPUBLIC OF TURKEY

ISTANBUL SABAHATTIN ZAIM UNIVERSITY

INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

STYLISTIC DIFFERENCES BETWEEN WOMEN AND MEN'S DISCOURSE IN THE EFL CONTEXT

MA THESIS

Nadide AYBAR

Istanbul

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Bu çalışma, jürimiz tarafından Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalında YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.

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i

DECLARATION OF SCIENTIFIC ETHICS AND ORIGINALITY

This is to certify that this MA thesis titled "Stylistic Differences between Women and Men's Discourse" is my own work and I have acted according to scientific ethics and academic rules while producing it. I have collected and used all information and data according to scientific ethics and guidelines on thesis writing of Sabahattin Zaim University. I have fully referenced, in both the text and bibliography, all direct and indirect quotations and all sources I have used in this work.

Nadide AYBAR

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ABSTRACT
STYLISTIC DIFFERENCES BETWEEN WOMEN AND MEN'S DISCOURSE IN THE EFL CONTEXT

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In the sociolinguistics literature, the question whether there is a difference between female and male language have been a trendy topic all the time and this research sets forth to find an answer to this question in its own context. For this aim, in order to investigate whether there is a difference between women and men's language, 25 cross-gender conversations of EFL students were audio-recorded and transcribed by online programs Speechpal, Trint and Happyscribe. 17 variables which are emotional words, interrogatives, rhetorical questions, tag questions, intensifiers, expressions of certainty, hedges, qualitative adjectives, quantitative adjectives, exclamations, apologies, polite expressions, directives, jokes, metaphors, grammar corrections and wordiness of the conversations were coded and analyzed in order to understand their total number changes based on gender. Consequently, even though there have been some differences in these linguistic devices' numbers, after applying SPSS Independent Sample T-Test on the results, it was discovered that there was no significant difference between female and male discourse.

Key terms: Sociolinguistics, Linguistics, Gender, English as a Foreign Language, Discourse Analysis

ÖZET

YABANCI DİL SINIFINDA KADIN VE ERKEK SÖYLEMİ ARASINDAKİ BİÇİMSEL FARKLILIKLAR

Nadide AYBAR

Yüksek Lisans, İngiliz Dili Eğitimi

Tez danışmanı: Dr. Öğr. Üyesi Emrah GÖRGÜLÜ

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Kadın ve erkek dil kullanımında herhangi bir fark olup olmadığı sorusu toplum dilbiliminde daima popüler bir konu olmuştur ve bu araştırma da kendi bağlamında bu soruya cevap bulabilmek adına yola çıkmıştır. Bu amaçla, kadın ve erkek dili arasında fark olup olmadığını araştırmak için İngiliz dilini yabancı dil olarak öğrenen öğrencilerin karşı cinsle yapmış oldukları 25 adet sohbet ses kaydına alınmış ve Speechpal, Trint ve Happyscribe isimli çevrimiçi programlar tarafından yazıya aktarılmıştır. Duygusal kelimeler, 5N 1K soruları, retorik sorular, eklenti soruları, pekiştirici sıfat ve zarflar, kesinlik belirten ifadeler, kesinlikten kaçınmak için kullanılan yuvarlak ifadeler, nitelik sıfatları, nicelik sıfatları, ünlem, özür, naziklik, emirler, şaka, mecaz, dil bilgisi düzeltmeleri ve toplam kelime kullanımı olmak üzere 17 farklı değişken toplam sayılarına göre kodlanmış ve toplam sayının cinsiyete göre değişip değişmediği analiz edilmiştir. Sonuç olarak, bu dilsel araçların sayılarında bazı farklılıklar olsa da, sonuçlara SPSS Bağımsız Örneklem T-Test uygulandıktan sonra, kadın ve erkek söylemleri arasında anlamlı bir fark olmadığı keşfedilmiştir.

Anahtar kelimeler: Sosyodilbilim, Dilbilim, Cinsiyet, Yabancı Dil Olarak İngilizce, Söylem Çözümlemesi

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CHAPTER I

INTRODUCTION

1.1 Introduction

This research investigates the question whether or not there is a significant difference between linguistic devices, which women and men employ in the EFL context. In other words, it sets forth to explore if women and men have different linguistic styles while they are speaking. As parts of this chapter, the background of the research, the purpose of the study, the research questions, the significance of the problem, limitations of this study, the structure of the research and the definition of the terms will be presented consecutively.

1.2. Background of the Study

Gender, with its precise name, biological gender has always evoked certain attention in research community. It was considered as a hot topic of all times by raising the question: Is physical gender an effective factor on behavior, psychology, mechanics, linguistics and so forth? That was the fundamental reason behind the fact that it grabbed the attention of researchers and experts as an area of research to be uncovered.

Before initiating aspects of language use in this research, looking at some notions about gender would be appropriate. In preference to any other thing, firstly, "gender" and 'sex' notions should be separated from each other even though they are generally regarded as the same concepts and used interchangeably. The term, "gender" refers to the social role adopted by male or female with the contribution of cultural and social differences rather than biological distinction (Oxford Dictionaries | English, 2019). As for the concept of "sex", it is defined as the main two categories as male and female for all creatures including human beings based on their reproductive functions (Oxford Dictionaries | English, 2019).

The concept 'Sex', as it was defined in the Oxford Dictionary (English, 2019), generally functions as a social discriminator relating to structure of populations by categorizing people into two different categories as female and male. When taken into consideration, all people are born with a biological sex, which was established and specified by genetic coding, Deoxyribonucleic acid (DNA) and prenatal hormones (Rice& Dolgin, 2005:184).

Nevertheless, the term "gender" is an abstract, mental and cultural understanding and interpretation (Basow, 1992:2). In this sense, according to Talbot, "gender" is a socially formed and learned behavior when persons become adults and are involved in social circles (1998:7). That is why, concepts of "female", "male", "girl", "boy", "woman", "man" cater to "sex" notion, while "feminine", "womanly", "masculine" and "manly" feature socially- constructed gender terms (Wood, 1996:5).

In this sense, biological gender can be accepted as an inevitable element, which comes with the birth as a natal component of an individual, whereas sociological term of gender, welcomes people as a norm acquired after birth. To be more elaborate, biological gender is an indispensable constituent of a human being because human beings do not choose it but have it innately, as an illustration to the differences, such as hair color, nail shape, height. On the other hand, gender is a social concept since it does not come with birth but acquired based on the culture, community, to which the individual belongs. Hereby, gender is something that is done by people.

Another aspect of gender is that its effect can be seen in many parts of life. People behave according to their gender roles in order not to stand in society. Individuals start to think according to the norms of society, roles of gender, which might color their perspective and thinking way. Gender is also a factor, which affects the language of the people in the society. Hereby, from this perspective, it is going to be quite appropriate to express that gender affects a great range of parts of life including human perspective, actions, behaviors and inevitably language preferences, that is to say language use.

When it comes to the relationship between gender and language, it has been an area of intrigue among many researchers and paved the way for a variety of scientific studies to be conducted, especially in sociolinguistics. In 1970s, it was the first time when many studies regarding women's movement on the basis of equalities between sexes were initiated, experimented, reviewed and controlled. These studies were interdisciplinary and comprehensive in character because women's studies, sociology, anthropology, education, psychology, media studies and so on were taking their parts together in the process to make an end to the question of gender and language relationship (Aries, 1987; Mesthrie, Swann, Deumert & Leap, 2000).

As for the similarity and differences issue, in the last several decades, many assertions have been put forward in the explanation of the differences between men and women. Assumed and accepted dissimilarities have been believed to be there in many areas of life. Most of the time, the consensus was that women and men are dissimilar. In this context, another popular question to entertain has been set forth indispensably. This popular question was whether women and men use the language in the same way, if it was so, to what extent they use it in the same or different way.

If women and men adopt different ways of expressions has been a popular question and raised a lot of attention in research circles. Hereby, in terms of the forms of interaction examined by sociolinguists, there appears appreciable evidence, which states that men and women create and possess dissimilar formats and structure of communication. When those stylistic and linguistic differences between females and males are investigated, it turns out that the identical linguistic patterns identified specifically for men and women stereotypically. In addition, sociolinguists have a great deal of agreement about the issue that in communities there are accepted cliché philosophies that some linguistic features are identified as male while others as female. Additionally, this association of linguistic features to a particular gender is a gradually learned behavior and conception by children prevalently (Edelsky, 1977: 230).

There are certain insights into the way women and men perceive the social world had its origin. Correspondingly, there have been particular research findings, which assert that women use verbal communication for communal purposes and make it perform as an end in itself, whereas men are more likely to use the language more to communicate the information with an instrumental aim (e.g. Brownlow, Rosamon, & Parker, 2003; Colley et al., 2004; Herring, 1993).

Concurrently, there have also been some other researchers who opposed the suggestion that women and men have different use of language. They stated that there were not any significant difference between the language of women and men (e.g., Bradley, 1981; Weatherall, 2002). In his work, Bradley discovered the findings that linguistic devices, which are used by men, are overvalued not because of the fact that women language is not strong or appropriate but because of lower standing role of women in society (Bradley, 1981: 82). Thus, it was not the difference in language but the role and the status of women in society. The Weatherall's findings indicated that there was no significant difference between the way women and men speak except from a slight

difference of woman's inferior position, which stems from social construction of gender (Weatherall, 2002).

To sum up, when the relationship of language with gender was the trend topic among the people in research circles, they were at loggerheads with each other since some of them thought that the language used depends on the gender, while some others stated criticism by claiming that language is totally an independent structure from the gender. In this research, the effect of gender on linguistic preference will be explored. For this aim, by going through certain significant pieces of research, the question of gender and language choice will be the point of focus. Hence, the differences in the language use of the men and women will be examined by keeping in mind that the men and women are the members of different sexes, which is different biological genders.

1.3. The Purpose of the Study

As for the aim of the current research, it will be studied whether there are differences in the use of language of the men and women. That is to say, it is a research, which is conducted to seek an answer for the question whether or not the style, linguistic structure of the sentences, words choices and discourse are the same between women and men in cross-gender dyadic conversations. In this regard, the present research aims to address this gender- related question in its own context. On that account, following study initiates itself by bearing the objective in mind to actualize itself to make enquires about the claim whether or not there is a difference in the use of language between speeches of women and men depending on gender variant in EFL context.

1.4. The Research Questions

As a means to recapitulate the all-embracing structure of objectives to a narrow literal query, the questions which will be asked and answered in this research are:

1.   Do female and male students use the same number of linguistic devices?

a)   Which gender uses linguistic devices more assuming that they do not use the same number of linguistic devices?

2.   Do female students and male students differ from each other in their linguistic device choices?

a) Do females use style-linguistic codes associated with women more in their speech?

b) Do males use style-linguistic codes associated with men more in their speech?

3. Are there any linguistic codes peculiar to one gender?

a) Are there any linguistic codes peculiar to women?

b) Are there any linguistic codes peculiar to men?

4. To what extent, do students in EFL context conform to gender roles?

a. Do male members of the context conform to gender roles more in their speech?

b. Do female members of the context conform to gender roles more in their speech?

Therefore, in the connection with the point previously mentioned, this very research aims to discover whether there is a relationship between biological gender and linguistic choices or not.

1.5. The Statement of the Problem

There have been a flourishing and expanding spectrum of study and research on the topic of gender. It is generally accepted that "Gender does not come into being on its own, with its own term but rather, it is an indispensable part of what it is called society, and social environments" Janssen& Murachver (2004b: 345). In other words, it is a de facto acknowledged idea that differences between female and male gender emerge or vanish within the very circumstances, environment, context and setting. Therefore, as a faculty, which generates and regenerates itself in the socialization process, gender is a social accomplishment that is staged and validated by individuals in different contexts (West& Zimmerman, 1987: 126). For that purpose, this present research sets forth to discover to what extent preparatory school students "do" their gender in speaking in English.

1.6. The Significance of the Study

There have been some controversies between the researches in Turkey and in the world about the issue whether or not there are differences between male speech and female speech. As it has been mentioned above, some of the research findings indicated that

there were some discrepancies in the styles of communication between male and female. Those communications included both writing and speaking, formal context and informal context. Quite the contrary, there have also been some other researchers who could not see any stylistic and linguistic difference between the languages of women and men. This was the main reason why it has been regarded nothing but just rather stereotyping up until now when there have not been any kind of differing from the linguistic perspective.

Another trigger for this study is that even though, there are studies which were administrated by using the oral language of the female and male participants in the world, they do not seem to cater to satisfying numbers in terms of the number of studies done. At the same time, even though there are plenty of studies conducted to understand the language and gender relationship, there are not many researches done with speaking style of women and men in English Language Teaching classrooms. Besides, in Turkey, there was no research analyzing students' oral productions in terms of possible gender differences.

Since the need to understand whether or not men and women prefer to adopt different styles in their production process of the language, if so to what extent it comes into existence is a reality which is bursting forth, it is a quite essential requirement to nurture the literature with one more study which is conducted in a different context, environment in order to reach into a consensus by gathering all the results into a bag rather than generalize the findings of only one study to the whole humankind.

Taking everything into account, in spite of the fact that this research may not act as a groundbreaking or pioneering piece of work, it is a certain fact that this research will contribute the sociolinguistics, sociology, women's studies, linguistics, and ELT literature, by adding one more brick in the wall. That is the main reason behind the fact why this research can be one of those researches, which can stand out in the literature.

1.7. Limitations of the Study

First of all, this study was conducted in one class and there were only 5 male students. That was the reason why 5 female students participated the study. Hence, there were only 10 students who took part in this study. And for this reason, it is going to be quite misleading and inadequate to generalize this present research's results to all men and

all women. In order to have a better understanding of the differences between female and male speech, studies should include much more participants, involve much more people.

In order to have more students, participants in the study, there should be female-male balance in the classrooms. In other words, there should be equal number of females with males in the classrooms so that more, maybe all students can be involved in the study. Nevertheless, it is really hard to arrange classes like this and it is quite questionable whether or not it is acceptable for preparatory schools which organize the students according to their exam results or randomly.

Also, in the cases in which 5 male and 5 female students participate from the each class, and there are 5 classes presumably, it is hard to get the students involve in the study because it can cause stress in them. Besides, the teacher may not be enthusiastic about it since it can take some extra time or effort of the teacher or it may cause the teacher to change her/his program so that s/he can have the students record their audios in class time. As a consequence, it is hard to find either female –male balanced class or enough participants from other classes for those kind of studies

Another problem with this study was the necessity to find competent language speakers. In order to conduct a study, which investigates the differences in speech of students, the participants' level and speaking skill should be in a high level. On the other hand, it is not easy to find students whose level and speaking skill is developed enough, which in turns make the situation harder. That is why, it is hard to find students who were competent enough to discriminate gender differences. Also, in this study participants were the students who started in A2 level in the beginning of the year. It means that their background in terms of language was really good and this made the research possible. However, there are a lot of students who do not have language background or language learning experience, which leads to incompetent language even in B2 level. Therefore, this is another challenge for the studies conducted, as well.

Another limitation of this study was the difficulty in conducting a real life conversation in the classroom environment. Even though students were asked to speak as normal as they do in their normal speaking activities in classroom, they were still alert because of the reason that they were recording their speech. In other words, even though the fact that students were knowledgeable about the nature of the study, they were still a

little bit serious while conducting a real life conversation during the recording. In this study, conversations were like real life speech but turn-takings seemed to be a bit of in order and this might cause unreliable data in the studies, which measures turn-taking issues.

As for another limitation, since there is no clear-cut category of socially constructed linguistic forms, it was hard to decide the linguistic devices and their categories. In other words, when one sentence was read through, it was challenging and confusing to decide whether or not that linguistic device is really the thing which is examined in this study. That's why, when a linguistic form/structure or vocabulary was seen, it took a lot of time to decide if it was a noteworthy linguistic device which were in the scope of this research.

When it comes to the audios which were recorded during the data collection process in this study, it was very arduous to transcribe them. Even though there are a lot of online transcription programs, many of them do not perceive the words accurately and exactly. Since the students who were involved in this study do no speak with American or British accent, the programs performed quite adequately while transcribing them. Even though there are only 25 audios in this study, it took too many hours to arrange the transcriptions.

Also, since the students were not the proficient speakers of English language, they were not C1 or C2 level learners, they did not include the elaborate parts of language like super-polite expressions in their speech. Because there could not be seen polite expressions, to illustrate, it affected the results and reliability of the study, as well.

1.8. The Structure of the Study

The second chapter will follow the first one by providing a review of literature by referring to research conducted in Turkey and the world literature for comprehending the study at better terms. As for the third chapter, methodology, data analysis and results parts will be presented to draw some conclusions and promote discussion. As to the fourth chapter, this chapter will explain the discussions related to the research, provide some suggestions for the further studies and state conclusion about the research.

CHAPTER II

LITERATURE REVIEW

2.1. Different Language Theories

To start with, two fundamental theories about social differences between female and male members of the society are quite worth mentioning. Those two noteworthy theories on differences are "difference theory" and "dominance theory". As stated by the "difference theory", even though men and women come from the same social group and context of living, they are settled in disparate and distinct cultural words, which leads to the concept that they adopt different styles of usage of the language in speaking (Uchida, 1992). This theory might also be seen as also "two-culture theory", which can be summarized as a situation in which men and women institute differing relationships in society even if they are members of the same background. In turn, this causes female and male members of the same community to deploy different choice of words, strategies, syntactic structures in their language using process consequently. Moreover, for this reason, cross-gender interaction is contemplated as cross-cultural and bicultural in its nature.

In the matter of the "dominance theory", it is accepted as a fact that females and males occupy an ethnic, cultural and language-producing world and this world is regarded as naturally having a social standing, and control as authority. That is why, in "dominance theory" which is also known as "power-based theory", males are seen as the dominant, authoritative constituents of the society and inevitably, there appears language structure, and there is gender division indisputably. In other words, because of the different class and status of women and men in the society, the female and male members of the community internalize different language structures.

2.2. Language Choices of Women and Men

It is generally a regarded notion that although men and women are affiliated with the same speech community, they might embrace different linguistic structures and forms. In this sense, it is a recognized conception and understanding that linguistic forms, which are chosen and spoken by female and male members of the society, are at odds with one another in some ways in every single one of the speech bands, groups and communities. Holmes (1993) alludes to this postulation by taking Amazon Indians'

language as an illustration, where the mother and the father of the same child make use of different languages by proving the assumption that females and males involves different uses of language. What is more is that each tribe is also associated with a different language in this community.

Apart from the communities in which different languages are spoken as in Amazon Indians, in the societies where the same language is spoken, certain distinguishable differences appear to find place for themselves in language practice of men and women. These dissimilarities vary from morphology to syntax, pronunciation to choice of word as well as many other aspects of language. When Japanese people's language practice is evaluated, it is seen that Japanese men and women choose different words with the same meaning (Holmes, 1993). Namely, Japanese people choose different words in order to communicate the same meaning in social circles. For instance, "ohiya" is preferred to use by women, whereas men choose to use "miza" in order to convey the meaning of "water" word in Japanese language.

2.3. Cross- cultural Communication

Moreover, about the conception that women are inclined to avail themselves of standard language more than men are to do, Climate (1997) gives credence to the idea that women utilize the language, the communication in order to establish, cultivate and perpetuate the relationships. The language is seen as a means of intimacy-achieving tool because it helps people to keep their relationship going, maintain it at the same level. What Tannen (1990) asserts is that females are inclined to convey and take the message of intimacy and connection in language while man transmit and receive the same language as status and independence and sovereignty. Tannen (1990) in her argument claims that this kind of communication should count as cross cultural or bicultural communication because the styles of exchanging information is different from each other. In addition, in this context, according to some researchers, females send mails and messages since they want to make the conservation continue and they act in the language accordingly. Women also tend to write short messages and e-mails while men use those means of conservation to reach to a concurrence (Kaplan, Farrell, 1994; Leet-Peregrini, 1980).

2.4. Women's Language

The enquiry, examination and pinpointing in terms of differing aspects of language in female and male speech bears the date of 1944. Until that time, there was not a clear-

cut research on the language differences between genders. According to Grey (1998), 1970s was the first time in the sociolinguistics history that there were differences about the linguistic behavior in communication. He asserted that at this time it began to be distinguished that male speech seems to have competition while the way women communicate includes cooperation in terms of linguistic attitude.

As literature is examined thoroughly, it was, for example, Lakoff (1975) who is seen as one of the first researchers who worked on the differences in women and men language, also catered to a theory that is called "deficit model" as also known as a theory, which states that women have their own style of language. She suggested that women have some characteristic features in their speech, which makes women language present. Lakoff identified those features as hyper-polite or formal structures, tag questions, indirect speech, expressions of uncertainty and tentativeness, hedges, intensifiers and expletives and fillers, which was accepted, contributed, found missing or denied under any circumstances by a variety of researchers.

Mulac, et al., (2001) was also another researcher who focused all his attention on the term of gender so as to appear to be and conducted an observed, factual study on linguistic differences between female and male speakers of language. Furthermore, Swallowe (2003) reconsidered and reevaluated the literature on contrasts in the language women and men produce interpersonally in the media.

2.4.1. Deficit Model

In order to give details about Lakoff's hypothesis (1975), it was a theory that was proposing there was a thing such as to call "woman language". She wrote a book named "Language and Woman's Place", which was paving the way for many other researches on the issue. As Holmes (2001: 286) cited, Lakoff (1975) mentioned the presence of ten peculiar characteristics of women's language:

> *"1. Lexical hedges or fillers, e.g. you know, sort of, ...*
>
> *2. Tag questions, e.g. she is very nice, isn't she?*
>
> *3. Rising intonation on declaratives, e.g. it's really good.*
>
> *4. Empty adjectives, e.g. divine, charming, cute.*
>
> *5. Precise color terms, e.g. magenta, acqamarine.*
>
> *6. Intensifiers such as just and so.*

7. Hypercorrect grammar, e.g. consistent use of standard verb forms.

8. Superpolite forms, e.g. indirect requests, euphemisms.

9. Avoidance of strong swear words, e.g. fudge, my goodness.

10. Emphatic stress, e.g. it was a BRILLIANT performance." (Lakoff, 1975)

In this context, the language that men use is referred to as assertive, direct and adult. On the other hand, women's language is accepted to be childish, super formal and retiring.

2.5. The Effect of Context

Some other researchers gave an emphasis to the situations that there was no physical presence (Michaelson and Poll, 2001). In other words, they stated that if the men and women are not having face to face interaction, the principle of politeness would be less compulsory by making the communication, interaction of men and women quite dynamic rather than static. It was also another proposed concept by them that being present of the interlocutors reduces the rules of politeness in the language. Furthermore, Bunz and Campbell (2002) expressed that the factor of politeness in e-mail environment is not affected by the social elements of age, gender etc. As Mulac (1998: 135) cited Canary and Hause (1993), there was no significant and meaningful stability, evenness in the studies conducted in order to find discrepancies between men and women's speech.

Concerning modern times, in a way, which contrasts with the findings of the previous research, in a study that was done with data taken from the e-mail communication of men and women, it was found that women and men directed questions, gave compliments, offered apologies, communicated their opinions or insulted in equal amounts (Thomson and Murachver, 2001). Nevertheless, in other studies carried out, noteworthy differences were recorded. In a study in which 36 female and 50 male managers criticized and gave feedback to their employees professionally in a role playing, men used negative and interrogative sentences more than the women, while women used more directives (Mulac, Seibold, & Farris, 2000). Nevertheless, the study affirmed that men used more words overall even though women's sentences were longer. What can possibly be inferred from these contradictory data might be the

assumption that different contexts affect the magnitude and direction of the difference in language, which women and men used.

2.6. Linguistic Devices Adopted
2.6.1. Interaction Style and the Mean of the Words

There are plenty of studies conducted about the contrasts in language use of women and men in the Sociolinguistics literature. In some studies, women were found to contribute to dyadic interactions (e.g., "Does anyone want to get some food?"), in their questions while conversations of the men are more possibly to be found with instructions, which tell the listeners to do something (e.g., "Let's go get some food") (e.g., Mulac, Weimann,Widenmann & Gibson, 1988). In another study which was conducted with schoolchildren by Mulac, Studley, and Blau (1990) it was found out that the boys expressed their opinions in their sentences(e.g., "This idea is Puritanical.").

As to the difference of the duration of expression or its wordiness is researched, when the arithmetic mean of the length of sentences was calculated, it turned out that women used more words to express themselves in writing, relative to men (e.g., Mulac & Lundell, 1994; Warshay, 1972). In addition, studies showed that this difference was not only peculiar to writing but also speaking regarding of arithmetic mean. (Mulac & Lundell, 1986; Mulac et al., 1988; Poole, 1979). On the other hand, when the overall number of words, which were used, was calculated, it came out that men used more words and took more turns in interaction (e.g., Dovidio, Brown, Heltman, Ellyson, & Keating, 1988).

As another part of language to mention about elaborately, Robin Lakoff (1975) distinguished women's language from men's language by referring to the women's method of communication as having two specific types of phrases, which are hedges- phrases used to show uncertainty and to avoid over-precise proclamation (e.g., "it seems like,") and tag questions which can be used in almost every sentence to check information or agreement (e.g., "…aren't you?"). Several research indicated that the use of tag questions used by women overweighed the ones used by men (e.g., McMillan, Clifton, McGrath, & Gale, 1977; Mulac & Lundell, 1986).

2.6.2. Uncertainty, Individualism and Controversies

Along with the fact that there are so many other comparable research results found, the idea of Lakoff (1975), which was asserting that the use of tag questions by females

gives the message of uncertainty, was denied by Dubois and Crouch (1975). In their study, the use of tag questions by men and women in a professional work-place environment was investigated and they brought to an end that men were involved using more tag questions than women did. Therefore, Dubois and Crouch (1975) made the inference that Lakoff proposed his theory under the influence of gender stereotyping speculations, beliefs and linguistics. They raised objections to Lakoff (1975)'s findings because of the fact that she used introspective methods in her research. The reason behind their objection was their idea that her observation was not random, controlled and justified but rather preferential, one sided and unsystematic.

With respect to uncertainty, some other studies asserted that women's communication included more meaning of uncertainty, unsureness. The usage of first person singular pronoun with perceptive, cognitive and expressive language as a specific example of uncertainty (e.g., "I wonder if") was further evidence, which was found in the written language of women (Mulac & Lundell, 1994) and in spoken language (Hartman, 1976; Poole, 1979) for the suggestion that women prefer to use not certain communication. On the subject of another evaluation and inference, men seemed to be more compelling in terms of language they use in a valid way to the research because according to Lakoff (1975), women were more likely to use further polite forms in the same situations (e.g., "Would you mind…"). This assertion was substantiated by successive studies (Holmes, 1995; McMillan et al., 1977).

What Mehl and Pennebaker (2003) reported noticeably was that women were more inclined to use first person singular, which was compatible with findings asserting unhappy people use more first person singular (e.g., Bucci & Freedman, 1981; Rude, Gortner, & Pennebaker, 2004; Weintraub, 1981). These findings, which occurred more than once, were quite consistent since depression is more prevalent among women (Diagnostic and Statistical Manual of Mental Disorders [4th ed., text revision], American Psychiatric Association, 2000). On the other hand, first person singular "I" generally indicates and has the connotation of selfishness and individualism by making it matching men speech cliché. In this context, the findings are also in conflict with analysis of Mulac et al. (2001), which reported that men used "I" first person singular more frequently. Still, one point to consider can be that if the entire group of personal pronouns is examined, women use them all in higher frequency (e.g., Gleser et al.,

1959; Mulac & Lundell, 1986). Consequently, claims of men being more active users of personal pronoun or just the opposite idea are not quite feasible nor possible.

2.6.3. Word Choice

The differences between genders were examined in terms of words people choose and use in communicating the language, as well. Women have been observed to use more intensive adverbs to give more force and emphasis, more conjunctions, such as "but", "and" and more modal auxiliary verbs, such as "could", "would" in a corresponding way to the findings in phrase-level research, which asserts females use uncertain, indefinite and hesitant language more (Biber, Conrad, & Reppen, 1998; McMillan et al., 1977; Mehl & Pennebaker, 2003; Mulac et al., 2001). Regarding the words men generally chose to use, it was found out that men used more swear words, longer words, more definite or indefinite articles, and more references to a position; particular place (e.g., Gleser, Gottschalk, & John, 1959; Mehl & Pennebaker, 2003; Mulac & Lundell, 1986).

Another area of research for the linguistic differences between women and men seem to be the usage of emotion words. Several studies gave an account of the assertion that women use emotion words more than men do (Mulac et al., 1990; Thomson & Murachver, 2001). On the other hand, Mulac et al.'s (2000) study found exactly the contrary after examining the managers giving criticism and feedback to their employees in a role-play. When Mehl and Pennebaker (2003:864) study is reviewed one more time, it is seen that it has compatible findings: Positive emotions are catered in female speech more, whereas men involved negative emotions, such as anger more in their sentences.

2.6.4. The Behavior of Speech

Regarding politeness in women and men speech, it was asserted that when traditions, courtesy and rules are taken into account, it is supposed that women need to behave and sound more polite than men (Brown, 1980). Brown (1980) also proposed the idea that women generally involve more politeness strategies than men do.

With reference to issue of "being forceful", Kremer (1974) stated clearly that women use language in a less authoritative and assertive way than man do. In his study, he also stipulated that men were more likely to swear than women were. The strength of voice in speech of men and women linked with the other aspects of language, which

is regarded as politeness. In another study, which was conducted by Nemati & Bayer (2007) claimed that women use language in a way that sounds immature, hyper-formal/polite and non-assertive, where men choose to use language forms which are confident, adult and direct.

2.6.5. The Choice of Topic

As for the topics, which are chosen by women and men to have a conversation about, there have been a lot of hypotheses, which were put forward by researchers. To, illustrate, Ning & Dai (2010) drew the conclusion that females and males chose different topics in the time when they talked. For instance, men generally were more likely to choose topics related to politics and economics, while women were more inclined to have a discussion on the topics of education and family. Meunier was another person who focused on the differences on selection of the topics by different genders. He expressed in his article that games like sports, vehicles, such as cars and topics which can be counted as government related, such as politics are regarded by careful consideration, and that's is to say, serious and these are preserved for males only (Meunier, 1996). With reference to the topics which are preferred by women to be used in conversational environments in the same context, it was regarded as having little value or trivial since they were generally about the areas, such as childbearing and personal relationships.

2.6.6. Peculiarity

Concordantly, as an incontrovertible fact that even though females and males in a society speak, write, communicate the same language, they do not feature the same the same way to speak, write, and express it. Namely, even though they use the same language; they adopt different styles in their interaction (Mulac 1998, qtd. in Mulac et. al. 2001:121). In this regard, men and women select and settle on unalike structures either because these distinctive language forms are natal or they are acquired throughout the procedure of interaction in social environments.

As König states (1992: 29), there is an interesting two-way interaction, in which women comprehend the language that men use but the same women do not prefer to use these items of language. As with this situation, there seem to be some words, forms in language that men find peculiar to women so do not use in their conversations, as well. As also quoted in Coates& Johnson (2001), gender difference is clarified and explained as gender favorable or preferential by signifying that men and women are

endowed with the same abilities and potential to use variegated linguistic forms, set of tactics. On the other hand, in some situations, some strategies and aspects, pieces of language might be more prevalent in one gender in some situations (West and Zimmerman, 1985). In this sense, research academics have had a great endeavor to figure those characteristics peculiar to women or men's language and they tried to describe these language differences with their causes and consequences by declaiming a big deal of studies, research and literature.

2.7. Research Conducted in Turkey

Ever since 1990s in Turkey, gender studies grabbed the attention of linguists in Turkey. In recognition of research administrated in Turkey, a lot of researchers appear to have significant studies in gender issues. While most of them tried to figure the interrelation between gender and language (Acar- Türker 2000; Agaçsapan 1989; Aliefendioglu 1994; Baysal 1997; Bayyurt 2000; Günay M. 2000; Günay, V., D. 1991; Kilecioglu 2001; Özçalıskan 1994; Subası-Uzun 1996) within general contexts, there were also some others who were interested in specified terms (Açıkalın 2000, 2003; Ercan 2003; Şen 2003).

Açıkalın (2000) examined the language differences inflicted by gender in the jargon of medicine. Ercan (2003) also conducted a study by exploring the language use dependent on gender factor and variable in the articles in the columns of the newspapers. Şen (2003) examined the communicational status and power tactics of Turkish women and men in same or cross-gender pairs. In the study done by Acar-Türker (2000), the effect of culture and language in the use of language is evaluated from the perspective of the ways and terms of addressing. Aliefendioglu (1994) investigated the differentiation, which is based on gender, in speaking language of men and women. The effect of gender on the usage of language as a sociological variance was also studied by Baysal (1997) by finding some differences between women and men's language.

Kilecioğlu was one of the researchers who investigated the differences in male and female teacher candidates' writing samples to find out the role of gender variant on the preference of idiomatic expressions and prose (Kilecioğlu, 2001). In another study, it was aimed to discover the differences of usage of the swearwords or the expressions like swearing between men and women language and the result was that they use different amount of swearwords in different cases (Özçalışkan, 1994). In another study

operated by Subası-Uzun, L. (1996) the male and female subjects differ from each other in their interpretation, usage number of verbal stimuli which are provided in the texts by drawing a conclusion that gender is a determinant in interpretation in language.

Açıkalın (2003), as a more related context, conducted a research in order to find out whether or not there are gender-related language differences in the speeches of women and men. For this aim, he examined educators, instructors in an education faculty by finding that female and male instructors adopt different patterns of language while they are talking. In her study, it was also found out that men used the language in order to show their status, and power. Meanwhile, women used the language as a means of solidarity and mutual support. It was furthermore stated in this study that female participants opted for standard language more than males did.

To start with, to a certain extent, Ağaçsapan was one of the researchers who used a similar context, which is a classroom environment to examine the relationship between gender and language (1989). She examined and analyzed the writing samples of some students in a secondary school in Eskişehir, Turkey and in her study; she concluded that female students were much more inclined to use nouns, especially the abstract nouns than boys would do. Similarly, boys were more likely to use concrete nouns. Another implication in her study was the fact that male students used gerundial forms in their writings, where female students preferred to use active, passive and auxiliary verbs in their samples. In addition, the girls chose adjectives, demonstrative adverbs and personal pronouns more.

Furthermore, Ağaçsapan (1989) also stated that even though female students and male students wrote about the same topic, their pieces of writing differed from each other because of their content. The papers of female students wrote their samples by giving examples from their friends and family, while boys generally illustrated their perspective with social, impersonal specimens, instances. Over and above those, females distinguished from boys by writing introverted topics, as boys would use extraverted samples. What is more is that boys wrote less than girls in this study.

When it comes to Gülay's (1991) theory about what the language is and to what extent it gives impression of the person who speaks it, it is specified that gender is a big factor in language. To illustrate, in Turkey, men generally talk about cars, games, politics,

drinks, problems in the world and in the country, and the topics, which give message about the status of men. On the other hand, women generally talk about trends, fashion, beauty, clothes, chores, childbearing and child raising in their same gender dyads

Overall, there is a plenty of research conducted in Turkey about gender and language. However, there was no research, which evaluated students' oral communication in the EFL context. So this research is going to be the first research which went through students' productions in order to understand the scope of gender.

CHAPTER III

METHODOLOGY

3.1. Participants

The participants of this research are the students in a preparatory school which teaches English at a foundation university. Their age ranges from 18 to 23. They were the students who started preparatory school at A2 level of language competency. Their language competence level had been assessed by Cambridge Placement Exam in the preparatory school before they were placed in B2 classes previously. Hence, they were studying in B2 level class while this research was being conducted. Just one class was included in the research. There were 5 female students and 5 male students who involved in the study. Even though the study aimed to have more men, it could not include because there were only 5 men in the B2 level class. The students' language level was competent enough to speak about daily life, academic life, controversial topics and so on according to the CPE and the assessment and comment of the teacher. All the male students in the class were included the study. Female students were chosen randomly.

When the nationalities of the students were considered: 1 male student was from Malaysia, 1 male student from Palestine, 3 male students from Turkish contexts participated in the study. When the females' original countries are taken into consideration: 1 student was from Saudi Arabia, 1 student was from Yemen, 2 students were from Turkey and 1 female student was from Afghanistan. Even though they are randomly selected, in this study a lot of different nationalities would present data for the research. All the participants were informed about the study and they were asked to sign a consent form if they wanted to participate in the study. Even though they were volunteers and willing to take part in the study, they were not informed about the content of the study in order to have reliable and valid data. In other words, if the content of the study was revealed, there would be the risk that students might prefer genderless language by causing misleading or false data.

3.2. Setting

The study was conducted in a B2 level class at a foundation university in İstanbul, Turkey. Since some departments at the university are 30%, 50% and 100% English in terms of the medium to teach and instruct the students, the students have to study in preparatory school so that they can learn English in order to be competent enough to

study in their departments. Students' level in the preparatory school is determined by an examination called Cambridge Placement Exam and they take 7 weeks of instruction in that level. Students at B2 level took part in this study. They were studying the Passages book by Cambridge Publishing. They were in the class while the data were being collected. They were in their Main Course lesson, where the speaking, listening, reading and writing activities were conducted besides with the grammar teaching. In the MC classes, students were involved in speaking activities as pair or group works. In this study, they just were talking to their friends as in pair-work.

3.3. Data Collection Process

Regarding the data collection, the data was collected by recording the regular pair works of the students in the speaking activity in the class during the lesson time. Normally, students in Main Course lessons are asked to involve in speaking activities in the class with their pairs as Communicative Language teaching, and many other approaches, methods promotes to English Language Teaching.

In this study, there were some pages of the Passages book, some parts of the book where students needed to do speaking activity. At those times, students were asked to speak with their pairs. Also, there were also some lessons which were allocated to speaking skill and students were asked to answer and discuss about the questions given by their pairs were asked to speak about the topics that they see on the pages of the book or they are given by their teacher.

Regarding the procedure, in every recording, there was 1 female and 1 male student who matched and spoke together. There were five couples of pairs in each time of recording. In five different days, those five groups of students recorded their speech during the pair-work activity. That is why, totally 25 pieces of speech were recorded. Each and every time, all people spoke to another member of the opposite sex. For example, 1 female student talked to 5 different male student throughout the study. In other words, no one talked to a person whom s/he talked before.

When the recording time of audios are examined, every week 1 audio was recorded. Since there were 5 couples who were recording their conversation at the same time, in a day 5 audios were recorded and after 5 weeks all audios were ready as data.

Regarding the questions, which were asked to the students to discuss about, in the first task, namely audio in the first week, the questions were:

1)   Which family type (nuclear/extended or one income/two income) do you have? Which one do you think is the best?

2)   What do you think of changes in life? What are the advantages and disadvantages of changes in life?

3)   What do you think about e-books?

These were the questions created by the teacher and asked to the students. Also, the students answered the following questions in their Passages book (Richards, Sandy, 2015: 7)

1)   What's the best thing about spending time with your family? What's the worst thing?

2)   What's one advantage of having a close family?

3)   What are some rules that people have to follow in your family?

4)   What's the benefit of having strict parents?

5)   Are you most likely to confide in a parent, a sibling or a friend?

6)   Do you believe mothers and fathers should do the same chores?

7)   What are the advantages and disadvantages of having a two-income family?

Concerning to the second audio questions:

1)   Which of the cities on page 18 (Barcelona, Beijing, Seoul, Sydney) would you like to visit? Explain your reasons. (Richards, Sandy, 2015, pg 19)

2)   What is a good city for budget travelers?

3)   What is a good city for a honeymoon?

4)   What is a place that would make a great vacation spot?

5)   What is a city where you would like to live for a few years?

6)   What is a good city to go to school in?

7)   What is a place that you would never want to visit?

8)   What makes a good person to date with/ be in love with?

9)   What makes a good journalist?

10)   How do journalists serve to society? Are they doing a good job of serving to society now?

11)   How have standards of beauty changed?

Regarding of the third group of questions, which were asked to the students for the third audio:

1)   What do you think about censorship? Should there be censorship on media or not?

2)   What do you think about death penalty? Do you accept it or not as a law?

3)   What do you think about mobile phones in class? Should they be allowed in the classroom or not?

4)   What do you think about the roles of media? Does it serve the society in the good way or does it mislead/ manipulate people?

5)   What do you think about technology?

As for the questions for the fourth audio:

1)   Should animals used in testing or not?

2)   Should smoking be banned or not?

3)   What do you think of Global Warming? What can be the solutions for it?

4)   How can Ignorance problem in the society be solved?

5)   What do you think of Homework concept? Should there be homework or not?

Finally, the questions which were asked to the students for the fifth group were:

1)   Chose three of the followings: epidemic, hijacking, natural disaster, rebellion, robbery, famine, kidnapping, political crisis, recession or scandal which have affected the world or your country and talk about it by giving details. (Richards, Sandy, 2015, pg 46)

2)   How closely do you follow the news? What kind of stories interest you?

3)   What do you think as the most important news story in the last few years?

4)   Do you think stories about sports or celebrities count as "real news"? ((Richards, Sandy, 2015: 46)

When it comes to the reason why these questions were asked to the students, the ones, which are not taken from the book, are disputable and argumentative questions in which students can involve in the speaking activity in a serious discussion mood. As for the questions, which are taken from the book, as it is seen above, they are some kind of personal questions, which promotes the students to use daily language and talk about their life, themselves in an informal way. That's why, in this way students talked about both informal and formal way and both about their personal and social life.

3.3.1. Instruments

In order to record the audios in this research, the students were asked to record their speech by using their mobile phones. All the 5 couples recorded their speech by holding the mobile phone between them during the class task and then they sent it to their teacher. In this sense, students used their regular, normal mobile phone voice recorders in order to provide audios. And 3 audios were transcribed by the teacher on the computer. 11 audios transcribed in Speechpal online transcription tool, 7 were transcribed in Happyscribe and 4 of them were transcribed in Trint online transcription device. All of the transcriptions were checked for two times. That's why, all of the transcriptions were reliable and variable. In addition, in order to understand whether the data which was collected was meaningful or not, Statistical Package for Social Sciences program (SPSS) was used. By applying independent Sample T- Test, the reliability of the data was double-checked.

3.4. Data Analysis

The transcribed data in this research were coded according to their categories. The researcher read the sentences and analyzed them and if she found some linguistic

devices, she coded them. Namely, the data in this research was hand coded. Then, the number of the coded linguistic devices were noted and eventually, at the end of the research, in order to have the whole picture, they were added to each other. Besides, after this process, all the data was entered in SPSS program so in this way the meaningfulness of the data was checked, evaluated and commented.

Regarding of the labeling of the variables, the previous studies conducted by Mulac, Studley& Blau (1990), Poole (1979); Rubin& Greene (1992) and theory, which was proposed by Lakoff (1976) were used in order to categorize variables as female or male preferential. That is the reason why descriptive adjectives, emotional words, tag questions, interrogatives: + Wh questions, rhetorical questions, exclamations, hedges, intensifiers, apologies, super polite forms, metaphors, super correct grammatical sentences, and wordiness are counted as woman preferential. In this sense, quantitative adjectives, certainty, directives and jokes were taken as male- preferential language devices.

CHAPTER IV

FINDINGS & RESULTS

4.1. Results

4.1.1. Descriptive/ Qualificative Adjectives

Adjectives are the words that describe, modify and detail the nouns in English language. They refer to the noun in order to show the attributes of them (Oxford Dictionaries | English, 2019). In this research, adjectives, which describe the nouns, were analyzed in order to reach the conclusion whether there is women and men language regarding of qualificative adjectives. To illustrate the descriptive/qualificative adjectives: the "big" and "indescribable" words in the big car, indescribable feeling examples are descriptive, qualificative adjectives. As for this study, since according to the past research, e.g. Kanaris 1999, Mulac, Studley& Blau 1990, Poole 1979, Rubin& Greene 1992, qualificative adjectives were accepted as the adjective types, which are preferred by women users of language by making them female- preferential; it basically analyzed the data in order to understand whether or not women and men differ in their number of usages of these qualificative adjectives. In other words, qualificative adjectives were accepted as the functional words which are more special to women since the women are more inclined to give details, discriminations about people, things, situations in order to make them more precise (Lynch& Strauss-Noll 1987). As a result, according to these studies, women use more qualificative adjectives. In this context, that is why this study aimed to find out whether there is difference between men and women usage of descriptive/ qualificative adjectives in number and if there is in which way this difference in number is seen.

Accordingly, some examples which were evaluated as the qualificative adjectives in this study are presented below as in the bold format:

> **FR :** ok. I think I know some famine in Somali because I heard about this for a few years ago. It was very **hard** for Somali's People. Also in these days, I heard about there is a famine in my country. But I think it's not very **big**, very **huge** famine I think if they they help them, it will end it wa.. it's . It's not very **huge**. But. I hope it will not.

> **FA:** You know like they are some companies like using i**llegal** ways for testing on people; not on animal. So people think that it would be on animal **better** than and

I don't know they think that the human life more **precious** than or more **valuable** than the animal.

MA: Firstly I agree with you. Ignorance is the most, the most **important** problem of a country. Because the ignorance people, sorry **ignorant** people is, are **harmful** for a country and ignorant ignorance is being caused by **bad** education. So the government should be, should, should be, should improve their country's education system and they , they have to build another **different** ways to improve education so and they can make it if they can make education **better**. Ignorance, ignorance will be decreased. That's all of my idea. Thank you.

When the data of the present study is checked through, the results which are shown in Figure 4.1 is driven accordingly.

Figure 4.1 : Qualificative Adjectives Usage by women and men
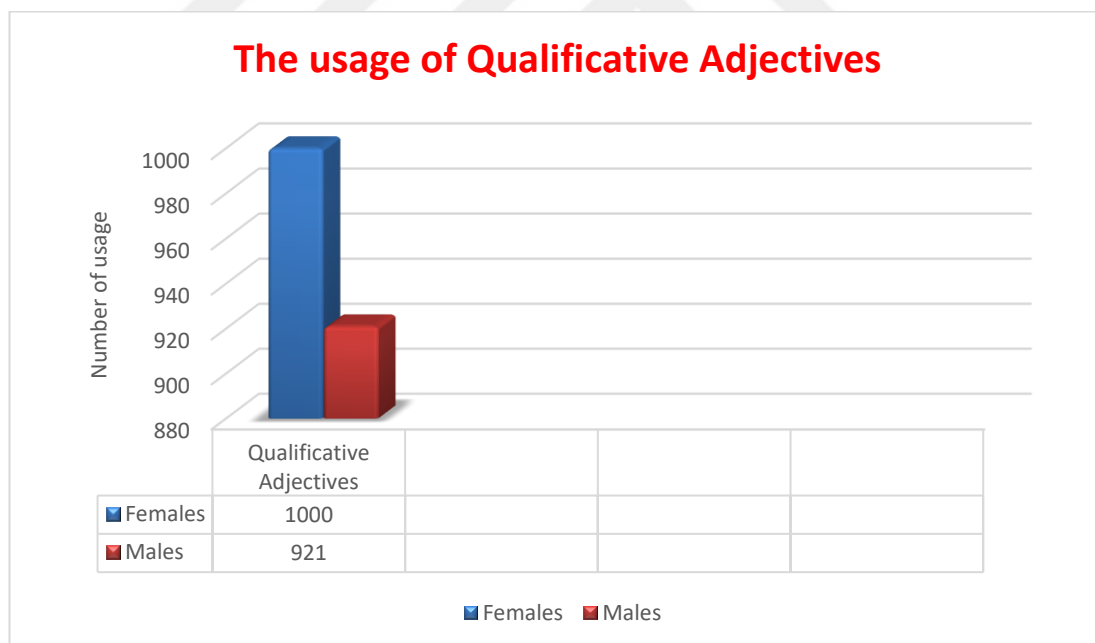
As it is seen in Figure 4.1, women used 1000 (one thousand) qualitative adjectives while men used 921 qualitative adjectives. As for the percentage is taken into consideration, women used 52,056 % and men used 47,943 % of all the qualificative adjectives used in the interactional conversations. In this sense, the result which is driven from the data is consistent with the findings of the past research with a

difference of 79 qualificative adjectives more by women (Ağaçsapan 1989; Janssen& Murachver 2004a; Mulac, Studley& Blau 1990; Poole 1979; Rubin& Greene 1992)

4.1.2. Quantitative Adjectives

Gleser et al. (1959); Janssen& Murachver (2004a); Mulac& Lundell 1994(cited in Mulac (n.d.)); Mulac, Studley& Blau (1990); Poole (1979); Rubin& Greene (1992); Sause (1976) stated that men refer to numbers more than women do in their production process of language. In this regard, they claim that in men's spoken or written form of language, quantitative adjectives are found more in nature.

As to quantitative adjectives in terms of its definition: they are adjectives which describe the words according to their details of number, amount or quantity. They are generally the answer for the question of "How many" and "how much". For example: "five birds", "half a bread", "many people", "third page" phrases host the quantitative adjectives of "five", "half", "many" and "third" as a modifiers of number, amount, quantity. In this regard, all ordinal "fifth" and multiplicative adjectives "triple" are also counted as adjectives, which modify the nouns in terms of their numerical attribute.

When some pieces of examples of quantitative adjectives from the data are demonstrated;

FR: Okay ignorance I think ignorance in these days, it's not **a lot**. In, if we talked about Turkey, it's not **a lot**. Because now people knows the importance of education. So **all**, I think, **all of them** now, not **all of them**. **Most of them** now bring their children to the schools because now they know the importance of education. If we talked about my, my country, there is **a lot of**, there's **a lot of** country, there is **a lot of** families that think that education is not an important thing.

FC: If this lesson can be our last lesson. Maybe we should do homework because for lessons not enough for Good education but **six** hours, **six** hours very **a lot of** yeah!

MN: Ok for me a good city for budget travelers is in Indonesia because Indonesian currency is very low. If you change dollar to Ru.. Rupiah, Indonesian currency; you will get more like **one** dollar to **fourteen thousand** rupee, Rupiah. So that's a good place for budget travelers and Indonesia has **a lot of** island as a good island beautiful and very nice for travelers.

When the data found about the number of usages of quantitative adjectives, as it is seen in figure 4.2, there were totally 516 quantitative adjectives in the 25 conversational pieces of the students. In these conversations, women used a total sum of 260 quantitative adjectives, whereas men referred the numbers in their speech 256 times, which means that women exceeded the men in terms of number with a score of 4(four). Therefore, women involved quantitative adjectives in their speech with the percentage of 50,38% and men adopted adjectives of quantity with a percentage of 49,61%. In terms of numerical results, the findings are not consistent with the statements of Gleser et al. (1959); Janssen& Murachver (2004a); Mulac& Lundell 1994(cited in Mulac (n.d.)); Mulac, Studley& Blau (1990); Poole (1979); Rubin& Greene (1992); Sause (1976)

Figure 4.2: Quantitative Adjectives Usage by women and men
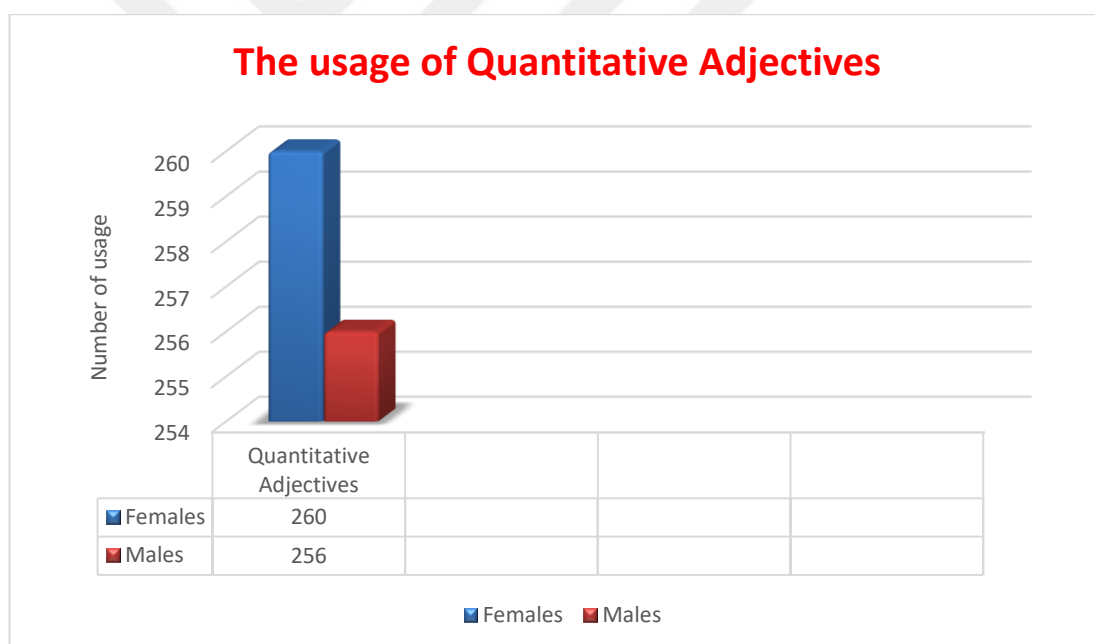
4.1.3. Emotional words

The words that refer to human emotions, feelings, such as happiness, sadness, fear, anger, love, hate, pity, jealousy, regret, hate are regarded as emotion words (Allen& Haccoun 1976; Fabes& Martin 1991) and women are regarded as more emotional than men, which in turn this makes the hypothesis, which women use more emotional words in their language than men, strong (Broverman et al, 1972:63). In connection with this point, a lot of researchers stated that women adopt more emotional words in their

speech and writings and they cater to a lot of variety of emotional words (Ağaçsapan, 1989; Allen& Haccoun, 1976:712; Basow 1992; Baysal 1997; Broverman& Broverman 1972; Carli 1990; Fabes& Martin 1991; Mehl and Pennebaker, 2003; Mulac at al, 1990; Mulac, Lundell& Bradac 1986; Newman et al.,in press; Simkins-Bullock& Wildman 1991).

Some of the examples, which are accepted as emotional words in the conversational practices of the students are given as it follows:

MA: I think the journalists make news and they exact exaggra… exagrareit sorry exaggerate, agreat his or her own news and people make **angry** or **anxious** about the news. I think they, they are not doing a good job that's the reason. What about you?

FC: Yes we are four. My sister is seventeen years old, like my friends. My brother is ten years old and my little brother is three years old. And I **like** big family because more **exciting** and more **enjoyable**

MK: Because I **hate** there. Actually, I **don't hate**, I **don't hate** the people but I **hate** the their some traditions. Of course, I **respect** their traditions but I **don't like** their traditions.

Figure 4.3: Emotive Expressions Usage by women and men
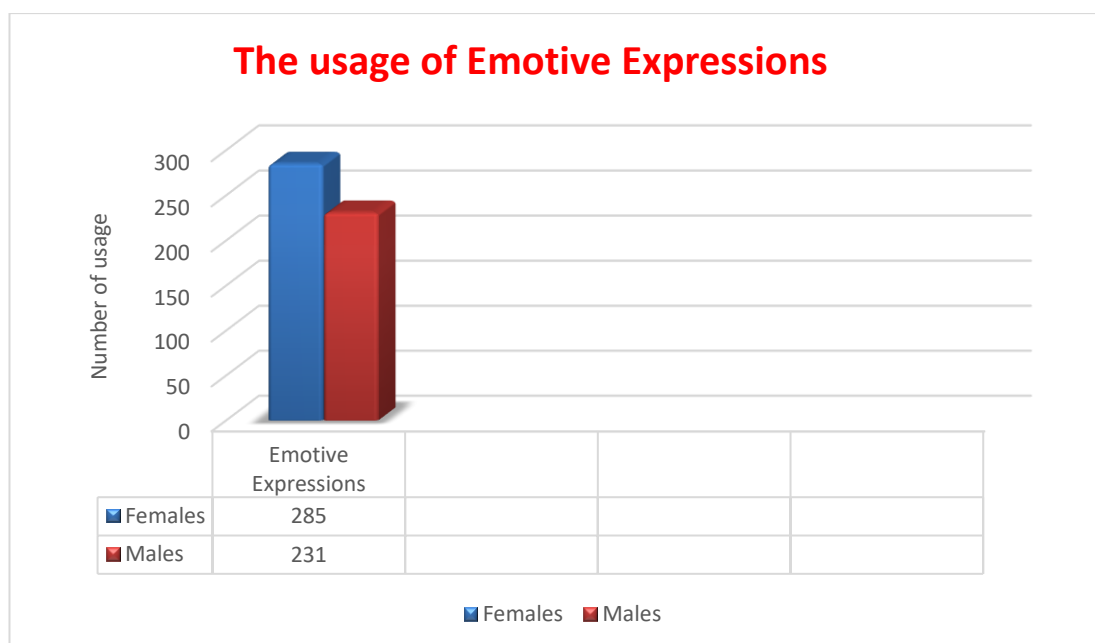
As it is seen in the figure above (figure 4.3), there have been found 516 total words which were denoted to emotions. Out of this number, 285 linguistic devices of

emotional language have been encountered in the female speech. On the other hand, men speech included 231 emotive expressions. When the percentage is calculated, men used 44, 76 % of the emotional words, while women catered to 55, 23 % of the emotive expressions overall. Wıth the connection of this data, the result of this research is compatible with the results and conclusions of aforementioned studies (Ağaçsapan, 1989; Allen& Haccoun, 1976:712; Basow 1992; Baysal 1997; Broverman& Broverman 1972; Carli 1990; Fabes& Martin 1991; Mehl and Pennebaker, 2003; Mulac at al, 1990; Mulac, Lundell& Bradac 1986; Simkins- Bullock& Wildman 1991).

4.1.4. Tag Questions

A tag question is a type of question which is used in order to check information or to learn whether or not other interlocutor(s) agree with you. They are formed by appending interrogative structure to the statement in English language. To exemplify, while "The weather is nice, isn't it?" is accepted a simple tag question; "Isn't it so nice that today we are setting out for America?" is a complex tag question which checks agreement.

According to the past researchers, tag questions are accepted an indication of female talk or writing in language (Lakoff, 1975; McMillan, Clifton, McGrath, & Gale, 1977; Mulac & Lundell, 1986). In the same context, Lakoff (1975) stated that because of women's inferiority in society, their languge is inferior, as well by giving rise to the fact that they use more tag questions because of unassertive style of very themselves. There were also other researchers who found that women use more tag questions in their language production (McMillan, Clifton, McGrath, & Gale, 1977; Mulac & Lundell, 1986) On the other hand, Dubois and Crouch (1975) objected to this idea and by examining professional environment writing samples, they found out that men use more tag questions.

When it comes to the result of this study, as it is seen in figure 4.4, in this study a total sum of 37 tag questions were used and men used 23 of them. So, 62,16 of tag questions were preferred by men and 37,83 percent of tag questions were used by women. These findings rise an objection to many previous studies (McMillan, Clifton, McGrath, & Gale, 1977; Mulac & Lundell, 1986) while it reconciles with the findings of Dubois and Crouch (1975).

Figure 4.4: Tag Questions Usage by women and men

The usage of Tag Questions

	Tag Questions
■ Females	14
■ Males	23

■ Females ■ Males
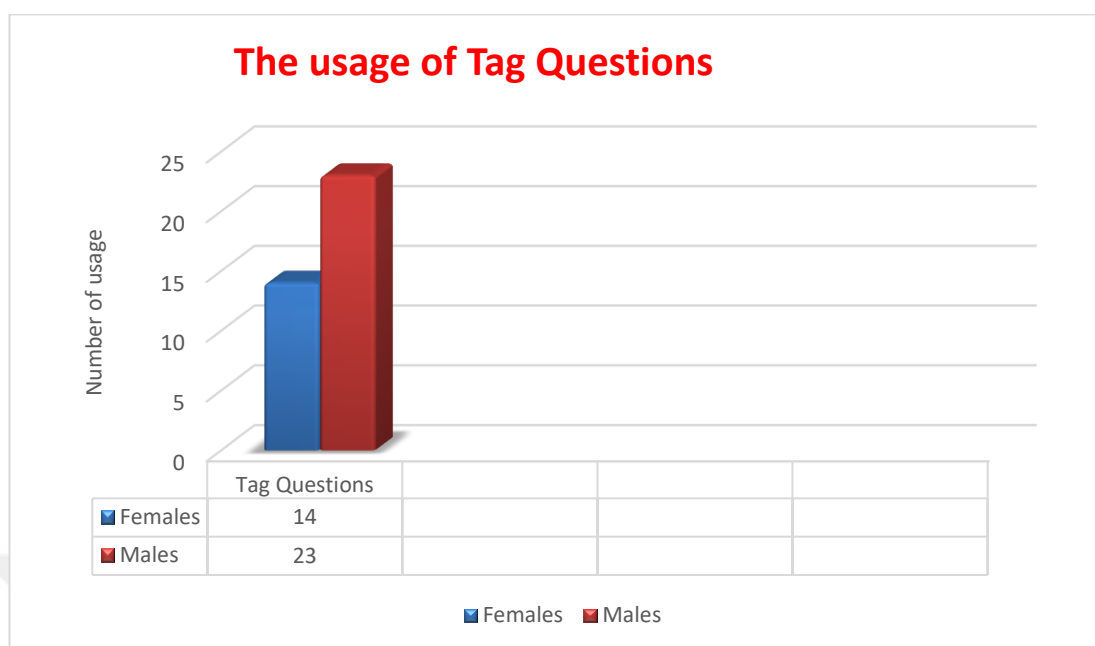
Examples of tag questions which were seen in the samples are as the following pieces of speech:

FA: It's also in German**, right?**

MK: You say. For example. If the person who has a crime. He should enter the prison, **right?** You say but some of them are not appropriate for not acceptable guilt before entering the prison I think. If you kill a per... People like. As you know in the some,. You can see some news all around the world from all around the world. And they some of psycho people kill 200 people like. I think you have to, you, you don't have to put him to prison. I think he should be, he should death

MN: Yeah the only benefit of course money**, right?**

4.1.5. Interrogatives-Wh+ Questions
In this research, one of the question types, which was examined as a variable was +Wh questions or yes/no questions. These questions are used to request for information in English language. For example, "How old are you?" and "Are you a freshman in this university?"

These questions are proclaimed to be deployed by women more than men do in speaking or in writing (Baysal 1997; Carli 1990; Fabes& Martin 1991; Fishman 1980;

Mulac, Lundell& Bradac 1986; Simkins- Bullock& Wildman 1991) As it is manifested by Fishman in 1980, the situation that the women have weak and passive role in society makes the women ask more questions in order to provide the continuum of the interaction.(qtd in Coates 1986:105). Also, because of the fact that men are more powerful in terms of their role in society, they use directives instead of questions, which generally has connotation with powerless speech or the speech, which has the aim of continuing. Nevertheless. in their study in a professional work environment, Mulac, Seibold and Farris (2000) found that men used more interrogative sentences than woman. Overall, even though there are some researchers found that man use more interrogatives, questions seem to be attributed to or connate to the women more because of the idea that women are weak so their speech becomes and they ai to keep the conversation going with questions.

If some examples of the question forms which are examined and accepted as interrogative structures are reviewed; few samples are as it follows:

MB: **What do you think about hijacking?**

FF: **Okay and what will your government do?**

FA: yeah and how how **how many packets do they smoke?** like they maybe smoke in the day two pockets or one packet.

MK: **There should be homeworks or not?**

Figure 4.5: Interrogative Usage by women and men
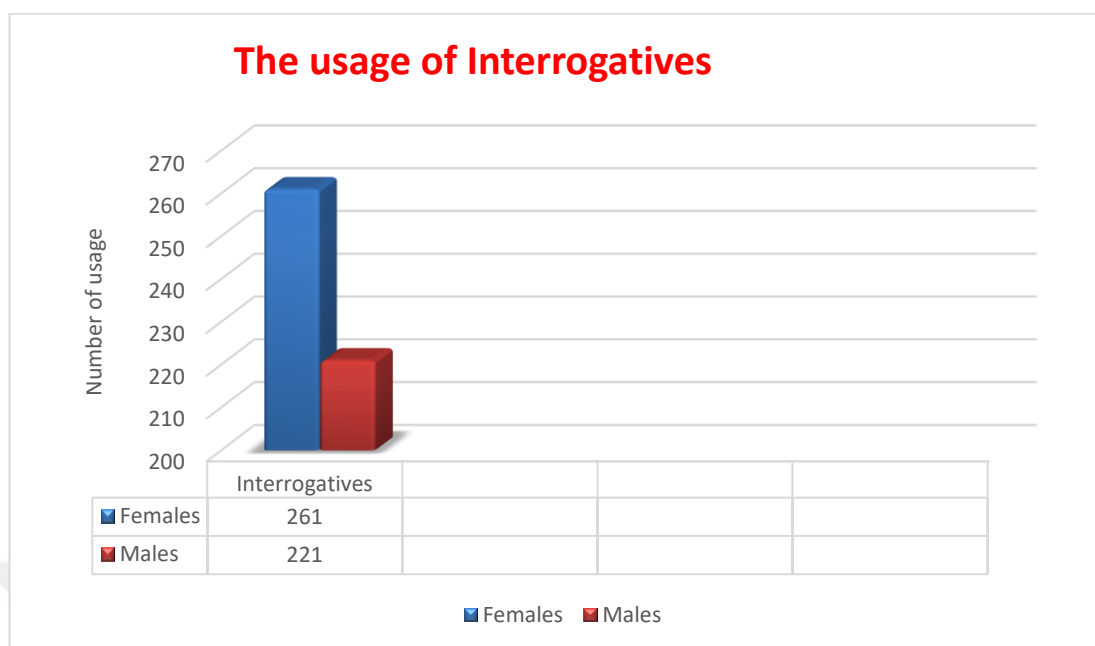
As figure 4.5 presents, there have been used 482 questions in total 25 conversations and +Wh or yes/no questions in female speech were greater than in male speech with a difference of 40. So, 54,14 of questions, which were adopted in those conversations belonged to women and 45,85 percentage of the interrogatives were possessed by men in this research. These findings were in agreement with the previous studies (Baysal 1997; Carli 1990; Fabes& Martin 1991; Fishman 1980; Mulac, Lundell& Bradac 1986; Simkins- Bullock& Wildman 1991)

4.1.6. Rhetorical Questions

According to the Oxford Learners' Dictionary, rhetorical questions are raised in order to elicit an effect or to state a notion but not to have an answer. At this term, rhetorical questions are not asked to get an answer but to make the statement powerful and the speech fluent. Therefore, they are preferred by language users a lot in the communication.

According to Mulac, Studley & Blau (1990), they found that 9-10 years old boys used more rhetorical questions in their extempore essays, whereas they discovered that in 13-14 years old children category, the female students chose to use more rhetorical questions in their writing. So, there was no consistency among different ages about the usage of rhetorical questions in children's writings.

Even though, no other study specifically focused on the rhetorical questions on its own, it was accepted that women use more questions, as it was stated earlier in interrogative questions part. In this research, rhetorical questions were evaluated as independent structures from the questions and they were searched in this way.

Relating to the examples of rhetorical question structures, which were encountered in students' speech, some of the samples are as following:

FF: Ok I'm agree with you and so ok and what's love? Actually it's the difficult question :). So I think love is a feeling; a strong feeling that you have in front of someone. I think so and for being in love or fall in love is really hard but I actually, most of people doesn't know the meaning of love. **What does love mean?** When they meet someone on the street, the day after that they say I love him or her:) but they don't know what's the meaning of love or what's the definition of love. So it's a strong meal... feeling that you. I think. You feel yourself in a romantic way with someone. OK. What do you think?

MN: So, you're right. It just, it should be, it shouldn't be forbidden because of human rights. So human allowed to do what they want to do, right? So we have a different idea. Never mind. I think **why we have a health ministry?** healthy I think Health Ministry or health minister? because minister and government should encourage people to be more healthier. That's why, government should forbid smoking. If, if you have, if your idea about human rights; people can do anything. So **why they should be Health Minister and have ministry?** Because people can be, can be sick. It's up to a person to be sick or not. So healthy, healthy is the task, for the task for government and ministry. That's my idea. Moving to global warming, ok. What is your opinion about global warming?

FA: Yeah, he S.. He, He's actually a S journalist. You know this story is really interesting and it really deserve the whole popularity it takes because when you think of it, **why a country would kill their own journalists?** You know like **why?**

As for the number of rhetorical questions which were found in students' interaction: figure 4.6 will be presenting the data:

Figure 4.6: Rhetorical Questions Usage by women and men

The usage of Rhetorical Questions

	Rhetorical Questions			
Females	16			
Males	6			

Females ■ Males
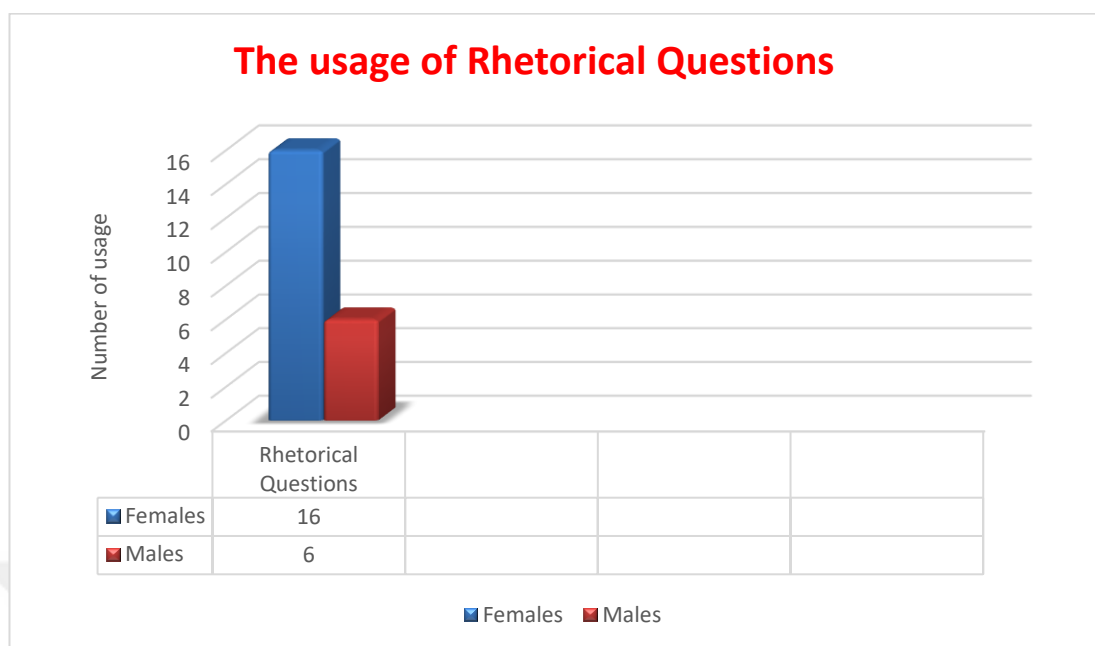
As it is seen in the figure 4.6, rhetorical questions was one of the least used structures in the conversations by the students. There were totally 22 rhetorical questions in all of the conversations. Female used 16 of them and men used 6 of the rhetorical questions. In concern to percentage of the usages, % 72.72 percent of the rhetorical questions were formed by the women and % 27.27 percent of the rhetorical questions were given utterance by the men. Therefore, results are consistent with what Mulac, Studley & Blau (1990) found about eight grade students.

4.1.7. Exclamations

Exclamations are the expressions of unexpected cry which show that surprise, pain, happiness or anger (Oxford Dictionaries | English, 2019). They are generally uttered suddenly and loudly in order to show anger, happiness, fear et cetera. They are an important part of language, which gives the message of feeling and they make the utterances more fluent and powerful in languages.

When the literature about the usage of exclamations by women and men is reviewed, it is seen that women use more exclamations than man do (Colley& Todd 2002; Hiatt 1977; Rubin& Greene 1992; Scates 1981; Waseleski 2006; Winn& Rubin 2001). When the writings, the communications in forums were analyized in these studies, it was found out that women overweighed men in terms of their usage number of the exclamations.

In the matter of the exclamations, which were articulated by the speakers in this research, a few examples are given below:

FA: **Oh my God!** You know like, I'm thanksful that time my brother did came.

MZ: Your father can cook? **Really?**

FR: A good journalist. **Oh journalist again!**

MK: **For a honeymoon?**

In connection with the data, which is presented below, it is seen that a total number of 45 exclamations were used by subjects in this research. Women used 32 expressions of exclamation while men used 13 exclamations in their speech. So 71.11% of the exclamations was used by the women in these conversations. On the other hand, 28.88 % of the exclamations was used by the men. These results are consistent with the previous research, which state that women use more exclamations in their production of language.

Figure 4.7: Exclamation Usage by women and men
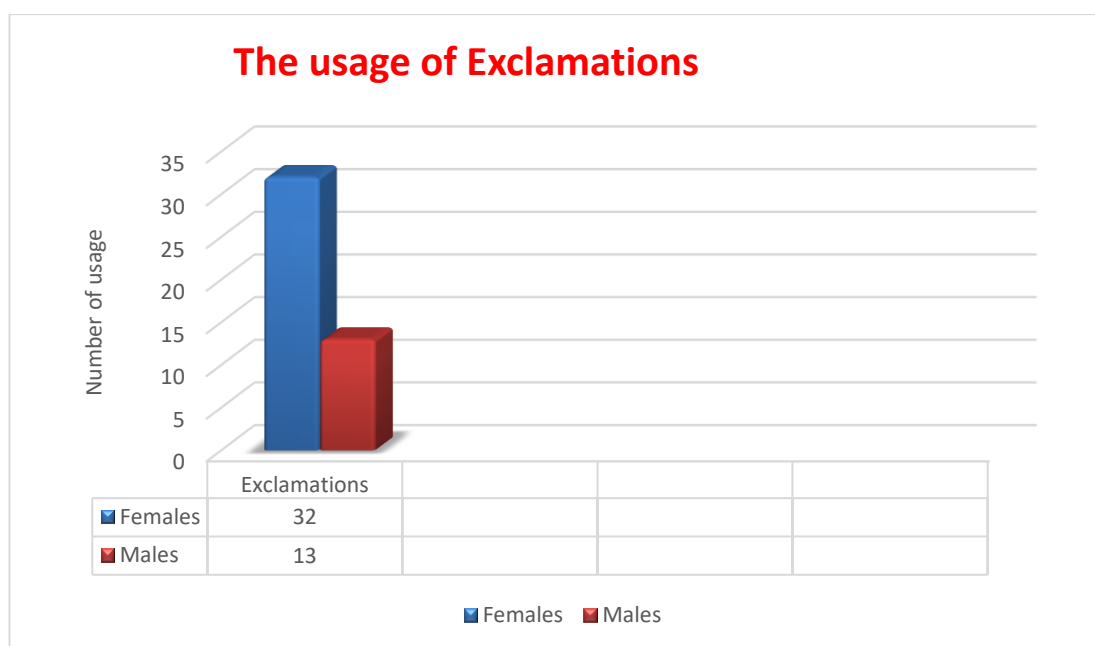
4.1.8. Certainty

Certainty, as its exact meaning suggests, means that being completely sure about something without any doubt (Cambridge Dictionaries | English, 2019). Therefore, certainty gives an air of confidence and sureness when it is adopted by the interlocutor. In this sense, in the languages, certainty may be given by different vocabulary items or different syntactic structures, just as uncertainty do. In this context, each and every lexicon which was uttered in a sure style and manner and without any doubt by student, or the sentences with certainty elements were accepted as the expressions of certainty in this research. To illustrate some lexis, which conveys the meaning of certainty, "certainly", absolutely" and words like these, which tells certainty in nature will present themselves as some lexical items. To illustrate some syntactic structures, which stands for certainty, "I am positive that he will come", "it can't have been founded because I know that…", "ıt must be", "It should be" structures have been accepted as certain expressions, which are formed as modality. Also, sentences, such as "it is required", "it is obligation" were accepted as certainty since they give the meaning of necessity in a certain, doubtless manner in English language.

When the literature is gone through, it is seen that Mulac, Studley& Blau 1990, Poole 1979; Rubin& Greene 1992 are the researchers who assert that certainty-related structures are prevailing in male language. Again, men are stated to use more direct and certain language structures because they are so sure of themselves (Mulac, Bradac& Gibbons 2001) Also, (Tannen 1990:77) expresses that expressions of certainty are more prevalent in male language because men are more assertive and at ease relatively to women.

Figure 4.8: Expressions of Certainty Usage by women and men
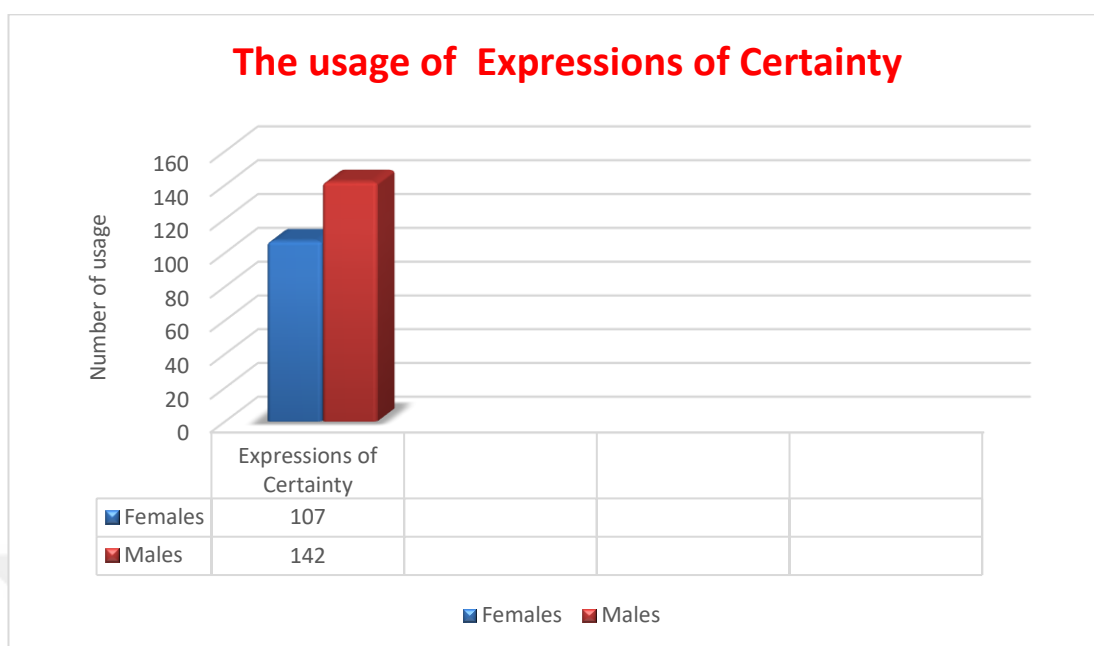
As it is demonstrated in the figure 4.8, codes for expressions of certainty were founded in male speech more than in female speech. There were totally 249 expressions of certainty and there was a total number of 35 codes difference in the number of usage. In the conversations, men included 142 words, phrases or sentences of certainty and women appended 107 expressions of certainty to their verbal communication. This results that 42.97% of the expressions of certainty was used by women and 57.02% of the expressions was employed by the men in the conversational practices.

To exemplify some expressions of certainty from the conversations of the subjects in the research:

MN: You think a person's life, so you **have to** give your life.

MN: It **must** be limited for 18, yes 18 and above.

MA: For example, punishments of rape **should be** and **should be** death penalty and some, some punishment should be death penalty.

MK: Mobile phones are all around us, all around our, all around the environment and we **can't** resist them. We **can't** resist not to use them. But while the mobile phones while the technology is developing in the world, we **should** suitable for

technology in every way; especially in education. In that way, so I think the mobile phones are**, should** be, mobile phones **should** be used in classes for **of course** communication, for interactive classes. And what do you think about it?

4.1.9. Hedges

Hedges are words or phrases, which are used so that the speaker or the writer can keep away from excessively accurate expressions or commitment (Oxford Dictionaries | English, 2019). They are the expressions of equivocation in the language and they are deployed in order to avoid from too direct and too certain language (Cambridge Dictionaries | English, 2019). In this regard, they may be counted as the language of uncertainty in terms of explanation since they cater to uncertainty in its nature while giving the message of cautiousness.

By way of illustration, some adverbs of frequency, such as "sometimes", "often" are counted as hedges since they give the meaning of not always valid (Oxford Dictionaries | English, 2019). In addition, expressions like "possibly", "very likely" are also expressions of hedging since they give the meaning of possibility but not certainty (Rogers, Wilkin & Zemach, 2013). Furthermore, syntactic structures as It can be true", "It might be effective" are counted as hedges since they give the meaning of possibility but not certainty by catering to modality in their form (Rogers, Wilkin & Zemach, 2013).

When the usages of hedges are searched in the literature, Lakoff (1975) was the researcher who proclaimed that there is a fact called women language and it is full of hedges, such as "sort of", "it seems like" and "you know" since the women try to avoid over-precise commitment. In addition, in spoken language specifically, the women claimed to use more tentative and uncertain language, namely hedges (Crosby& Nyquist 1977; Poole 1975). Rubin& Greene (1992, 1995) were some of the other researchers who discovered more usage of hedges in their studies. Mulac, Studley& Blau (1990) were the ones who came across differences in the usage of uncertain expressions in their students' impromptu essays. Overall, there are many claims and arguments about the usage of hedges by women and men in the linguistics literature.

With reference to some examples of hedges in the interactional practices of the preparatory school students, they are:

FA: They can't, for example record as we see, as we do now. They can take a picture of what they talk and **maybe** it will be, **a little bit** hard to communicate with the teacher. But yeah. But it's not necessarily as you say it is not something essential. **You know** like at my high schools, it was abandoned in any school, not just the high school. So **I think** I'm used to it.

FF: I think technology is very important topic nowadays. **Maybe** it's, **can be** most important topic about all world because if people provide technology, they **can** have, they **can have** everything.

FA: I am **just** saying what I am assuming.

FA: If it's in the radio, for example; what am I see like they are **just** doing, these days **I think** they're doing bad job **actually**.

Figure 4.9: Hedge Usage by women and men
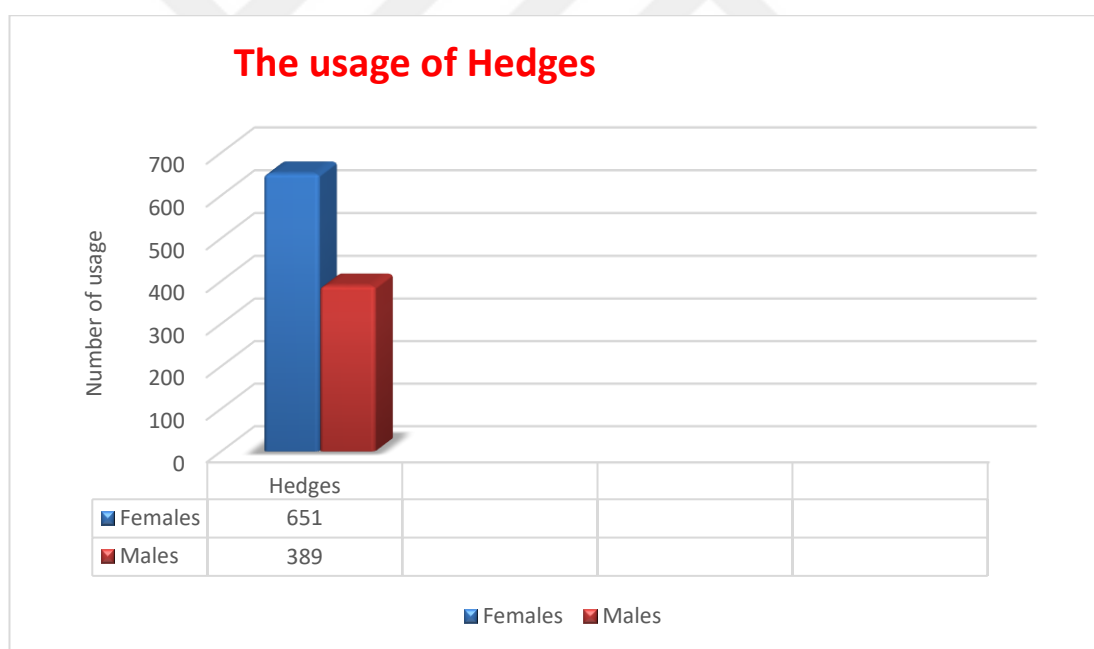
As it is showed in the figure above, it is seen that there is a great deal of difference between the number of usage between women and men in terms of hedges. Women in this research used totally 651 hedges and men used 389 hedges. Women here exceeded the men with the percentage of 62.59% since men used 37.40% percent of overall hedges. Hereby, the results are compatible with the results founded by (Crosby&

Nyquist, 1977; Mulac, Studley& Blau, 1990; Poole, 1975; Rubin& Greene, 1992, 1995) and the assertion of Lakoff (1975).

4.1.10. Intensifiers

Intensifiers are functional words, which are deployed in written or spoken language in order to give force to adjective, adverb or verbs in the sentences (Cambridge Dictionaries | English, 2019). In other words, they are utilized in order to add emphasis in the oral or written communication. Their part of speech can be adjective or adverb and they do not stand for a full meaning on their own.

To exemplify, in the sentences of "I totally do not agree with you", "It was really a nice night" and "You are so successful in time management", the words of "totally", "really" and "so" are intensifiers, which make the discourse more powerful and emphatic.

As for the literature about the usage of intensifiers, Mulac, Studley& Blau (1990), (Poole 1979), Rubin& Greene (1992), Lakoff (1975) were the ones who stated that women use intensifiers more in their interactions. According to Lakoff's theory, which was also given credence to by Holmes, women use intensifiers in order to make their posture more powerful by using powerful expressions, such as intensifiers (1995). There were also some other researchers who found out that women use more intensifiers than men by creating a consensus about the intensifier usage of the women exceeding men (Aries 1982; Crosby& Nyquist 1977; Fitzpatrick, Mulac& Dindia 1995; Mulac et al. 1988; Mulac& Lundell 1986) (Janssen& Murachver 2004a).

If some examples of intensifiers are regarded as sample patterns, they can be given as it follows:

FF: Because it's not good for atmosphere. It's not good for our. When we, for example, when we are going outside, when we ehh smell the smoke; so it's **really** dangerous for our health. Do you know about it?

MZ: Yes, thank you. I agree with you. It's, it's dangerous but maybe it's not **so** dangerous. Yeah, it's dangerous not like…

MK: But nobody cares them. They are giving their lives. They sacrifice for us their lives but we don't care. Why? Because about the media. Because they know

unhappy news are not popular. And they are not... and the people are not interested in these kind of things and they earn **too** many, **too** much money than the news that includes celebrities. And what about recession? Do you remember 2003 recession?

Consequently, as the figure 4.10 manifests itself below, in this research, a total number of 306 intensifiers were used by the interlocutors and women used 173 of them. As it is calculated, it is seen that men used 133 intensifiers with the percentage of 43.46% in comparison to women (56.53%). On this account, there were a difference of 40 intensifiers between men and women speech by deducing that women use more intensifiers as the previous researchers stated.

Figure 4.10: Intensifier Usage by women and men

The usage of Intensifier

	Intensifier
Females	173
Males	133

Females   Males

Number of usage
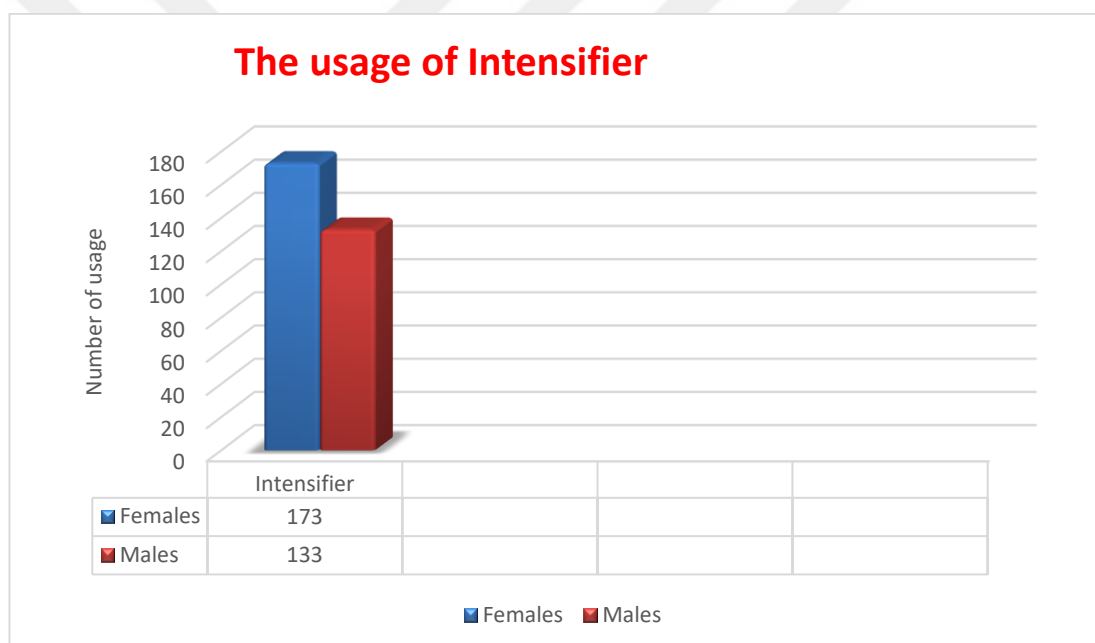
4.1.11. Apology

An apology is a functional aspect of language which is used in order to convey the meaning of regret for some offence, failure or something about which makes the doer feel sorry (Oxford Dictionaries | English, 2019). In this facet, it is accepted a formal and polite way of showing regret and paying the debt of apologizing in order to fulfill the social actualization. Hence, in the socialization process, it is an inevitable part and a fundamental component of language. A few examples for apology in English language would be "Sorry", "It's my fault" and "Excuse me for …"

When the literature is taken another look at, it is seen that apologies in language were more of the women preferential since the women role in society is inferior and so her language is (Holmes 1988, Holmes, 1989, cited in Argamon et al. 2003; Lakoff, 1975). On the other hand, Thomson and Murachver (2001) took a stand against those ideas after coming through the result that women uses as many apologies as men did in their e-mail research study.

As for the result of this study in terms of category of apology, apologies were one of the least used language forms in this research. There were totally 10 apologies, which were employed by students, and 4 of them were used by women, whereas men apologized for 6 times. Therefore, 40% of the apologies were used by women and 60% of apologies were used by men in terms of percentage. There is a number of 2 differences in the study by making it equal as Thomson and Murachver states (2001).

Figure 4.11: Apology Usage by women and men
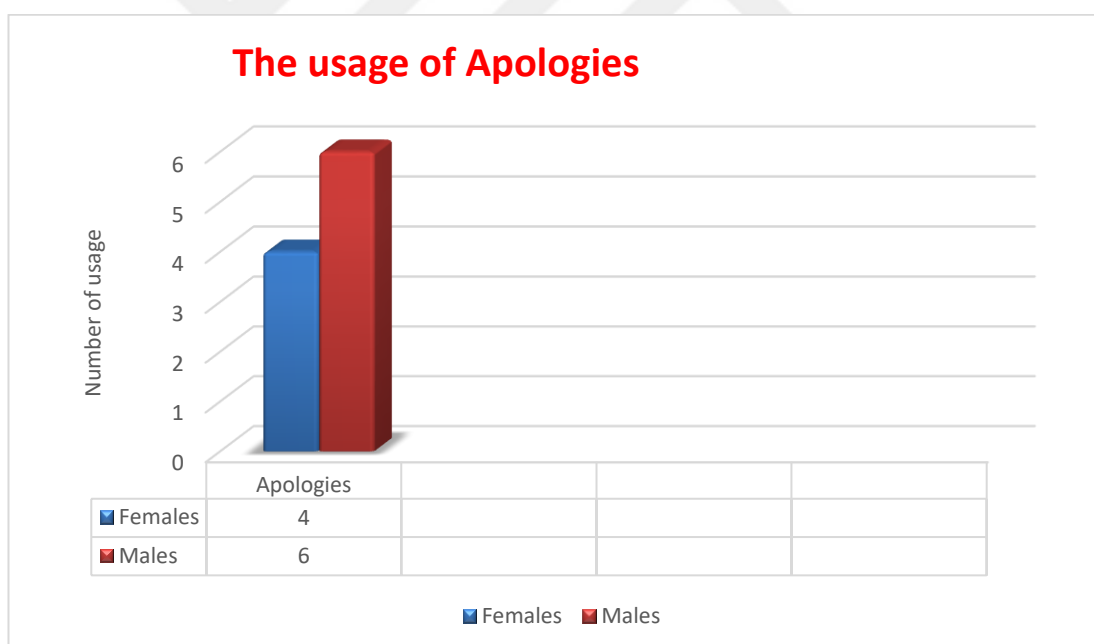
To illustrate a few apology examples from this research:

FC: Robbery. Robbery of course bad thing but nowadays people don't see, don't think like a big crime because they, they think different and nowadays most of people. **Sorry.** Most of TV series and most of movies about it and people watch these movies or TV series and they want to do the robbery I think.

MK: Actually, we don't in my family. We don't have too much, too many rule. Just my family expect that you are supposed to clean your room and you, you are not allowed to come house at night. If you want, you have to call them, or you have to be communicated each other and we don't have especially like you rules. And are you most likely to oh **I am sorry.** What is the benefit of having strict parents?

4.1.12. Politeness

In English, politeness is categorized into two groups: one of them is used for showing respect to the other interlocutor/s and the other one is for avoiding directness and forcefulness (Cambridge Dictionaries | English, 2019). So, "Come with me, please", "Dear friend", "Thanks for coming", "Could you please repeat what you are saying?" are some examples of sayings of politeness since they cater to softer and more pleasant language in order to promote refined utterance.

In terms of women and men speech or writing in the literature, Lakoff (1975) proclaimed in her deficit model that women prefer to include hyper-polite expressions in their speech and writing more than men do. She stated that super-polite forms are one of the ten representative predictable of women. Nemati & Bayer (2007) found in his study that women use more polite forms. Additionally, Brown (1980) declared that as their role in society necessitates, women adopt a more polite approach in their language. As for Michaelson and Poll (2001), they stated that politeness is affected by the presence of speakers, so if they are not face to face interaction, they are using less polite forms and expressions. On the other hand, there were also some other researchers who stated that politeness is not affected by gender. As it is also stated in the literature review part of the thesis, Bunz and Campbell (2002) pronounced that age, gender and those kind of social components are not variables of politeness. At the same time, As Mulac (1998) cited Canary and Hause (1993), in the studies done in order to understand politeness as a changeable factor by gender, there was no even, stable and certain consistency by making it hard to infer a definite result about politeness.

If some examples about politeness from this study is given:

MB: Yes, explain, **please.**

MZ: **May I have some example?** A big, a big kidnapping that happen before one year or not. One year or six months. Do you know some people from X or another country we that we don't know they kidnapped X.

Figure 4.12: Polite Expressions Usage by women and men
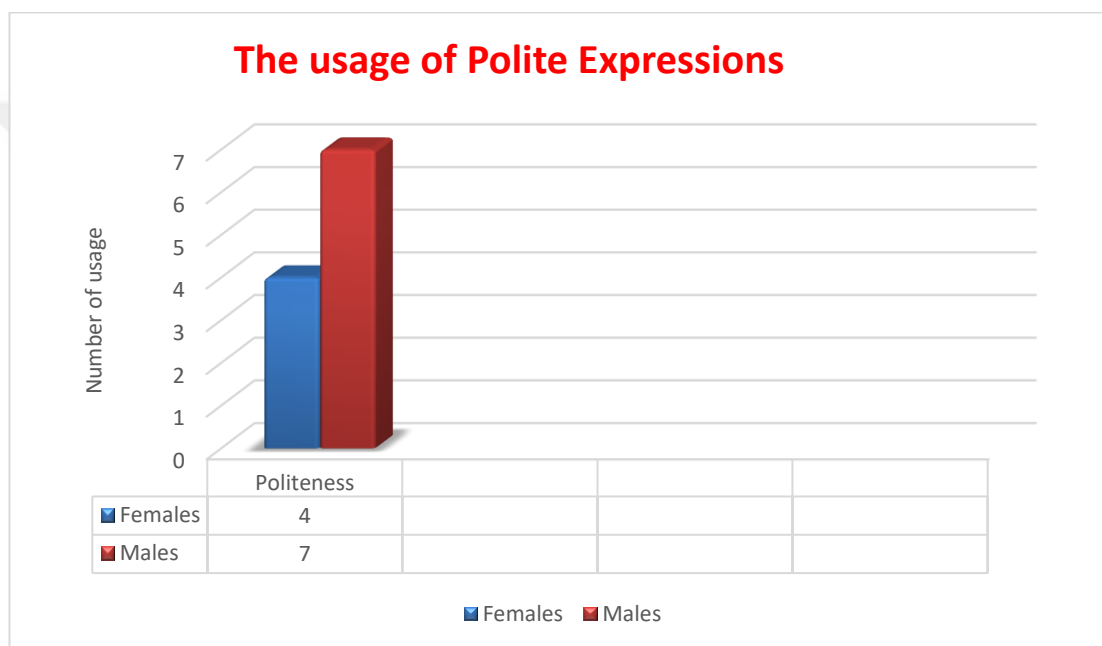
As it is presented in figure 4.12, there were 11 polite expressions, which were deployed by the speakers of this research. 4 of them were used by female speakers, whereas 7 of them were included by male communicators. Male used 3 more polite expressions than men with a difference of 27% percentage. That is the reason why this research shows inconsistency with Lakoff (1975), Nemati and Bayer (2007) and Brown (1980)

4.1.13. Directives

A directive is an instruction or command which stands for a formal, authorized and self-assured posture against the other interlocutor (Oxford Dictionaries | English, 2019). In this regard, it gives the message of self-confidence since the speaker or writer of it expresses herself or himself by commanding in an assured and direct way. "Talk about your politics", "Make homework compulsory" sentences are some examples of

directives. Directives in this research are regarded and included as imperative sentences because of their syntactic and semantic structure.

In the matter of literature, in the study of Mulac, Seibold, & Farris (2000), 86 managers gave feedback and criticized their employees and their language demonstrated that women used more directives. According to Fishman (1980), women's passive role make their speech to be more passive and unassertive, whereas men use more directives as the dominant characters in society. (qtd in Coates 1986:105). That is why, in literature there are some questionable results in terms of directives and gender relationship.

Some examples of directives in this research are as follows:

FF: Oh my God :) **Don't say like it.** It should be forbidden because it's not good for our health. It's not good for our global warming because

MN: Even newspaper, even you read newspaper, **don't directly believe it,** which you have to make research is it true or not. So **don't directly trust to the story.**

Figure 4.13: Directive Usage by women and men
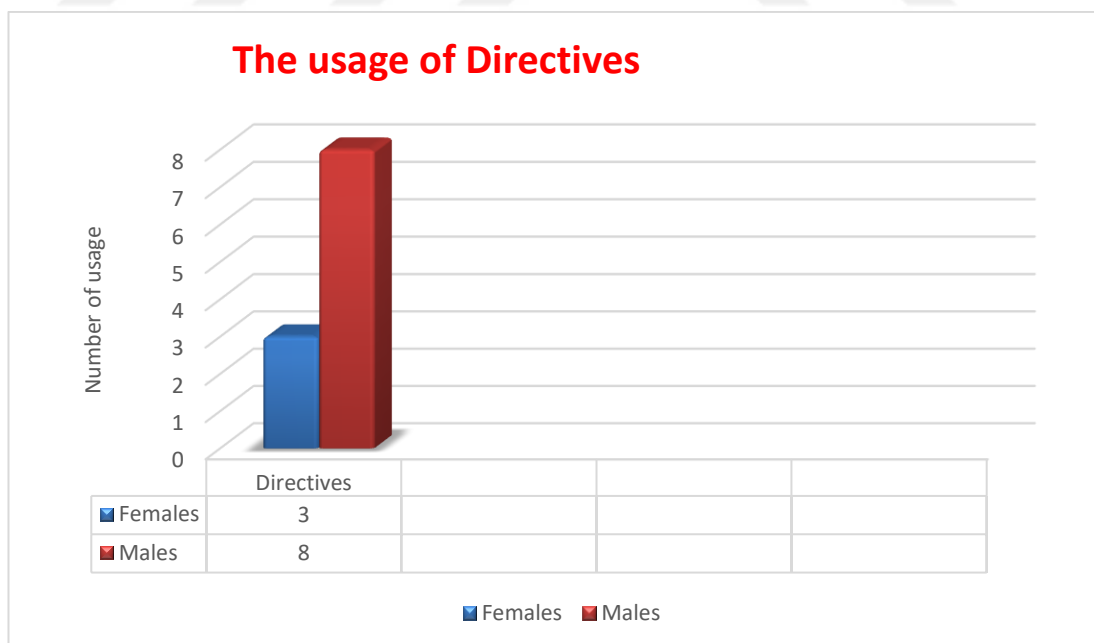
As it is presented in the figure above (figure 4.12), in this study men used 8 directives. On the other hand, women used 3 directives. Directives, which were used by men involves 72.72% of the directives. Nonetheless, women used 27.27% of all the directives in this study. As a consequence of this result, findings of this research is

consistent with what Fishman (1980) states about the language of women and men (qtd in Coates 1986:105).

4.1.14. Metaphor

Metaphor is an important facet and ingredient of a language. It is a figure of speech, which is generally used by describing a thing with a comparable one, which has the same features (Cambridge Dictionaries | English, 2019). About the findings of metaphor usage in women and men language, there was not much research conducted about it. However, Janssen& Murachver (2004b) included metaphors and similes as women-preferential features of language in their study, which was conducted via written prompts of their subjects. In other words, they accepted metaphor and simile as a figure, which is adopted by women generally in their study.

To illustrate some examples of metaphors in this research:

FT: Another reason, I think, the school takes lots of time out our life but teachers don't think never this. We take time lots of in X in school and the lots of time in doing homework, for doing homework. It's the bad thing for students. Teachers always don't care about the students' private life. They, I think, they think **we are robots** or something. We have to school, we have to do homework, I think that's all. What about the ignorance?

FA: It's a difficult subject to talk and censorship is used now in negative way. The countries are using it now because of they want to abandon each one who has his own opinion of maybe political things like and the country's political. I don't know political situations like you can't say your opinion about being about the president being wrong or not. It's now, it's like, it's like I don't know. Some countries using it **like a slave, a slave system** for the people to keep them, to keep them just quiet for not saying their opinions about the political science, these things. What's, what's your opinion?

MK: Yeah, they, they are doing very well and they are **the root of the the citizens**. They are **root of the countries** actually. (The students were talking about journalist and their job.)

The data about the usage of metaphors and similes are presented below in figure 4.14:

48

Figure 4.14: Metaphor Usage by women and men

The usage of Metaphors

	Metaphors			
■Females	15			
■Males	21			

■Females ■Males
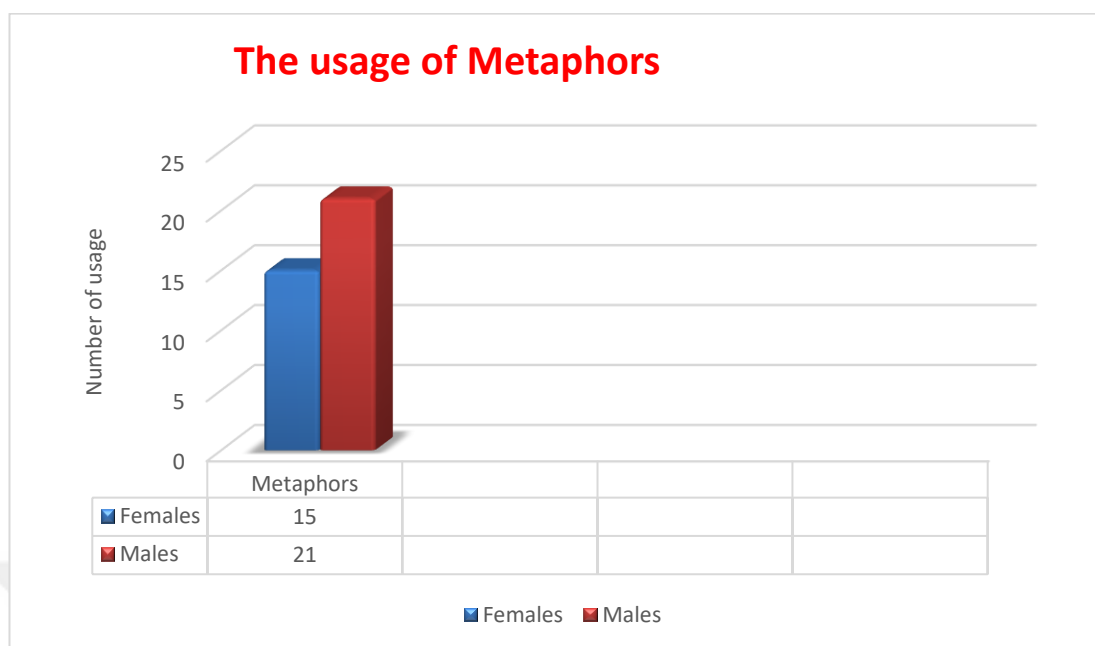
As the data represents itself, male participants in this study used 21 metaphors in their sentences and women used 15 metaphors in their utterances. So, with a difference of 16.67 %, men exceeded the women in the metaphor usage (women: 41.66 %, men: 58.33 %).

4.1.15. Joke

Many researchers accepted jokes first and foremost to be a man activity in literature (Bing, 2007). They claimed that men tell more jokes than and so jokes are mainly men's domain of language. Hay (2000) mentions a few writers who expresses that telling joke is a man's job and generally women have hard times with sense of humor. Kramerae (1981) concluded that women continue their presence in their community as cliché society standards like "dumb blondes", "silent listeners" "nagging wives" (qtd Wendy, 1983). In addition, as for studied, for example when Robinson and Smith-Lovin conducted their research, they discovered in their study that men told more jokes (2001).

When some examples of jokes from this research are illustrated:

Dialog 1:

FR: I think when I was young, my problems was more than now.

MB: **Oh right, Oh right :)** (Joke by intonation)**.**

Dialog 2:

MN: So. How can, what can they do to test the product?

FC: I don't know.

MN: **They should use human:)** .

Dialog 3:

MN: You know the price of kidney?

FA: No, of course not . Why I will?

MN: It's very very expensive. That's why they kidnap person. very yeah

FA: yeah I know I know it's expensive but **Why would be interesting to know the prices unless you want to one :)** so I don't know.

Dialog 4:

FA: Yes and a good journalist is to be honest; not to be his countryside: around the countryside. Just being honest. That's a good journalist. That, this might be.

MZ: And there's none, go.

FA: Yes, there is none. **And if there actually, they are go to jail :).**

Figure 4.15: Joke Usage by women and men

As for the explanation of figure 4.15 in this study, as it is seen, there were totally 77 jokes, which were told by students. 25 of them were told by men, whereas women told 52 jokes totally. In terms of the percentage, this data demonstrates that women used 67, 53 % of overall jokes in this research. On the other hand, male students told 32, 46 % of total jokes. This result objects to the claim of Bing (2007) and the study of Robinson and Smith- Lovin (2001).

4.1.16. Correction of Grammar- Standard Grammar

To review literature one more time, as Holmes (2001, p. 286) cited, Lakoff (1975) proclaimed that hypercorrect grammar, and consistent usage of standard verb forms are specialties women have in their language specifically. In addition, again in facet of syntactic structure of the sentences, women abide by the standard language structure more frequent than men do (Braun, 2004). Nevertheless, men's speech involve colloquial structures more and they generally feature less grammatical sentences. In some of the research conducted for the speech difference between men and women, grammatical variation was the point of interest. Cheshire (1978, 1982) stated that boys added nonstandard 's' suffix to the 1st, 2nd singular and 3rd person plural more than women did. Shuy, Wolfram & Riley (1967) noted that multiple negations are more common in men's utterances. Therefore, in this research, since there were a great deal of repetition because of the students' wish to correct themselves in terms of grammar,

as another aspect of language, the question of which sex was more careful and meticulous about grammar was the question of investigation. That's why, whether or not women tried to correct their sentences' grammar was investigated in those repetitions.

To give some examples from this research,

FF: OK. Actually I support your idea and also I think a good person who we date with or we are fall in love with **he or she have to be, has to be very polite first of all** and also respect, polite and honestly. So I think these things are very important in some relationships. So when you are fall in love with someone, he or she has to be very polite. And and very polite and also very honest for you.

MK: Yeah, I think **they should found we should find**

MK: Yeah, when I look at my education life**, I always… I wan… I am a kind of person who always do homework.**

MB: And the earthquake registered a magnitude of seven point, seven point four. It was very bad and you know most of people, **most of people was homeless; most of people were homeless** because of earthquake and governments try to build again this cities. You know Istanbul.

MZ: So uh **you know there is a lot of, there are there are a lot of people** who is ignorance who jus... who don't. He doesn't know anything about how he live how he… How the thing is work. He just work and he just do that.

Figure 4.16: The number of correction of grammar by women and men

The correction of Grammar

	The correction of Grammar			
Females	62			
Males	93			

Females   Males
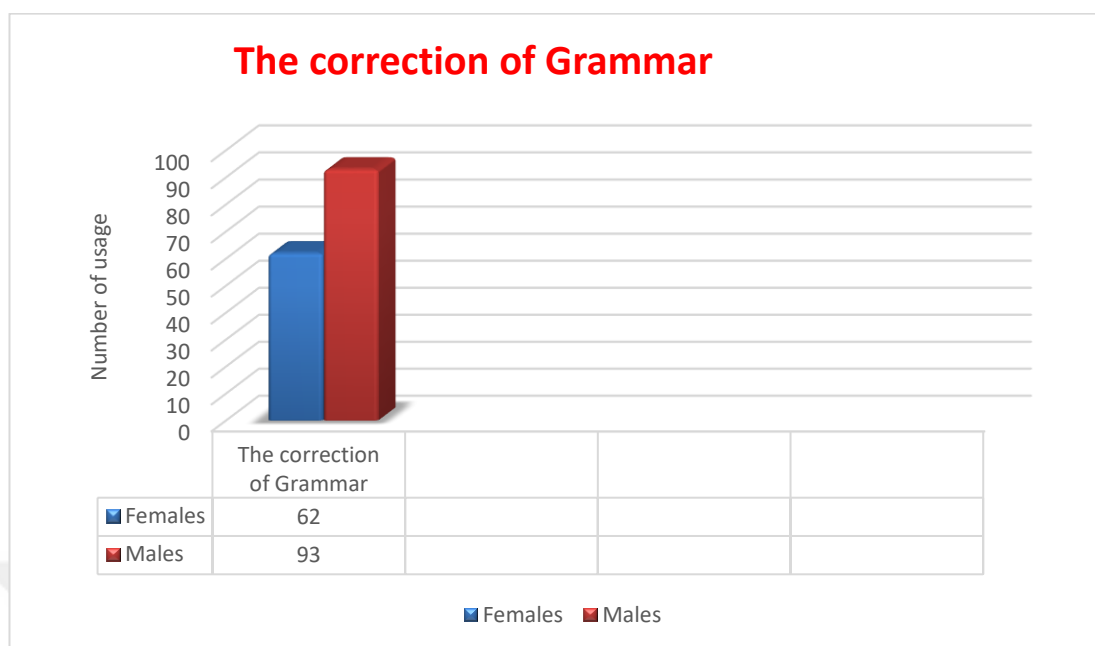
As the demonstration represents, the students corrected their grammar 155 times in this study and this caused repetition. 62 of them were performed by the girls and 93 of them were practiced by the men. In other words, 40% of the corrections was found in female participants' speech and 60% of them was in male subjects' conversations.

4.1.17. Wordiness

Wordiness can be defined as the total number of words uttered in this research. If a person articulates more vocabulary item than the other one, that person have more words and wordiness is more in that person.

When the literature seen through, there was a study, which found out that men used more words in their conversations (Mulac, Seibold, & Farris, 2000). In another study, in the writings of the participants, when the arithmetic mean was regarded, it was seen that women used more words (e.g., Mulac & Lundell, 1994; Warshay, 1972). Besides, some other researchers stated that women's wordiness with arithmetic mean is not just related to writing, but also reading (Mulac & Lundell, 1986; Mulac et al., 1988; Poole, 1979). However, with the overall numbers of words, men exceeded the women according to some studies conducted (e.g., Dovidio, Brown, Heltman, Ellyson, & Keating, 1988).

When the word number of the participants was counted, it was seen that women uttered 21,163 words. On the other hand men articulated 19,331 words. So, overall women's word number exceeded the word number of the men with a difference of 1892 words as it is seen in figure 4.17 below.

Figure 4.17: The number of words articulated by women and men

The Wordiness

	The wordiness
Females	21163
Males	19331
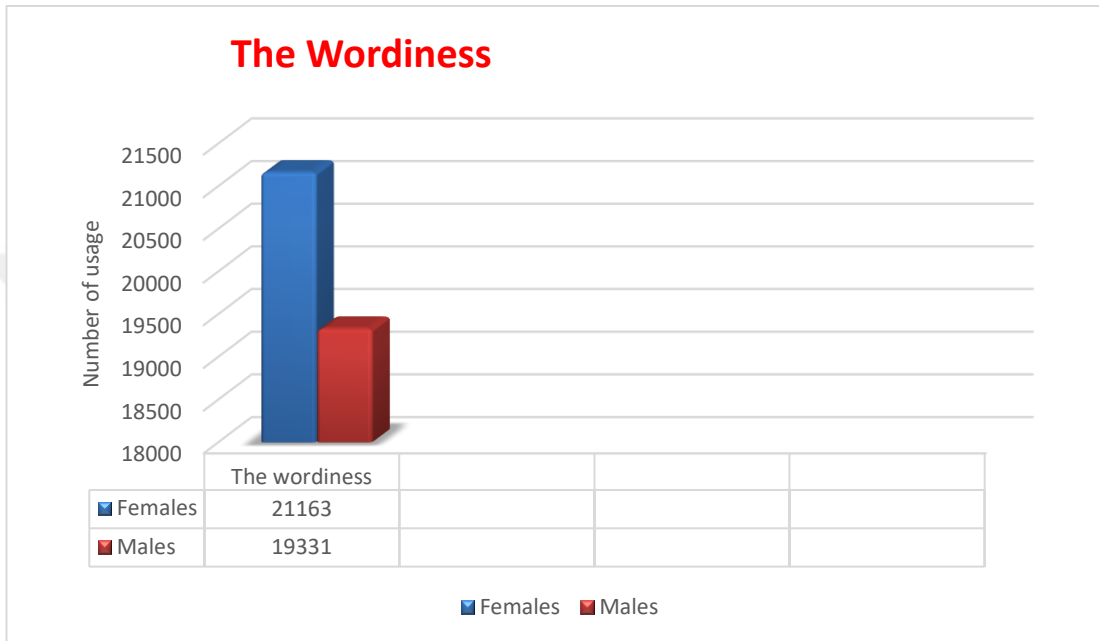
Females   Males

CHAPTER V

DISCUSSION AND CONCLUSION

5.1. Discussion of the Findings

In this research, according to the findings, females exceed male subjects in terms of the usage number of Emotional words, Regular Questions, Rhetorical Questions, Intensifiers, Hedges, Qualitative Adjectives, Quantitative Adjectives, Exclamations, Jokes and Words. The number of difference can be seen in the table 5.1 below.

Table 5.1: The Difference between females and males in terms of number

Linguistic Codes	The Number of Difference
Emotional Words	54
Regular Questions	40
Rhetorical Questions	10
Intensifiers	40
Hedges	61
Qualitative Adjectives	79
Quantitative Adjectives	4
Exclamations	19
Jokes	27
Total Words	1832

As for the linguistic devices, which are used by men more than women, they were Tag Questions, Certainty Words, Correction of Grammar, Apologies, Polite Expressions, Directives and Metaphors. The differences are as it follows in table 5.2:

Table 5.2: The difference between women and men in terms of number

Linguistic Aspect	Numerical Difference
Tag Questions	9
Certainty	30
Correction of Grammar	31
Apology	2
Politeness	3
Directives	5
Metaphor	6

Overall, the linguistic devices which are claimed to be female preferential were emotive words, interrogatives, rhetorical questions, tag questions, intensifiers, hedges, qualitative adjectives, exclamations, apologies, super-polite structures, hypercorrect grammar and metaphors. In addition, women are suggested to use more words in order to express themselves. On the other hand, the expressions of certainty, quantitative adjectives, directives and jokes are proclaimed to be male preferential as it is stated in this research.

As it is seen in the results chapter, emotional words, interrogatives, rhetorical questions, intensifiers, hedges, qualitative adjectives, exclamations, and the number of total words used by women catered to the previous studies, which expressed that these expressions are encountered in women language more because in this research, these were used more by female subjects.

Additionally, this study also gives credit to the studies, which assert that expressions of certainty, quantitative adjectives, directives are linguistic devices which are preferred by men more because this research has also the same result.

Nonetheless, the result of this research contradicts with the previous research in Tag questions, Quantitative Adjectives, The number of grammar corrections, apologies, polite expressions, jokes and metaphors. The reason behind this result is that even though tag questions, grammaticality, apologies, politeness and metaphors are adhered to the women in the literature, in this study men exceeded the women in number of

these. Besides, although quantitative adjectives and jokes are regarded as women featured speech traits, men used these more in this research.

However, because the numbers seemed to close to each other and there were 25 conversations, which were articulated by different student combinations each time, the results seemed to be tricky. That is why, SPSS independent samples T-test was applied to the results in order to understand these differences were meaningful or not.

Table 5.3 : SPSS Independent Samples T Test

Variables	Sig(2- tailed)
Emotional Words	,347
Regular Questions	,401
Rhetorical Questions	,222
Tag Questions	,469
Intensifier	,370
Certainty	,316
Hedge	,621
Qualitative Adjectives	,651
Quantitative Adjectives	,850
Correction of Grammar	,163
Exclamation	,165
Apology	,641
Politeness	,740
Directive	,351
Joke	,280
Metaphor	,409
Wordiness	,672

As it is seen in table 5.3, even though the results of this research suggests that there are some differences in terms of the usage of linguistic devices, it would not be appropriate and correct to state that there is meaningful and significant difference. Since the difference is bigger than ,05 (sig 2- tailed > ,05) in SPSS (Statistical Package for the Social Sciences) , the difference of numbers of the usages of female and male preferential linguistic devices are not significant. That is the reason why this research cannot be generalized and does not provide any support for women or men peculiar language in the literature. Notwithstanding, it is quite comprehensive and persuasive about the reliability since it cross-checks itself about the data it has.

For this reason, it would be highly proper to tell that even though the numbers of linguistic items refer to a result, it is quite insignificant to state there is a difference between men and women oral language. By using a qualitative study and by comparing the result in SPSS, it is seen that no judgment should be drawn directly by looking into the results. In this sense, the meaningfulness of the other studies should be evaluated and checked before having the certain judgments in sociolinguistics.

Another interesting thing in this study was the part that some linguistic devices were peculiar to some specific people. In other words, some subjects in this study would use the same linguistic device more than her/his friends would. For example, one of the subjects told the majority of the jokes herself by increasing the number of jokes, which are told by the female participants. To give another example, there was one male participant who involved most of the metaphors of this research and metaphors became more common in male language in this research consequently. Also, there was another girl who uses surprised, shocked, happy modes in her speech with her intonation and so she used most of the exclamations herself in this study. As a result, is it reliable to say that there is a specific speech mode for women or men? Instead, is it possible to search in the base of personality traits and character?

Also, if effeminacy and masculinity are the psychological and personal traits and characters of the people, how proper is it to say some linguistic features are peculiar to girls and vice versa? The most appropriate study would be the one, which examines the character variable on linguistic aspects and devices.

5.2. Suggestions for the Further Studies

In order to have full proper result, as it was stated in the discussion part also, in the studies, which are conducted to understand the difference between women and men speech, they had better examine their result's meaningfulness because as it is seen in this study, even though there is difference in numbers of the usages the results were insignificant when they were evaluated in independent sample T test.

Since a study cannot decide someone feels like woman or man itself, it would be a better idea to conduct a research, which also evaluates the personality. In other words, maybe psychological tests, which are evaluating the masculinity or femininity, might be given to the participants of the study so that the results would be more comprehensive and reliable.

In order to generalize the research to the people, more participants can be included in the study. To explain, since the study involved 10 participants, it again would not be so reliable to imprecise some implications about woman and man language in the literature. Namely, in order to have a broad statement about the difference or similarity of women and men's language, it would be highly acceptable to have more participants. Hence, it is quite noteworthy to specify one more time that this study gives an impression of a group of men and women in a classroom environment and thus it does not generalize any result to the all women and men.

Apart from the things aforementioned, also a study, which can give the general impression of woman and man language, should cater to different cultural, sociological ad economic backgrounds. In this context, it might be a good idea to have the audios from different environments, different schools and different contexts. In this way, it would be a more grounded study in the literature.

5.3. Conclusion

To conclude the research paper, one noteworthy thing should be reminded one more time. Gender, to specify within its own context and notion one more time, social gender refers to an artificial concept, which is created by societies and its constituent: people. It is not a given or endowed trait to human beings. As a cultural clothe, people wear it in order not to stand out in the society, in order to fulfill the norms in the society.

As an undeniable fact, the language peculiar to gender is also another sociological construction, which was built in the society again by the society itself. Therefore, it is a self-creation, which is going to destroy itself when people do not do the gender in their language.

Here, in this research, whether or not women and men have different usages in their language was inquired and examined. 5 female and 5 male preparatory school students participated in the study and they audio- recorded their cross-gendered conversations via their mobile phones. These recording later were transcribed and analyzed in terms of possible differences and there have founded some differences numerically. On the other hand and more importantly, the research confuted and refuted itself because when the numerical differences were analyzed in SPSS, it was seen that the result was not meaningful. Overall, even though women and men differed in their linguistic device choices and in their numbers, the differences were seen to be meaningless.

Regarding EFL classrooms, the gender issue, it is counted as an issue because there is no social gender in the nature, should be regarded by teachers and acted accordingly since there is no difference in female and male speech. Having students in an equal context, and bearing in mind that all the students are the same and their language does not differ by gender as a variable, learning can be fostered by developing the philosophy of teaching accordingly. Therefore, as a research, which was conducted in EFL context, this study confutes the idea and the notion that females and males speak differently in its own context.

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APPENDICES

APPENDIX A: Transcription of Audio 1- from the First Session

FR: 00:00	Okay the first one is family types. Which type do you have in your family?
MB: 00:09	I have nuclear family. I have three sibling.
FR: 00:13	Three siblings.
MB: 00:14	Three siblings.
FR: 00:17	Are they younger than you or older than you?
MB: 00:20	All of them young, elder than me. I am the youngest in the family.
FR: 00:27	Me, too. I have a nuclear family. Just me and my siblings and my parents. I have one sister older than me and three younger than me.
FR: 00:43	Okay.
FR: 00:43	Which one do you prefer? That you have nuclear family or extended family.
MB: 00:50	I prefer to live with nuclear family because I don't like crowd, crowd and I I don't like the crowd so I want to feel comfortable, relaxed in my home so that's.
FR: 01:21	That's right. me too
MB: 01:21	What about you?
FR: 01:21	Me too. I think extended family would be crowded and I think when you have a lot of members in the family, you will have more problems. So I prefer nuclear family. I know a lot of people that have extended family and they live with their grandparents. They have a good time. But also they have more problems than than me nuclear family. Do you have a two income family are one income or which?
MB: 01:56	I have one income family. My just my father.
FR: 02:01	Me too. I have
MB: 02:01	Go to work, goes to work.
FR: 02:03	What is the job of your father?
MB: 02:07	His job is carpenter.
FR: 02:10	Carpenter
MB: 02:10	He is a carpenter yes.
FR: 02:13	Me too. I have one income family. My father is. He work in a Oil Company. That's it, I think.
MB: 02:26	Okay which one do you prefer? One income or more income?
FR: 02:31	I think for for the future if I have family, I will prefer it's one income family. I prefer I have job but. I don't know. I want my salary for me, not for My family :). I think it's common in our countries, in Arabic countries that we have one income families because I don't know. We don't like. We live like we are queens at home. We don't want
MB: 03:03	Okay. This is your custom, right?
FR: 03:03	Yeah, it's our custom but there is a lot of people that have two income families and three four.
MB: 03:13	Okay.

FR: 03:13	Which one do you prefer? One income or two?
MB: 03:17	If I have family in the future, I prefer two income family. Yes because you know İstanbul is very hard to live is very expensive to live and you can live more relaxed if you have three income or.
FR: 03:46	Yeah. Okay we can go to the another topic. Advantages to of e-books? Advantages of e-books. You use e-books?
MB: 03:57	No I don't use. I don't like e-books because I want to feel books on my hand. Okay. And I love tradition. I said I love.
FR: 04:11	I like tradition.
MB: 04:11	Yes I like tradition. What about you?
FR: 04:14	Which books that you read? For Turkish books or another languages.
MB: 04:20	Turkish but I am interested in history.
FR: 04:24	History.
MB: 04:24	Yes. Yes, history I read a lot of historical books.
FR: 04:29	aaa.
MB: 04:29	yes yes.
FR: 04:30	For me: I like e-books because when I came to Turkey, I prefer e-books because I like reading Arabic books but Arabic books in Turkey is are more expensive. So I I prefer e-books. It's free and I can keep it for with me anywhere. I but I prefer also the real books because your ideas or your mind just attent... concentrate.
MB: 05:05	Yes, you can focus.
FR: 05:07	Yeah, focusing is with the book but e-books when the message came :), you went to the message
MB: 05:12	Yes, you can get attention to book.
FR: 05:15	Yeah, You can't concentrate book.
MB: 05:18	Yes, concentrate.
FR: 05:18	Yeah, I think it takes me a time longer than the read books, to read a book.
MB: 05:26	Okay. That's enough I think.
FR: 05:28	Yeah.
MB: 05:30	Changes life. Advantage and disadvantages of changes, changes your life. Ok. What have you changed in last five years in your life?
FR: 05:49	In last five years. I think I think I am more I think my mind is more bigger now. I think like. In the past, I was using my heart to do thing but now I use my mind.
MB: 06:08	Okay.
FR: 06:09	Also, I was more funnier than now But I think it's advantageous for me because it gave me this personality. So I think the changes make you improve yourself and improve your personality. What about you?
MB: 06:28	About me? Okay. In the past, I was more crazy than now. I did some dangerous movements. I I can't I can't do that do this now and I am more selfish.
FR: 06:47	Now?

MB: 06:49	Yes, now I am more selfish :). But but last five years I used to, I used to use my mind but now I use my hurt HEART.
FR: 07:07	You are not like me now :).
MB: 07:09	Yes. We are antonym :) Yes, we are antonym. Maybe, but I am I am more interested now about personal problems. In the past, I was a carefree.
FR: 07:33	Carefree; careless.
MB: 07:33	Yes, careless. I was always happy. Okay, that's good. It can be
FR: 07:40	Which one do you prefer your old personality or new personality?
MB: 07:46	Actually, it's both of the good but the old one is old one is better than now.
FR: 07:57	I think my new one is better than the old one. I was like a child in the past. Now I think I'm adult so I don't know things to good for me.
MB: 08:05	When you grow up, your problems grow; also your problems.
FR: 08:12	Increase.
MB: 08:13	Yes, increase.
FR: 08:14	I think when I was young, my problems was more than now.
MB: 08:19	Oh right :) Oh right :).
FR: 08:19	We are always in X X .
MB: 08:27	Yes.
FR: 08:27	We can do this. What's the best thing about spending time with your family and what's the worst thing?
MB: 08:33	Okay. I want to start worst thing. The worst thing is spending time with my family is talk talk in the living room. Okay, when we talked in living room, they always, they always speak - BAĞIRMAK NEYDİ? Scream, scream.
FR: 08:59	Shouting, shouting.
MB: 08:59	Shouting, shouting me. Why, why you always play games? Why you are always text message? But the best thing is we always go to picnic, always go to picnic
FR: 09:19	There. Where do you go to the picnic?
MB: 09:23	Do you know Yenikapı?
FR: 09:33	Aha.
MB: 09:33	Yes.
FR: 09:34	You go there.
MB: 09:34	Yes, generally we us.. go there. What about you?
FR: 09:34	I think the best thing of spending time with my family is that I know the new things that happen with them in their lives because for example, now my father don't live with us. He live in another country. So when he came to us; to our; to Turkey, he he gaves us a new things that happened with him and I learned from him. I think this make me happy when we talked with my family. The worst thing is I think I spend more time, a lot of time with talking with my mom. And my my sister. I need to study but I prefer talking with them so waste my time so I must to be less X with my mother and my sister. What is one.
MB: 10:30	What is what is one advantage of having a close family?

FR: 10:32	Hımm I think to having a close family like. You are like a one person. What happened to me happened to another people, like this. I think it makes a good relationship between family members. So I like close families. What about you?
MB: 10:57	About me; actually I don't like but one advantage, one advantage of close family is soo. Okay, I don't know.
FR: 11:00	You don't know? Okay, we can pass.
MB: 11:00	Yes, we can pass.
FR: 11:00	What are some rules that people have to follow in your family?
MB: 11:00	Okay. That's good. When, when We, when we're eat.
FR: 11:25	Eating.
MB: 11:25	Eat meal, yes we are eating, we can't use our phone. That's rule of my mom.
FR: 11:31	Do you like it?
MB: 11:32	Yes, I like it because we can't concentrate to.
FR: 11:37	With the, with the food.
MB: 11:37	Yes.
FR: 11:42	Me too. This is a rule in my family but my father don't do it, it's rule. He gaves his phone and he started use it when we are eating. And my mother said put it put it:) we don't gave our phones but my father give his phone.
MB: 12:02	Another?
FR: 12:03	Another rule I think My mother makes a rule for my small siblings is to sleep at 8. P.M. because they must to wake up early. Also, I think there is not a lot of rules. Ah, We can't drink cola at home because it's forbidden for my mom to drink cola at home ☺
MB: 12:35	Okay and my father don't allow to me playing computer but I don't do that. I always play.
FR: 12:45	You play, he still shouting :).
MB: 12:46	Yes.
FR: 12:50	What's the benefit of having strict parents?
MB: 12:54	Strict.
FR: 12:55	Strict parents.
MB: 12:57	Maybe strict parents provide discipline to you but I don't like strict parents.
FR: 13:06	You don't like to strict parents?
MB: 13:07	yes.
FR: 13:07	Me too. I don't like strict parents. I think when you, when you are a strict parent, you will make your children afraid of you and they will keep a lot of things secret for them.
MB: 13:20	Yes, yes.
FR: 13:20	I think the parents and their children must be like friends. For example, my father now, when he, he said Sümeyye is my friend and he is like this. He deal with me like a friend not like a doctor so I like his way. I think they must to be like friends.
MB: 13:42	Yes.
FR: 13:43	Are you most likely to confide in a parent a sibling or a frien?
MB: 13:52	I, I am most likely to confide my friends because my how can I say can I say. I don't know okay.

FR: 14:04	I didn't undestand with the meaning of confide.
MB: 14:04	Maybe trust. See. Yes, yes trust
FR: 14:42	Thrust thrust thrust.
MB: 14:42	Thrust
FR: 14:47	Are you most likely to trust… I think I mostly likely to confide in my parents and in my sister, my siblings because I feel like when I gave them my secrets, they will not tell anyone but I think friends will do it if you will have problem with them. So I think like this.
MB: 15:10	Yeah, I trust my best friend because they actually; we trust each other. We can, we can tell our problems to each.
FR: 15:21	To each other.
MB: 15:21	To each other and we can't say anything about our problems to another person so I.
FR: 15:31	You prefer your friends.
MB: 15:31	Yes, I confide my friends.
FR: 15:35	Do you believe mothers and fathers should do the same chores?
MB: 15:40	Actually, I don't. They shouldn't, they shouldn't because mother and fathers have different rights and so.
FR: 15:57	Are you X X?
MB: 15:58	Yes.
FR: 15:58	I think. Also, I think they don't be they should not be equally because no they should not be equally because because the woman has works at home and a lot of things that to do there's a lot of things that the woman can just do it and there is a hard things that just a man can do it. So I think it's not like equally but he must help her at home.
MB: 16:29	Yes, he must
FR: 16:29	Because it's not shame. It's good for him to do it.
MB: 16:36	Yes.

APPENDIX B: Transcription of Audio 2- from the Second Session

MZ: 00:00	OK. Which of the cities would you like to visit in the future?
FA: 00:07	A dream city or an actual city?
MZ: 00:10	Dream city.
FA: 00:13	Of course, Tokyo, Japan.
MZ: 00:17	Tokyo?
FA: 00:17	Yes because it's popular for it's many things like culture and technology and me as myself I'm so interested in this city and for my personal, personal reasons. So, that's it.
MZ: 00:36	What about the cities of Arabic cities, Arabic city? Which city would you like to visit?
FA: 00:37	If I would choose from Arab cities…
MZ: 00:43	Maybe Dubai because you will like it. You don't X .
FA: 00:46	Dubai. No, I hate it. Maybe my hometown.
MZ: 00:51	Your hometown?

FA: 00:51	Yes, because I didn't go there so yeah. For you? Which city are you interested in in to go?
MZ: 01:02	Maybe just for visiting; I like to visit Germany, equaling Hamburg. It's in Germany. I like this city. Also, I like Berlin.
FA: 01:21	Berlin?
MZ: 01:22	Yes.
FA: 01:22	It's also in German, right?
MZ: 01:26	In Germany. Maybe the Germany cities it's the city that I would like to visit in the future.
FA: 01:33	It seem interesting also.
MZ: 01:33	Yes, it's and for the Arab countries; maybe I like to visit every city in the Arab countries.
FA: 01:38	Yes, it's interesting.
MZ: 01:43	Yes, And I don't have special cities to visit.
FA: 01:48	Great like what.
MZ: 01:48	I don't have, I don't have, I don't have any special.
FA: 01:48	Ah! You don't have a special.
MZ: 01:48	No, I don't have a special.
FA: 01:48	I thought you, I thought you say a special.
MZ: 01:48	No, I don't have a special.
FA: 01:48	Okay, a good city for budget travelers? Maybe Singapore and malay...
MZ: 02:10	Singapore.
FA: 02:11	Yes, Singapore and Malaysia because it's known for its. Not oh my God! I forgot not the expenses. Cheap prices.
MZ: 02:24	Yes, I think you are right.
FA: 02:25	And the people, there are so basic and they are they are kind and.
MZ: 02:32	Yes.
FA: 02:32	Not the kind of people that.
MZ: 02:36	They are generous.
FA: 02:38	Yes, they're not focused on the tourist too much that they want. They want money from them.
MZ: 02:44	Yes I agree.
FA: 02:44	That's my opinion and that's what I heard from them.
MZ: 02:46	Yes, I am with you for me. I think again. I can say Germany is a good place for traveling. Yes, because I the German in general German is a great country and it's a modern country for for everything and in special the Germ.. the Berlin Germany is very calm, cold.
FA: 03:24	But is it a, is it little bit expensive? Because it's say.
MZ: 03:27	Yes, yes. It is, it's not expensive because.
FA: 03:28	Cheap.
MZ: 03:38	It's not expensive for the Germans people because the incomes in Germany is so high. So and if you get a job in Germany, for example for the teachers, for the engineers and every Monday earn they earns I I don't sure I'm not sure but I think ten thousand dollar in one month.
FA: 04:10	Wow! So they, they earn a lot of money.
MZ: 04:11	Yes, so and the life is expensive for the tourists for as because
FA: 04:17	Like in Britain if you have to compare.

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MZ: 04:20	Yes.
FA: 04:20	Yes, it's expensive but not for the residents there.
MZ: 04:24	Yes,
FA: 04:24	Okay. A good city for a honeymoon again maybe Malaysia Singapore
MZ: 04:30	Yes, I agree with you.
FA: 04:31	Because I didn't heard a lot of cities there or maybe Paris. If the couples are not rich but have a good money they can go there.
MZ: 04:43	For me I don't know because I am not interesting for to looking for the countries or to cities I I.
FA: 04:48	Yes.
MZ: 04:48	I I don't know information about another cities and my and my geographical it's so bad.
FA: 04:48	Haa! Yes, me too. I don't know. I'm just saying what I assuming or what I have heard about and yes. As me I didn't travel anywhere. Just here in Turkey so for my self-experience. I don't know a lot of cities to go. A place that would make a great family vacation spot? This one.
MZ: 05:30	How would that make a great family vacation spot?
FA: 05:34	Hıhı spot. It's mean like area or something.
MZ: 05:37	I think for our families because I am Arab person. I think the Arab country... all of the Arab countries it is great for a family because my when my family visit another country, they can speak their language, they can speak Arabic but if they my family.
FA: 05:54	Yes.
MZ: 05:54	Visit another country, for example, Germany; for example, Turkey, they cannot speak, they will not speak or X speak.
FA: 06:02	Yes.
MZ: 06:02	Turkish with Turkish people or English for the English people so it's a troubl.. troubling would be.
FA: 06:06	You mean.
MZ: 06:06	Worrying. not as
FA: 06:07	You mean the language sometimes can be like a border.
MZ: 06:13	A border for family, yes.
FA: 06:17	Yes or wall.
MZ: 06:17	Not for.
FA: 06:17	Not for the individuals.
MZ: 06:17	Yes, yes.
FA: 06:17	Yes, it's more likely to be to the children and kids are the family.
MZ: 06:23	Yes.
FA: 06:23	You are right. I agree with you. Okay. A city where you would like to live for a few years. Maybe İstanbul as
MZ: 06:37	Yes.
FA: 06:37	Yes.
MZ: 06:38	I thin... I think I like to visit the countries. I like to study in another country but I don't like to live in another country my hometown.
FA: 06:50	So you prefer to just stay at your hometown.

MZ: 06:54		Yes not living. For example if you call my staying in İstanbul as live you can't say yes living for just a few year for 2 3 4 5 years until I finish my.
FA: 07:07		Your Education.
MZ: 07:08		Education and studying but after that, it's impossible for me to live and continue my living in İstanbul or in another country. My hometown
FA: 07:16		or maybe German.
MZ: 07:16		Maybe in German and just for studying.
FA: 07:19		Yes, you're right. I agree with you. Maybe İstanbul or maybe if I go crazy, maybe I go maybe Canada.
MZ: 07:28		Yes.
FA: 07:28		The weather. There is too hard but.
MZ: 07:30		All, all the cities world is possible to visit to.
FA: 07:33		Yes.
MZ: 07:36		To study.
FA: 07:37		Yes.
MZ: 07:37		I don't know
FA: 07:39		It's a little bit hard. So okay. The next question: a good city to go to school in? We mentioned.
MZ: 07:49		İstanbul. I choose İstanbul
FA: 07:49		Yes already we chose Istanbul to study.
MZ: 07:51		Study yes.
FA: 07:52		Okay. A place that you would never want to visit?
MZ: 07:57		There is not.
FA: 07:59		I think not.
MZ: 08:01		Maybe because I don't like America maybe the America is maybe
FA: 08:05		Yes. Yes America it's not a good place. As I heard many times and.
MZ: 08:13		Yes.
FA: 08:13		It's, it's hard to enter from the first place.
MZ: 08:18		Yes.
FA: 08:19		Okay.
MZ: 08:23		How do journalists serve to society? Ah, okay ehhh the journalists, as we know they their their job is hand on the information from place to place and they can sometimes they can help their city their country their society but in the other hand, they can harm their city, theirs, theirs hometown by ehh by handing on the wars or wrong information.
FA: 09:06		Yes.
MZ: 09:06		Yes. So that's my opinion about the journalist. What's your opinion about?
FA: 09:12		Okay. As I know from my experience or what I see in the television a lots of journalists are just saying.
MZ: 09:23		Lying.
FA: 09:23		For, for their country's sake. They're just doing what they what, they think it's good for their own country. That 's it. They don't care about the real information or they don't cover the real.
MZ: 09:36		We can't say they take the picture from the.

FA: 09:38	Yes, yes
MZ: 09:39	From the from the. They want to to chil...
FA: 09:42	Yes. They just focus and dispute that they think it's good for the listeners or for the audience.
MZ: 09:51	Yes.
FA: 09:51	If it's in the radio for example, what am I see like, they are just doing these days I think they're doing bad job actually.
MZ: 10:03	Yes.
FA: 10:03	Because the good journalist who they are talking for the real and for honesty and for the reality, they just being abandoned or being puni... punished from the countries and governments. I know it's political topics but the journalists now are I How can I say? maybe fake. Not really.
MZ: 10:35	Yes.
FA: 10:35	Not like they're supposed to be.
MZ: 10:37	I agree with you.
FA: 10:38	Yes and a good journalist is to be honest not to be his countryside around the countryside. Just being honest. That's a good journalist. That this might be.
MZ: 10:53	And there's none, goo.
FA: 10:53	Yes, there is none. And if there, actually they are go to jail :).
MZ: 10:56	Yes.
FA: 10:56	Yes.
MZ: 10:58	OK. Standard of beauty. I think I think I don't know by... I don't know I don't maybe I don't have any idea of about this changing but there's changes how.
FA: 11:20	Yeah, of course. It depends on the country, I think on the culture because.
MZ: 11:25	But yes.
FA: 11:26	Yeah. In the ancients, there's some ancient historical time that when they, for example, for the women because the women who they are, who the ones who cares a lot of for the beauty, they used to be, for the example, for the eyebrows they used to be connected. I don't know why. They thought that it's a beauty mark or something.
MZ: 11:54	Also standard of beauty. Also I think it's from our God.
FA: 12:02	Yes.
MZ: 12:03	Because he is gift a beauty and he is gave the ...
FA: 12:06	Yes the beauty can be gifted for example for the Asian people. I think they have some standards beauty like the girl have to be white and her hair has to be like too black and for the man he's tall maybe something like This.
MZ: 12:25	I know some change in in XXX about the changing for the beauty for example in past the XXX people was or wear, wear black face because they're from XXX. Yes but
FA: 12:46	Ha yeah, yeah, yeah. You mean like they have to be.
MZ: 12:50	But by time, they become Arab. They were weren't Arab in the past but after they become Arab, they they got married with Arab people and they their faces change from black to white and now we can say, see XXX people are white not black.

FA: 13:18	You mean like they are preferred the white beauty.
MZ: 13:19	Yes.
FA: 13:19	Yes.
MZ: 13:19	That's not I don't know. I didn't know this actually.
FA: 13:25	Yeah. Maybe
MZ: 13:26	The white is for, for beauty but I think.
FA: 13:29	It's not for the beauty from the long time.
MZ: 13:34	I think for me it's beauty but in general I don't know it's of aesthetic beauty or but I don't know I am.
FA: 13:38	Because I heard about in Africa they. I don't know but they punish the girls, punish the girls who are too slim. And they think that the fat girl, she's the beautiest one, the most beautiful.
MZ: 13:52	The fat :).
FA: 13:53	Yes. That's their culture so.
MZ: 13:56	Yes and in Africa, they look for the black girl for X.
FA: 14:00	Maybe, yes, maybe because they assume that if the girl she's thin, that means she is not rich. That means she's not attractive.
MZ: 14:11	Really?
FA: 14:12	Yes, that's in their culture. I don't know. That's what I heard but I think it's not real.
MZ: 14:17	Yes.
FA: 14:17	For all of them. Like for example. The north in north Africa.
MZ: 14:25	No one like fats.
FA: 14:25	In North Africa like Egypt and Morocco, they like the thin girl.
MZ: 14:28	Yes, yeah.
FA: 14:28	Maybe, it's in the South. So yeah that's that I know. Do you have something to add?
MZ: 14:36	What?
FA: 14:37	Do you have something to add?
MZ: 14:38	No. I I just know as the example for the Egyptian people. I don't know I don't know I never.
FA: 14:42	Yes.
MZ: 14:42	But this a change, the beauty change will be, maybe will chan... will be change by.
FA: 14:53	By time.
MZ: 14:54	By time. After mixing the cities and the X ?
FA: 15:01	The population.
MZ: 15:04	Population yes.
FA: 15:05	Yes. Okay. What makes with what makes a good friend of a friend?
MZ: 15:14	Make a good friend?
FA: 15:14	Yeah.
MZ: 15:17	The things that make a good friend; if the friend is honest, friendly, I I didn't X the honest
FA: 15:21	Yes, I really agree.
MZ: 15:23	The honest people, they can make a friendship with just homeless people because it's very important for me.
FA: 15:33	Yes.
MZ: 15:33	I don't like the liars and I don't care for for anyone type or or.

FA: 15:47		Yeah, I got it when someone who is being honest with you, you feel like comfortable. You you you you know like you don't have to lie for your rely.. real perso... personality.
MZ: 16:02		Yes.
FA: 16:03		yes and.
MZ: 16:03		So for me, just honest: it's honestice.
FA: 16:09		Yes, honesty
MZ: 16:10		Honesty is just.
FA: 16:13		Just enough.
MZ: 16:14		Enough for me friend to be.
FA: 16:15		Yes, because if you friend is honest.
MZ: 16:17		Yes.
FA: 16:17		And he is comfortable with you. You feel comfortable.
MZ: 16:20		Yes.
FA: 16:20		There's no awkward awkwardness between you two and that's simple. That's simpler than it has to be.
MZ: 16:29		Yes.
FA: 16:30		Yeah I totally agree with you about being honest. And maybe a good friend who is maybe.
MZ: 16:34		Maybe fun.. All of us want a funny friend. Friendly, outgoing.
FA: 16:40		Yes.
MZ: 16:42		Everyone want.
FA: 16:44		Yes.
MZ: 16:44		And the most important the honesty.
FA: 16:46		The personality, it has take a part.
MZ: 16:51		Personality it's depend For each other.
FA: 16:52		Yes.
MZ: 16:52		For example, if your personality like something you shou... you like to make friends with someone who has same personality with you.
FA: 17:04		Yes.
MZ: 17:05		So it's not, it's it's just depend for everyone.
FA: 17:08		It depends on the person.
MZ: 17:09		At the person yes.
FA: 17:09		Maybe extra thing I I would like to add like there's friends sadly. They want just to be friends for their for their good good good is or for example I know girls. They would be friends for something silly like for money for.
MZ: 17:32		Yes, yes, yes.
FA: 17:33		For things like.
MZ: 17:35		I know all... I know all of.
FA: 17:35		So silly yes. It's really stupid thing in my opinion. So yeah.
MZ: 17:41		Yes. It's in general sstu.. . Yes.
FA: 17:47		Okay. Next one. An intelligent person.

APPENDIX C: Transcription of Audio 3- from the Third Session

[00:00:00.75] - MK
Do you think is the censorship is necessary?

[00:00:07.53] - FC
I think for some position can be necessary. But people shouldn't, they censorship because this is rude for movie or TV series or something because there are very uh work people work for made something and you censor this. Maybe necessary, it is necessary for children but not too much.

[00:00:51.27] - MK
Some I think some censorship is needed. I believe that some censorship is always needed. If nothing is censored, who knows some of things that will X out of Radio, Television, News et cetera? Old people are not able to sell, self- regulate and this can pose a problem when a mixed crowd is being addressed. And censorship shouldn't be excessive but it should always be around. On the other hand. It keeps children from hearing and seeing inappropriate things. I for one like the censorship because children don't need to hear a slut snore of course words or see body parts of others. I also don't want to hear or see it either. So I appreciate it.

[00:01:49.12] - FC
Okay. What do you think about death penalty?

[00:01:58.68] - MK
We always come across with the guilties which are about the women's, about the nationalism or something et cetera and there are some solutions for that. And one of the solution is a death penalty for some countries. Some countries say it is eno... It is. Appropriate but some of them, and some of them are against of this topic. I think the death penalty is necessary for some guilt. One of them is woman that for example, if a person who if the men or if a person who in force for sexualism for a woman or male, I think this judgment should be solved with death penalties. What about you? What about you think?

[00:03:15.35] - FC
EHHHH It can be but firstly they should just.. because if government or people can't provides justice, they can't decide the guilty and they can't decide who, who is guilty and death penalty. This, this time maybe they killed not guilty man.

[00:03:58.48] - MK
You say. For example if the person who has a crime, he should enter the prison, right? You say. But some of them are not appropriate for, not acceptable guilt before entering the prison I think. If you kill a per... people like ,as you know, in the some, you can see some news all around the world, from all around the world. And they some of psycho people kill 200 people like. I think you have to you, you don't have to put him to prison. I think he should be, he should death

[00:05:01.71] - FC
Okay. If there are a evidence, it can be. But without evidence, it can't I think

[00:05:12.52] - MK
Without evidence, of course

[00:05:12.52] - FC

Because person life is very important.

[00:05:21.06] - MK
If you don't, I think you, if you don't respect the others' lives, you are not deserved the other people's respects.

[00:05:36.46] - FC
Yes, I agree. And. What do you think about mobile phone in class?

[00:05:44.37] - MK
Mobile phones are all around us, all around our, all around the environment and we can't resist them. We can't resist not to use them but while the mobile phones, while the technology is developing in the world, we should suitable for technology in every way; especially in education. In that way so I think the mobile phones are should be, mobile phones should be used in classes for of course communication, for interactive classes. And what do you think about it?

[00:06:47.85] - FC
I think mobile phones nowadays, it is necessary because some benefits but students shouldn't surfing net. For example, they surf in the Instagram or chatting. They shouldn't be and they should use just education

[00:07:17.12] - MK
So, we can say that the mobile phones should be limited by some online sites in the school.

[00:07:31.31] - FC
Yes, it can be.

[00:07:32.43] - MK
Yeah. Also, we are not living at the old times, we are living at the 21st century so we need to put these kind of ideas, some innovative ideas in front of us. That's all I think about that topic. And What about the role of media?

[00:07:54.44] - FC
I think media is very different and very difficult topic because all people say something and these things can be lie but it's because of some service. People trust them. I think this is very dangerous because for example lie news can be very dangerous. People trust them and because of this lie, they can be wrong things

[00:08:45.57] - MK
When we look at the real life of media, there are lots of benefits. But on the other hand, there are lots of harms of media and we can see some countries like development, developed countries. They use media for manipulating people for another countries and we can see some examples from the news. Also, we saw them and there are some, there, there some revolutions happened some in some countries by hand of developed countries and one of the main role of the media is manipulating people. Nowadays with the by the technologies increasing the media is also increasing in the same way.

The role of media is going to be, it is a little bit pessimistic but the role of media is going to be bad.

[00:10:01.86] - FC
Yes, I agree. What do you think about technology?

[00:10:08.15] - MK
Technology is the something that human being is the origin of that technology is always with us and we hope it always will be, it will be always with us in the future. Like right now we always use them, like recording our voices. We use them in classes like, like pcs or something et cetera by clocks some smartwatches like phones or something. And the development of technology is hugely, hugely. And we can't foresight the technology, of technology because it is unforesightness, a unforesightness but on the other hand, it is a good thing. What do you think about that?

[00:11:32.85] - FC
I think technology is very important topic nowadays. Maybe, it's can be most important topic about all world because if people provide technology, they can have, they can have everything. Which country has provides, it can't be, can provide all technology, they can be very strong country and they have very things about technology like cell phones, like maybe guns, very provide guns and maybe some transportation, like what can go to

[00:12:31.81] - MK
Driverless, driverless cars

[00:12:31.81] - FC
Yes and nowadays people try to go space. So, that show us technology, nowadays technology provide and sometimes technology can be bad because if if bad people can use the technology for bad ways, it can be that.

[00:13:09.06] - MK
Yeah. Also, I agree with you. Technology is always like as you say is increasing is developing. But, on the other hand, there are some of course harm.

[00:13:27.21] - FC
Harmful

[00:13:27.21] - MK
Harmful. That's all for me

[00:13:28.00] - FC
Yes

APPENDIX D: Transcription of Audio 4- from the Fourth Session

[00:00:00.540] - FF
OK. Hi Mohammed.

[00:00:02.560] - MZ

Hi.

[00:00:04.410] - FF
Actually Today we're going to talk about animal testing. And I'm going to I'm gonna give some information about animal testing actually animals are used every year in every county I think for scientifics and testing because animals are used to develop medical treatments determined our life. And so and I think it's really good to test the animals because it's also not not good just for animals as all

[00:00:37.920] - MZ
X?

[00:00:38.250] - FF
 Yeah. And also it's for human. I think so. But I don't know. Are you agree or not agree with me.

[00:00:47.020] - MZ
I agree and I not agree. Not not for X. Not in every situation. We should test the animal for example before two days I I I saw something in the Facebook that in 1965 the scientific take eeeeh What's mean. Animal small animal eeeh X? What's mean? Do you know?

[00:01:14.800] - FF
I don't know

[00:01:21.340] - MZ
OK. They take that animal uh to. Test the effect of smoke. Yes. So they embedded it to smoke.They put cigarette in her mouth and they use some machine saying to uh to take this eh smoking in his in it's uh in it's a physic. So

[00:01:55.410] - FF
so interesting

[00:01:55.410] - MZ
 So they discover the. Smoke is. The smoking is bad. They discover that

[00:02:06.950] - FF
hııım okay :)

[00:02:06.950] - MZ
I already I everyone know the smoke is uh not healthy it's bad for human. So why they test this animal. To discover that the smoke is bad actually they know the smoke is bad. Why they use it.

[00:02:25.820] - FF
so I don't know what's like that. OK. but aaaa ok understand.

[00:02:34.210] - MZ
 OK.

[00:02:35.370] - FF
So. yeah As. You said about smoking. Smoking should be forbidden. It's our second topic actually yeah of course. Smoking should be forbidden because in these days. Smoking is Increasing.

[00:02:49.490] - MZ
hı hı

[00:02:49.490] - FF
Especially in this country I think because all generation

[00:02:55.670] - MZ
You smoke you don't smoke?

[00:02:55.670] - FF
 No I don't smoke elhamdülillah.

[00:02:59.230] - MZ
a

[00:02:59.230] - FF
 And. In these days.Smoking increasing because it's really not good for our health. It's really bad for our health.

[00:03:09.850] - MZ
But I think for the smoker as me.

[00:03:16.090] - FF
do you smoke?

[00:03:16.090] - MZ
. Yes I smoke.

[00:03:18.880] - FF
what do you feel

[00:03:21.540] - MZ
yes for feeling :). It's.Interesting feeling yes

[00:03:25.950] - FF
 how interesting feeling for example if I ask someone why you are smoking he or she answered me that if I feel not good I smoke. And after that I feel better.

[00:03:38.150] - MZ
Is it correct?

[00:03:38.770] - MZ
Yes yes it's correct.

[00:03:40.890] - FF

Hahahaha it is really

[00:03:40.890] - MZ
Because it's it's It's not make you give you the energy, energetic but it make you good feeling that. You just forget everything after you smoke you will forget everything that make you angry or bad sad so. It's not

[00:04:04.780] - FF
 so

[00:04:05.430] - MZ
so that it should not be forbidden

[00:04:07.360] - FF
 Oh my God:) don't say like it. It should be forbidden because it's not good for our health it's not good for our global warming because

[00:04:14.380] - MZ
why would you be forbidden?

[00:04:14.380] - FF
 because it's not good for atmosphere. It's not good for our when we for example when we are going outside when we ehh smell The smoke. So it's really dangerous for our health do you know about it.

[00:04:33.070] - MZ
It's it's it's not dangerous as you think

[00:04:35.840] - FF
no it's dangerous and I suggest you to stop smoking:).

[00:04:39.790] - MZ
Yes thank you :). I agree with you it's it's dangerous but maybe it's not so dangerous.Yeah it's dangerous not like

[00:04:48.390] - MZ
 yeah so when someone. For you it's all it's normal but in generally it's not good and it should be forbidden

[00:04:58.420] - MZ
maybe yes yes yes I agree with you.

[00:04:59.380] - FF
OK. And also. What do you think about global warming. What should we do

[00:05:08.110] - MZ
a Global warming. It's a long term rise in the average temperature of the air's climate system.

[00:05:18.580] - FF

yeah

[00:05:18.580] - MZ
 X of climate change shown by temperature X men's and by multiple effective of warming

[00:05:29.670] - FF
Yeah.It's like that. actually is the phenomena of climate change by general average of in the earth. For example. How can we for example source our global warming. So by using false fossil fuels massive use of fossil in the first source of global warming I think it's like that.

[00:05:51.640] - MZ
yeah

[00:05:51.640] - FF
So yeah.

[00:05:53.800] - MZ
So I think it's bad for us.

[00:05:57.010] - FF
Why.

[00:05:57.430] - MZ
 Because there is CO2. do You know CO2

[00:06:00.940] - FF
yeah

[00:06:00.940] - MZ
it is dangerous. It's dangerous. gas chain. gas It's dangerous for us. And. For the plant for the trees. It's very dangerous this gas so that it's I think it's a bad thing. OK.

[00:06:24.670] - FF
OK. And also this topic is really interesting for me because. There should be homework or not

[00:06:33.610] - MZ
so do you want

[00:06:33.610] - FF
 homework. Actually every students every student hates homework I think so:) no one love homework. It's our problem because we don't know about the benefits of homework.

[00:06:48.020] - MZ
Yes.

[00:06:49.010] - FF

Homework it's really important for us because. If our teacher gives us some homeworks and when we do it at home. Actually we learn a lot of things in that homework.

[00:06:58.820] - MZ
Do you know something? The things that you don't like Is the thing that is good for you.

[00:07:06.040] - FF
Yeah. That's true. Because I think everyone hates homework

[00:07:10.390] - MZ
yes

[00:07:10.390] - FF
 but no one know that homeworks. Has a big role in our life because for example when we learn something in the class. when We don't when we don't practice it at home.

[00:07:22.630] - MZ
You will forget it

[00:07:22.630] - FF
yeah of course you will forget it. So because of that. Homework. Is really important for us.

[00:07:28.330] - MZ
 Yes I agree with you also The homework. It's it's not learn as. Just the classes. What we take in the classes. It's learn also it's learn as the ambition.

[00:07:46.910] - FF
Yeah that's true.

[00:07:47.860] - MZ
You will be more ambition.

[00:07:50.660] - FF
Yeah but sometimes yes. I agree. For example sometimes you are very tired you don't have time to do some homework but you have to do it. But I think. It's really better because I have a lot of experience from my school time. For example. It's really good.

[00:08:11.190] - MZ
yes It's good. But maybe for example. Unfortunately Palestine this year this they the govenrnment delete the homework system.

[00:08:22.500] - FF
oh really?

[00:08:22.500] - MZ
 There is none homework system.

[00:08:24.420] - FF
but why

[00:08:24.420] - MZ
. I don't know. It's they. They want. For us to be ignorance.

[00:08:37.290] - FF
aaaaa

[00:08:37.290] - MZ
They eeehhh They take the ignorance system to make the people ignore.

[00:08:44.840] - FF
Oh my God. It's really interesting. And also it's not good.

[00:08:50.260] - MZ
yes it is political thing.

[00:08:52.310] - FF
Yeah.

[00:08:54.860] - MZ
OKAY IgnorANCE .Ignorance is uh it's. the positive meaning of knowledge negative mean. Yes negative meaning of knowledge. So uh you know there is a lot of there are there are a lot of people who is ignorance who jus. who don't He doesn't know anything about how he live how he. How the thing is work. He just work and he just do that. The people the another people do. So I think the ignorance is it's not that you you are you can't count one plus one. If you count one plus one. If you don't know it it's not mean you are ignorance the ignorance it's it's mean you don't know how to make your life you don't know how you will continue in your life you don't it's mean. Your information about life it's little. It's not about math it's not about the physical or ehh chemical chemical. It's something about the life. You should uh you should make your opinion in your life. Not to just walk with people not to continue this not to just do something the another people do. That. The ignorance actually kill the human who has it. Yes. And in Arabic we have. We have MECAZ In ignorance that it's meAN. If you if you are ignorance people a human if you are ignorance human. That mean you lie just As the animals.

[00:11:12.260] - FF
Yeah actually I am agree with you Yeah actually I am agree with you. Ignorance is the lack of knowledge understanding on information about something and also I think that describe a person in the state of being unaware and also it has a place in life for a while too and also especially for children. I think parents protect their children from knowledge which is too much for them to bear or It's too much confusing for them. So because of that but yeah but I think it's not good.

APPENDIX E: Transcription of Audio 5- from the Fifth Session

[00:00:01.15] - FT
How close do you follow the news what kinds of stories interest you.

[00:00:07.20] - MK
My as you know my department's economy. And. Because of my department I have to follow all the news. all a... all around the world. Especially the economical Things I should follow and actually. Some disasters are not interest me. But I need to know them. They are not interesting but we need to. Know about them. And we need to follow the world's problem. Actually this kind of things. What about you.

[00:00:49.35] - FT
I am always try to follow the news because we born in the world and we have to care about the events I We have responsibility about there. I think some people don't mind don't mind anything they always eat live and die.

[00:01:11.99] - MK
YEAH

[00:01:11.99] - FT
 I think it's wrong because I as I say we have responsibility all of the events

[00:01:18.45] - MK
yeah

[00:01:18.45] - FT
 we have to concern them

[00:01:22.44] - MK
absolutely

[00:01:22.44] - FT
I think yes So I ha.. follow the news and I think you say economy. But I think the all of the economy events related with the political events

[00:01:36.76] - MK
yeah political things yes

[00:01:37.38] - FT
 I think yes. And what do you think was most important news story in the last few years.

[00:01:45.47] - MK
 Actually the most important news story in the last few years are. Lots of things like nowadays the. French French. Rebellions are The most important news nowadays. And on the other hand There is a recession all around the world especially in the third and second world countries such as Venezuela as you know. And what else. Some I think the most important things I think them. especially the big countries' wars not like the real wars but like the power to show their powers it is the war and what do you think The most important news story in the last few years.

[00:02:51.39] - FT

I agree with you to some extent. And we have lots of events and also in Turkey around the world and in Turkey and as you know the.

[00:00:02.50] - FT
In some revolution in also Turkey then try to

[00:00:08.68] - MK
revoluate

[00:00:08.68] - FT
yes to revoluate the government and and also Turkey. Lots of events every day and also kidnappin... kidnapping and a few years I think it's the most important thing is for the humanity. And we have to concern all of the things the details. And do you think stories about sports or celebrities count an count as real news?

[00:00:39.66] - MK
I don't think so. Especially the sports and celebrities' news are The main News in our televisions or medias but I think they are not as important as the real news. And what about you.

[00:01:09.88] - FT
I completely agree with you because There are lots of soldier are dying in our country but lots of people concern about just celebrities. What do you we...

[00:01:23.38] - MK
what does

[00:01:23.38] - FT
what does she wear today. What does have a relationship with somebody

[00:01:31.42] - MK
yeah

[00:01:31.42] - FT
It's ab.. it's nonsense I think and lots of teenager adore with

[00:01:31.42] - MK
yeah

[00:01:31.42] - FT
abo.. with things I hate this and I we should stop them And the lots of innocent children woman are dying around the world. I think there are many important issues We have but People just about celebrities what what do you they today.

[00:02:02.98] - MK
yeah. Actually when we give an example for examplewhen a soldier from Turkey or all around the world it'S it is the same when a soldier death They give for 45 seconds but For example. When. A scandal which is comes from

[00:02:23.38] - FT

for example acun ılıcalı the versus

[00:02:23.38] - MK
which which is from Acun Ilıcalı versus Ay. aYSE SU

[00:02:23.38] - FT
SEYMA :)

[00:02:23.38] - MK
ŞEyma suBASI all the week we talked about that we heard about that .

[00:02:26.65] - FT
everyone knows about them

[00:02:39.19] - MK
Everyone knows about their lives. But when we turn back to the real life the soldiers are saving our countries

[00:02:48.39] - FT
yes

[00:02:48.39] - MK
but nobody cares them they are giving their lives they sacrifice for us. Their lives. But we don't care. Why. Because about the media because they know unhappy news are not popular. And they are not... and the people are not interested in these kind of things and they earn too many too much money. Then the. News that includes celebrities. And what about recession. Do you remember 2003 recession.

[00:03:29.69] - FT
2003? I remember a few because I no.. I don't interested in very much in economics but the economy affect the our politic life also and I remember a few things and it's it was bad and that's all. What about you? What do you remember about the history?

[00:04:01.65] - MK
 Actually the 2003 the 2003 recession all aroun.. all around the world was really affected because. The the recession of the world. Was unforesightedness although economic people economists are were not forsightedness for this, For this ancient but it's really it was really, Effective for our lives. When you remember The Americas and the British or Chinese situations that was terrible. And that was really scandal. And. All the arou.. All around the world was speaking about the scandal. and our economy was really decreased. And. Also the all around the world's Countries are affected. This kind of situations because of dollar. You kn.. American dollar. And. Also this kind of things are affecting the political things especially political crisis in the w.. in the individual countries and the people are not like happy before they have. And what do you think.

[00:05:41.33] - FT
yes I agree with you. it's very affected our lives. And what do you think about the increasing kidnapping İn Turkey?

[00:05:54.20] - MK
Especially it is not a problem of Turkey. When we. Generalize this problem, it is the problem of world because. This kind of. Happinings and this kind of ancients are. Individual problems of people. And the Governments can just the.. do. Just some laws. For that and they can educate people but the People should educate the theirselves by ethics or something. Kidnapping Is increasing. Unfortunately. Nobody wants that but it is one of the problem big problem in Turkey and of course world and what do you think about?

[00:06:53.35] - FT
 I aggree with you but the educate people is the for children I think today. A man who ha.. who is 40 years old what can we educated educated him. I think we have to. We have to give some. We have to give big punishment them because Let's think a man or woman is old. how we can educate them after the events. I think we have to a very big punishment them and at the same time we educated our children and the in the future. We wi... we won't live for live this situation I think

[00:07:46.65] - MK
Yes I agree with you. I agree with you completely I agree with you And there are some Famine in worlds. And. We are living in 21st century. We are living in a technology and industrial 4.0. Century but. We can solve. Everything. every kind of problems in the world but. Still there are some problems about famine especially in the part of Africa. In a The part of. world in Africa. We can solve everything about with technology like health problems like to make easy something for our. Lives. For phones or something But still there are some. People who are dying because of the famine and We should prevent that and How about you? What do you think about that?

[00:08:59.12] - FT
I think it's about the people's carelesssess I think Because we have everything almost we have we can do whatever we want especially the big countries. The which is havebig power but they don't use their power for the famine

[00:09:21.13] - MK
yeah

[00:09:21.13] - FT
They never care about them I think it's about people if we want, we can solve it easily because the part of Africa and the It's the small part of the world. We can solve easily but the about it's about the people carelesses I think.

[00:09:45.22] - MK
Yes and nowadays I saw some epidemics in world and One of the epidemic is Ebola and What do you think about that?

[00:10:09.54] - FT
Him. Yes there are some epidemic in the world. It's affect our lives about the our healths and the we haven't our healthy we cannot do anything and the lots ofcities or villages aren't going on because of the these epidemics. I can we solve them again but why people don't do anything

[00:10:43.48] - MK

 actually we are doing When we look at the history. There are lots of epidemics and there were lots of epidemics like cholera. And flus and when when you think about flu. Flu is really easy Illness is to prevent, right? but when we look at the Ebola it is like unprevented epidemic. But when we want when we investigate some thing really in a beneficial way we can prevent or we can decrease the that number of people because of epidemic And that's it.

[00:11:48.67] - FT

also we can provide ourselves and the government provide the citizens their citizens. It can be maybe keeping clean and care about our healthy. It can be provide our from the epidemic we and it'S so I think

[00:12:00.51] - MK
That's all I think