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**THE USE OF ADJECTIVES IN BETWEEN MALE STUDENTS AND FEMALE  
STUDENTS: A CORPUS-BASED ANALYSIS**

**THESIS BY**  
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**MASTER OF ARTS**

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**DEDICATION**



*Only to my parents who know my worth...*

**ETHICS DECLARATION**

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Halil BEKAR

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22/12/2020

Halil BEKAR

**ABSTRACT****THE USE OF ADJECTIVES IN BETWEEN MALE STUDENTS AND FEMALE  
STUDENSTS: A CORPUS-BASED ANALYSIS****Halil BEKAR****Master Thesis, Department of English Language Education****Supervisor: Dr. Zehra KÖROĞLU****December 2020, 73 Pages**

This research is a corpus study conducted to analyze and evaluate the adjective usage of 8<sup>th</sup> grade students according to gender. It is aimed to determine the frequency of adjectives and adjectives that are most frequently used by gender in the essays and exams written by the male students and the female students in the 8<sup>th</sup> grade at Mehmet Bayır Imam Hatip Secondary School, which is a public school in Karatay, Konya. The research enables to understand the importance of adjectives and to understand whether there is any difference in the use of adjectives in between genders.

Key Word in Context (KWIC) was used to analyze the frequency of adjective use in the texts written by the students. Log-Likelihood (LL) was used to determine whether there was a significant difference in terms of adjective usage of the male students and the female students, and overuse, underuse values.

As a result, it was determined that the frequencies of the adjectives and adjectives used by the male students and the female students in essays and exams were relatively different. In addition, it was indicated that the most used adjectives were “*bad, best, good*”.

**Key words:** Corpus study, Adjective, Male students, Female students, Gender

## ÖZET

### ERKEK VE KIZ ÖĞRENCİLERİN SIFATLARI KULLANIMI: BİR DERLEMBİLİM ÇALIŞMASI

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Bu araştırma 8. sınıf öğrencilerinin sıfat kullanımlarının cinsiyete göre incelenmesi ve değerlendirilmesi amacıyla yapılan bir derlem bilim çalışmasıdır. Konya, Karatay’da, devlet okulu olan Mehmet Bayır İmam Hatip Ortaokulunda 8. sınıfta okuyan erkek öğrenciler ve kız öğrencilerin yazdıkları kompozisyon ve sınavlarda cinsiyetlere göre en sık kullandıkları sıfatlar ve sıfatların sıklıklarının belirlenmesi amaçlandı. Araştırma, sıfatların önemini anlamamızı ve sıfatların cinsiyetler arası kullanımında herhangi bir fark olup olmadığını anlamayı sağladı.

Öğrenciler tarafından yazılan metinlerde sıfat kullanım sıklığını incelemek için Bağlam İçinde Anahtar Kelime (KWIC) kullanılmıştır. Erkek öğrenciler ile kız öğrencilerin sıfat kullanımı, aşırı, yetersiz kullanım değerleri açısından anlamlı bir fark olup olmadığını belirlemek için ise Log-Likelihood (LL) kullanılmıştır.

Sonuç olarak, erkek öğrenciler ile kız öğrencilerin kompozisyon ve sınavlarda kullandıkları sıfat ve sıfatların sıklıklarının farklı olduğu tespit edilmiştir. Ayrıca en çok kullanılan sıfatların “kötü, en iyi, iyi” olduğu belirtilmiştir.

**Anahtar Kelimeler:** Derlem çalışması, Sıfat, Erkek öğrenciler, Kız öğrenciler, Cinsiyet

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**ABBREVIATIONS**

<b>Adjs</b>	: Adjectives
<b>CL</b>	: Corpus Linguistics
<b>ELT</b>	: English Language Teaching
<b>ESF</b>	: The essays written by the female students
<b>ESM</b>	: The essay written by the male students
<b>EXF</b>	: The exam written by the female students
<b>EXM</b>	: The exam written by the male students
<b>KWIC</b>	: Key Words in Context
<b>LL</b>	: Log-likelihood Calculation
<b>N</b>	: Number
<b>NSs</b>	: Native speakers of English
<b>S</b>	: Student
<b>TSs</b>	: Turkish speakers of English

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## CHAPTER I

### 1. INTRODUCTION

#### 1.1. Background of the Study

The origin of the term corpus is the Latin word “body”. Corpus can be defined as a huge body of written and transcribed texts, speeches, or other samples considered representative of a language (McArthur, 1992). However, corpus in modern linguistics tends to have more definitions. In modern linguistics, a corpus is defined as a collection of texts or “body” of language stored in a computer-based electronic database (McEnery, Baker, & Hardie, 2006). As stated by Sinclair (1987), a corpus could be defined as a body of language that are selected and aligned according to definite criteria so as to be utilized as a sample of the language.

Corpus linguistics is mainly described as a study of language, a linguistics methodology depended upon samples of “authentic life” language use (McEnery & Wilson, 2012). The term “authentic life” language use could be explained with natural communication data which forms a corpus (Babanoğlu, 2012).

In the last twenty years, the number of studies in the field of corpus linguistics has increased. The development of technology can be delineated as the main reason for this increase. Especially, the invention of the computer has provided linguists with great convenience. Before the computer was invented, corpus analyzes were performed manually and corpus-based researchers had a lot of predicaments. Until the technology was adequately developed, many researchers had not wanted to study on corpus linguistics because studying on this field was very detailed and time consuming. Thus, it could be said that there were not enough studies in the field of corpus linguistics before the development of technology and that the invention of the computer increased the number of studies in this field. Corpus linguistics is an increasingly popular field of linguistics that involves the analysis of very large collections of electronically stored texts, aided by computer software (Litosseliti, 2010, p. 93). According to McEnery and Hardie (2011, pp. 1-24), corpus linguistics deals with “some sets of machine-readable texts which are deemed an appropriate basis to research a specific set of research questions”. With the digitalization, interest and the amount of the studies in this field have increased and thus at the present time, corpus linguistics can be described as it is the analysis of the texts by using computer programs. Researchers are increasingly

interested in adapting language theories to the corpus-based approach (Köroğlu, 2017, p. 17).

Corpus linguistics contributes to language teaching and the learning process both directly and indirectly. It is vital in the preparation of the syllabi, books and materials. Corpus aims to facilitate the work of both teachers and learners by not only providing students with the most common words, grammar and functions, but also by identifying collocations and more rational word groups. Conrad (2002) claims that corpus data help us to design in-classroom activities and better understanding the learning and teaching process. Moreover, corpus is particularly important for lexicography because they provide lexicographers with a lot of examples of using the word in very long texts just in seconds.

As in all languages, a sentence consists of certain elements in English which are called as “part of speech” and there are some types of “part of speech”. These are nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, interjections, etc. As the bases of the present study, adjectives are identified as words that describe the properties of objects. Dahami (2012) describes “adjectives” as the words that attribute or demonstrate entities with various aspects. “*Descriptive adjectives*”, “*proper adjectives*”, “*limiting adjectives*”, “*interrogative adjectives*”, “*coordinate adjectives*”, “*compound adjectives*”, “*determiners as adjectives*” are some of the types of adjectives (Slawson, Whitton, & Wiemelt, 2011).

## **1.2. Statement of the Problem**

The most important key of good communication is also language; therefore today, the importance of knowing a foreign language is increasing day by day. Individuals’ success in communication and using a foreign language enables them to socialize, as well as determining their statuses of the individual in society (Ceylan, 2006). People can express their feelings, thoughts and wishes by using the language and it allows them to lead a social life.

According to Ceylan (2006), basic language skills can be divided into two main groups as narrative and comprehensive. Comprehensive skills are reading and listening, narrative skills are speaking and writing. Writing is very important for the individual to express himself/herself. In order to write in a foreign language, vocabulary is also important as well as making a sentence in accordance with grammar rules, following the



spelling and punctuation rules. Insufficient vocabulary knowledge reduces the effect of narration and makes the narratives ordinary. The adjectives describing names are very significant for narration to be more effective and for the writing of emotions and thoughts in a more detailed way.

Adjectives are used because people want to express appearances, personality, objects (Şener, 2012). For this reason, adjectives are significant components of sentences both as grammar and vocabulary in every language. Utilizing adjectives implies that any individual text or the nature of the article text could be described. Without modifiers, it is unknown to state how items resemble. Adjectives are important because they describe a noun (person, place, or thing), tell more about a noun (person, place, or thing), make sentences more interesting, and affect the meaning of sentences.

Using adjectives in our writings makes them more visual and vivid. As readers read our written product, they will better understand what we want to imagine. It allows us to appeal to the feelings of the readers. Furthermore, readers can hear, see, taste, and even smell what has been described (Ceylan, 2006). The use of adjectives makes our writing even more fun. Therefore, they can make writing or speaking more effective and attract readers or listeners.

Adjectives are the significant parts of the sentences in every language so, using of them is also important in academic writings. Adjectives are frequently used by both academic and scientific writers. Adjectives completely affect the meaning of the sentence. Their usage can give more information for reader, makes the writing more descriptive as well as enables it to be visualized in the brain of the reader (Seo, 2016). Therefore, utilizing of the adjectives make the writing more descriptive.

### **1.3. Purpose of the Study**

There are many benefits of corpus linguistics. These benefits were mentioned from two different perspectives: teacher and student. Corpora aims to provide students with the most common words, grammar, and functions in real life. Students can learn a target language in an effective way by focusing on high frequency words. Therefore, such information is invaluable for the student.

The aim of this study is to determine the frequency of the adjectives in the essay written by the students studying in the 8<sup>th</sup> grade and to evaluate them according to male

students and female students. In addition, essays, written by the same students during the exams period, have been also compared.

#### **1.4. Research Questions**

This study aims to find the answers to the following questions:

1. What are the differences in the use of adjectives in the essays written by the male students and female students?
2. What are the differences in the use of adjectives in the exam by the male students and female students?
3. Are there any significant differences in the use of adjectives in between the first essay and the exam of the male students?
4. Are there any significant differences in the use of adjectives in between the first essay and the exam of the female students?

#### **1.5. Significance of the Study**

Corpus, as mentioned, contributes to both the teaching and the learning processes (Candel-Mora & Vargas-Sierra, 2013, p. 318). This study may not directly contribute to these processes, but it indirectly makes valuable contributions to the language learning process. This study, which is one of the examples of corpus linguistics, indirectly contributes to the use of adjectives.

This study provides the teacher with the knowledge of which adjectives the students have learned or not. This survey gives us information on the adjective preferences of the male students and the female students. In other words, it offers information about which gender prefers to use the adjectives more frequently. In addition, it compares the adjective use of the male students and the female students specifically in between the essay and the exam.

#### **1.6. Description of the Key Terms**

**Adjectives:** An adjective is a word that modifies a noun or pronoun to make the sentence clearer and more specific. Adjectives answer the following questions: What kind? How many? Which one? (Mounmout University Tutoring and Writing Service, 2011, p. 1).

**Corpus:** In linguistics and lexicography, a body of texts, utterances, or other specimens considered more or less representative of a language, and usually stored as an electronic database (McArthur, 1992).

**Corpus Linguistics:** Corpus linguistics is a methodology to obtain and analyze the language data either quantitatively or qualitatively. It can be applied in almost any area of language studies and the object of a study is authentic, naturally occurring language use (University of Helsinki, 2019). In addition, it is a way to deal with analyzing language and use through the investigation of huge databases of language.

### **1.7. Limitation of the Study**

This study focused on the adjective use of 8<sup>th</sup> grade students in Mehmet Bayır İmam Hatip Secondary School, in Karatay, Konya. This study was limited to 40 male students and 40 female students who were asked to write an essay every week until the exam. This process was limited to five weeks. The students were also asked to write an essay in the exam which was also analyzed. This period was limited to 6 weeks in total. The adjectives were analyzed according to gender. In addition, the adjective use of the male students and the female students specifically in between the essay and the exam were also determined.

## CHAPTER II

### 2. LITERATURE REVIEW

#### 2.1. Introduction

This chapter explains corpus, corpus linguistics, the development of corpus from past to present. In addition, the studies of corpus are mentioned in the field of ELT. Moreover, another issue that is focused on is adjectives.

#### 2.2. Corpus

Collins dictionary described that corpus “is a huge collection of written or transcribed texts that is utilized for language study” (Collins Dictionary, 2020). It was first confronted in the 6th century to refer to a collection of legal texts called Corpus Juris Civilis (Fied & Oi, 1992, p. 17). Corpus is known as the singular form of the word “corpora”.

Corpus was formerly defined as an enormous collection of written or transcribed texts. However, since the development of the technology has been affected this field, the definition of this term has changed a little. Today, corpus is generally defined as a gigantic collection of written or transcribed material in computer-readable form. According to Granger (2008), corpus was a method or computerized examination of normally occurring writings oral and written text.

The term “corpus” was digitally defined by Cambridge Dictionary as “a gigantic collection of written or transcribed materials stored on a digital machine and utilized to understand how language is utilized” (Cambridge Advanced Learner's Dictionary & Thesaurus, 2006). There are also many definitions of the term “corpus” from different perspectives of the linguists. Moreover, McEnery, Hardie and Baker (2006, p. 1-24) emphasized the particular digital aspect of the corpus.

“Corpora are usually large bodies of machine-readable text containing thousands or millions of words. A corpus is different from an archive in that often (but not always) the texts have been selected so that they can be said to be representative of a particular language variety or genre, therefore acting as a standard reference”

Similarly, Granger (2008) emphasized that corpus is a method or computerized examination of normally occurring written or transcribed text. Sinclair (2004) also explained corpus that it is a giant assemblage of some pieces of language that are selected and sorted according to significant linguistics criteria so as to be utilized as an example of the language.

In short, this term could be briefly described as follows: corpus is an instrument, a technique, a procedure, methodology, a hypothesis, or a combination of these (Taylor, 2008, p. 180 ).

### **2.3. Corpus Linguistics**

There are many definitions of corpus linguistics with different perspectives. According to Taylor (2008), Corpus Linguistics (CL) is a branch of linguistics, which has some implications by analyzing the frequency of words in written texts or speeches through computer programs. Similarly, Lexico Dictionary (2020) describes CL as “the branch of linguistics concerned with analysis of corpora as a means of studying language”. However, CL is considered by most of notable linguists like Chomsky (2013) as a method of analyzing a language rather than being a sub-discipline of CL.

Granger (2008) defines corpus linguistics (CL) as the analysis of texts collected from students and stored electronically. Likewise, Sinclair (Schneider, 2014) describes CL as computational linguistics. One of main aims of CL is to identify students’ mistakes. Raisanen (1993) also claims that CL detects problems and that the problems would be solved by detecting students’ mistakes.

If a general definition is made by looking at the definitions of all linguists, Corpus Linguistics (CL) could be described either as a sub-discipline of linguistics or as a method that researches how often words are used in written or spoken texts with the help of computers for a specific purpose, and analyzes and compares these texts.

### **2.4. History of Corpus Linguistics**

The first occurrence of the corpus is based on medieval ages. In the medieval ages, people first started making lists of the words used in the Bible (Kytö, 2011, pp. 418-420). Then scholars started to analyze the frequently words used in the texts. Nevertheless, counting words or prefixes/suffixes was really time consuming and demanding patience. Furthermore, scholars wanted to explain the changes or

developments in the language over time. Likewise, explaining the language acquisition process was so significant for them and they utilized the corpus to explain it. The main reason for the researchers to analyze the language was that they want to explain the developments or changes in the language objectively (University of Essex, 1998).

Käding wanted to compare spelling rules and distribution frequencies of letters in 1897. Therefore, he analyzed texts consisting of approximately 11 million German words (Wonner, 2004, p. 6).

In 1920, corpus-based data were firstly used in foreign language pedagogy by Fries, Travers and Bongers. In the 1920s, the most frequently used words and grammatical structures were counted for language teaching. Moreover, Fries (Wonner, 2004) has worked on the most used words in phone calls. Corpus was used by Eaton in the field of Comparative Linguistics in the 1940s. Eaton researched the frequency of words used in German, Dutch, French and Italian.

Chomsky said that corpus linguistics should be considered as a sub-discipline of linguistics in the 1950s. In fact, it was claimed by Chomsky that corpus was more methods than a sub-discipline. His critique about corpus slowed the development of the corpus. He also claimed that linguists should focus more on competence than performance. He declared that competence could not be understood from the data. For this reason, these views of Chomsky influenced other contemporary linguists and caused the development of the corpus to slow down for a while. The period, before Chomsky, was called “Early Corpus Linguistics” by McEnery and Wilson. The term corpus was not used in this period. Corpus was a term that had emerged in later periods.

Additionally, corpus linguistics was used in dictionaries, such as Oxford, Cambridge and Collins and grammatical collections in the 18<sup>th</sup> and 19<sup>th</sup> centuries. These resources are resources for the English language.

The invention of the computer in the last quarter of the 20<sup>th</sup> century was a turning point for corpus linguistic. Hence, it could be said that the invention of the computer is a revolution for corpus. Corpus linguistics history was divided into two parts: pre-computer corpus linguistics and post-computer corpus linguistics (Kytö, 2011). The period before the invention of computer was called the pre-computer corpus linguistic, and in this period, it was a very difficult period to analyze huge texts. On the other hand, the period, after the invention of the computer, was called as post-computer corpus linguistic after the invention of the computer and so, this innovation makes it possible to analyze the massive texts in seconds (Kytö, 2011). This revolution facilitated

analysis with massive texts and made it possible to analyze these massive texts in a few seconds. With the development of technology, it has become easier to categorize words, to separate words according to their types, to determine the frequency of words and to identify collocations. Finally, it could be said that new era has begun with digitalization.

## **2.5. Corpus Studies in English Language Teaching**

In recent years, with the development of technology, interest in language teaching has started to increase day by day so the need for useful materials has increased. In other words, it is necessary to teach the students the most common words, grammatical structures, syntactic structures, and phrases. Therefore, English Language Teaching (ELT) uses corpus science to achieve this. On the other hand, it could be said that there is a detailed relationship between corpus and ELT. The first language material based on corpus emerged by Sinclair in the late 1980s. The first material was called a dictionary “Collins Cobuild English Language Dictionary”. It was the revolution for the language teaching materials.

The corpus is also a study investigating which word is used more frequently in any text. Meyer (2017) explains this with the following example: The word blonde can be used with hair, curls, women, but not with a car or jacket. This allows students to become familiar with words by improving their awareness. When the student encounters these words in real life, it means that they can easily understand. Indirectly, the student’s motivation increases and it reflects positively on language learning. Therefore, it will contribute to the development of learners’ language skills. For such reasons, since 1980, many studies based on corpus have been published and many materials have been created.

Tüm and Köroğlu (2017) analyzed on transition markers in the determined sections of their master thesis written by the Turkish speakers (TSs) of English and the native speakers (NSs) of English in their articles. Theses written between 2010 and 2014 were examined in the study. As a result of the study, it was determined that the TSs had more corpus size than the NSs, they used more transition markers than the NSs.

Ergül (2017) examined corpus-based activities in English word teaching. She investigated whether corpus-based activities were more effective than teaching vocabulary with a textbook or dictionary. As a result of the study, it was found that corpus-based activities were more effective than others in teaching vocabulary.

Moreover, it was observed that students displayed positive behavior towards corpus-based activities.

Yöntem (2019) focused on a corpus-based study that identifies lexical errors in spoken language of English as a foreign language learner at three different levels. The result of the research showed that students made more linguistic errors than lexical errors.

Şimşek (2020) has studied on the corpora training given to teachers in foreign language teaching and learning. It was said that the corpora course should be included in the departments of English language teaching in her study. As a result of the research, it has shown that English teacher candidates need this lesson. It was found that English teacher candidates contributed positively to their perspective in material development.

## **2.6. Adjectives**

Today, the importance of communication has increased in parallel with socialization and technological developments. Communication is provided both orally and in written form. Proper selection and effective use of words are essential in both oral and written language. When all languages in the world are analyzed as the number of words, it is seen that the nouns are more numerous than other word types. Firstly, learners appreciate the role of noun and verb, then they appreciate the role of adjectives, adverbs, conjunctions etc. (Birin, 2001, p. 5). Parts of speech, except subject and verb, are bonuses used to communicate. Pullum (2004) emphasizes that adjectives are the most important part of speech after subject and verb, and that even adverbs are derived from adjectives.

Adjectives are third largest word class in all languages (Leech, 1989) and that they play a relevant role in discourse by modifying, modulating or elaborating the meanings of nouns (Muñoz, 2019). In an effective communication, the use of adjectives is necessary to be clearer and more understandable. By the use of adjectives, what you want to tell is explained in a more detailed way. Adjectives and nouns are in close relationship. Linguists state that adjectives are words that complete nouns (Ceylan, 2006, pp. 67-69).

Adjectives are at the heart of the thought system (Ozcan, 2000, p. 38). Therefore, adjectives play an important role in conveying the thoughts more effectively, in other words, impressive communication. Considering that most of the words in all



languages in the world are nouns, the importance of adjectives will be revealed in view of the fact that adjectives are also words that are closely related to nouns. In addition to nouns, there is another part of speech to which adjectives are related. These are also adverbs. It could be said that most adverbs are derived from adjectives. Some examples are “*slowly, basically, probably, quickly, happily*”.

An adjective is a word that modifies a noun or pronoun to make the sentence clearer and more specific (Mounmout University Tutoring and Writing Service, 2011). While subject and verb are vital elements for the sentence, adjectives are also important because they are words that give extra information about what is described. In English, adjectives define nouns and pronouns and are used before what they describe. Adjectives are one of the momentous elements of the sentence that provides expressive richness in the language and imagines concepts in the mind. Adjectives has been described by Merriam-Webster Dictionary as:

“A word belonging to one of the major form classes in any of numerous languages and typically serving as a modifier of a noun to denote a quality of the thing named, to indicate its quantity or extent, or to specify a thing as distinct from something else” (Merriam-Webster, 2020).

When adjectives are removed from the sentence, it will be realized how meaningless and ordinary the sentences are and the whole verbal effect of the sentence is lost. For example,

- A man appeared in front of me.

The sample sentence is completely grammatically correct, but it doesn't sound informative. Instead of the sample sentence, if it was written “A young, handsome, immaculately dressed man appeared in front of me.” The reader will be able to learn extra information from this sentence. Adjectives appeal to our readers' senses; therefore, they can hear, see, touch, taste, and even smell what you are describing (Şener, 2012).

## 2.7. Studies Conducted on Adjectives in ELT

Teaching adjectives is a very critical subject in English language education (Yağcıoğlu, 2019, pp. 272-273). Adjectives in English are the most important elements of the sentence after nouns and verbs. They add a different meaning to the sentence that they are used. Their misuse can cause misunderstandings therefore they must be used correctly. Today, people use many adjectives in their daily lives while talking and writing. Those who can also use adverbs in English correctly are efficient in communication (Yağcıoğlu, 2019).

In a study, Qasim (2012) focused on the frequency of adjectives used by learners. She aimed to identify the adjectives that students used most often and used least in their essays. She also explained what mistakes were made when teaching adjectives and how to correct these mistakes.

Ukpabi (2014) discussed adjectives and vagueness in in a study and defined adjectives as “flavor or spice to linguistics” in his work. While he said that adjectives make a clearer picture of the person or thing they describe, he mentioned vagueness of adjectives and gave many examples.

Ağçam and Özkan (2015) analyzed the adjectives in randomly selected PhD dissertations in their corpus-based studies. They found that native speaking authors use more evaluation adjectives than non-native authors in their studies. Moreover, native academic authors use stronger claim expressions than non-native academic authors. Especially Turkish academic authors used weaker claim expressions in their thesis because the probable reason of this situation was to avoid using strong claim expressions in academic writing lessons in Turkey. All these studies indicate that learners generally prefer using adjectives to make nouns clearer and more understandable in the sentence. They emphasize the importance of adjectives and generally defines adjectives as ornament of nouns. They became a pioneer for this study and similar studies in the future.

## CHAPTER III

### 3. METHODOLOGY

#### 3.1. Introduction

This study examined the frequency of adjectives and the frequency of adjectives in terms of gender in the essay written by both male students and female students in 8<sup>th</sup> grade. The methodology, to be applied to find answers to the research questions of the study, was mentioned in this chapter. Furthermore, data collection procedure, the data analysis tools used in this process and the participants were also explained in detail. In addition, details were clarified about computer programs used in the data analysis process.

1. What are the differences in the use of adjectives in the essays written by the male students and female students?
2. What are the differences in the use of adjectives in the exam by the male students and female students?
3. Are there any significant differences in the use of adjectives in between the first essay and the exam of the male students?
4. Are there any significant differences in the use of adjectives in between the first essay and the exam of the female students?

#### 3.2. Research Design

Both quantitative and descriptive research design were used in this study. Descriptive research design is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way (Shuttleworth, 2008). The descriptive study design describes the current situation as it is. It includes observation and description but does not contain presupposition and predictions.

On the other hand, quantitative research design emphasizes statistical, mathematical, or numerical analysis of data collected through objective measurements and surveys, surveys with pre-existing statistical data by using computational techniques (University of Southern California, 2020). Objectivity is very important in quantitative research. Therefore, surveys or computer software are used for data

collection. Since the data are expressed numerically, the slightest individual interpretation cannot be made.

In this study, 40 male students' and 40 female students' usage of adjectives were analyzed and this research only reflected the facts in the collected data. The data were usually expressed statistically in the tables in this study.

The exams of both male students and female students were compared with 1<sup>st</sup> essay. If all the essays and the exam were compared, the numbers would have increase. It would not be very logical to compare the large numbers with the smaller ones. The reason for choosing the 1<sup>st</sup> essay among the essays was that the subject of the exam and the subject of the 1<sup>st</sup> essay were the same.

### **3.3. Data Collection Procedure**

The use of adjectives according to genders has been investigated in this study. This study focuses on whether there were significant differences or similarities in the use of adjectives between male students and female students. 40 male students and 40 female students in the 8<sup>th</sup> grade participated in this study. The practices of this study lasted a total of six weeks. The first five weeks of the practice were in the form of homework and the last week was in the form of an exam. In the first five weeks, the children were asked to write essays on certain topics as homework. 400 essays as homework, 80 essays as exam, 480 essays in total were collected. The subjects were determined by the teacher in accordance with the 8<sup>th</sup> grade curriculum and were given to the students. While writing essays, they were asked to comply with certain rules. These rules were;

1. Each essay must contain at least 150-200 words.
2. It must have essay title.
3. It must consist of introduction, development and conclusion sections.
4. The use of the dictionary is allowed.

Essays were collected from students on the first day of each week. Students who did not submit the essay in accordance with the above rules were reminded of the rules and asked to make corrections. An exam was held in the 6<sup>th</sup> week and they were asked

to rewrite the topic given in the 1<sup>st</sup> week in a limited time frame (1 hour). The topics of the weeks are given in Figure 1 below.

<b>Weeks</b>	<b>Topics of Essays</b>
1 <sup>st</sup> Week	How should the true friend be?
2 <sup>nd</sup> Week	How do teenagers spend in their free time?
3 <sup>rd</sup> Week	Is fast food making our life easier or is it deranging our health?
4 <sup>th</sup> Week	What are the effects of technology addiction to social life?
5 <sup>th</sup> Week	Is "using the internet" useful? Why or not?
6 <sup>th</sup> Week (Exam)	How should the true friend be? (same with 1 <sup>st</sup> week)

*Figure 1.* Topics of Essays

First of all, essays written by the students, before the exam were compared according to the gender. In addition, the adjectives used by male students and female students in the exam were evaluated. Moreover, the adjectives used in the essay and the exam by the male students and accordingly, the female students were analyzed separately. In addition, it was determined that some words could be used both as adjectives and differently, and it was examined whether they were used as adjectives manually.

The data collected from the students were transferred to computer. It was saved as text files to be loaded into Key Word in Context (KWIC) and analyzed by the Log-likelihood (LL) Calculator programs.

### **3.4. Data Analysis Tools**

In this section, detailed information about the data analysis tools were mentioned. Key Word in Context (KWIC) and Log-likelihood (LL) Calculator programs used to analyze the data was explained.

#### **3.4.1. Key Word in Context (KWIC)**

Key Word in Context is a computer software used to examine words or phrases and create concordance lists in order to see the desired word in context. Through this computer software, desired word frequencies can be seen. The keyword-in-context feature allows you search for any number of terms relevant to the analysis and view

them in a tabular overview along with the words that appear before and after their respective contexts (Key Word in Context, n.d.).

Key Word in Context 5.3 version was used as concordance in this study to calculate the frequencies of adjectives used in the essays ([http://dep.chs.nihon-u.ac.jp/english\\_lang/tukamoto/kwic\\_e.html](http://dep.chs.nihon-u.ac.jp/english_lang/tukamoto/kwic_e.html)). The essays were loaded into the software to calculate the frequency of adjectives. The adjective frequencies were expressed numerically. In addition, the adjectives were also listed alphabetically via this program.

### **3.4.2. Log-likelihood (LL) Calculator**

It is a browser-based computer software used to calculate log-likelihood (LL) values (<http://ucrel.lancs.ac.uk/llwizard.html>). This program is generally used in corpus-based studies. It gives us numerical information for text analysis and allows us to compare the two things. In other words, it could be said that it is a statistical significance test. It measures higher and lower frequencies than expected. If this frequency is less than 5, it is unreliable, or if this frequency is greater than 5, it means reliable.

The aim of this study is to compare the adjective usage of the male students and the female students. While making this comparison, the browser-based Log-likelihood (LL) program was used to analyze the underuse and the overuse values.

### **3.5. Participants**

The participants of this study were four different 8<sup>th</sup> grade classes with a total of 80 students who studied at Mehmet Bayır İmam Hatip Secondary School in Karatay, Konya. Two of these classes included girls and two classes were formed of boys. The participants' age group was 13-14 years and there was a total of 40 male students and 40 female students. As the student sample was small, neither random selection nor any other statistical sampling method was applied. The English level of the participants was pre-intermediate. Participants took four hours of English lessons a week. All students participated in the study. The researcher of the study taught the English lesson to the participants during the school year.

Majority of the students in the school were Syrian students, but the classes were determined as Turkish and Syrian students. The participants of this study were only Turkish students. Also, students took Arabic lessons as a foreign language. They

received Arabic lessons two hours in a week. Taking both Arabic and English lessons as foreign languages could have affected their adjective use. In addition, before the application of this study, students' adjective use was measured with multiple choice exams.



## CHAPTER IV

### 4. RESULTS AND DISCUSSION

#### 4.1. Introduction

In this section, the findings of the data obtained from the data analysis of the male students and the female students' essays and exam were explained. This study focuses on the adjective usage by gender. Key Word in Context (KWIC) and Log-likelihood (LL) Calculator programs were used to analyze the data obtained from these essays and the exam. Findings emerging at the end of the analysis were presented in tabular forms.

#### 4.2. Results and Analyzes

The data of this corpus-based study were collected from the essays and the exam written by the male students and the female students. Some of the essays had many words but almost all of them obeyed at least the 150–200-word rule. It was observed that the students delivered their essays in accordance with the rules specified in the methodology section. It was determined that they followed the same rules in the exam. It was observed that sentences were generally not long. Long sentences were rarely used by the students. Students' language levels also did not allow making excessively long sentences. The data were analyzed to identify the differences in the frequency of use and the most used adjectives between the male students and the female students in the 8<sup>th</sup> grade.

##### 4.2.1. Frequency and Log-likelihood (LL) Analysis of the Adjectives in the 1<sup>st</sup> Essay and Exam Written by the Male Students and Female Students

The analysis for the frequency of use of adjectives was analyzed through essays and exams written by 8<sup>th</sup> grade students. Table 1 clearly showed the general frequency and log-likelihood (LL) data between the 1<sup>st</sup> essay and the exam.



Table 1.

*Overall Frequency and Log-likelihood (LL) Analysis of Adjectives in the 1<sup>st</sup> Essay and the Exams Written by the Male Students and the Female Students*

	<b>1<sup>st</sup> Essay</b>	<b>Exam</b>	<b>LL Value</b>
Corpus Size	14,566	13,591	
Adjs (n)	1799	1524	<b>+7.72 *</b>
n per 1,000	123	112	
Frequency %	12.3	11.2	

n= raw frequency of Adjs

Frequency= percentage of Adjs in total of words in groups

+ indicated overuse of Adjs in the 1<sup>st</sup> Essay and the Exam

- indicated underuse of Adjs in the 1<sup>st</sup> Essay and the Exam

Table 1 showed that the corpus size was higher in the first essay than the exam. In addition, while the number of adjectives used in the first essay was 1799, the number of adjectives used in the exam was 1524. The proportion of corpus size to the adjective was shown as both a percentage and a thousandth. In other words, the number of adjectives used in every 1000 words was expressed as thousandths and the number of adjectives used in every 100 words was expressed as a percentage. However, it was seen that the total of per 1000 adjectives in the first essay (123) was higher than the total of adjectives in the exam (112). According to the frequency of adjective use, similar rates were marginally emerged in both the essay and the exam.

Furthermore, Log-Likelihood (LL) values were calculated to determine the differences between the essay and the exam, and the significant value of the overuse or underuse of adjectives. The LL values of the adjectives between the 1<sup>st</sup> essay and the exam were statistically significant. When the adjectives between the first essay and the exam were compared, LL values were +7.72. In other words, it can also be indicated that the students overused the adjectives in the 1<sup>st</sup> essay. In the following section, frequency analysis of adjectives in the 1<sup>st</sup> essay written by the male students and the female students were given. In addition, Loglikelihood (LL) values were presented to detect overuse and underuse.

#### 4.2.1.1. Frequency and Log-likelihood (LL) Analysis of Adjectives in the 1<sup>st</sup> Essay Written by the Male Students and the Female Students

Adjective frequency results in the 1<sup>st</sup> essay written by the students were determined according to the genders. Furthermore, the Log-likelihood (LL) analysis was indicated in Table 2.

Table 2.

*Frequency and Log-likelihood (LL) Analysis of the Adjectives in the 1<sup>st</sup> Essay Written by the Male Students and the Female Students*

	Male	Female	LL Value
Corpus Size	7,551	7,015	
Adjs (n)	890	909	<b>-4.04</b>
n per 1,000	117	129	
Frequency %	11.7	12.9	

n= raw frequency of Adjs

Frequency= percentage of Adjs in total of words in groups

+ indicated overuse of Adjs in the essay written by the male and the female students

- indicated underuse of Adjs in the essay written by the male and the female students

In Table 2, the corpus size of the male students was significantly higher than the corpus size of the female students in the 1<sup>st</sup> essay. It was clear that although male students had a higher corpus size, the adjectives used by the female students were slightly more than the adjectives used by the male students. However, similar frequency results were detected between the male students (117) and the female students (129) on frequency per 1000 words. Frequency results showed that there was not significant difference. When the frequency results per 100 words were examined, it was observed that there was only a 1.2% difference between the adjective usage of females and males.

Furthermore, the Log-likelihood (LL) value was calculated. The LL value for the adjectives in the 1<sup>st</sup> essay by the male students clarified an amount of underuse as -4.04 than the female students. This LL value was not statistically significant. The following samples were taken randomly from two groups. While “ESM” refers to the essay written by the male students in the following samples, “ESF” refers to the essay written by female students. The letter “S”, with the number, refers to the students’ nickname.

Example 1

[The **important** thing is to choose the **right** friend.]

Extracted from <ESM-S20>

[The person should always be **careful** in choosing a **good** person.]

Extracted from <ESM-S31>

[Your friend should be **responsible** person and **punctual**.]

Extracted from <ESF-S74>

[Everybody needs a **great** buddy.]

Extracted from <ESF-S47>

[A **good** friend is a person who respects you and your choice.]

Extracted from <ESF-S51>

It was determined that the students used various adjectives such as “important, right, careful, good, responsible, punctual, great” in the sentences exemplified above. In the next section, adjective frequencies analysis and Log-likelihood (LL) values of the exam written in the exam by the male and the female students were presented.

#### **4.2.1.2. Frequency and Log-likelihood (LL) Analysis of Adjectives in the Exam Written by the Male Students and the Female Students**

Adjective frequency results in the exam written by the students were determined according to the gender in Table 3. The log-likelihood (LL) value was also calculated to detect whether there was an overuse or underuse.

Table 3.

*Frequency and Log-likelihood (LL) Analysis of the Adjectives in the Exam Written by the Male Students and the Female Students*

	<b>Male</b>	<b>Female</b>	<b>LL Value</b>
Corpus Size	7,026	6,565	
Adjs (n)	767	807	<b>-5.54</b>
n per 1,000	109	122	
Frequency %	10,9	12.2	

n= raw frequency of Adjs

Frequency= percentage of Adjs in total of words in groups

+ indicated overuse of Adjs in exam written by the male and the female students

- indicated underuse of Adjs in exam written by the male and the female students

The corpus size of the male students was higher than the corpus size of the female students in the in the above table. However, the amount of adjective use of the female students (807) was higher than the amount of adjective use of male students (767). The frequency of adjectives was seen that the analysis results were slightly close to Table 2. When analyzed as a percentage, it was seen that the difference between the adjective frequency analysis results of male students and female students (1.3%) was slightly similar to Table 2 (1.2%).

In addition to frequency analysis of adjectives, Log-likelihood (LL) values were also calculated. As seen in Table 3, it was determined that the adjectives were underused by the male students as -5.54. However, there was not statistically significant difference. The section below is randomly selected examples from exams written by the male and female students. The section below was examples randomly selected from exams written by the male students and the female students. While “EXM” refers to the essay written by the male students in the following samples, “EXF” refers to the essay written by the female students.

## Example 2

[Nobody can live **alone** in the world.]

Extracted from <EXM-S9>

[**The most important** feature of a **beautiful** friend is that he is a **confidant**.]

Extracted from <EXM-S22>

[If you have a **dishonest** friend, he will deceive you and cheat you within **bad** ways.]

Extracted from <EXM-S31>

[There were **two** friend who lived together for **many** years.]

Extracted from <EXF-S52>

[**Good** friends get along well with each other so they can spend a **good** time together.]

Extracted from <EXF-S66>

[A **true** friend is always like a **real** pearl.]

Extracted from < EXF-S76>

Various adjectives, used by the male and the female students in the exam are “two, alone, important, beautiful, dishonest”. In the next section, adjective frequency analysis of the 1<sup>st</sup> essay and the exam written in the exam by the male students were presented.

#### 4.2.1.3. Frequency and Log-likelihood (LL) Analysis of Adjectives in the 1<sup>st</sup> Essay and the Exam Written by the Male Students

The adjective frequency analysis and the Log-likelihood (LL) value for the 1<sup>st</sup> essay and the exam written by the male students in 8<sup>th</sup> grade were compared. Frequencies and LL values were shown in Table 4.

Table 4.

*Frequency and Log-likelihood (LL) Analysis of the Adjectives in the 1<sup>st</sup> Essay and the Exam Written by the Male Students*

	<b>1<sup>st</sup> Essay</b>	<b>Exam</b>	<b>LL Value</b>
Corpus Size	7,551	7,026	
Adjs (n)	890	767	<b>+2.43*</b>
n per 1,000	117	109	
Frequency %	11.7	10.9	

n= raw frequency of Adjs

Frequency= percentage of Adjs in total of words in groups

+ indicated overuse of Adjs in the 1<sup>st</sup> essay and the exam written by the male students

- indicated underuse of Adjs in the 1<sup>st</sup> essay and the exam written by the male students

It was revealed in Table 4 that the corpus size of male students in the 1<sup>st</sup> essay was higher than in the exam. It was also determined that the number of adjectives used in the 1<sup>st</sup> essay (890) was higher than the number of adjectives used in the exam (767). Although more adjectives were used in the 1<sup>st</sup> essay, the percentage values between the 1<sup>st</sup> essay (11.7%) and the exam (10.9%) were slightly similar to each other. The difference between them as percentage was only 0.8.

In addition to the frequency analysis of the adjectives, the Log-likelihood (LL) values were shown in Table 4. The LL value of adjectives between the 1<sup>st</sup> essay and the exam written by the male students was + 2.43 which indicated an overuse in the first essay. The following samples were taken randomly from both the 1<sup>st</sup> essay and the exams. While “ESM” refers to the essay written by the male students in the following samples, “EXM” refers to the exam written by the male students.

## Example 3

[If they have **bad** habits, we should ensure that they get help to get rid of them.]

Extracted from <ESM-S14>

[A **good** friend should be **honest, trust, reliable, honorable** and **friendly**.]

Extracted from <ESM-S18>

[I think I really made the **right** decision because they never leave me **alone**.]

Extracted from <ESM-S23>

[In my opinion, **good** friends should support each other.]

Extracted from <EXM-S14>

[If you are **happy** or **sad**, he should share your happiness or sadness.]

Extracted from <EXM-S33>

[If you do not know how to choose the **right** friend, you should read this essay.]

Extracted from <EXM-S14>

In the next section, the frequency and log-likelihood (LL) analyzed of adjectives used by the female students both in the exam and in the 1<sup>st</sup> essay was included. In addition, there were example sentences from the 1<sup>st</sup> essay and the exam.

#### 4.2.1.4. Frequency and Log-likelihood (LL) Analysis of Adjectives in the 1<sup>st</sup> Essay and the Exam Written by the Female Students

The adjective frequency analysis and the Log-likelihood (LL) value for the 1<sup>st</sup> essay and the exam written by the female students in the 8<sup>th</sup> grade were compared. Frequencies and LL values of adjectives were shown in Table 5

Table 5.

*Frequency and Log-likelihood (LL) Analysis of the Adjectives in the 1<sup>st</sup> Essay and the Exam Written by the Female Students*

	<b>1<sup>st</sup> Essay</b>	<b>Exam</b>	<b>LL Value</b>
Corpus Size	7,015	6,565	
Adjs (n)	909	807	<b>-0.02</b>
n per 1,000	129	122	
Frequency %	12.9	12.2	

n= raw frequency of Adjs

Frequency= percentage of Adjs in total of words in groups

+ indicated overuse of Adjs in the 1<sup>st</sup> essay and the exam written by the female students

- indicated underuse of Adjs in the 1<sup>st</sup> essay and the exam written by the female students

Table 5 illustrated that the total number of adjectives used by the female students in the 1<sup>st</sup> essay was 909 and 807 in the exam. When examined in terms of frequency in 1000 words, it was found that the female students used 129 adjectives in the first article and 122 adjectives in the exam. Also, there was no significant difference in the usage of adjectives between the female students in their 1<sup>st</sup> essay (12.9%) and their exam (12.2%). In addition, Log-likelihood (LL) values were calculated to detect the overuse and underuse.

The Log-likelihood (LL) value was stated as -0.02 in Table 5. When LL value in between 1<sup>st</sup> essay and exam was examined, it was interpreted that there was an underuse of the adjectives in the 1<sup>st</sup> essay. Furthermore, it was not statistically significant. The following samples were taken randomly from both the 1<sup>st</sup> essay and the exam written by both genders. While “ESF” refers to the essay written by the female students in the following samples, “EXF” refers to the exam written by the female students.



## Example 4

[**Best** friends shouldn't betray to each other.]

Extracted from <ESF-S47>

[A **good** friend should be a **reliable** person, not lie.]

Extracted from <ESF-S60>

[**True** friend should be **kind** to you.]

Extracted from <ESF-S74>

[By observing her behavior, you can decide whether they are **suitable** for you or not.]

Extracted from <EXF-S65>

[But **bad** friends is not **thoughtful** so they can break your heart.]

Extracted from <EXF-S50>

[Being **honest** is very **important** in friendship.]

Extracted from <EXF-S51>

#### 4.2.1.5. Frequency and Log-likelihood (LL) Analysis of the Adjectives in between the 1<sup>st</sup> Essay and the Exam Written by Both Genders

The following table indicated Log-likelihood (LL) values of the adjectives. In addition, there were overuse and underuse detections were determined according to LL values.

Table 6.

*Frequency and Log-likelihood (LL) Analysis of the Adjectives in between the 1<sup>st</sup> Essay and the Exam Written by Both Genders*

<b>Genders</b>	<b>LL Frequency</b>	<b>Overused / Underused</b>
Male	<b>+2.43*</b>	Overuse
Female	<b>-0.02</b>	Underuse

n= raw frequency of Adjs

Frequency= percentage of Adjs in total of words in groups

+ indicated overuse of Adjs in the 1<sup>st</sup> essay and the exam written by the female students

- indicated underuse of Adjs in the 1<sup>st</sup> essay and the exam written by the female students

Consequently, as understood from Table 6, while the Log-likelihood (LL) value of the adjectives used by the male students in between the 1<sup>st</sup> essay and the exam was overused compared to the female students, it was understood that the LL value of the adjectives used by the female students was underused in between the 1<sup>st</sup> essay and the exam compared to the male students. Moreover, the adjective usage of male students in between the 1<sup>st</sup> essay and the exam was statistically significant but the adjective usage of the female students in between the 1<sup>st</sup> essay and the exam was not statistically significant.

In the table below, the proportion of the adjectives were examined. It was mentioned in next table, the frequency of the adjectives in the 1<sup>st</sup> essay written by the male students and the female students were determined.

#### **4.2.1.6. Frequency of the Adjectives in the 1<sup>st</sup> Essay Written by the Male Students and the Female Students**

In the following table, adjectives and their usage frequencies were given in the 1<sup>st</sup> essay written by the male and the female students. Adjectives and their usage proportions were shown one by one.

Table 7.

*Frequency of the Adjectives in the 1<sup>st</sup> Essay Written by the Male Students*

Adjectives	n	%	Adjectives	n	%	Adjectives	n	%
able	5	0.6	expensive	1	0.1	next	5	0.6
absent	2	0.2	faithful	1	0.1	nice	3	0.3
achievable	1	0.1	false	1	0.1	nine	1	0.1
all	24	2.7	famous	1	0.1	one	53	6.0
alive	1	0.1	far	1	0.1	original	2	0.2
ambitious	1	0.1	fast	1	0.1	patient	1	0.1
angry	6	0.7	fat	1	0.1	plumb	1	0.1
approval	8	0.9	favorite	2	0.2	possible	3	0.3
arguing	1	0.1	fine	1	0.1	precious	2	0.2
available	4	0.4	fit	1	0.1	protective	2	0.2
beautiful	13	1.5	fun	6	0.6	relax	5	0.6
bad	44	4.9	five	5	0.6	real	20	2.2
best	22	2.5	general	1	0.1	reliable	15	1.7
better	1	0.1	good	209	23.5	respectful	3	0.3
black	3	0.3	grand	2	0.2	rich	2	0.2
blind	7	0.8	handsome	4	0.4	sad	10	1.1
brown	1	0.1	happy	14	1.6	same	10	1.1
calm	2	0.2	hard	8	0.9	second	3	0.3
careful	3	0.3	hardworking	5	0.6	selfish	5	0.5
clean	1	0.1	healthy	2	0.2	sensitive	4	0.4
clever	1	0.1	helpful	10	1.1	short	4	0.4
close	8	0.9	honest	16	1.8	single	4	0.4
clumsy	1	0.1	honorable	1	0.1	skillful	4	0.4
comfortable	1	0.1	ideal	2	0.2	small	2	0.2
comic	1	0.1	ignorant	1	0.1	smart	2	0.2
common	6	0.7	immortal	1	0.1	social	8	0.9
cool	3	0.3	important	17	1.9	some	10	1.1
correct	1	0.1	impossible	2	0.2	spare	1	0.1
crazy	1	0.1	impressive	3	0.3	special	3	0.3
dark	3	0.3	individual	1	0.1	stingy	1	0.1
different	4	0.4	jealous	7	0.8	stressful	2	0.2
difficult	5	0.6	lazy	6	0.7	suitable	3	0.3
disable	1	0.1	long	5	0.6	talkative	3	0.3
easy	2	0.2	low	1	0.1	thin	2	0.2
eco	1	0.1	loyal	3	0.3	tolerant	4	0.4
egoist	1	0.1	many	10	1.1	true	31	3.5
eight	1	0.1	moral	5	0.6	unhappy	3	0.3
elder	1	0.1	more	15	1.7	usual	1	0.1
endless	2	0.2	most	16	1.8	well	31	3.5
equal	1	0.1	natural	5	0.6	worse	2	0.2
essential	1	0.1	nervous	5	0.6	written	1	0.1
every	12	1.3	new	6	0.7	wrong	5	0.6
<b>Total</b>	<b>890</b>							

n= frequency of Adjs

%= percentage of Adjs in the 1<sup>st</sup> essay written by the male students

According to the information given in Table 7, it was seen that many adjectives were used in the 1<sup>st</sup> essay and the most frequently used adjectives by the male students and their frequencies were given. Adjectives were used 809 times in total. Commonly used adjectives were “*good* (n=209), *one* (n=53), *bad* (n=44), *true* (n=31), *well* (n=31), *all* (n=24), *best* (n=22), *real* (n=20), *important* (n=17), *honest* (n=16), *most* (n=16), *reliable* (n=15), *more* (n=15), *beautiful* (n=14), *happy* (n=14), *every* (n=12), *helpful* (n=10), *many* (n=10), *sad* (n=10), *same* (n=10), and *some* (n=10)”. The most frequently used of these adjectives was the adjective “*good*”, which is used 209 times with a frequency of 23.5%. The adjective “*good*” (n=209) was followed by “*one*” (n = 53) and “*bad*” (n=44). In Table 8, the frequency of the adjectives in the 1<sup>st</sup> essay written by the female students were given.

Table 8.

*Frequency of the Adjectives in the 1<sup>st</sup> Essay Written by the Female Students*

Adjectives	n	%	Adjectives	n	%	Adjectives	n	%
alone	6	0.7	favorite	2	0.2	responsible	8	0.9
adventurous	2	0.2	fine	6	0.7	sad	17	1.9
alone	9	1.0	free	2	0.2	safe	3	0.3
ambitious	1	0.1	fresh	1	0.1	same	6	0.7
amusing	2	0.2	fun	10	1.1	scary	1	0.1
angry	3	0.3	funny	5	0.6	selfish	4	0.4
appreciative	1	0.1	generous	15	1.7	sensitive	1	0.1
artificial	1	0.1	good	103	22.3	serious	3	0.3
asocial	3	0.3	great	7	0.8	similar	4	0.4
available	1	0.1	happy	19	2.1	sincere	3	0.3
bad	56	6.2	hard	3	0.3	social	3	0.3
beautiful	7	0.8	hardworking	1	0.1	some	7	0.8
best	45	5.0	helpful	10	1.1	special	8	0.9
better	5	0.6	honest	22	2.4	strong	5	0.6
boring	2	0.2	honorable	1	0.1	successful	2	0.2
calm	2	0.2	humble	1	0.1	suitable	4	0.4

Table 8 (continued)

*Frequency of the Adjectives in the 1<sup>st</sup> Essay Written by the Female Students*

<b>Adjectives</b>	<b>n</b>	<b>%</b>	<b>Adjectives</b>	<b>n</b>	<b>%</b>	<b>Adjectives</b>	<b>n</b>	<b>%</b>
careful	3	0.3	ignorant	1	0.1	superior	1	0.1
characteristic	1	0.1	impatient	1	0.1	supportive	3	0.3
close	26	2.9	important	25	2.8	sweet	2	0.2
comfortable	5	0.6	irresponsible	4	0.4	sympathetic	3	0.3
comic	3	0.3	jealous	18	2.0	tactful	1	0.1
common	7	0.8	last	3	0.3	talkative	6	0.7
confidential	1	0.1	long	5	0.6	thin	3	0.3
considerate	4	0.4	loyal	6	0.7	thoughtful	5	0.6
correct	6	0.7	lucky	1	0.1	tight	2	0.2
crazy	2	0.2	mad	2	0.2	tolerant	5	0.6
crucial	1	0.1	merciful	5	0.6	true	33	3.6
dark	2	0.2	naturel	1	0.1	ungenerous	1	0.1
different	4	0.4	nervous	3	0.3	unhappy	3	0.3
difficult	6	0.7	new	6	0.7	unreliable	3	0.3
dirty	2	0.2	next	3	0.3	untactful	1	0.1
disrespectful	2	0.2	nice	5	0.6	upset	5	0.5
dry	1	0.1	patient	2	0.2	valuable	5	0.6
easy	3	0.3	perfect	5	0.6	very	22	2.4
easygoing	5	0.6	polite	7	0.8	vital	2	0.2
entertaining	1	0.1	precious	3	0.3	well	16	1.8
every	15	1.7	punctual	2	0.2	wonderful	6	0.7
exorable	1	0.1	reasonable	3	0.3	worse	5	0.6
expensive	3	0.3	relax	3	0.3	many	8	0.8
fake	1	0.1	reliable	16	1.8	wrong	2	0.2
false	3	0.3	removable	1	0.1			
fast	2	0.2	respectful	4	0.4			
<b>Total</b>	<b>909</b>							

n= frequency of Adjs

%= percentage of Adjs in the 1<sup>st</sup> essay written by the female students

As understood from the information given in Table 8, it was seen that the total number of adjectives was slightly higher than the total number of adjectives given in the previous Table 7. It was clear that the female students used more adjectives than the male students in the 1<sup>st</sup> essay. They generally preferred to use the adjectives “*good* (n=103), *bad* (n=56), *best* (n=45), *close* (n=26), *true* (n=33), *important* (n=25), *very* (n=22), *honest* (n=22), *happy* (n=19), *jealous* (n=18), *sad* (n=17), *well* (n=16), *reliable* (n=16), *every* (n=15), *generous* (n=12) and *helpful* (n=10)”. The most commonly used adjectives were “*good* (22.3 %), *bad* (6.2%) and *best* (5%)”. Table 8 indicated that females show similarities between adjectives that were most frequently preferred and those that were frequently preferred by the male students. In the next table, the frequencies and usage proportions of adjectives used only by the male students were given.

#### 4.2.1.7. Frequency of the Adjectives in the Exam Written by the Male Students and Female Students

The adjectives and their usage proportions in the exams written by the male students were given in the following table. Adjectives used by the male students in the exam were indicated one by one.

Table 9.

*Frequency of the Adjectives in the Exam Written by the Male Students*

Adjectives	n	%	Adjectives	n	%	Adjectives	n	%
able	6	0.8	famous	2	0.3	optimistic	2	0.3
alone	7	0.9	fascinating	2	0.3	patient	3	0.4
ambitious	2	0.3	faultless	1	0.1	perfect	2	0.3
ample	1	0.1	favorite	4	0.5	piece	1	0.1
amusing	3	0.4	first	15	2.0	possible	3	0.4
approval	2	0.3	fit	1	0.1	potential	2	0.3
arrogant	1	0.1	four	1	0.1	precious	2	0.3
available	2	0.3	free	1	0.1	quite	2	0.3
<b>bad</b>	<b>40</b>	<b>5.2</b>	funny	11	1.4	real	10	1.3
beautiful	9	1.2	general	1	0.1	relax	3	0.4
beneficial	3	0.4	generous	4	0.5	reliable	11	1.4
<b>best</b>	<b>39</b>	<b>5.1</b>	glad	1	0.1	respectful	5	0.7
better	12	1.6	<b>good</b>	<b>177</b>	<b>23.1</b>	sad	12	1.6
black	2	0.3	grateful	1	0.1	safe	2	0.3

**Table 9 (continued)***Frequency of the Adjectives in the Exam Written by the Male Students*

<b>Adjectives</b>	<b>n</b>	<b>%</b>	<b>Adjectives</b>	<b>n</b>	<b>%</b>	<b>Adjectives</b>	<b>n</b>	<b>%</b>
blue	1	0.1	great	1	0.1	same	2	0.3
boring	3	0.4	happy	12	1.6	scared	2	0.3
brown	1	0.1	hard	7	0.9	selfish	4	0.5
calm	1	0.1	hardworking	6	0.8	sensitive	1	0.1
careful	4	0.5	harmful	1	0.1	similar	1	0.1
challenging	1	0.1	healthy	3	0.4	single	3	0.4
characteristic	2	0.3	helpful	14	1.8	small	2	0.3
cheerful	1	0.1	honest	34	4.4	smart	1	0.1
clever	1	0.1	hot	1	0.1	social	3	0.1
close	5	0.6	identical	1	0.1	stingy	4	0.5
comfortable	4	0.5	important	14	1.8	strong	3	0.4
comic	1	0.1	impossible	2	0.3	successful	4	0.5
common	3	0.4	impressive	4	0.5	sufficient	1	0.1
cool	4	0.5	jealous	7	0.7	supportive	5	0.7
crazy	3	0.4	joyful	1	0.1	talkative	3	0.4
dark	3	0.4	last	3	0.4	tolerant	5	0.7
different	7	0.9	lazy	2	0.3	unhappy	2	0.3
difficult	7	0.9	long	3	0.4	unique	1	0.1
dishonest	1	0.1	low	3	0.4	unreliable	3	0.4
domestic	1	0.1	loyal	4	0.5	upset	3	0.4
eager	1	0.1	lucky	2	0.3	usual	1	0.1
easy	1	0.1	mad	2	0.3	very	18	2.3
egoist	1	0.1	more	2	0.4	virtual	1	0.1
eight	1	0.1	most	12	1.6	warm	2	0.3
energetic	4	0.5	natural	2	0.3	well	21	2.7
entertaining	4	0.5	nervous	1	0.1	worse	4	0.5
eternal	1	0.1	next	7	0.9	written	1	0.1
excellent	1	0.1	nice	5	0.7	wrong	2	0.3
faithful	1	0.1	nine	1	0.1	young	3	0.4
fake	2	0.2	normal	3	0.4			
false	1	0.1	old	3	0.4			
<b>Total</b>	<b>767</b>							

n= frequency of Adjs

% = percentage of Adjs in the exam written by the male students

From Table 9, it was understood how many times the adjectives were used by the male students in the exam, and in total 767 adjectives were used. Adjectives preferred by the male students in the exam were “*good* (n = 177), *bad* (n = 40), *best* (n = 39), *honest* (n = 34), *well* (n = 21), *very* (n = 18), *first* (n = 15), *important* (n = 14), *helpful* (n = 14), *happy* (n = 12), *better* (n = 12), *most* (n = 12), *sad* (n = 12) and *real* (n = 10)”. The most used adjective was “*good*” (23.1%), as in other tables. The adjective “*good*” was followed by the adjectives “*bad*” and “*best*”. The adjectives and their usage proportions in the exams written by the female students were given in the next table.

Table 10.

*Frequency of the Adjectives in the Exam Written by the Female Students*

Adjectives	n	%	Adjectives	n	%	Adjectives	n	%
able	2	0.2	fast	2	0.2	punctual	2	0.2
absurd	2	0.2	first	9	1.1	quick	2	0.2
actual	1	0.1	forgetful	2	0.2	quiet	1	0.1
all	15	1.9	free	2	0.2	reasonable	2	0.2
alone	3	0.4	generous	12	1.5	relax	2	0.2
ambitious	1	0.1	good	217	26.9	reliable	13	1.6
angry	2	0.2	green	1	0.1	respectful	7	0.9
arrogant	1	0.1	happy	16	2.0	ridiculous	1	0.1
attractive	1	0.1	hard	6	0.7	safety	2	0.2
available	1	0.1	hardworking	4	0.5	same	8	1.0
beautiful	3	0.4	honest	20	2.5	second	3	0.4
best	14	1.7	ideal	6	0.7	selfish	8	1.0
better	6	0.7	impatient	1	0.1	sensitive	4	0.5
big	6	0.7	important	18	2.2	serious	4	0.5
busy	1	0.1	irresponsible	1	0.1	similar	4	0.5
calm	4	0.5	jealous	18	2.2	simple	2	0.2
careful	3	0.4	large	1	0.1	small	3	0.4
cautious	1	0.1	last	2	0.2	smart	2	0.2
certain	1	0.1	lazy	2	0.2	social	6	0.7
characteristic	1	0.1	lively	1	0.2	some	15	1.9
cheerful	2	0.2	long	24	3.0	special	1	0.1



**Table 10 (continued)***Frequency of the Adjectives in the Exam Written by the Female Students*

<b>Adjectives</b>	<b>n</b>	<b>%</b>	<b>Adjectives</b>	<b>n</b>	<b>%</b>	<b>Adjectives</b>	<b>n</b>	<b>%</b>
childish	1	0.1	loyal	6	0.7	spiritual	3	0.4
clean	3	0.4	lucky	2	0.2	sportive	2	0.2
clever	3	0.4	many	8	1.0	successful	6	0.7
close	3	0.4	mad	1	0.1	supportive	3	0.4
comfortable	11	1.4	merciful	2	0.2	sweet	4	0.5
common	5	0.6	much	5	0.6	sympathetic	3	0.4
confidential	1	0.1	natural	2	0.2	talkative	1	0.1
crazy	5	0.6	naughty	1	0.1	thankful	2	0.2
cute	3	0.4	negative	2	0.2	thoughtful	4	0.5
daily	1	0.1	nervous	4	0.5	tolerant	2	0.2
different	8	1.0	next	5	0.6	true	53	6.6
difficult	4	0.5	nice	13	1.6	twenty	2	0.2
easy	2	0.2	noble	1	0.1	two	6	0.7
easygoing	2	0.2	normal	3	0.4	understandable	1	0.1
economic	1	0.1	outgoing	2	0.2	unhappy	3	0.4
energetic	1	0.1	patient	6	0.7	unreliable	3	0.4
enough	1	0.1	perfect	4	0.5	upset	2	0.2
entertaining	1	0.1	political	4	0.5	valuable	2	0.2
every	10	1.2	popular	3	0.1	very	19	2.4
faithful	1	0.1	positive	4	0.5	well	9	1.1
false	2	0.2	previous	1	0.1	wrong	3	0.4
<b>Total</b>	<b>807</b>							

n= frequency of the adjectives

%= percentage of the adjectives in the exam written by the female students

Table 10 illustrated how many times the adjectives were used by female students. They used the adjectives a total of 807 times. Moreover, they mostly preferred to use the adjectives “*good* (n=217), *true* (n=53), *long* (n=24), *honest* (n=20), *very* (n=19), *important* (n=18), *jealous* (n=18), *all* (n=15), *some* (n=15), *best* (n=14), *nice* (n=13), *reliable* (n=13), *generous* (n=12), *comfortable* (n=11) and *every* (n=10)”. In this table, as in the other tables, the most used adjective was “*good*” by the female students. It was followed by the adjectives “*true*” and “*long*”.

## CHAPTER V

### 5. CONCLUSION

#### 5.1. Introduction

The aim of this study is to determine the frequency of the adjectives, used in the essays written by the male students and the female students in 8<sup>th</sup> grade, and to evaluate according to both genders. Students wrote articles on specific topics for five weeks as homework. At the end of these five weeks, the students were told that they would write essay as an exam within 1 hour by giving any of the topics within five weeks. The teacher made an exam on the subject of the 1<sup>st</sup> week in the exam. Adjectives and the frequency of adjectives, used by students in the essays and the exam, were determined. Descriptive and qualitative analyzes were made in the essays and the exam written by the male and the female students. In addition, Log-likelihood (LL), overuse and underuse values were determined and evaluated. In this part of the thesis, the adjectives in the essays and the exam were separately evaluated according to the male students and the female students. At the end of this section, how this study could contribute to future studies and suggestions were discussed.

#### 5.2. Evaluation of the Adjectives Used in the Essays by the Male Students and the Female Students

Students were asked to write at least 150-200 words essays. However, very few students used more than this number of words in their essays. As the number of the words increased, it was observed that the number of adjectives, used by the students, increased. In the essays, the total corpus size of the female students was higher than the total corpus size of the male students but the difference was not significant.

Adjectives are frequently used in daily life and academic writing. Kartal (2017, p. 13) found that 17% of the 5000 most frequently used words were adjectives. In this study, the proportion of the number of adjectives, used by both the male students and the female students in essays, to the total number of words was accurately 11.9%. While the adjectives, often used by the male students in the essays, were “*all, bad, beautiful, best, every, good, happy, helpful, honest, important, many, more, most, one, real, reliable, sad, same, true, well*”, the adjectives, often used by the female students in essays, were “*bad, best, better, first, good, funny, happy, helpful, important, most, real,*

*respectful, very and well*". It was observed that the adjectives used were largely similar in the male students' essay and the female students' essay but the usage of the adjectives rates were slightly different. Additionally, little difference was found between the most commonly used adjectives. The adjective, most commonly used by the male students and the female students in the essays, was "good". The number of the adjectives in the essays, written by the female students, was usually higher but there was no numerical difference between the adjectives, used by the male students and the female students.

When the adjectives used by the male students and the female students were examined, it could be seen that they were used in adjectives that were not in the curriculum. The reason why the students used so many adjectives could be the usage of the dictionary.

### **5.3. Evaluation of the Adjectives Used in the Exam by the Male Students and the Female Students**

Due to the time limitation, the total number of words, used by both male students and the female students in the exam, was slightly lower than the number of words used in the essays. Contrary to the essays, it was observed that the male students used more words than the female students in the exam.

When the number of adjectives, used in the exam was examined, it was found that females used more adjectives. The proportion of the number of adjectives, used by the male students in the exam, to the corpus size of the exam was 10.9%, while the proportion of the number of adjectives, used by the female students in the exam, to the corpus size of the exam was 12.2%. While the adjectives, often used by the male students in the exam, were "bad, best, better, funny, good, happy, helpful, honest, important, most, reliable, sad, very, well"; the adjectives, often used by the female students in the exam, were "all, best, comfortable, every, generous, good, happy, honest, important, jealous, long, reliable, true and well". It was observed that many of the most frequently used adjectives in the exam were slightly similar. Similar results were detected in the study of Morelius (2018, p. 28). Morelius (2018) found that there were slightly similarities between adjectives used by the male writers and the female writers in the fashion magazines. As seen in Morelius' study, and in the exam written by the male students and the female students of the present study, it was seen that there was not much difference in the adjective frequency and preferences of the male students and

female students. The reasons of the situation could be that students did not seek selective adjectives due to time limitation frame and generally prefer adjectives taught in the lesson. As used in the essays, “*good*” was most commonly used adjective by the male students and the female students in the exam. The number of adjectives, used by the female students in the exam, was higher than the number of adjectives used by the male students. However, when analyzed as a percentage, it was understood that there was no significant difference between them.

#### **5.4. Evaluation of the Adjectives Used in the Essays and the Exam by the Male Students**

While comparing to the essays written by the male students, it was observed that they used least number of words in the exam. The reason for the low number of words used in the exam was thought to be due to the time limitation in the exam.

When the adjectives in the exam and the essay were examined, it was observed that male students used the most adjectives in the 1<sup>st</sup> essay. The proportion of the number of adjectives, used in the 1<sup>st</sup> essay written by the male students, to the total number of words in the essays was 11.7%, while the proportion of the number of adjectives, used in the exam written by the male students, to the number of words in the exam was 12.2%. This means that the male students used adjectives more frequently in the exam than essays, but there was no significant difference between the exam and the essays in terms of adjective usage frequency. While the adjectives, often used by the male students in the essays, were “*all, bad, beautiful, best, every, good, happy, helpful, honest, important, many, more, most, one, real, reliable, sad, same, true, well*”; the adjectives, often used by the male students in the exam were “*bad, best, better, funny, good, happy, helpful, honest, important, most, reliable, sad, very, well*”. The adjectives, used in the exam and 1<sup>st</sup> essay, were also similar. In a similar study, Marušić and Čaušić (2018) identified the most frequently used adjectives in English business magazines online. These adjectives compounding, economic, financing, fiscal, lending, lucrative, marketed, rental, taxable.

The fact that the subject of the essays of male students and female students being the same might have caused the adjectives being similarly used by both genders. Therefore, it could be indicated that frequently used adjectives may differ by depending on the subject.

### **5.5. Evaluation of the Adjectives Used in the Essays and the Exam by the Female Students**

Due to the time limitation, it was thought that there was the lowest corpus size in the exam, written by the female students. Comparing the 1<sup>st</sup> essay and the exam, it was indicated that more words were used in the 1<sup>st</sup> essay.

When the adjectives, used in the exam and the 1<sup>st</sup> essay were examined, it was determined that the female students used more adjectives in the 1<sup>st</sup> essay. It was determined that the proportion of adjectives, used in the exam written by the female students, to the total number of words was 12.2% while the proportion of adjectives, used in the 1<sup>st</sup> essay written by the female students, to the total number of words was 12.9%. Although the corpus size in the exam was lower than the 1<sup>st</sup> essay, it was clear that there was no noticeable difference between the 1<sup>st</sup> essay and the exam in terms of adjective usage frequency. While the adjectives, often used by the female students in the essays, were “*bad, best, better, first, good, funny, happy, helpful, important, most, real, respectful, very and well*”; the adjectives, often used by the female students in the exam were “*all, best, comfortable, every, generous, good, happy, honest, important, jealous, long, reliable, true and well*”. The adjectives, used in the exam and the essay written by the female students, were partly similar. It is the word and word groups that is often preferred by writers or speakers. It was observed that adjective use by the male students and female students was not significantly different. It could be concluded that adjective preferences and frequencies could change if the topics were different. In a similar study by Ağçam and Özkan (2015), the findings showed that the use of adjectives by Turkish-speaking academic authors of English against native speaking academic authors of English was insufficient.

### **5.6. Implications for English Language Teaching (ELT)**

Adjectives are key words that enable the reader to visualize and feel what is mentioned in the work. As Ukpabi (2014, p. 4) said, adjectives are “flavor or spice to linguistics”. These are words or groups of words that are often preferred by the writers or speakers, as they can visualize what is told in the mind of the readers or listeners. This study is important in the field of corpus linguistic and draws attention to the importance of adjectives in sentences. At the same time, it aims to increase the interest

of researchers in the field of English language teaching and corpus linguistics in adjectives. Also, adjectives help us refine and detail more what is being told.

This present study also helps the teacher in determining the levels of students and guides the teacher on where to start teaching. Moreover, it offers the teacher suggestions on material design and syllabus. Corpus Linguistics also identifies problems that impede language teaching and prevents false learning from being permanent. This research helps the teacher to determine the level of students and guides the teacher where to start teaching. It also advises the teacher on material design and curriculum. This corpus study also identifies problems that hinder language teaching and prevent incorrect learning from being permanent. The results of this study contribute to the students' ability to express their thoughts in a more explanatory and understandable way, to increase the awareness that adjectives have an important place in the sentence, and to include more adjectives in the curriculum. This study reveals that students' use of more adjectives and more effectively could be one of the ways to make their writing more effective.

Adjectives are one of the most used types of words. Textbook authors or course material developers could improve their materials by considering which adjective students use most. Therefore, this study could give an idea about the adjectives that authors should have in their books.

It could be determined whether adjectives that are not preferred to be used by students can be learned effectively. The teacher should do extra study to teach adjectives that are not learned.

### **5.7. Suggestions for Further Research**

This research is a quantitative and descriptive study that compares the frequency of use of adjectives used in the exam and in the essays, written by the male students and the female students. Future studies could investigate the types of adjectives, search on which adjective types students use most, adjectives can be evaluated according to the position in which they are used in the sentence. This study is limited to only 40 male students and 40 female students in the 8<sup>th</sup> grade, so researchers can continue their research with a larger group of participants for future work.

This study investigated the usage frequency of adjectives in the essays written by students. In future studies, students may be asked to write something in different

types of writing such as fables, articles, biographies, autobiographies, etc. could be examined. In addition, the participants of this study were 8<sup>th</sup> grade students studying at Mehmet Bayır İmam Hatip Secondary School. It could be applied to students studying in different school types or students at different levels. In future studies, the use of adjectives in Turkish texts and the use of adjectives in English texts could also be compared. Adjectives should be included more in the curriculum and books used by the ministry of national education and the importance of adjectives should be emphasized to students at all levels in order to express themselves better in Turkey.



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## 7. APPENDICES

## Appendix 1: Ethic Committee Approval of Çağ University

<b>T.C</b>	
<b>ÇAĞ ÜNİVERSİTESİ</b>	
<b>SOSYAL BİLİMLER ENSTİTÜSÜ</b>	
<b>TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU</b>	
<b>ÖĞRENCİ BİLGİLERİ</b>	
<b>T.C. NOSU</b>	
<b>ADI VE SOYADI</b>	Halil BEKAR
<b>ÖĞRENCİ NO</b>	20178049
<b>TEL. NO.</b>	
<b>E- MAİL ADRESLERİ</b>	
<b>ANA BİLİM DALI</b>	İngiliz Dili Eğitimi
<b>HANGİ AŞAMADA OLDUĞU (DERS / TEZ)</b>	
<b>İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI</b>	2020 / 2021- Bahar Dönemi Kaydını Yeniledim
<b>ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER</b>	
<b>TEZİN KONUSU</b>	The Use of Adjectives in between Male Students and Female Students: A Corpus Based Analysis
<b>TEZİN AMACI</b>	Cinsiyetlere göre sıfat kullanımlarının incelenmesi
<b>TEZİN TÜRKÇE ÖZETİ</b>	<p>Bu araştırma 8. sınıf öğrencilerinin sıfat kullanımlarının cinsiyete göre incelenmesi ve değerlendirilmesi amacıyla yapılan bir derlem bilim çalışmasıdır. Konya, Karatay'da, devlet okulu olan Mehmet Bayır İmam Hatip Ortaokulunda 8. sınıfta okuyan erkek öğrenciler ve kız öğrencilerin yazdıkları kompozisyon ve sınavlarda cinsiyetlere göre en sık kullandıkları sıfatlar ve sıfatların sıklıklarının belirlenmesi amaçlandı. Araştırma, sıfatların önemini anlamamızı ve sıfatların cinsiyetler arası kullanımında herhangi bir fark olup olmadığını inceleyecektir.</p> <p>Öğrenciler tarafından yazılan metinlerde sıfat kullanım sıklığını incelemek için Bağlam İçinde Anahtar Kelime (KWIC) kullanılacaktır. Erkek öğrenciler ile kız öğrencilerin sıfat kullanımı, aşırı, yetersiz kullanım değerleri açısından anlamlı bir fark olup olmadığını belirlemek için ise Log-Likelihood (LL) kullanılacaktır.</p> <p>Sonuç olarak, erkek öğrenciler ile kız öğrencilerin kompozisyon ve sınavlarda kullandıkları sıfat ve sıfatların sıklıklarının farklı olup olmadığını tespit edilecektir</p>
<b>ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/</b>	Milli Eğitim Bakanlığı, Konya/Katay İlçe Mill Eğitim Müdürlüğü,

<b>KURUMLARIN ADLARI</b>	
<b>İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI-ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)</b>	Konya/Katay İlçe Mill Eğitim Müdürlüğü, Mehmet Bayır İmam Hatip Ortaokulu
<b>YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER</b>	Konya/Katay İlçe Mill Eğitim Müdürlüğü, Mehmet Bayır İmam Hatip Ortaokulu 8. SINIF öğrencileri A-B-C-D şubesi
<b>UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI</b>	Öğrencilerden kompozisyon yazmaları istenmiştir. Kompozisyon konuları: How should the true friend be? How do teenagers spend in their free time? Is fast food making our life easier or is it deranging our health? What are the effects of technology (especially smart phone) addiction to social life? Is "using the internet" useful? Why or not?
<b>EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)</b>	Çalışma content çalışması olduğu için herhangi bir anket, ölçek, form vb. evrak kullanılmamıştır.

<b>ÖĞRENCİNİN ADI- SOYADI: Halil BEKAR</b>		<b>ÖĞRENCİNİN İMZASI: Enstitü Müdürlüğünde evrak aslı imzalıdır</b>		
		<b>TARİH: 15/ 05/ 2020</b>		
<b>TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU</b>				
<b>1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.</b>				
<b>2. Anılan konu İngiliz Dili Eğitimi faaliyet alanı içerisine girmektedir.</b>				
<b>1.TEZ DANIŞMANININ ONAYI</b>	<b>2.TEZ DANIŞMANININ ONAYI (VARSA)</b>	<b>SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI</b>	<b>A.B.D. BAŞKANININ ONAYI</b>	
Adı - Soyadı Zehra KÖROĞLU	Adı - Soyadı: ...	Adı- Soyadı: Murat KOÇ	Adı- Soyadı: Şehnaz ŞAHİNKARAKAŞ	
Unvanı: Dr. Öğr. Üyesi	Unvanı: .	Unvanı: Doç. Dr.	Unvanı: Prof. Dr.	
İmzası: Evrak onayı e-posta ile alınmıştır	İmzası: ...	İmzası: Evrak onayı e-posta ile alınmıştır	İmzası: Evrak onayı e-posta ile alınmıştır	
<b>ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER</b>				
Adı - Soyadı: <b>Mustafa BAŞARAN</b>	Adı - Soyadı: <b>Yücel ERTEKİN (Y.)</b>	Adı - Soyadı: <b>Deniz Aynur GÜLER</b>	Adı - Soyadı: <b>Ali Engin OBA</b>	Adı - Soyadı: <b>Mustafa Tevfik ODMAN</b>
Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.
İmzası: Evrak onayı e-posta ile alınmıştır	İmzası: Evrak onayı e-posta ile alınmıştır	İmzası: Evrak onayı e-posta ile alınmıştır	İmzası: Evrak onayı e-posta ile alınmıştır	İmzası:
	Dr. Öğr. Üyesi Sami DOĞRU		Arş. Gör. Özge ÇETİNER	
<b>Etik Kurulu Jüri Başkanı- Asıl Üye</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>
<b>OY BİRLİĞİ İLE</b>	<input checked="" type="radio"/>	<b>Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 15/ 05 / 2020- 15 / 06 / 2021 tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.</b>		
<b>OY ÇOKLUĞU İLE</b>	<input type="radio"/>			
<b>AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR. AYRICA YAZININ PUNTOSU İSE 12 (ON İKİ) PUNTO OLACAK ŞEKİLDE YAZILARAK ÇIKTI ALINACAKTIR.</b>				

## **Appendix 2. List of Adjectives Used in the 1<sup>st</sup> Essay by the Male Students**

### **A**

able, absent, achievable, all, alive, ambitious, angry, approval, arguing, available

### **B**

bad, beautiful, best, better, black, blind, brown

### **C**

calm, careful, clean, clever, close, clumsy, comfortable, comic, common, cool, correct, crazy

### **D**

dark, different, disable

### **E**

easy, eco, entertaining, egoist, eight, elder, endless, equal, essential, every, expensive

### **F**

faithful, false, famous, far, fast, fat favorite, fine, fit, five, fun

### **G**

general, good, grand

### **H**

handsome, happy, hard, hardworking, healthy, helpful, honest, honorable

### **I**

ideal, ignorant, immortal, important, impossible, impressive, individual

### **J**

jealous

### **L**

lazy, long, low, loyal

### **M**

many, moral, more, most

### **N**

naturel, nervous, new, next, nice, nine

### **O**

one, original

### **P**

patient, plumb, possible, precious, protective



**R**

real, relax, reliable, respectful, rich

**S**

sad, same, second, selfish, sensitive, short, single, skillful, small, smart, social, some, spare, special, stingy suitable

**T**

talkative, thin, tolerant, true,

**U**

unhappy, usual

**W**

well, worse, written, wrong



### **Appendix 3. List of Adjectives Used in the 1<sup>st</sup> Essay by the Female Students**

#### **A**

able, adventurous, alone, ambitious, amusing, appreciative, artificial, asocial, available

#### **B**

bad, beautiful, best, better, boring

#### **C**

calm, careful, characteristic, close, comfortable, comic, common, confidential, correct  
crazy, crucial

#### **D**

dark, different, difficult, dirty, disrespectful, dry

#### **E**

easy, easygoing, entertaining, every, exorable, expensive

#### **F**

fake, false, fast, favorite, fine, free, fresh, fun, funny

#### **G**

generous, good, great

#### **H**

happy, hard, hardworking, helpful, honest, honorable, humble

#### **I**

ignorant, impatient, important, irresponsible

#### **J**

jealous

#### **L**

last, long, loyal, lucky

#### **M**

mad, many, merciful

#### **N**

natural, nervous, new, next, nice

#### **P**

patient, perfect, polite, precious, punctual

#### **R**

reasonable, relax, reliable, removable, respectful, responsible

**S**

sad, safe, same, scary, selfish, sensitive, serious, similar, sincere, social, some, special,  
strong, successful, suitable, superior, supportive, sweet, sympathetic

**T**

tactful, talkative, thin, tolerant, true

**U**

unhappy, unreliable, untactful, upset

**V**

valuable, very, vital

**W**

well, wonderful, worse, wrong



#### **Appendix 4. List of Adjectives Used in the Exam by the Male Students**

##### **A**

able, alone, ambitious, ample, amusing, approval, arrogant, available

##### **B**

bad, beautiful, beneficial, best, better, black, blue, boring brown

##### **C**

calm, careful, challenging, characteristic, cheerful, clever, close, comfortable, comic, common, cool, crazy

##### **D**

dark, different, difficult, dishonest, domestic

##### **E**

eager, easy, egoist, eight, energetic, entertaining, eternal, excellent

##### **F**

faithful, fake, false, famous, fascinating, faultless, favorite, first, fit, four, free, funny

##### **G**

general, generous, glad, good, grateful, great

##### **H**

happy, hard, hardworking, harmful, healthy, helpful, honest, hot

##### **I**

identical, important, impossible, impressive, inexpressive

##### **J**

jealous, joyful

##### **L**

last, lazy, long, low, loyal, lucky

##### **M**

mad, many, more, most

##### **N**

naturel, nervous, next, nice, nine, normal

##### **O**

old, optimistic

##### **P**

patient, perfect, piece, possible, potential, precious

**Q**

quite

**R**

real, relax, reliable, respectful

**S**

sad, safe, same, scared, selfish, sensitive, similar, single, small smart, social, stingy, strong, successful, sufficient, supportive

**T**

talkative, tolerant

**U**

unhappy, unique, unreliable, upset, usual

**V**

very, virtual

**W**

warm, well, worse, written, wrong

**Y**

young



### **Appendix 5. List of Adjectives Used in the Exam by the Female Students**

#### **A**

able, absurd, actual, all, alone, ambitious, anger, angry, arrogant, attractive, available

#### **B**

beautiful, best, better, big, busy

#### **C**

calm, careful, cautious, certain, cheerful, childish, clean, clever, close, comfortable, common, confidential, crazy, cute

#### **D**

dark, different, difficult

#### **E**

easy, easygoing, economic, energetic, enough, entertaining, every

#### **F**

faithful, false, fast, first, forgetful, free

#### **G**

generous, good, green

#### **H**

happy, hard, hardworking, honest

#### **I**

ideal, impatient, important, irresponsible

#### **J**

jealous

#### **L**

large, last, lazy, lively, long, loyal, lucky

#### **M**

mad, many, merciful, much

#### **N**

natural, naughty, negative, nervous, nice, noble, normal

#### **O**

outgoing

#### **P**

patient, perfect, political, popular, positive, previous, punctual

**Q**

quick, quiet

**R**

relax, reliable, respectful, ridiculous

**S**

safe, same, second, selfish, sensitive, serious, similar, simple, small, smart, social, some, spiritual, special, sportive, successful, supportive, sweet, sympathetic

**T**

talkative, thankful, thoughtful, tolerant true, twenty, two

**U**

understandable, unhappy, unreliable, upset

**V**

valuable, very

**W**

well, wrong



## Appendix 6. Permission Letter

MEHMET BAYIR İMAM HATİP ORTAOKULU MÜDÜRLÜĞÜNE

Karatay/ KONYA

Okulunuzda İngilizce öğretmeni olarak görev yapmaktayım. Aynı zamanda Çağ Üniversitesi İngiliz Dili Eğitimi yüksek lisans öğrencisiyim. Erkek ve kız öğrencilerin sıfatları kullanımlarını araştırmak üzere 8. sınıf öğrencilerinize kompozisyon yazdırmak, form, anket vb. uygulamak için izninizi talep ediyorum. Gereğini arz ederim. 15/09/2020

Enstitü Müdürlüğünde evrak aslı imzalıdır

Halil BEKAR



**Appendix 7. Approval for Permission to Study from Mehmet Bayır İmam Hatip Ortaokulu**

T.C  
KARATAY KAYMAKAMLIĞI  
Mehmet Bayır İmam Hatip Ortaokulu Müdürlüğü

ÇAĞ ÜNİVERSİTESİ SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Okulumuz öğretmenlerinden Halil BEKAR'ın vermiş olduğu dilekçe üzerine okulumuz öğrencilerine anket, form vb. uygulama yapması uygun görülmüştür.

Bilgilerinize arz ederim.

Enstitü Müdürlüğünde evrak aslı imzalıdır  
Süleyman ŞEN  
Okul müdürü