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DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

THE USAGE OF DEFINITE AND INDEFINITE ARTICLES IN THE PHD
DISSERTATIONS BY THE MALE AND FEMALE WRITERS: A CORPUS
BASED STUDY

THESIS BY
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MASTER OF ARTS THESIS

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REPUBLIC OF TURKEY**ÇAĞ UNIVERSITY****DIRECTORSHIP OF THE INSTITUTE OF SOCIAL SCIENCES**

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DEDICATION

To the sense of curiosity...



ETHICS DECLARATION

Öğrencinin

Name& Surname: Bekir Serter Gözen
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Program: Master Thesis(*) Ph.D. Thesis()
Thesis Title: The Usage of Definite and Indefinite Articles in the
PhD Dissertations by the Male and Female Writers: A Corpus Based Study

I hereby declare that;

I prepared this master thesis in accordance with Çağ University Institute of Social Sciences
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I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations and findings in accordance with scientific
ethical and moral principles,

I cited all sources to which I made reference in my thesis,

The work of art in this thesis is original,

I hereby acknowledge all possible loss of rights in case of a contrary circumstance. (in case of
any circumstance contradicting with my declaration)

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My last heartfelt thanks go to my parents who always believed in me and supported me all through this journey.

30/09/2021

Bekir Serter GÖZEN

ABSTRACT**THE USAGE OF DEFINITE AND INDEFINITE ARTICLES IN THE PHD
DISSERTATIONS BY THE MALE AND FEMALE WRITERS: A CORPUS
BASED STUDY****Bekir Serter GÖZEN****Master's Thesis, Department of English Language Education****Supervisor: Dr. Zehra KÖROĞLU****September 2021, 58 pages**

In this research, it was aimed to determine the usage of definite and indefinite articles in the doctoral dissertations (PhD) of the male writers (MWs) of the English Language and the female writers (FWs) of English. This study was limited to identifying the usage of articles in the Doctor of Philosophy (PhD) dissertations written by the male writers (MWs) of English and the female writers (FWs) of English in the field of ELT and Applied Linguistics; between the years of 2010-2019. It was also be limited to the abstract, the methodology, and the conclusion sections of the PhD dissertations. Furthermore, it was limited to 50 MWs dissertations and 50 FWs dissertations. In this study, with the help of the Key Word in Context (KWIC) Concordance programme, the usage of articles was analyzed according to their frequency per 1,000 words. Besides the frequency analysis, log-likelihood (LL) calculation was also used as a statistical analysis. At the end of the study, it was found out that the LL frequency of the articles indicated an underuse in the three sections for the Ph.D. dissertations of the male writers (MWs) of English and the female writers (FWs) of English, and there was a significant difference in the frequency of the definite and indefinite articles between the dissertations of the MWs of English and the FWs of English.

Keywords: articles, gender, dissertation, corpus linguistics, ELT

ÖZ**ERKEK VE KADIN YAZARLAR TARAFINDAN YAZILAN DOKTORA
TEZLERİNDE BELİRLİ VE BELİRSİZ TANIM EDATLARININ KULLANIMI:
DERLEM TEMELLİ BİR ARAŞTIRMA****Bekir Serter GÖZEN****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı****Danışman: Dr. Öğr. Üyesi Zehra KÖROĞLU****Eylül 2021, 58 sayfa**

Bu çalışmada, ana dili İngilizce olan erkek yazarların ve ana dili İngilizce olan kadın yazarların doktora tezlerinde belirli ve belirsiz tanım edatlarının kullanımlarının belirlenmesi amaçlanmıştır. Bu çalışma, ana dili İngilizce olan erkek yazarları ve ana dili İngilizce olan kadın yazarları tarafından yazılan doktora tezlerindeki tanım edatlarının İngiliz Dili Eğitimi ve Uygulamalı Dilbilim alanında 2010 – 2019 yılları arasında kullanımlarını belirlemekle sınırlıdır. Ayrıca doktora tezinin özet, metodoloji ve sonuç bölümleri ile sınırlıdır. Tezler ayrıca, 50 erkek yazarın tezleri ve 50 kadın yazarın tezleri ile sınırlandırılacaktır. Bu çalışmada, Key Word in Context (KWIC) Concordance programı yardımıyla tanım edatlarının kullanımları 1.000 kelimedeki sıklıklarına göre analiz edilmiştir. İstatistiksel analiz olarak frekans analizinin yanı sıra log-likelihood (LL) hesaplaması da kullanılmıştır. Çalışmanın sonunda, tanım edatlarının LL sıklığının doktora için üç bölümde erkekler tarafından yetersiz kullanıldığını gösterdiği tespit edildi. Ana dili İngilizce olan erkek yazarların ve ana dili İngilizce olan kadın yazarlarının tezleri arasında belirli ve belirsiz tanım edatlarının sıklığında önemli bir fark olduğu belirlendi.

Anahtar Kelimeler: tanım edatları, toplumsal cinsiyet, doktora tezi, derlem dilbilim, İngiliz dili eğitimi

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LIST OF ABBREVIATIONS

AL	: Applied Linguistics
CL	: Corpus Linguistics
DA	: Definite Article
ELT	: English Language Teaching
FWA	: Female Writers' Abstract Section
FWC	: Female Writers' Conclusion Section
FWM	: Female Writers' Methodology Section
FWs	: Female Writers
IA	: Indefinite Article
KWIC	: Key Words in Context
L2	: Second Language
LL	: Log-likelihood
MWA	: Male Writers' Abstract Section
MWC	: Male Writers' Conclusion Section
MWM	: Male Writers' Methodology Section
PhD	: Philosophy of Doctorate
SLLs	: Second Language Learners

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CHAPTER I

1.1. Introduction

This study analyzed the use of definite and indefinite articles in doctoral dissertations of male and female writers. To that end, this chapter was composed as an introductory section. Ultimately, it is aimed to gain insights into the possible relationship between gender and language use in academic writings and adapting the potential insights in language classrooms.

In the background of the study part, some key details about the background of the research were provided. The main problem of this study was explained in the statement of the problem section. In the aim of the study part, the reasons to conduct this study were provided and the research questions were presented, and the significance of the research, informs about the importance of the study. Finally, some scientific research and literature were provided as the theoretical framework of the study.

1.2. Background of the Study

Eun and Lim (2009) note that language learning is dramatically important to get the all meaning in the social world. Thus, the language reflects the worlds of the users. Identically, language learning is the primary method of human in thoughts and self-expression. Boroditsky (2009) states that the relationship between thoughts and language is under the influence of myriad different factors. These factors involve social, emotional, psychological and more elements that affect the language learning and usage process. Above all, the current research of Lai, Rácz and Roberts (2020) implies that social factors of the language learning are considerably important in order to gain a perspective of language learning as an external reflection of an internal system. Hence, the study was conducted regarding language use in a social context.

Individuals are all multi-fold in many ways in society, particularly in the scope of age, ethnicity, gender and more variables. Related to these variables, Campoy (2009), Zoghi, Kazemi and Kalani (2013), Koçoğlu (2013), Hayati et al. (2014), Babanoğlu (2015), Xiao and Tao (2007) also investigated gender differences. Comparably, Eagly (1987) notes that gender involves the culture, identity, and personality of the language learners in one term. In other words, as Burstall (1975) implies, gender can be a concept worth investigating in order to understand the language learner and the society formed by the students and to find the right way of teaching.

In this context, the methodological background of the study was based on the Corpus Linguistics (CL) in order to conduct an innovative method. The corpus linguistics is a out of common method with the frequency analysis, and the authenticity oriented research in gender. Beyond the history, different paradigms shaped the linguistic and educational research methodology. Since relatively all of the paradigms require different research methodology. To give an illustration, corpus linguistics (CL) has become popular for the purpose of obtaining authentic data, error analysis in students ' written texts, and many more. Kennedy (2014) state that corpus linguistics analyze large data obtained from naturally occurring language through the use of computational techniques. Correspondingly, the definite articles (DA) and indefinite article (IA) use of writers were analyzed in a corpus based methodology, because corpus method was an opportunity to investigate native English writers' products that include clues about real life usage of a grammatical system. There was a lack of research which examines gender role in written products, but gender of writers provides different explanation, exemplification and word choice ways in order to write their written products. Ansarifar, Shahriari and Pishghadamthe (2018) imply that the writers are active and goal-oriented in their academic writing construction. Hence, the pathway of the study might provide the dynamic of article usage according to the gender, because being active transmits the authenticity and goal-oriented writing means the definitions and descriptions by using definite and indefinite articles. Similarly, the statement of Kianfar (2019) implies that studies in writing provide the reflections of writers' language production process thanks to the authentic words from the writers' inner world. PhD dissertations are also parallel to the harmony between form-focused writing and self-produced documents in an academic research.

Biber (1999) notes that the cm myriad studies became the grammar and use area popular regarding the last two decades. In particular, the study focus on grammatical features, discourse functions, word order, and relative clauses (Prince, 1978; Schiffrin, 1981, 1985a, 1985b, 1987; Thompson & Mulac, 1991a, b; Fox & Thompson, 1990; Myhill, 1995, 1997). All things are considered, this corpus study will be able to provide insight into the relationship of gender with language learning in terms of frequency of article usage, overuse and underuse.

1.3. Statement of the Problem

Asningtias (2017) points that English is a powerful key in order to 'conquer' the world in terms of global communication scope. Accordingly, Rao (2019) points that the English language is expected to be studied extensively and the grammatical structure of English should be analyzed in order to place it in a common contextual framework with other languages.

Similarly, scientific researchers are expected to produce works in English in order to produce a globally valid study. On the other hand, Thewissen (2013) states that “Cross linguistic system differences cause difficulty in learning a second (L2) or foreign language (FL)” (p. 80). This was a potential problem for English writers around the world because of the grammatical mistakes.

Aoyama and Takahashi (2020) state that the English article system has a distinctive challenge to learners of English, especially for those with articleless first language backgrounds. Papp (2008) notes that this poses a problem in terms of putting language and grammar in a contextual common framework. Moreover, there are no definite and indefinite articles in the Turkish language, and it causes incorrectly or incompletely many written products. With this mind, the main problem that this study examines is that the heterogeneity of grammatical rules between languages may not be the only criterion that articles or other grammatical rules do not fit into a global framework.

Halliday (2020) states that people from myriad cultures, ethnic backgrounds and social backgrounds around the world learn English. One of these social features is gender. This terminology is called as a sociolinguistic variable in the literature. In this study, whether the concept of gender has an effect on the authors’ use of grammar will be investigated with the frequency variable. According to Nunan (2003), in the globalizing world, it would be wrong to evaluate the language learning process of second language learners (SLLs) only with the process in the learning environment. Otherwise, language analysis based on superficial and in-class variables will be a problem in terms of not creating more valid language teaching approaches (Sun, Wei & Young, 2020). In the present study, researching the use of definite (the), and indefinite (a, an) articles in the doctoral dissertations of female and male writers whose native language is English will be analyzed in terms of usage.

1.4. Purpose of the Study

The primary purpose of this descriptive and quantitative corpus based research was to evaluate the definite and the indefinite articles of the abstracts, methodologies, and conclusions in the Philosophy of Doctorates which were written by the male writer (MWs) of English Language and the female writers (FWs) of English Language in the field of English Language Teaching and Applied Linguistics. The study did not examine whether the definite and indefinite articles were used grammatically, namely, correctly or not in the specified sections of the PhD dissertations, but it focused on the distribution of articles used by the male writers of English and the female writers of English and gave an insight on these articles used.

1.5. Research Questions

In this descriptive and quantitative corpus based study, the main focus is to reveal the frequencies, similarities, differences, overuse and underuse of definite and indefinite articles written in the PhD dissertations by the male writers (MWs) of English and the female writers (FWs) of English. Accordingly, the aim of this study is to analyze the following research questions in a corpus based way:

1. What are the differences in the use of definite and indefinite articles of the abstract section in the PhD dissertations written by the native speakers of English in the ELT department between males and females?
2. What are the differences in the use of definite and indefinite articles of the methodology section in the PhD dissertations written by the native speakers of English in the ELT department between males and females?
3. What are the differences in the use of definite and indefinite articles of the conclusion section in the PhD dissertations written by the native speakers of English in the ELT department between males and females?
4. What are the most frequently used articles in the PhD dissertations written by
 - a) the males in the field of ELT regarding the abstract section?
 - b) the females in the field of ELT regarding the abstract section?
5. What are the most frequently used articles in the PhD dissertations written by
 - a) the males in the field of ELT regarding the methodology section?
 - b) the females in the field of ELT regarding the methodology section?
6. What are the most frequently used articles in the PhD dissertations written by
 - a) the males in the field of ELT regarding the conclusion section?
 - b) the females in the field of ELT regarding the conclusion section?

1.6. Significance of the Study

In this research, PhD dissertations written by the male writers (MWs) of English Language and the female writers (FWs) of English Language in the field of English Language Teaching (ELT) will be compared in terms of definite and indefinite articles. The analyzed findings of this study will indicate the frequency, overuse and underuse of these articles in the PhD dissertations written by both the female and male English speakers. The findings will contribute to our understanding of whether gender is a factor that considerably affects the written language or not. So, it might be an implication for the relationship between language learning and gender.

1.7. Operational Definitions

Corpus: The definition of Sinclair (1991) suggests that corpus is a collection of naturally occurring linguistic text that has been selected to present a state or variety of language. It is also described by O'Keffee et al. (2007) as defined a principled collection of electronic texts as "a collection of computerized data kept on a computer and available for both qualitative and quantitative analysis."

Corpus Linguistics (CL): A sort of methodology of linguistics that is based on the utilization of computerized collections of naturally occurring texts (Granger, 2002).

Definite Article: The online dictionary named Merriam-Webster (n.d.) defines the definite article as the word that is used in English Language in order to refer to a person or thing that is identified or specified.

Dissertation: A dissertation is a formal and lengthy talk or treatise on a particular subject, particularly one based on original research and prepared in partial fulfillment of doctoral requirements (Collins Dictionary, 2017).

Gender: Gender is the behavioral, cultural, or psychological elements that are typically associated with one sex (Merriam-Webster, n.d.).

Indefinite Article: To refer to a person or thing that is not identified or specified the word *a* or *an*, is used in English (Merriam-Webster, n.d.).

1.8. Limitations of the Study

The present study was limited to identify the of definite (*the*) and indefinite (*a*, *an*) articles in the PhD theses written by the male writers (MWs) of English and the female writers (FWs) of English in the field of ELT between the years 2010 and 2019. The reason why the research field of the doctoral dissertations analyzed in this study was limited to ELT was to contribute to the grammatical results that would emerge as a result of the study by referring to the Applied Linguistics (such as classroom based research assessment and evaluation, material and curriculum design, and so on). Additionally, this study was limited to the analysis of PhD dissertations, because PhD dissertations provided writers are active and goal-oriented academic writing that demonstration the definiteness of their statements; and theses contain enough data to have more pages than other academic texts.

The abstract, methodology, and the conclusion sections of the PhD dissertations were analysed. Introduction, reference list sections were excluded; since the introduction sections of the academic text contained a lot of quotations and statements of the previous researchers. So,

it was a potential problem in terms of the authenticity and the collection of the writers' own corpus. Also, only 50 PhD dissertations written by the male writers (MWs) of English and 50 PhD dissertations written by the female writers (FWs) of English (totally 100) in the field of ELT were analysed in the scope of this study.

The fact that America is multicultural compared to other countries and that American English is more valid than other English variations in academic writing has provided that the dissertations examined in this research were limited to American universities.

1.9. Assumptions of the Study

The doctoral dissertations which were analyzed were randomly selected from American universities and the mother language of writers was tried to be assumed as English. Thus, it was assumed that the native language of the writers of the dissertations was English. Secondly, the writing and completion dates of doctoral dissertations were assumed to be between the years 2010 and 2019, because the formal publication date was considered in this study.

There are myriad of scientific research, theories and practices related to the corpus linguistics and related issues. The theoretical framework of this study provided the related literature of the gender studies and corpus.

1.10. Corpus Linguistics

Technology and innovative strategies are considerably important in the development of new scientific methodologies and perspectives. Corpus revolution in linguistic studies is the result of the technological evolution. Römer (2010) notes that growing modern and digitalized technology has extended the use of corpus in various areas such as education, criminology, etc. Due to the convenience of data retrieval, language studies have also resorted to corpus applications in recent years. In terms of linguistic studies, corpus has been benefited in various subfields such as semantics, syntax, lexis, sociolinguistics, and so on. Kennedy (2014) defines corpus linguistics as the result of written text or transcribed speech that basis for linguistic analysis and description. Granger (2002) notes that corpus based studies have been used by researchers to make generalizations about the use and form of grammatical structures. Similarly, in order to obtain more authentic and real results, the academic texts produced by male and female writers between 2010-2019 were analyzed using a descriptive and quantitative method in this corpus-based study.

Researchers state many various reasons for using corpus in understanding and describing the English language. For instance, Nelson (2000) puts the benefits of using a corpus into four categories. First, a corpus can provide empirical data rather than introspection for the language researchers. This empirical data compiled from corpus provide a significant feature of data “objectivity” which is the primary justification for using corpus data in language teaching and learning studies. In addition to objectivity, a corpus presents the issues of quantitiveness, verifiability of the results, reliability, and accountability because the primary analysing tool of the corpus is computers and authenticity and naturalness features of the source texts, which allow empirical investigations, make the corpus data more reliable (Biber, 1998: 5; Sinclair, 1991). The second advantage of using a corpus in different fields is that through the vast and wide variety of data gained from the corpus, it can be possible to make more detailed analyses of a given item. The third advantage is the ease of the corpus is accessible. It can be easily possible for every researcher interested in corpus studies to access corpus data all over the world if they have an internet connection. The final advantage of a corpus is the speed and extent of analysis. Computers enable researchers to make quick analyses in a broad range of topics like structural, lexical or grammatical analyses of a language (McEnery & Wilson, 1996).

According to another researcher Lawson (2001), corpus linguistics provides significant insights into the four language areas. First, a corpus can enable researchers to describe and analyse the frequency of some linguistic features in a language that occurred naturally. Results of a corpus analysis can directly influence the content instructions of both language teaching and learning pedagogy. Moreover, a corpus analysis can affect the selection of course materials (mostly coursebooks), creating a more natural and authentic course syllabus or determining which parts of a language need to be taught. Second, a corpus can involve some critical information about language use in particular and different contexts and situations. While the connector “*an*” is used as a clause level connector in some conversations, it is a phrase-level connector in academic prose. (Biber et al., 1999, p. 81). Third, as Hulstjin and Graaff (1994, p. 97), and Hulstijn (1995, p. 359) mentioned that a corpus-based analysis could present some information about the reliability and scope of specific features in a particular issue. Reliability in a corpus study means how reliable a specific grammatical feature can be in a language.

1.11. Corpus Revolution in Language Education

According to Sinclair (2004), corpus-based language teaching is advocated representing a new revolution in language teaching. Moreover, Tognini-Bonelli (2001) indicated that

applications were derived from corpus investigation are found in a number of different areas, for example, lexicography, translation, stylistics, grammar, gender studies, forensic linguistics, computational linguistics and, in language teaching.

Koroglu and Tum (2017) indicate that, in terms of learners' language awareness, a corpus based approach could provide contributions to them. Similarly, there are many studies related to corpus linguistics which have insightful findings. These research involve the studies of Fligelstone (1993), Renouf (1997), Lee and Swales (2006, p. 70), Rayson et al. (1997), Römer, (2010), Granger (2002, p. 542).

The advances in the direct access to corpora by language teachers and learners have created the need to research into a number of pedagogic issues, including 'the types of corpora to be consulted, large or small, general or domain-specific, tagged or untagged'; the kinds of learning strategies to benefit from direct corpus consultation; and the means by which direct access to corpora can be integrated into the language learning context (Chambers, 2007, p. 111).

One group of investigations including Römer (2010) suggest that the small-scaled corpora is significant in order to meet learners' immediate needs. Chambers (2007) considers designing corpus based materials as a first stage, or as the pedagogical usage of the Corpus methodology. With this in mind, corpora are expected to be used with the collaboration of students and the teachers; since Gavioli and Römer (2010) suggest that the learners are the potential authentic sources and make powerful the authenticity of the corpora by including students in this process.

1.12. Contemporary Studies in Corpus Linguistics Regarding Language Teaching

The reflections of the corpus linguistics from the world of language education have enabled today's researchers to focus on corpus-based research. For instance, the corpus based research of Triyono and Sahayu (2021) examined the EFL textbooks in order to examine the presentation of the gender in EFL course books. The results of the study demonstrated that the textbooks were well designed regarding gender presentation. Since, there was no word that focuses on just one gender. The second result pointed out there were sufficient activities and presentations for both male and female students. The researchers in this study pointed out that gender was a considerable term that was expected to be considered and conducted in the text books carefully.

Ma, Tang, and Lin (2021) conducted another study related to the corpus literacy dynamics of English teacher trainees. At the end of the study, there were a remarkable

improvement of participants regarding corpus literacy. The results of the research suggested that a corpus literacy is an important competence and the participants tended to acquire this concept.

The corpus based study of Friginal, Dye and Nolen (2020) combined the language learning processes of the learners from the perspective of the teachers. The findings that usage of the corpus tools enhanced the quality of teachers regarding their professional enthusiasm.

Language teaching and learning process were also analyzed by Yanto and Nugraha (2017) related to the effect of the corpus based learning in motivation regarding English grammar learning. At the end of the study, students learned some English grammar rules by native speakers by corpus, and it made the students more motivated to learn grammar. The corpus based study encouraged them to learn the grammar usage in a natural setting.

Diez-Bedmar and Papp (2008) conducted a corpus based learner study, and they compared some English speakers from different mother languages in terms of their usage of the article system. The usage of the grammar was different according to the different language backgrounds.

As observed, corpus based studies are used for different kind of pedagogical purposes in language teaching and learning in recent years. Similarly, this corpus based research study also examines a grammatical system, but it involves a sociolinguistic item differently.

1.13. Corpus Linguistics and Sociolinguistics

Sociolinguistics is a linguistic study and it focuses on linguistic variation and its social significance. It has many sub-topics which focus on the effect of society on social groups, and sociolinguistics needs to use metadata in order to provide vivid and authentic information about speakers. Thus, corpus linguistics is an appropriate methodology to gather contemporary data from society.

There is a clear tendency that corpus-linguistic method is becoming an integral part of the variationist sociolinguistic method. In several countries, we find sociolinguistic projects that use corpus-linguistic techniques of making the data accessible via transcriptions that are linked to multimedia files, and implementing web-based search and browse facilities. Based on the same corpus, the corpus based study of Cheshire et al. (2008) demonstrated that innovative consonant features such as DH-stopping (using [f] for /θ/ in words like bath) and TH-fronting (using [d] for /ð/ in words like brother) are significantly constrained socially; again, it is the non-Anglo speakers who use the more innovative features, which are distinguishable from the traditional Cockney dialect.

1.14. Sociolinguistic Variables and Gender

Meyerhoff (2014) states that people from myriad cultures, ethnic backgrounds and social classes around the world learn English. Sociolinguistic variable is a kind of linguistic element that roots from sort of external particular factors in sociological settings. According to Faroll (1999), the sociolinguistic variable is the methods to use language depending on the current socialized individual context. Fundamentally, the sociolinguistic variables could be classified as:

- Social class
- Gender
- Economic status
- Ethnicity

In this study, whether the concept of gender as a sociolinguistic variable (SV) has an effect on the academic writers' use of grammar will be investigated with the frequency values. To understand the gender and the relationship between language, clarifications were presented below.

1.15. Gender and Language

According to Gradol and Swann (1989), gender as a sociolinguistic variable, is a term that includes two main elements "sex" and "gender" that influence language usage of individuals. In this research, the gender element is investigated as a social phenomenon, because Coates (2015) suggests that gender is a socially constructed identity and the form of behaviors.

Lakoff (1973) studied the potential gender construction of the language use, and she found out that there is a real male and female language in terms of grammatical, discursive and lexical usage. In addition, (Eagly, 1987), Tannen (1990), Zoghi and Kazemi (2013), Zaikovskii (2019) and more scholars have been studied gender in language issues beyond history; and there is always a remarkable difference between males and females in language usage. Since gender role theory suggests that genders are culturally constructed behaviors and culture always has an effect on individuals that come from society.

Although many academic studies based on articles, gender and corpus have been conducted, these will be analyzed for the first time as a holistic subject in this study. On the other hand, there are many related studies that help this study in a theoretical framework.

1.16. Articles in English Language

Birner and Ward (1994) note that English has an article system in order to mark definiteness. Definiteness in English is indicated with a separate morphological expression “the”. If there is a reference to a previously mentioned item, then the definite article “the” is necessarily used. However, when the feature of definiteness is not met, a noun phrase is preceded with the indefinite article “a”. According to Liu and Gleason (2002), when the referent is located with the definite article “the”, it demonstrates that the referent is assumed to be culturally, situationally, structurally or textually known information.

According to Bruyn (2010), indefinite articles are generally particularly considered as unpunctuated statement markers in the sense that they point statements although they do not provide myriad semantic ingredient. To give an illustration, two examples demonstrate the contribution of the indefinite *a* in and the *one*.

“A teacher came to examine her.”

“One doctor came to examine her.”

When a word starts with *a* vowel sound, the correct usage of the indefinite article before the word is “an”. Contrarily, “a” is used before the word starts with a consonant sound. For instance, “a man”, “a teacher”, and “an American man is a very talented young teacher” sentences could be clarified the usage of the indefinite articles.

CHAPTER II

2. METHODOLOGY

2.1. Introduction

This corpus-based study investigated the definite and indefinite articles in the abstract, methodology, and conclusion sections of the PhD dissertations in the field of ELT written by the male writers (MWs) of English and the female writers of English (FWs). The articles in the above-mentioned sections were analyzed in terms of their frequency, overuse and underuse values by means of comparing the data groups.

2.2. Research Questions

The research questions of this study are:

1. What are the differences in the use of definite and indefinite articles of the abstract section in the PhD dissertations written by the native speakers of English in the ELT department between males and females?
2. What are the differences in the use of definite and indefinite articles of the methodology section in the PhD dissertations written by the native speakers of English in the ELT department between males and females?
3. What are the differences in the use of definite and indefinite articles of the conclusion section in the PhD dissertations written by the native speakers of English in the ELT department between males and females?
4. What are the most frequently used articles in the PhD dissertations written by
 - a) the males in the field of ELT regarding the abstract section?
 - b) the females in the field of ELT regarding the abstract section?
5. What are the most frequently used articles in the PhD dissertations written by
 - a) the males in the field of ELT regarding the methodology section?
 - b) the females in the field of ELT regarding the methodology section?
6. What are the most frequently used articles in the PhD dissertations written by
 - a) the males in the field of ELT regarding the conclusion section?
 - b) the females in the field of ELT regarding the conclusion section?

2.3. Research Design

This study was conducted as a descriptive and quantitative research design in order to describe the frequency of definite and indefinite articles in the PhD dissertations written by the male writers (MWs) of English and the female writers (FWs) of English in the field of ELT and applied linguistics. Comparisons had been made between male and female corpora coming in two forms; overuse and underuse. To detect the similarities and differences of the frequency calculation observed in the study, descriptive analysis was used.

In order to describe the presentation of linguistic features in academic writing, corpus based analysis is a convenient implementation. In this study, in order to gain more authentic and real results, the academic product produced by male and female writers between the years 2010-2019 were analyzed using a descriptive and quantitative method in a corpus-based study.

2.4. Procedure

The beginning of the procedure started with the selection of the written papers product randomly. The PhD dissertation was selected as a material because dissertations include enough definitive and descriptive statements and necessary data. The selection of the texts for the comparison corpora has been guided by the following principles; the texts samples consisting of PhD dissertations written by males and females between a specific time period, 2010-2019. These selected PhD dissertations were also published in the U.S.A universities.

In this study, randomly selected 100 PhD dissertations from the U.S universities and written by 50 male and 50 female writers were analyzed between the years 2010 and 2019. The present study focused on the analysis of the types of definite (*the*) and indefinite (*a, an*) articles. That is to say, a computer-assisted corpus-based methodology was applied in this study.

First of all, the PhD dissertations were in PDF format, but they were conveyed to Microsoft Word documents and converted to plain text. In this study, Key Word in Context (KWIC) programme was used in order to analyze the definite (*the*) and indefinite (*a, an*) articles. Furthermore, definite and indefinite articles were analysed according to their frequency per 1,000 words. The data, processed in the present study were limited to analyze two different articles; definite articles (*the*), and indefinite articles (*a, an*) which displayed in frequency order. With this data, the frequent use of a variety of article elements revealed the differences of cohesive devices written in the PhD dissertations of English by different genders, males and females.

2.5. Instruments

The quantitative analysis programs provide researchers to gain enough linguistic data. Thus, the data were analyzed with the data collection tools Key Word In Context (KWIC) Concordance Programme and Log-likelihood (LL) calculator. Log-likelihood calculator is an online tool in order to calculate log-likelihood (LL) values. In order to test the results whether they are significant or not, corpus researchers are expected to use them (Kennedy & Miceli 2010).

The Key Word in Context (KWIC) Concordance is functioning as a concordance, collocation tables and word lists using plane textfiles for corpus studies. In the present study, the KWIC Concordance programme was used for creating wordlists in order to analyze the frequencies of articles. Rayson et al. (1997) considers a concordance program the simplest and the most widely-used tool for corpus-based research.

2.6. Data Analysis

The data analysis phases included:

- The extraction of the three sections (abstract, methodology and conclusion)of the dissertations and the exclusion of the other sections from the data,
- They were saved as text files
- The saved data were uploaded to the “KWIC Concordance” programme.
- ”Log-likelihood (LL)” calculation was also used in order to conduct a statistical analysis regarding the overuse and underuse.
- The research questions were analyzed considering the created tables and statistical calculations. This study analyzed both the male writers (MWs) of English and female writers (FWs) of English.

CHAPTER III

3. FINDINGS

3.1. Introduction

This chapter demonstrates the results obtained from the analyses of two corpora: i) PhD dissertations in the field of ELT written by the male writers (MWs) of English, and ii) PhD dissertations in the field of ELT written by the female writers (FWs) of English. The present study aims to analyze the definite and indefinite articles that the MWs of English and the FWs of English used in their dissertations in the field of ELT which were published between 2010-2019. In this context, a total of 100 PhD dissertations (50 by MWs, and 50 by FWs) were evaluated to compare the definite and indefinite articles and their frequency. The study used a descriptive research design and the data were evaluated quantitatively to identify the most frequently used articles in the abstract, methodology, and conclusion sections of the dissertations. The data obtained from the regarding sections of the dissertations were analyzed using Key Word in Context (KWIC), and log-likelihood (LL) analyses were conducted. Finally, the findings were presented in tabular form.

3.2. Results and Analyses

The data were analyzed to demonstrate the differences in terms of the definite and indefinite articles and determine the frequency of articles. In this study, MWA refers to the abstract section and MWC refers to the conclusion section of the dissertations written by the male writers. Similarly, FWA and FWM refer to the abstract and methodology sections of the dissertations written by the female writers, respectively. In the present study, the articles were analyzed according to their recurrence per 1,000 words, which could indicate a more explicit opinion of possible differences in each group's total article frequency. Table 1 demonstrates the overall frequency and the LL analysis of the articles of the PhD dissertations in the field of ELT written by the MWs of English and the FWs of English.

3.2.1. Overall Frequency Analysis of the Definite and Indefinite Articles in the PhD Dissertations Written by the Male Writers of English and the Female Writers of English

The analysis for the use of the definite and indefinite articles was gathered through the PhD dissertations of the male writers (MWs) of English and the female writers (FWs) of English in the field of ELT. Table 1 indicated the overall frequency and log-likelihood (LL) analysis of the articles in their dissertations.

Table 1

Overall Frequency and LL Analysis of the Articles in the PhD Dissertations Written by the MWs of English and the FWs of English

	MWs	FWs	LL Value
Corpus size	2.205.307	1,809,205	
Art. (n)	62732	84280	
n per 1,000	28	47	-8874.03*
frequency (%)	0,28	0.47	

n= raw frequency of articles

Frequency= percentage of articles in a total of words in groups

+ indicated overuse of articles in MWs of English relative to FWs of English

- indicated underuse of articles in MWs of English relative to FWs of English

As observed from Table 1, the corpus size was higher for the PhD dissertations written by the MWs of English (2.205.307) than the FWs of English (1,809,205). Contrarily, the total usage of the articles in the abstract, the methodology, and the conclusion sections of the MWs of English dissertations was 62732 whereas the FWs of English used 84280 articles. It was revealed that the article usage in all three sections for the FWs was higher than those of the MWs' dissertations. The frequency of articles in the groups was indicated by means of the total number of articles and per 1,000. However, the total of the articles by the FWs (47) of English per 1,000 words was observed to be higher than the MWs (28) of English in all three sections. According to the overall frequency results, both groups used a slightly different amount of articles (MWs=0.28; FWs=0.47) in every 100 words in their PhD dissertations' abstract, methodology, and conclusion sections.

In order to determine the difference between frequencies of the MWs of English and the FWs of English, and the significant values of overuse or underuse for the articles in the groups, LL calculation was applied in addition to the frequency analysis. When compared to the FWs of English PhD dissertations in all three sections, the LL value of the MWs of English displayed a high amount of underuse as -8884.03 which was statistically significant. The differences between the use of the articles in between genders were compared by their frequency separately for each section for the PhD dissertations.

3.2.2. Frequency Analysis of the Definite and Indefinite Articles for the Abstract Section in the PhD Dissertations Written by the Male Writers of English and the Female Writers of English

The frequency analysis and the log-likelihood (LL) calculation of the articles for the abstract section in the PhD dissertations written by the male (MWs) writers of English and the female writers (FWs) of English in the field of ELT were compared. The results were presented in Table 2.

Table 2

Frequency and LL Analysis of the Articles for the Abstract Section in the PhD Dissertations Written by the MWs of English and the FWs of English

	MWs	FWs	LL Value
Corpus size	2.205.307	1,809,205	
Art. (n)	1249	1421	
n per 1,000	1	1	-71.26*
frequency (%)	0.01	0.01	

n= raw frequency of articles

Frequency= percentage of articles in total of words in groups

+ indicated overuse of articles in MWs of English relative to FWs of English

- indicated underuse of articles in MWs of English relative to FWs of English

In Table 2, the article usage was less for the MWs of English (1249) than the FWs of English (1421) in the abstract section of their PhD dissertations. Additionally, MWs of English (1) have similar frequency results with FWs of English (1) by means of frequency per 1,000 words. Furthermore, both the MWs (0.01) of English and the FWs (0.01) of English used the same amount of definite and indefinite articles in every 100 words in their abstract section of the PhD dissertations. Log-likelihood calculation was applied in order to determine the difference between frequencies of the MWs of English and the FWs of English, and the significant values of overuse or underuse in terms of genders. The LL frequency indicated an underuse in the articles of the MWs' dissertations' abstract section with an +71.26 LL value and there was a significant difference in the articles between the two genders' dissertations.

The male writers (MWs) of English had used the articles less frequently than the FWs of English in their PhD dissertations' abstract section. The articles such as *a* and *the* had been used in the sentences of the FWs which might be an explanation of the high rate of article usage in the dissertations of the FWs when compared to the MWs. In the next section, the frequency

analysis of the articles for the methodology section of both genders' PhD dissertations was presented.

3.2.3. Frequency Analysis of the Definite and Indefinite Articles for the Methodology Section in the PhD Dissertations Written by the Male Writers of English and the Female Writers of English

The frequency analysis and the log-likelihood (LL) calculation of the articles for the methodology section in the PhD dissertations written by the male (MWs) writers of English and the female writers (FWs) of English in the field of ELT were compared. The results were presented in Table 3.

Table 3

Frequency and LL Analysis of the Articles for the Methodology Section in the PhD Dissertations Written by the MWs of English and the FWs of English

	MWs	FWs	LL Value
Corpus size	2,205,307	1,809,205	
art. (n)	28604	51842	
n per 1,000	13	29	-12196.89*
Frequency (%)	0.13	0.29	

n= raw frequency of articles

Frequency= percentage of articles in total of words in groups

+ indicated overuse of articles in MWs of English relative to FWs of English

- indicated underuse of articles in MWs of English relative to FWs of English

In Table 3, the article usage was higher for the FWs of English (51842) than the MWs of English (28604) in the methodology section of their PhD dissertations. Moreover, by means of frequency per 1,000 words, FWs have higher frequency results (29) than MWs (13). According to the frequency results, the MWs (0.13) of English used a considerably lower amount of definite and indefinite articles than the FWs (0.29) in every 100 words in their methodology section of the PhD dissertations. To analyze the frequency differences between the MWs of English and the FWs of English, and the significant values of overuse or underuse between genders, LL calculation was applied. The LL frequency indicated a high amount of underuse in the articles of the MWs' dissertations' methodology section with an -12196.89 LL value and a significant difference was determined in the frequency of the articles between the genders' dissertations in the methodology section.

When compared to the MWs of English in the sentences, the articles were significantly more frequent in the PhD dissertations' methodology section as the abstract section written by the FWs of English. The articles such as *the* had been used in the sentences of the FWs which could be an explanation for the FWs of English tendency to use articles in their PhD dissertations. In the next section, the frequency analysis of the articles for the conclusion section in the PhD dissertations written by the MWs of English and the FWs of English were presented.

3.2.4. Frequency Analysis of the Definite and Indefinite Articles for the Conclusion Section in the PhD Dissertations Written by the Male Writers of English and the Female Writers of English

The frequency analysis and the log-likelihood (LL) calculation of the articles for the conclusion section in the PhD dissertations written by the male (MWs) writers of English and the female writers (FWs) of English in the field of ELT were compared. The results were presented in Table 4.

Table 4

Frequency and LL Analysis of the Articles for the Conclusion Section in the PhD Dissertations Written by the MWs of English and the FWs of English

	MWs	FWs	LL Value
Corpus size	2,205,307	1,809,205	
art. (n)	32879	31017	
n per 1,000	15	17	-310.72*
Frequency (%)	0.15	0.17	

n= raw frequency of articles

Frequency= percentage of articles in total of words in groups

+ indicated overuse of articles in MWs of English relative to FWs of English

- indicated underuse of articles in MWs of English relative to FWs of English

In Table 4, both the corpora size and article use were higher for the MWs of English than the FWs of English in the conclusion section of their PhD dissertations. On the other hand, by means of frequency per 1,000 words, slightly similar frequency results were observed between the MWs (15) and the FWs (17). In addition, the MWs (0.15) of English used less amount of articles in every 100 words than the FWs (0.17) of English in their conclusion section of the PhD dissertations.

To illustrate the difference between the frequencies of the MWs of English and the FWs of English, and the significant values of overuse or underuse in between the genders, LL calculation was applied. The LL frequency indicated an underuse in the articles of the MWs' dissertations' conclusion section with an -310.72 LL value and there was a significant difference in the frequency of the articles between the two groups' dissertations in the conclusion section.

The definite and indefinite article usage in the PhD dissertations' conclusion section written by the MWs of English included the highest underuse rate among the speakers which might be a reflection of the FWs use of more definitive and descriptive writing style in English. The LL frequency of the articles used in the three sections; including the abstract; the methodology, and the conclusion sections of the PhD dissertations among the MWs of English and the FWs of English were illustrated in Table 5.

3.2.5. LL Frequency of the Articles in the PhD Dissertations' Three Sections Among the Male Writers of English and the Female Writers of English

The LL values of the articles used in the three sections; including the abstract, methodology, and the conclusion sections of the PhD dissertations among the MWs of English and the FWs of English were analyzed. The results were illustrated in Table 5.

Table 5

LL Frequency of the Articles in the PhD Dissertations' Three Sections Among the MWs of English and FWs of English

Sections	LL Frequency	Overused / Underused
Abstract	-71.26*	Underused in MWs
Methodology	-12196.89*	Underused in MWs
Conclusion	-310.72*	Underused in MWs

n= raw frequency of articles

Frequency= percentage of articles in total of words in groups

+ indicated overuse of articles in MWs of English relative to FWs of English

- indicated underuse of articles in MWs of English relative to FWs of English

As observed from Table 5, there was a significant underuse in the articles of the PhD dissertations' abstract (+71.26 %), methodology (-12196.89%) and the conclusion (310.72%) sections of the MWs of English. In addition, the MWs of English results displayed the highest

underuse of articles in the methodology section of the PhD dissertations. Moreover, the MWs of English underused the articles statistically more significant in the conclusion section than the abstract section of the PhD dissertations. In the next section, the most frequently used articles in the abstract, the methodology, and the conclusion sections of the PhD dissertations written by the MWs of English and the FWs of English were presented.

3.2.6. Most Frequently Used Articles in the Abstract Section in the PhD Dissertations of the Male Writers of English and Female Writers of English

The most frequently used articles in the abstract section in the PhD dissertations of the male writers of English and female writers of English in the field of ELT was compared. The results were presented in Table 6.

Table 6

Most Frequently Used Articles in the Abstract Section in the PhD Dissertations of the MWs of English and FWs of English

Articles	MWs			FWs			Overuse/underuse
	n	%	n / 1,000	n	%	n / 1,000	
A	392	31.3	0.2	539	37.9	0.3	-0.1
An	127	10.1	0.1	245	17.2	0.1	+0.0
The	730	58.4	0.3	637	44.8	0.4	-0.1

n= frequency of articles

%= percentage of articles in total of words in groups

n/1,000= frequency of articles per 1,000 words

(- / +)= difference between relevant value and value in MWs of English articles per 1,000 words

+ indicated overuse of articles in MWs of English relative to FWs of English

- indicated underuse of articles in MWs of English relative to FWs of English

As demonstrated in Table 6, the most frequently used article in the abstract section of the PhD dissertations written by the MWs of English was the definite article *the* with 730 frequency and constituted the 58.4% of all the articles. In addition, the MWs had the highest percentage (58.4%) in between the articles in their dissertations' abstract section. Similarly, the most frequently used article by the FWs of English was also the definite article *the* (637). Moreover, the three articles for both the MWs and the FWs' dissertations were slightly similar in number per 1,000 words in the abstract section. The results illustrated that indefinite article *a* and definite article *the* were underused by the MWs of English while the indefinite article *an*

was overused by the MWs of English. The sample sentences below were taken from the MWs and the FWs. MWA refers to the abstract section of the PhD dissertations written by the MWs, and FWA refers to the abstract section of the PhD dissertations written by the FWs.

Example 1

[**The** remaining sections of this chapter will be devoted to a thorough examination of each of **the** study's four factors.]

Extracted from <MWA-1>

[Again, as is **the** case with **the** highest ranking concourse items for factor three, individual/affective, cultural/situational, and institutional barriers each are represented among **the** group's lowest ranking items.]

Extracted from <FWA-18>

In order to confirm the overuse / underuse revealed from differences of frequency per 1,000 words, LL calculation was applied. The LL frequency of articles in the abstract section of the PhD dissertations written by the MWs of English and the FWs of English was illustrated in Table 7.

Table 7

LL Frequency of Definite and Indefinite Articles for the Abstract Section in the PhD Dissertations Written by the MWs of English and the FWs of English

Articles	MWs	FWs	LL Frequency
A	392	539	-61.52*
An	127	245	-65.09*
The	730	637	-1.29*

n= frequency of articles

+ indicated overuse of articles in MWs of English relative to FWs of English

- indicated underuse of articles in MWs of English relative to FWs of English

As illustrated in Table 7, the LL values of the articles used by the MWs of English had indicated an underuse and a significant difference in the indefinite articles *a* and *an*, and the definite article *the*. The highest underuse in the articles was in indefinite article *an* with -65.9 LL value. The least underuse difference was in the definite article *the* with -1.29 LL value. In

indefinite article *a*, the LL frequency revealed an underuse with -61.52 LL value and a significant difference in the PhD dissertations' abstract section by the MWs of English.

The frequency of article usage varies depending on whether the article is definite or not. In other words, MWs are more tendentious to use definite article *the* while FWs used indefinite articles in their sentences. In the next section, the most frequently used articles in the methodology section in the PhD dissertations of the male writers of English and female writers of English in the field of ELT was compared.

3.2.7. Most Frequently Used Articles in the Methodology Section in the PhD Dissertations of the Male Writers of English and Female Writers of English

The most frequently used articles in the methodology section in the PhD dissertations of the male writers of English and female writers of English in the field of ELT was compared. The results were presented in Table 8.

Table 8

Most Frequently Used Articles in the Methodology Section in the PhD Dissertations of the MWs of English and FWs of English

Articles	MWs			FWs			Overuse/underuse
	n	%	n / 1,000	n	%	n / 1,000	
A	4465	15.6	2	14063	27.1	8	-6.0
An	883	3.0	0.4	2793	5.3	2	-1.6
The	23256	81.3	11	34986	67.4	19	-8.0

n= frequency of articles

%= percentage of articles in total of words in groups

n/1,000= frequency of articles per 1,000 words

(- / +)= difference between relevant value and value in MWs of English articles per 1,000 words

+ indicated overuse of articles in MWs of English relative to FWs of English

- indicated underuse of articles in MWs of English relative to FWs of English

As demonstrated in Table 8, the most frequently used article in the methodology section of the PhD dissertations written by the MWs of English was the definite article *the* with 23256 frequency and constituted the 81.3% of all the articles. Moreover, the MWs had the highest percentage (81.3%) in between the articles in their dissertations' methodology section. Similarly, the most frequently used article by the FWs of English was also the definite article *the* (34986). Moreover, the three articles for both the MWs and the FWs' dissertations were slightly different in number per 1,000 words in the methodology section. Consequently, when

the frequencies of the articles in the PhD dissertations' methodology section used by the MWs of English and the FWs of English were compared, the results indicated that indefinite articles were underused by the MWs of English. Similarly, the definite article *the* was underused by the MWs of English. MWM refers to the methodology section of the PhD dissertations written by the MWs, and FWM refers to the methodology section of the PhD dissertations written by the FWs.

Example 2

[Items were detected for DIF if **the** chi-square difference tests (ΔX^2), computed by subtracting difference between models, was statistically significant.]

Extracted from <MWM-7>

[Finally, they were matched with TWBI NSS students on **the** following variables: native language, year student was enrolled in 3rd grade, number of years enrolled in **the** program, ethnicity, gender, eligibility for meal benefits, and English proficiency score.]

Extracted from <FW-44>

The examples demonstrate that MWs used the definite article *the* in their methodological explanations while FWs used it more frequently in their methodological writings. Additionally, the LL frequency of articles in the methodology section of the PhD dissertations written by the MWs of English and the FWs of English was illustrated in Table 9.

Table 9

LL Frequency of Definite and Indefinite Articles for the Methodology Section in the PhD Dissertations Written by the MWs of English and the FWs of English

Articles	MWs	FWs	LL Frequency
A	4465	14063	-7303.87*
An	883	2793	-1456.83*
The	23256	34986	-5270.75*

n= frequency of articles

+ indicated overuse of articles in MWs of English relative to FWs of English

- indicated underuse of articles in MWs of English relative to FWs of English

As illustrated in Table 9, the LL values of the articles used by the MWs of English had indicated an underuse and a significant difference in the indefinite articles *a* and *an*, and the

definite article *the*. The highest underuse in the articles was in indefinite article *a* with -7303.87 LL value. The least underuse difference was in the indefinite article *an* with -1456.83 LL value. In definite article *the*, the LL frequency revealed an underuse with -5270.75 LL value and a significant difference in the PhD dissertations' methodology section by the MWs of English.

There were no indefinite articles in the sentence of the male writer while he used more than one definite article in his methodological explanation. Among the articles that were found in the MWs of English were underused in their PhD dissertations. It could be explained that female writers' tend to use definite and indefinite articles in their dissertations. In the next section, the most frequently used articles in the conclusion section in the PhD dissertations of the male writers of English and female writers of English in the field of ELT was compared.

3.2.8. Most Frequently Used Articles in the Conclusion Section in the PhD Dissertations of the Male Writers of English and Female Writers of English

The most frequently used articles in the conclusion section in the PhD dissertations of the male writers of English and female writers of English in the field of ELT was compared. The results were presented in Table 10.

Table 10

Most Frequently Used Articles in the Conclusion Section in the PhD Dissertations of the MWs of English and FWs of English

Articles	MWs			FWs			Overuse/underuse
	n	%	n / 1,000	n	%	n / 1,000	
A	4557	13.8	2.1	8085	26.0	4.5	-2.4
An	441	1.3	0.2	2205	7.1	1	-0.8
The	27881	84.7	13	20727	66.8	11.5	+1.5

n= frequency of articles

%= percentage of articles in total of words in groups

n/1,000= frequency of articles per 1,000 words

(- / +)= difference between relevant value and value in MWs of English articles per 1,000 words

+ indicated overuse of articles in MWs of English relative to FWs of English

- indicated underuse of articles in MWs of English relative to FWs of English

As demonstrated in Table 10, the most frequently used article in the conclusion section of the PhD dissertations written by the male writers (MWs) of English was the definite article *the* with 27881 frequency and constituted the 84.7% of all the articles. Moreover, the MWs had the highest percentage (84.7%) in between the articles in their dissertations' conclusion section.

Similarly, the most frequently used article by the FWs of English was also the definite article *the* (20727). Moreover, the three articles for both the MWs and the FWs' dissertations were slightly similar in number per 1,000 words in the conclusion section. The results demonstrated that indefinite articles *a* and *an* were underused by the MWs of English. Contrarily, the definite article *the* was overused by the FWs of English.

Some sample sentences including the definite and indefinite articles in the dissertations written by both the MWs and FWs used these articles highly frequently; but the male writers used the definite article *the* in order to conclude their findings and statements while the female writers concluded their statements by using more indefinite articles. Additionally, the LL frequency of articles in the conclusion section of the PhD dissertations written by the MWs of English and the FWs of English was illustrated in Table 11.

Table 11

LL Frequency of Definite and Indefinite Articles for the Conclusion Section in the PhD Dissertations Written by the MWs of English and the FWs of English

Articles	MWs	FWs	LL Frequency
A	4557	8085	-1819.90*
An	441	2205	-1658.89*
The	27881	20727	+115.2393*

n= frequency of articles

+ indicated overuse of articles in MWs of English relative to FWs of English

- indicated underuse of articles in MWs of English relative to FWs of English

As illustrated in Table 11, the Log Likelihood (LL) values of the articles used by the MWs of English had demonstrated an underuse and a significant difference in the indefinite articles *a* and *an*, but it indicated an overuse. There was also a significant difference in the definite article *the*. The highest underuse in the articles was in indefinite article *a* with -1819.90 Log Likelihood (LL) value. The least underused article was the indefinite article *an* with -1658.89 LL value. On the other hand, in definite article *the*, the LL frequency presented an overuse as +115.93 LL value. In the PhD dissertations' conclusion section by the MWs of English there was a significant difference. The articles could be observed in the following examples extracted from the MWs and the FWs. MWC points the conclusion section of the PhD dissertations written by the MWs, and FWC is related to the conclusion section of the PhD dissertations written by the FWs.

Example 3

[For example, if **a** student having **a** conversational argument used **a** direct quote or made **a** connection between sources, **a** student would put **a** teal colored card on **the** table.]

Extracted from <MW-10>

[I think [transforming teaching] is **a** giant undertaking.]

Extracted from <FW-29>

Considering the findings given in the tables, it is possible to state that the definite article *the* in the PhD dissertations in all three sections were frequently used by the MWs of English and the FWs of English. On the other hand, the indefinite article *an* in the PhD dissertations in all three sections were least frequently used by both the MWs of English and the FWs of English.

CHAPTER IV

DISCUSSION AND CONCLUSION

4.1. Introduction

In this chapter, the interpretation of the findings was presented. This chapter was also designed to present the outcomes of the research questions concerning learners' usage of definite and indefinite articles in terms of frequencies. Firstly, in this chapter overall results with regard to the articles identified in each sub-corpus were presented while making comparisons with similar studies. Secondly, the differences between the two sub-corpora were discussed in terms of the statistical significance of the frequency of the articles. Finally, comparisons were given to see to what extent male and female English writers differ in frequency of the definite and indefinite articles they used. This chapter presents the series of frequency and statistical processes which set a unique quantitative analysis for articles across two corpora. Finally, strengths, recommendations and limitations are presented.

4.2. Conclusion

In order to shed light to the problems of this present study, the evaluation of the definite and indefinite article usage and the most frequent articles in the PhDs written by the male writers (MWs) of English Language and the female writers (FWs) of English Language were discussed. As Quirk and Crystal (1985) point, we use articles to “point out” or “refer” to nouns in conversation and writing. When the reasons of the results of the present study were searched for, it could be interpreted according to the evaluation of the article usage in the PhD dissertations that using a large variety of articles by the FWs creates descriptions in their dissertations. Moreover, the frequency of articles observed in the doctoral dissertations by the MWs indicate their explanations in writing since they organized their ideas and thoughts in an specified way by using a large number of articles. In the next section, the article usage in the PhD dissertations written by the MWs of English and the FWs of English were evaluated.

4.2.1. Evaluation of the Frequency and LL Analysis of the Articles in the Abstract Section of the PhD Dissertations Written by the Male Writers of English and the Female Writers of English

In the abstract section, both male writers (MWs) and female writers (FWs) of English used the definite article more frequently than the indefinite articles. The reason of both genders' salient usage of this *the* article might be because of the introductory and illustrative functions of the abstract section. The abstract section summarizes the academic writing (thesis, article, dissertation, etc.) and the definite article might help writers to introduce the study and illustrate the process, findings and so on.

The definite article written in the abstract sections' could be an example of summarizing the purpose of the article and the writer; since the definite article implies that there was a background about the mentioned terms and the study as there were some co-teaching practices and this study would be a co-teaching research. Above all, we could conclude that both male and female writers need to write the articles in order to summarize and organize their study by using illustrative and descriptive features of definite and indefinite articles.

Similar results were observed in the corpus based sociolinguistic study of the researchers Gabrielatos, Torgersen, Hoffmann, and Fox (2010). They revealed that there are overused definite articles and indefinite articles underused in the scope of the sociolinguistic elements in the London corpus. As understood from this result, the usage and functions of definite articles should be internalized more by male and female language learners and/or users in order to summarize and organize their written products.

4.2.2. Evaluation of the Frequency and LL Analysis of the Articles in the Methodology Section of the PhD Dissertations Written by the Male Writers of English and the Female Writers of English

According to Zawacki-Richter, Kerres, and Bedenlier, (2020) the methodology section of the PhD dissertation or any academic study explains what the writer did and how he did it for the research allowing readers to evaluate the way of your research. Thus, the results could be interpreted as the FWs used definite and indefinite articles more frequently in order to describe their methods of research. FWs needed to use articles in order to demonstrate the readers to believe that the study is a reliable and academic study.

The articles present background knowledge about the statements. The articles of FWs make powerful the pathway of the research by creating a cause and effect structure. We could conclude that MWs do not need to support their research way by using many articles.

Nickalls (2019) conducted a research on the methodology section of the academic research. He points that the usage of grammatical structures might be sourced from the sociological and/or purposeful reasons. The learners in the study tend to use the articles in order to demonstrate their methodological process in language production although there is no exact indefinite article system in Mandarin. Similarly, in the present study, it can be concluded that the two genders used articles according to their way of supporting their methods in different ways and frequencies.

4.2.3. Evaluation of the Frequency and LL Analysis of the Articles in the Conclusion Section of the PhD Dissertations Written by the Male Writers of English and the Female Writers of English

The articles that both are considerably important to refer thoughts and statements in writing are classified as the definite and indefinite articles. Regarding the results on these articles taken part in the last parts in the PhDs' written by the male writers (MWs) of English Language and the female writers (FWs) of English Language, it was observed that indefinite articles were significantly underused by MWs. Contrarily, the definite article was overused by MWs in contrast with the indefinite articles. This result points to the gender difference in using different kinds of articles in their conclusion part.

It could be interpreted that the MWs overuse the definite article in order to present their conclusion in a certain way instead of using skeptical statements. In other words, MWs might conclude their research in order to present the knowledge rather than presenting new questions for further research.

Example

“Student achievement data collection with the intent of focusing on student learning through improved teacher instruction **could be a** focus in PLC conversations that could also impact teacher PCK.”

Extracted from <FWC-30>

The other example that was extracted from FWC-30 could be interpreted as the FWs overuse the indefinite articles to conclude their research. It demonstrated that female writers used indefinite articles in order to make connections between general insights that is known by the reader and the potential new knowledge. The FWs could enhance the new research by using indefinite articles instead of defining the new insights directly.

4.3. Implications for Language Teaching

The considerable point of this corpus based study is the frequency and definite and indefinite articles basis in both male and female writers' academic studies. Correspondingly, Granger (2002) remarkably states that "frequency is an aspect of language that plays a major role to understand what is possible and what is likely to occur in a particular language". This frequently significant study might provide insights about the gender effects and results in the language learning and teaching process in their classrooms as a social and formal learning environment. The data is gathered from various situations where people perform the language in its natural setting. The data collected from written products authored by adults might help the language teaching process for adult learners in terms of setting writing assignments according to writers' gender or specified by different kinds of variables in language classrooms.

Definite and indefinite articles are important tools that a writer may define or describe a statement or knowledge for the development and flow of information in a text. They serve as means of providing an insight to the reader into the relationship between the concepts and descriptions. This comparative and detailed analysis has crucial importance in raising awareness of the academic writers. As mentioned before, the current study has significance in the field of ELT because it gives an idea about how the male writers (MWs) of English and the female writers (FWs) of English researchers in the ELT department use articles in their PhD dissertations. The present study guides teachers and material developers, since the results of the study give an idea about how frequently native speakers use the articles in their writings. So EFL teachers might use articles in textbook, in other teaching materials and in the language classrooms. In addition, teachers can conclude which article types are more significant for the academic writing of learners.

The findings of the current quantitative corpus based study provide various pedagogical implications to the learners. Results of the current research prove to be useful in curriculum/syllabus preparation process by illustrating the frequency of articles according to their types.

For instance, some activities can be provided for male and female students separately in order to appeal to the attention of them. The “article” grammar structure is generally a complex and boring course topic; and a gender-specified materials and curriculum tend to be more familiar with the learners’ individual worlds. The teacher or the mentor of the classroom might conduct an (corpus based) error analysis to observe the classroom regarding the two genders’ needs and improvement in usage of articles. Gender and other possible variants affect not only the learning of grammatical structure but also the usage process. Thus, the language learning process should be examined at every stage and necessary analyzes, materials and teaching methods should be applied.

The results and the insights of this research might provide some new techniques regarding their teaching methodologies. EFL teachers can use different English teaching methodologies according to the gender effect of the language classrooms. For instance, supposing that there was an EFL classroom and the female students were willing to communicate while the male students were not. The teacher could use the Communicative Language Teaching approach to specifically for the male learners of English; it may help the male students to communicate in the target language and the this situation would not be a problem for the female students; since they were all willing to communicate. Above all, this study could be presented a lot of implementations for my teaching, because the gender variable might be provided me analytical and critical thinking. Since the gender may shape the role and behaviors of the students in the language learning process and I could consider deeply why the nature of students’ language learning and usage behaviors. Finally , improve some more specified Teaching in the EFL classrooms.

The analysis of the abstract , methodology and conclusion sections can provide implications for language teaching. For example, examining students' use of articles in different sections such as introduction, body, and conclusion may demonstrate where they are definite and explainer by using articles in their writing. This can be useful for understanding how the students present their knowledge and statements and gain insights about the organization of the students thought system and language use strategies.

4.4. Suggestions for Further Research

In this research, articles had been compared between two corpora in terms of overuse and underuse. Similar studies in the future may emphasize the misuse of articles to obtain more comprehensive awareness about the use of articles since the article is not a grammatical system that is used by all the languages in the world. Hence, further studies related to the pmisuse of

definite and indefinite articles might be helpful to contribute to the EFL and ESL learners' usage of foreign grammatical structures.

This study implicitly examines the role of gender in academic texts. Thus, this study presented insightful findings about gender differences in using definite and indefinite articles. Moreover, academic texts such as MA theses, and academic articles could also be analyzed in terms of definite and indefinite article usage. Furthermore, other words structures could be analyzed in the scope of gender. On the other hand, a qualitative study could be conducted with English language learners of both genders in order to understand their language learning process in terms of their emotions, motivations and the effects of their gender in the language classroom.

Also, current studies about gender roles can change dynamically according to the language background of the learners. The dissertations which were analyzed in the current study were produced in the U.S.A universities. Consequently, the dissertations of further studies could be conducted from other language backgrounds such as China, Turkey and so on.

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APPENDICES

Appendix A. Ethic Committee Approval of Çağ University

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	Bekir Serter Gözen
ÖĞRENCİ NO	20198001
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili Eğitimi Anabilim Dalı
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	TEZ
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2021 / 2022 – GÜZ DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Erkek ve kadın yazarlar tarafından yazılan doktora tezlerinde belirli ve belirsiz tanım edatlarının kullanımına dair derlem tabanlı bir araştırma
TEZİN AMACI	Bu çalışmada, ana dili İngilizce olan erkek yazarların ve ana dili İngilizce olan kadın yazarların doktora tezlerinde belirli ve belirsiz tanım edatlarının kullanımlarının belirlenmesi amaçlanmıştır.
TEZİN TÜRKÇE ÖZETİ	Bu çalışma, ana dili İngilizce olan erkek yazarları ve ana dili İngilizce olan kadın yazarları tarafından yazılan doktora tezlerindeki tanım edatlarının İngiliz Dili Eğitimi ve Uygulamalı Dilbilim alanında 2010 – 2019 yılları arasında kullanımlarını belirlemekle sınırlıdır. Ayrıca doktora tezinin özet, metodoloji ve sonuç bölümleri ile sınırlıdır. Tezler ayrıca, 50 erkek yazarın tezleri ve 50 kadın yazarın tezleri ile sınırlandırılacaktır. Bu çalışmada, Key Word in Context (KWIC) Concordance programı yardımıyla tanım edatlarının kullanımları 1.000 kelimedeki sıklıklarına göre analiz edilmiştir. İstatistiksel analiz olarak frekans analizinin yanı sıra log-likelihood (LL) hesaplaması da kullanılmıştır. Çalışmanın sonunda, tanım edatlarının LL sıklığının doktora için üç bölümde erkekler tarafından yetersiz kullanıldığı gösterdiği tespit edildi. Ana dili İngilizce olan erkek yazarların ve ana dili İngilizce olan kadın yazarlarının tezleri arasında belirli ve belirsiz tanım edatlarının sıklığında önemli bir fark olduğu belirlendi.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Amerika birleşik devletleri üniversiteleri internet kaynakları

İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI-ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	<p>Amerika’da yazılmış ve gerek kütüphaneler gerek çeşitli internet kaynaklarınca serbest erişime açık doktora tezleri</p>
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	<p>Amerika’da yazılmış ve gerek kütüphaneler gerek çeşitli internet kaynaklarınca serbest erişime açık doktora tezleri.</p>
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	<p>Çalışma, content çalışması olduğu için hiçbir anket, ölçek, form vb. evrak kullanılmamıştır.</p>
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Unvanı: Dr.	Unvanı: .	Unvanı: Doç. Dr.	Unvanı: Prof. Dr.	
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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: Evrak onayı e-posta ile alınmıştır
/ /	Dr. Öğr. Üyesi Sami Doğru	/ / 20	/ / 20	/ / 20
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi
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Appendix B. Scientific Research and Publication Ethics Committee Permission



T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2100010093
Konu : Bilimsel Araştırma ve Yayın Etiği
Kurulu Kararı Alınması Hakkında

08.12.2021

REKTÖRLÜK MAKAMINA

İlgi: 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu konulu yazınız.
İlgi tarihli yazınız kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü bünyesindeki Lisansüstü Programlarda halen tez aşamasında kayıtlı olan **Pınar Yüzer, Bekir Serter Gözen** isimli öğrencilerimize ait tez evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'te sunulmuş olduğunu arz ederim.

Doç. Dr. Murat KOÇ
Sosyal Bilimler Enstitüsü Müdürü

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Appendix C. Scientific Research and Publication Ethics Committee Permission



T.C.
ÇAĞ ÜNİVERSİTESİ
Rektörlük

Sayı : E-81570533-044-2100010238
Konu : Bilimsel Araştırma ve Yayın Etiği
Kurul İzni Hk.

15.12.2021

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : a) 07.12.2021 tarih ve E-23867972- 050.01.04-2100010060 sayılı yazınız.
b) 08.12.2021 tarih ve E-23867972- 050.01.04-2100010069 sayılı yazınız.
c) 07.12.2021 tarih ve E-23867972- 050.01.04-2100010036 sayılı yazınız.
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d) 08.12.2021 tarih ve F-23867972- 050.01.04-2100010093 sayılı yazınız.

İlgi yazılarda söz konusu edilen Pınar Yüzer, Bekir Serter Gözen, Deniz Gizer, Erdem Terzi, Nurbanu Ebru Kuzgun, Bayram Öcal ve Mehtap Dursun isimli öğrencilerimizin tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY
Rektör

Appendix D. The PhD Dissertation List of Male Writers

PhD Writer (male)	Year	University
1. MW1	2010	University of California, Berkeley
2. MW2	2010	Liberty University
3. MW3	2010	Virginia Polytechnic Institute and State University
4. MW4	2010	The University of Texas at Austin
5. MW5	2010	Michigan State University
6. MW6	2011	Liberty University
7. MW7	2011	University of Pittsburgh
8. MW8	2011	Michigan University
9. MW9	2011	University of North Texas
10. MW10	2011	University of Kansas
11. MW11	2012	University of North Texas
12. MA12	2012	Iowa State University
13. MW13	2012	University of Kansas
14. MW14	2012	University of Kansas
15. MW15	2012	Iowa State University
16. MW16	2013	The University of Texas at Austin
17. MW17	2013	University of North Texas
18. MA18	2013	University of Kansas
19. MW19	2013	Georgia State University
20. MW20	2013	Northeastern University
21. MW21	2014	Auburn University
22. MW22	2014	University of Nebraska-Lincoln
23. MW23	2014	University of New Mexico
24. MW24	2014	City University of New York (CUNY)
25. MW25	2014	Colorado State University
26. MW26	2015	University of California, San Diego
27. MW27	2015	Liberty University
28. MW28	2015	Boston Collage
29. MW29	2015	Michigan State University
30. MW30	2015	University of Washington

31. MW31	2016	Brandman University
32. MW32	2016	University of California, Santa Barbara
33. MW33	2016	Georgia State University
34. MW34	2016	Boston College
35. MW35	2016	Michigan University
36. MW36	2017	Auburn University
37. MW37	2017	Clemson University
38. MW38	2017	University of Cincinnati
39. MW39	2017	University of North Texas
40. MW40	2017	North Carolina State University
41. MW41	2018	University of the Pacific Stockton, California
42. MW42	2018	Georgia State University
43. MW43	2018	University of California, Irvine
44. MW44	2018	The City of New York
45. MW45	2018	University of Kansas
46. MW46	2019	Concordia University, Portland
47. MW47	2019	Concordia University, St. Paul
48. MW48	2019	University of California, Los Angeles
49. MW49	2019	Concordia University, St. Paul
50. MW50	2019	Lowa State University

Appendix E. The PhD Dissertation List of Female Writers

PhD Writer (male)	Year	University
1. FW1	2010	University of Minnesota
2. FW2	2010	City University of New York (CUNY)
3. FW3	2010	University of North Texas
4. FW4	2010	North Carolina State University
5. FW5	2010	Georgia State University
6. FW6	2011	Boston College
7. FW7	2011	Michigan State University
8. FW8	2011	University of Washington
9. FW9	2011	Georgia State University
10. FW10	2011	University of Washington
11. FW11	2012	University of Washington
12. FW12	2012	Colorado State University
13. FW13	2012	Iowa State University
14. FW14	2012	University of Kansas
15. FW15	2012	Iowa State University
16. FW16	2013	The University of Texas at Austin
17. FW17	2013	University of North Texas
18. FW18	2013	University of Kansas
19. FW19	2013	Georgia State University
20. FW20	2013	Northeastern University
21. FW21	2014	Auburn University
22. FW22	2014	University of Nebraska-Lincoln
23. FW23	2014	University of New Mexico
24. FW24	2014	City University of New York (CUNY)
25. FW25	2014	Colorado State University
26. FW26	2015	University of California, San Diego
27. FW27	2015	Liberty University
28. FW28	2015	Boston Collage

29. FW29	2015	Michigan State University
30. FW30	2015	University of Washington
31. FW31	2016	Brandman University
32. FW32	2016	University of California, Santa Barbara
33. FW33	2016	Georgia State University
34. FW34	2016	Boston College
35. FW35	2016	Michigan University
36. FW36	2017	Auburn University
37. FW37	2017	Clemson University
38. FW38	2017	University of Cincinnati
39. FW39	2017	University of North Texas
40. FW40	2017	North Carolina State University
41. FW41	2018	University of the Pacific Stockton, California
42. FW42	2018	Georgia State University
43. FW43	2018	University of California, Irvine
44. FW44	2018	The City of New York
45. FW45	2018	University of Kansas
46. FW46	2019	Concordia University, Portland
47. FW47	2019	Concordia University, St. Paul
48. FW48	2019	University of California, Los Angeles
49. FW49	2019	Concordia University, St. Paul
50. FW50	2019	Iowa State University